

— 2018-19 —

GRADUATE CATALOG

—

LIBERTY UNIVERSITY

Training Champions for Christ since 1971

LIBERTY UNIVERSITY®

1971 University Boulevard
Lynchburg, VA 24515
(434) 582-2000



GRADUATE CATALOG

2018-2019

*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 2018-2019

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

FIRST SEMESTER

August 13, Monday

Faculty return

August 15-21, Wednesday – Tuesday

Faculty Orientation

August 22-23, 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 23-24, Thursday – Friday

Enrollment Assistance for new, transfer, and former undergraduate students

August 24, Friday

New Student Seminar – required for all new students (Transfer and incoming freshmen)

Residence Halls open for returning students at 1 PM

Dining Hall opens at 12 PM for returning students

August 27, Monday

Classes begin

August 27-31, Monday – Friday

Add/Drop Week

August 31, Friday

Last day to add or drop a class until 4 PM

October 4-5, Thursday – Friday

Fall Break

November 16, Friday

Thanksgiving Break begins after last class

Dining Hall closes after dinner

November 19-23, Monday – Friday

Thanksgiving Break

November 30, Friday

Last day to withdraw from an UG class with a “W”

December 4, Tuesday

Last day of classes

Last day to withdraw from a GR class with a “W”

December 5, Wednesday

Reading Day

December 6-11, Thursday – Tuesday

Final Exams

December 12, Wednesday

Residence Halls close at 12 PM

Dining Hall closes after lunch

December 14, Friday

Fall semester ends

December 21, Friday

Final grades due

WINTER BREAK

December 15–January 13

SECOND SEMESTER

January 7, Monday

Intensives begin

Faculty return

January 10, Thursday

Residence Halls open for new students

Dining Hall opens at 12 PM for new students

January 10-11, Thursday – Friday

Enrollment Assistance for new, transfer, and former undergraduate students

January 11, Friday

New Student Seminar – required for all new students (Transfer and incoming freshmen)

Residence Halls open for returning students at 1 PM

Dining Hall opens at 12 PM for returning students

January 14, Monday

Classes begin

January 14-18, Monday – Friday

Add/Drop Week

January 18, Friday

Last day to add or drop a class until 4 PM

March 8, Friday

Spring Break begins after last class

Dining Hall closes after dinner

March 11-15, Monday – Friday

Spring Break

April 3, Wednesday

Annual Assessment Day

April 22, Monday

Easter Holiday – No classes

April 26, Friday

Last day to withdraw from an UG class with a “W”

April 30, Tuesday

Last day of classes

Last day to withdraw from a GR class with a “W”

May 1, Wednesday

Reading Day

May 2-7, Thursday – Tuesday

Final Exams

May 8, Wednesday

Residence Halls close at 12 PM

May 10, Friday

Spring semester ends

Baccalaureate Service

May 11, Saturday

Dining Hall closes after breakfast

Commencement

May 15-17, Wednesday – Friday

Faculty workdays

May 17, Friday

Final grades due

SUMMER TERM

May 13–August 16

Table of Contents

University Calendar	ii	Certificates	112
Message from the President and the Provost	2	School of Communication & Digital Content	113
General Information	4	Department of Strategic and	
Accreditation and Memberships	4	Personal Communication	113
Doctrinal Position	6	Certificates	115
Statement of Mission and Purpose	7	Rawlings School of Divinity	116
Statement of Worldview	7	Department of Biblical Studies	119
Statement on Student Rights and Responsibilities	7	Department of Christian Leadership	
		and Church Ministries	121
Introduction to the Campus	8	Department of Global Studies	127
Liberty University Online	9	Department of Theological Studies	128
Liberty University Online Academic Calendar	10	Certificates	133
The Graduate School	11	School of Education	134
Graduate Admissions	13	Department of Graduate Education	134
Academic Information and Policies	30	Certificates	145
Expenses and Financial Policy	41	Helms School of Government	146
Financial Aid Information and Policies	49	Master of Arts in Public Policy	146
Offices for Diversity, Equity, and Inclusion	53	Master of Science in Criminal Justice	147
Center for Research and Scholarship	54	Master of Science in International Relations	147
Graduate Student Affairs	55	Master of Science in Political Science	148
Office of Spiritual Development	57	Master of Public Administration	148
Campus Recreation	58	Doctor of Philosophy in Criminal Justice	149
Intercollegiate Athletics	61	Doctor of Philosophy in Public Policy	149
University Services	62	Certificates	150
University Services – Online Programs	66	School of Health Sciences	151
Jerry Falwell Library	69	Department of Biology and Chemistry	151
Center for Writing and Languages	71	Department of Allied Health Professions	153
Programs of Study	72	Department of Public and Community Health	155
College of Arts and Sciences	77	Certificates	156
Master of Arts in English	77	School of Law	157
Master of Arts in Professional Writing	78	Juris Doctor	158
Master of Arts in History	78	Juris Master in International Legal Studies	158
Master of Arts in Interdisciplinary Studies	79	Juris Master in American Legal Studies	159
Master of Arts in TESL	80	Master of Laws in International Legal Studies	159
College of Osteopathic Medicine	81	Joint Degree Program	161
Alton W. and Lois H. Overton Graduate		Dual Degree Programs	162
School of Business	83	School of Music	163
Master of Arts in Executive Leadership	83	Master of Arts in Ethnomusicology	164
Master of Business Administration	84	Master of Arts in Music Education	165
Master of Science in Accounting	85	Master of Arts in Music and Worship	166
Master of Science in Cyber Security	85	Master of Arts in Worship Studies	167
Master of Science in Finance	86	Doctor of Worship Studies	167
Master of Science in Health Informatics	87	Certificates	169
Master of Science in Healthcare Administration	87	School of Nursing	170
Master of Science in Information Systems	88	Master of Science in Nursing	170
Master of Science in Information Technology	88	Doctor of Nursing Practice	172
Master of Science in Marketing	89	Dual Degrees	175
Master of Science in Project Management	90	Post Graduate Certificates	179
Master of Science in Sport Management	90	School of Visual and Performing Arts	180
Doctor of Business Administration	91	Department of Studio and Digital Arts	180
Doctor of Strategic Leadership	92	Courses of Instruction	183
Certificates	92	Board of Trustees	275
School of Behavioral Sciences	93	Administration and Staff	275
Department of Counselor Education		Distinguished Professorships and Emeriti	277
and Family Studies	93	Financing the University	278
Department of Community Care and Counseling	106	Faculty Roster	279
Department of Psychology	110		

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 university in Virginia and one of the largest Christian universities in the world. More than 100,000 students study either residually at our Lynchburg, Va., campus or 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 also 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 DI college experience, with 20 NCAA Division I athletic teams, over 40 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 Interim 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 the 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. The Business School will soon enjoy the newest addition to our state of the art academic facilities. 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.

Dr. Scott Hicks
Interim Provost

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 Doctor of Philosophy in Counselor Education and Supervision, 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 and 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 is available at <http://www.schev.edu/>.

STATE AUTHORIZATION

Alabama

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:

- **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
- **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

Arkansas

- **M.A. Addiction Counseling:** While the Master of Arts in Addiction Counseling offered by Liberty University is intended to lead to licensure as an addiction counselor, the State of Arkansas may have additional course requirements and supervised experience in order to earn an Arkansas license. Please check the website for information on Arkansas licensure: <http://www.sbeadac.org/index.html>.
- **M.Ed. School Counseling:** The Master of Education in School Counseling offered by Liberty University requires the student to pursue teacher/administrator licensure in Virginia and then earn an Arkansas educator or school administrator license by reciprocity. Please note that the State of Arkansas has additional course requirements in order to earn an Arkansas license in the program area or a similar program area. Please check the website for information on Arkansas reciprocity: www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/educator-licensure-unit/licensure-by-reciprocity.

Kentucky

- 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/course/view.php?id=2>.

New York

- Due to New York state regulations, the School of Nursing is unable to accept New York residents into the Psychiatric-Mental Health Nurse Practitioner degree program as well as the Post Graduate PMHNP certificate until further notice. Additionally, students are not permitted to complete Post-BSN DNP/FNP clinical hours in the state of New York. However, students are permitted to take residential courses at Liberty University in Lynchburg, VA, and complete their clinical hours in Virginia. Any questions regarding this disclaimer or the nursing programs should be directed to Shirley Lee at sklee@liberty.edu or (434) 582-2507.

Washington

- 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.

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

CAMPUS MAP

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

MASTER PLAN

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

VIRTUAL TOUR

Liberty University's campus can be viewed online with 360 facility at http://www.seats3d.com/ncaa/liberty_university/rt/.

Academic Facilities

Liberty University's academic facilities are continually changing from year to year. Academic facilities include our nationally recognized library and state-of-the-art buildings.

Arthur S. DeMoss Hall is the primary academic building on campus, this impressive structure spans 500,000 square feet over four floors and houses computer labs, classrooms and student resource centers, and a rooftop terrace.

Home to the seventh largest music school in the country, the **Center for Music and the Worship Arts** has two linked 4-story buildings that span 141,000 square feet. The center has a 1,600-seat concert hall and is equipped exclusively with Steinway pianos. The building was completed in 2016. Additional information is available online at <http://www.liberty.edu/academics/arts-sciences/worship/index.cfm?PID=1191>.

The **Center for Natural Sciences** is a four-story, 121,000-square-foot facility that houses classrooms, an auditorium, and more than 30 laboratories designed for hands-on learning.

At 275 feet, **Freedom Tower** is the tallest structure in the city of Lynchburg. Serving as the focal point of campus, the tower and its expansive base are home to the Rawlings School of Divinity, the world's largest accredited school for religious and ministerial training. The tower's base includes a 150-seat interactive classroom as well as a classroom with multiple projectors that provide an immersive view. The tower also includes an observation floor, a 25-bell carillon, and features the Rawlings Scriptorium, which houses a collection of some of the earliest and most rare Bibles, as well as a life-size replica of the Gutenberg Press. Freedom Tower was completed in Spring 2018.

Jerry Falwell Library is named after Liberty's founder, the library was completed in 2014 and boasts over 170,000 square feet, including a technology commons, 30 group-study rooms, an automated storage retrieval system, four-story book tower, multiple terraces and balconies, and a café. Additional information is available online at <http://www.liberty.edu/library/>.

The **Center for Medical and Health Sciences** is home to the College of Osteopathic Medicine and select programs of the expanded School of Health Sciences, this 140,000 square-foot center provides hands-on training through lab simulation and standardized patient education. Additional information is available online at <http://www.liberty.edu/lucom/>.

Marie F. Green Hall houses the School of Law, Tower Theater, LaHaye Recreation and Fitness Center, and the Cinematic Arts Zaki Gordon Center, as well as academic and administrative offices.

Additional information is available online at <http://www.liberty.edu/academics>.

Athletic Facilities

Liberty University's practice and performance facilities are nationally acclaimed and provide opportunities for students studying

medicine, sport management, and other health professions to work with athletes in real-world environments. Touted as the home of the best football stadium in the Big South and the No. 4 collegiate baseball stadium in the country, Liberty University provides students and alumni with a college sports experience they can be proud of.

Williams Stadium is the largest stadium in the Big South Conference with 19,200 seats and a 110-foot viewing tower. It is ranked best stadium in the Big South Conference by the Sports Network and is among the top Football Championship Subdivision facilities. The stadium houses the Football Operations Center, containing locker rooms, coaches' offices, equipment and weight rooms, and a training facility. Additional information is available online at <http://www.liberty.edu/flames/index.cfm?PID=38090>.

The 169,000-square-foot **Indoor Track** facility is home to one of 15 hydraulic-banked tracks in the United States. The 1,500-seat indoor track includes a six-lane, 200-meter track, training and weight rooms, locker rooms, concessions, and coaches' offices. Additional information is available online at <http://www.liberty.edu/flames/index.cfm?PID=38092>.

The **Vines Center** is home to Liberty University Flames Basketball and Volleyball teams, the facility is also used for concerts, church services, conferences, and Convocation. Additional information is available online at <http://www.liberty.edu/flames/index.cfm?PID=38028>.

The **Cook Tennis Center** consists of 18 NCAA regulation courts, including 12 lighted courts for use anytime. The courts have elevated seating with chairbacks that are centered with three courts on each side. The center is used for NCAA competitions, intramural sports, and open play. Additional information is available online at <http://www.liberty.edu/flames/index.cfm?PID=38103>.

Opened in February 2013, the **Liberty Baseball Stadium** features the latest turf playing surface, as well as full-length, major league-style dugouts, a fully equipped media area, two suites, a club room, and a spectator picnic area. Additional information is available online at <http://www.liberty.edu/flames/index.cfm?PID=38096>.

Kamphuis Field at Liberty Softball Stadium features AstroTurf and a clay infield treated specifically to repel water, the stadium meets NCAA regulations. Also includes locker rooms, 1,000 chairback seats, and a video scoreboard. Additional information is available online at <http://www.liberty.edu/flames/index.cfm?PID=38097>.

Additional information about each athletic facility is available online at <http://www.liberty.edu/flames/index.cfm?PID=38027>.

Dining Locations

Dining options at Liberty University consist of resident dining options and retail dining options offered by Dining Services.

Additional information is available online at <https://liberty.sodexomyway.com/>.

Recreation Facilities

Campus Recreation proudly serves the Liberty University community with a wide variety of facilities. To find out more about recreation facilities, please see the Campus Recreation section located in this catalog.

Additional information is available online at <http://www.liberty.edu/campusrec/>.

Residence Halls

Residence Halls and housing locations can be found online at <http://www.liberty.edu/index.cfm?PID=9749>.

Liberty University – Online Programs

MISSION

The mission of Liberty University throughout online programs 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 offers online services to over 85,000 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 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 offers its online 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 offers online 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 an online 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

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 materials that are not included in the course through inclusive access from MBS Direct. Purchases can be made online by accessing the web page at www.mbsdirect.net/liberty or by calling (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.

BASIC REGULATIONS

To view the *Code of Honor*, please see the Office of Community Life section in the Student Affairs section of this catalog.

All students enrolled in Liberty University online programs 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, drug screening, or other screening processes 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 provide guidance to admitted students seeking placement 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.

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 2018–2019

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 2018 – 16-week and 8-week (2018-40)

Registration for Fall 2018 Opens May 30, 2018

Year	Term	Sub-term	Acceptance Deadline	Registration Deadline	Financial Check-In Deadline	Student Access (0 Week)	Start Date	End Date	Grades Due
2018	40	J				Varies	8/27/18	12/14/18	12/21/2018
2018	40	A	8/1/18	8/15/18	8/20/18	8/23–26, 2018	8/27/18	12/14/18	12/21/2018
2018	40	B	8/1/18	8/15/18	8/20/18	8/23–26, 2018	8/27/18	10/19/18	10/26/2018
2018	40	C	8/29/18	9/12/18	9/17/18	9/20–23, 2018	9/24/18	11/16/18	11/23/2018
2018	40	D	9/26/18	10/10/18	10/15/18	10/18–21, 2018	10/22/18	12/14/18	12/21/2018

Winter Semester 2019 – Winter Intensives (2019-10)

Registration for Winter 2018-2019 Opens September 19, 2018

Year	Term	Sub-term	Acceptance Deadline	Registration Deadline	Financial Check-In Deadline	Student Access (0 Week)	Start Date	End Date	Grades Due
2019	10	J				Varies	12/15/18	1/6/19	3/22/19

Spring Semester 2019 – 17-week and 8-week (2019-20)

Registration for Spring 2019 Opens September 19, 2018

Year	Term	Sub-term	Acceptance Deadline	Registration Deadline	Financial Check-In Deadline	Student Access (0 Week)	Start Date	End Date	Grades Due
2019	20	J				Varies	1/7/19	5/10/19	5/17/19
2019	20	A	12/19/18	UG: 1/5/19* GR: 1/7/19*	1/9/19	1/10-13, 2019	1/14/19	5/10/19	5/17/19
2019	20	B	12/19/18	UG: 1/5/19* GR: 1/7/19*	1/9/19	1/10-13, 2019	1/14/19	3/8/19	3/15/19
2019	20	C	1/16/19	1/30/19	2/4/19	2/7-10, 2019	2/11/19	4/5/19	4/12/19
2019	20	D	2/20/19	3/6/19	3/11/19	3/14-17, 2019	3/18/19	5/10/19	5/17/19

*Undergraduate student registration deadline: 1/5/19; Graduate student registration deadline: 1/7/19.

Summer Semester 2019 – 14-week and 8-week (2019-30)

Registration for Summer 2019 Opens February 13, 2019

Year	Term	Sub-term	Acceptance Deadline	Registration Deadline	Financial Check-In Deadline	Student Access (0 Week)	Start Date	End Date	Grades Due
2019	30	J				Varies	5/13/19	8/16/19	8/23/19
2019	30	A	4/17/19	5/1/19	5/6/19	5/9-12, 2019	5/13/19	8/16/19	8/23/19
2019	30	B	4/17/19	5/1/19	5/6/19	5/9-12, 2019	5/13/19	7/5/19	7/12/19
2019	30	D	5/29/19	6/12/19	6/17/19	6/20-23, 2019	6/24/19	8/16/19	8/23/19

The Graduate School

Administration

David Calland, B.S., M.B.A., Ph.D.

Administrative Dean for Graduate Programs

Dean of the Graduate School

Associate Professor of Business

G. Michele Baker, B.A., M.A., CIP

Administrative Chair of Institutional Research

Chair of the Institutional Review Board

Tracy Godsey, B.S.

Associate Registrar for Academic Policy

Connor Bryant, B.S., M.P.H.

Research Coordinator

Samuel Landa, B.S., MA.

Coordinator of GSA Programs Academic Administration

THE GRADUATE SCHOOL

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

PURPOSE

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

GOALS

- Promote the integration of faith and learning by:
 - Fostering the development of a scholarly community with a shared Christian epistemology
 - Ensuring opportunities for dialog about integration
 - Encouraging research and scholarship that demonstrates and examines integration
- Ensure consistently high quality in graduate programs by upholding appropriate standards for:
 - Recruitment and retention of graduate faculty
 - Graduate-level curriculum and degree requirements
 - Admission, matriculation and student conduct
- Advocate for the University's graduate programs and support services by:
 - Evaluating institutional and programmatic needs
 - Participating in the University's planning process
 - Pursuing adequate resourcing
- Contribute to the scholarly community by:
 - Mentoring students to be teacher-scholars
 - Promoting and enabling research among students and faculty
 - Recognizing and encouraging scholarly activity

- Create a culture that fosters a dynamic relationship with Christ by:

- Encouraging a values-sensitive environment that leads to service
- Promoting a spiritually disciplined lifestyle
- Offering corporate opportunities for spiritual growth

THE GRADUATE ADMINISTRATIVE COUNCIL (GAC)

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

THE GRADUATE SENATE

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

INSTITUTIONAL REVIEW BOARD (IRB)

Liberty University's Institutional Review Board (IRB) exists to protect people who take part in research studies affiliated with the University. The IRB examines each study's design to insure it is ethical, does not involve unnecessary risks, and includes adequate safeguards for research participants. Studies involving more than minimal risk are reviewed by a committee consisting of faculty members from various disciplines, both scientific and non-scientific, and a member who is not affiliated with the University. Liberty's IRB may be reached by email at irb@liberty.edu or through its web page at <http://www.liberty.edu/academics/graduate/irb>.

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC)

The Institutional Animal Care and Use Committee (IACUC) is charged with ensuring that all vertebrate animals used for research or instruction at Liberty University are treated ethically and humanely in accordance with the law. The IACUC reviews proposed studies involving animals to ensure that the animals are treated ethically and humanely in accordance with the laws and policies set forth by the USDA, OLAW, and Liberty University. The IACUC is also responsible for making sure that all researchers and laboratory personnel are properly trained in the handling and care of animals. Liberty's IACUC may be reached by email at iacuc@liberty.edu or through its web page at <http://www.liberty.edu/academics/graduate/iacuc>.

INSTITUTIONAL BIOSAFETY COMMITTEE (IBC)

The Institutional Biosafety Committee (IBC) is charged with ensuring that all research involving the use of biohazardous materials at Liberty University is done in accordance with the law. The IBC reviews proposed studies involving biohazardous materials to ensure that the materials and personnel involved are safe in accordance with the laws and policies set forth by the NIH and Liberty University. The IBC is also responsible for making sure that all researchers and laboratory personnel are properly trained and equipped to engage in

research of this nature. Liberty's IBC may be reached by email at ibc@liberty.edu or through its web page at <http://www.liberty.edu/academics/graduate/ibc>.

GRADUATE STUDENT ASSISTANTSHIPS

Graduate Student Assistantships are available for **residential students** in most of the graduate programs. These involve a stipend and tuition rebate. Application is separate from the admissions process. For detailed information and the application forms consult the Graduate Student Assistant Handbook at <http://www.liberty.edu/graduate>.

GRADUATE WRITING CENTER

The mission of the Graduate Writing Center (GWC) is to assist graduate students and faculty of all disciplines and all levels of expertise to become the best writers they can be. In support of this mission, the GWC provides free face-to-face coaching sessions (our core service), classroom presentations, workshops, and web resources to students, faculty, and staff. Peer coaches work with writers at all stages of the writing process, from topic selection to documentation.

The GWC is located in the CWL suite in DeMoss 1084. Students or faculty may contact the GWC by emailing graduatewriting@liberty.edu, or calling (434) 592-4727.

Graduate Admissions

General Requirements

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

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.

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

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

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

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

All Liberty University students in an online program are required to meet the minimum technology requirements as listed at <http://www.liberty.edu/techrequirements>.

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

Program Formats

Residential. With the residential delivery format, courses in a program are delivered on campus [face-to-face] and generally last the standard semester.

Online. With this delivery format, courses in a program are delivered to students through an online classroom experience that is flexible, personal, and challenging. Most programs are available 100% online. The only exception is with programs that have required intensives. Courses with an intensive format requires that students attend on-campus, week long or weekend instruction that include pre- and post-work.

Liberty University Resident Programs General Admission Procedures

Resident Graduate Admissions Office:

Phone: (877) 298-9617

Fax: (866) 418-4037

Email: Residentgraduate@liberty.edu

Text/SMS: (434) 208-1708

Website: www.liberty.edu/residentgraduate

M-F: 8:00 am – 7:00 pm EST

Mailing Address:

Liberty University

Office of Resident Graduate Admissions

1971 University Blvd.

Lynchburg, VA 24515

ITEMS TO BE SUBMITTED

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

1. Application for Admission

Application can be made online at <http://www.liberty.edu/residentgraduate>. To initiate an application by phone, graduate students may contact the **Resident Graduate Admissions Office** (1-877-298-9617). The application can also be downloaded from <http://www.liberty.edu/residentgraduate> and faxed or mailed to the Resident Graduate Admissions Office.

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

3. Academic Records

Applicants to master's-level degree programs may submit an unofficial transcript indicating successful completion of a baccalaureate degree program from an accredited institution. 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:

- School's name or logo printed on the document
- List of completed courses and earned credit
- Degree and date conferred

Official transcripts are required in order to register for a second semester of courses. The official transcripts must adhere to the specific program's requirement for admission. If the official transcripts do not meet the requirements, the admissions decision may be reversed and the student could be dropped from current classes and have financial aid removed. All applicants to Liberty University must be eligible for readmission at the last institution attended.

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

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

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

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

Some applicants may be required to provide Graduate Record Examination (GRE) scores or Miller Analogies Test (MAT) scores, or other similar type of test scores (GMAT, MCAT, and etc).

- Applicants who have taken the GRE should contact the College Testing Service and request that an official score report be sent to the Office of Graduate Admissions. Applicants who have not taken the GRE should contact Educational Testing Service to make arrangements to take the exam. The website address for the GRE is <http://www.gre.org> and the toll-free number is 1-(866) 473-4373. The computer-based format may be scheduled by individual appointment. Scores will be displayed on the screen at the conclusion of the test session and should be printed as a temporary score report. Please use the Liberty University code 5385 on the GRE forms in order to have test results sent directly to the University.
- Applicants who have taken the Miller Analogies Test should contact www.milleranalogies.com to request that an official score report be sent to the Office of Graduate Admissions.

GPA POLICY FOR MATRICULATED STUDENTS

Students who apply for admission/readmission to a Graduate/Doctoral program and who have already matriculated at Liberty University as a Graduate/Doctoral student must have, at the time of the receipt of their application, a cumulative Liberty Graduate/Doctoral GPA equal to or higher than the minimum cumulative GPA required for good academic standing in and graduation from the degree program to which they are applying.

CONDITIONAL ENROLLMENT

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

SELF-CERTIFICATION FORM

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

In order to maintain enrollment in the master's program, students must submit a final official transcript with an undergraduate degree conferral date by the end of their first term of enrollment. In order to maintain enrollment in the doctoral program, students must submit a

final official transcript with a master's degree conferral date by the end of their first term of enrollment.

TRANSFER STUDENTS

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

TRANSFER OF CREDITS

Liberty offers a lifetime acceptance of credit for approved and allowable courses, with the exception of those courses wherein the University faculty has determined the course content changes significantly over time.

For master's and post-master's degrees, there is a limit of ten years for the acceptance of credit. For exceptions, please see specific program requirements and the *Transfer Credit Matrix*.

For doctoral degrees, there is a limit of seven years for acceptance of credit.

The above transfer of credits policy does not apply to coursework completed at Liberty University, whether or not the coursework was part of a conferred degree.

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

Credits transferred from other institutions are awarded grades of P for Pass, and do not impact a student's Liberty University GPA or academic standing.

In order to receive direct credit for a course, the description must overlap the Liberty University course content at least 80%. Courses that do not match a Liberty University course by at least 80% are eligible to transfer as elective credit where allowable. Elective credit is coded as 5XX to 9XX, depending on the level of the course.

At least one-third of credits toward a graduate or post-baccalaureate professional degree are earned through instruction offered by Liberty University.

Internship credit and life-experience credit are not transferable.

Course work from a degree on the same academic level previously earned through Liberty University is considered transfer credit, and is subject to the same restrictions as course work completed through other institutions. Please refer to the next section ("Multiple Degrees") for more detailed information.

Please see the Transfer Credit Matrix at the end of this section for more information.

MULTIPLE DEGREES

Credit from a degree completed through Liberty University may be applied toward a second degree of the same academic level (e.g., master's) earned through Liberty. The number of credits allowed to be applied toward the second degree may not exceed the maximum number of transfer credit for that degree as listed on the *Transfer Credit Matrix* at the end of this section.

In cases where the two degrees shared required courses in excess of the maximum amount of transfer credits allowed for the second degree, the student must take additional courses and use them as substitutions for the shared courses.

Any established exceptions to this policy will be noted either in the *Transfer Credit Matrix* at the end of this section and/or in the pertinent college/school section(s) elsewhere in this Catalog.

DUAL COGNATES OR CONCENTRATIONS

Students may not earn a degree with two or more cognates or concentrations (e.g., a Master of Arts in Human Services Counseling with cognates in Business and Executive Leadership). While students may complete the courses in a second cognate/concentration, they may be admitted to only a single cognate/concentration, and their transcripts and diplomas will note completion of only one cognate/concentration. Any exception to this policy for an individual degree program will be noted in the Catalog information pertaining to that program.

Students who have graduated with a degree may not apply for admission to pursue the same degree with a different cognate/concentration (example: a student who has earned a Master of Business Administration MBA degree with a cognate in Accounting may not apply for admission to pursue a second MBA with a cognate in Healthcare Management).

ADMISSION NOTIFICATION

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

READMISSION

Students must apply for readmission if they have broken enrollment. A **Residential student** breaks enrollment if he/she does not maintain continuous enrollment every Fall and Spring semester.

Admission status is subject to the terms of any previous academic or disciplinary probation, suspension, or dismissal. Students must submit official transcripts from all educational institutions attended since enrollment at Liberty. Admission decisions for re-applicants will be based on the current admission criteria of the respective degree program at the time the re-application is submitted.

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

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

INTERNATIONAL STUDENT ADMISSION

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

Students living abroad and foreign nationals residing in the U.S. with an appropriate visa status are eligible to enroll in online classes provided they have the necessary Internet access and email

service. Enrollment in online courses does not enable students to obtain or remain on Student (F-1) Visa Status.

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

Applicants must earn a score of 80 on the Internet-based TOEFL, a 3.9 on the iTEP, a 6.5 on the IELTS, or an equivalent score on an approved alternate test for all graduate degree programs. An official score report sent directly from the testing service must be submitted to the University before an admission decision can be made. Applicants who have an earned degree from a college or university in the U.S. or other English-speaking country or school may have the TOEFL requirement waived by the Office of Graduate Admissions. In addition, the Office of Graduate Admissions may require any student whose native language is not English, regardless of citizenship, to submit a TOEFL score or score from an approved alternate test, if such documentation is deemed necessary. Enrollment in certain courses may be determined by the student's English proficiency test score in conjunction with other diagnostic assessments administered after the student matriculates on campus.

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

International students and all dependents who accompany them to the U.S. must be covered with an adequate health insurance policy each semester of enrollment. A mandatory health insurance fee is added to the account of international students each fall and spring semester. It is the responsibility of all international students to remain enrolled in an adequate health insurance policy while studying at the University.

SPECIAL (NON-DEGREE-SEEKING) STUDENTS

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

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

Students on Academic Suspension or Academic Dismissal are not eligible for admission as Special Students.

ACADEMIC AMNESTY

Students Academically Suspended or Academically Dismissed from Liberty University may appeal for readmission under Academic Amnesty per the following protocols:

1. The student must not have been enrolled at the University for a period of three (3) years. (Example: If the student's last enrollment was in the Spring 2016 term, he/she would not be eligible to appeal for Academic Amnesty until **after** the Spring 2019 term.)
2. The student must submit a written appeal for readmission to the Registrar's Office through the designated

portal. The appeal should include a thorough explanation of (1) the circumstances which contributed to the academic performance which resulted in the student's Academic Suspension or Dismissal and (2) why the student's present circumstances are more conducive to improved academic performance if permitted to resume his/her studies.

3. Corroboration may be requested of the student (e.g., transcripts from other institutions, certificates, awards).
4. Students who were Academically Dismissed because of academic dishonesty are not eligible for Academic Amnesty.

The Registrar's Office, upon reviewing the written appeal, must receive approval from Community Life and the academic department indicating the student is eligible for readmission.

If the student is approved by Community Life and the academic department, the Registrar's Office will submit the appeal for academic amnesty for review by the Office of the Provost.

If the student's appeal is approved, the grades will be revised as follows, and as determined by the Office of the Provost:

- a. Programs with a graduation GPA of 2.50, 3.00, or 3.25: Grades of C, D and F (including +/- grades) will be revised to Q and will no longer be included in the calculation of the student's cumulative GPA. Grades of A and B (including +/- grades) will not be revised and will continue to be included in the calculation of the student's cumulative GPA.
- b. Programs with a 2.00 graduation GPA: Grades of D and F (including +/- grades) will be revised to Q and will no longer be included in the calculation of the student's cumulative GPA. Grades of A, B, and C (including +/- grades) will not be revised and will continue to be included in the calculation of the student's cumulative GPA.
- c. Students who have been granted Academic Amnesty are not eligible for graduation honors.

If any prior certificate or degree has been awarded through Liberty University, grades earned during that time cannot be excluded when Academic Amnesty is applied. All grades earned toward a previously awarded certificate or conferred degree will remain on the student's transcript.

Once the approved student's grades have been revised, he/she is eligible to apply for readmission. If the student meets all other applicable admission requirements, he/she will be readmitted on Academic Caution.

If the student desires to pursue a degree program that is different than the one for which he/she was approved for academic amnesty, he/she must submit a new appeal to the Associate Registrar for Academic Success, who in turn will submit the appeal to the Associate Dean over the student's desired program.

All previously assigned academic standings will not change and will remain part of the student's academic records for the respective terms for which they were earned.

If, after the first term of enrollment following readmission, 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, and will not

be permitted to submit any further appeals for permission to continue his/her studies through Liberty University.

If the Office of the Provost denies the student's appeal, that decision will be final. The student will not be permitted to resume the pursuit of any Graduate or Doctoral degree through Liberty University.

DEGREE CANDIDACY

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

DUAL ENROLLMENT

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

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

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

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

Dual enrollment is not available to students already enrolled at the Graduate level, including students pursuing a Graduate Certificate, nor is it available to undergraduate students who are pursuing an undergraduate Certificate rather than an undergraduate degree or who plan to pursue a Graduate Certificate rather than a Graduate degree.

GRADUATE STUDENT ASSISTANTSHIPS

Graduate Student Assistantships are available for **residential students** in most of the graduate programs. These involve a stipend and tuition rebate. Application is separate from the admissions process.

ADDITIONAL INFORMATION

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

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

Liberty follows the Family Educational Rights and Privacy Act of 1974. Details regarding University policies are published online at <http://www.liberty.edu/index.cfm?PID=14819>. Persons desiring additional information about University policies and procedures should call or write the Director of Graduate Student Affairs.

Liberty University Online *General Admission Procedures*

Liberty University Online Graduate Admissions Office:

Phone: (800) 424-9596

Fax: (888) 301-3577

Email: LUOgrad@liberty.eduWebsite: www.luonline.com

M-F: 8:00 am – 8:00 pm EST

Sat: 10:00 am – 6:00 pm EST

Mailing Address:

Liberty University Online
Admissions Verification
1971 University Blvd.
Lynchburg, VA 24515

ITEMS TO BE SUBMITTED

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

1. Application for Admission

Application can be made online at www.luonline.com/apply. To initiate an application for online programs by phone, graduate students may contact Liberty University at (800) 424-9596.

2. Application Fee is non-refundable.**3. Academic Records**

Applicants to master's-level degree programs may submit an unofficial transcript indicating successful completion of a baccalaureate degree program from an accredited institution. 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:

- School's name or logo printed on the document
- List of completed courses and earned credit
- Degree and date conferred

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. The official transcripts must adhere to the specific program's requirements for admission. If the official transcripts do not meet the requirements, the admissions decision may be reversed and the student could be dropped from current classes and have financial aid removed. All applicants to Liberty University must be eligible for readmission at the last institution attended.

Applicants to doctoral programs will be required to submit official transcripts indicating successful completion of master's degree and may be required to submit transcripts from their baccalaureate degree. Please see program specific admission requirements for more details.

In some cases, additional transcripts may be required in order for an acceptance decision to occur. In order to receive credit for both transfer courses and prerequisite courses, students must send in official transcripts from the school(s) at which the class(es) was/were taken. An "official transcript" is one that is received directly from the educational institution attended, or is sent to Liberty University (by any party) within the original, sealed,

university envelope. Official transcripts should be sent to the Liberty University Online Graduate Admissions Office.

Applicants holding a bachelor's degree from an unaccredited institution who have also earned a master's degree from an accredited institution will be assessed on the basis of the master's-level degree. The Office of Graduate Admission may request additional documentation from applicants who do not meet admissions standards. If the Office of Graduate Admissions, in its professional opinion, determines that the documentation justifies the candidate's potential for success, the Office of Graduate Admissions may present the documentation to the Provost's Office with a request to admit the student.

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 mission 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.

4. Additional Requirements for Admission

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

Some applicants may be required to provide Graduate Record Examination (GRE) scores or Miller Analogies Test (MAT) scores, or other similar type of test scores (GMAT, MCAT, and etc.)

- A. Applicants who have taken the GRE should contact the College Testing Service and request that an official score report be sent to the Office of Graduate Admissions. Applicants who have not taken the GRE should contact Educational Testing Service to make arrangements to take the exam. The website address for the GRE is www.gre.org and the toll-free number is (866) 473-4373. The computer-based format may be scheduled by individual appointment. Scores will be displayed on the screen at the conclusion of the test session and should be printed as a temporary score report. Please use the Liberty University code 5385 on the GRE forms in order to have test results sent directly to the University.
- B. Applicants who have taken the Miller Analogies Exam should contact www.milleranalogies.com to request that an official score report be sent to the Office of Graduate Admissions.

ADMISSIONS AND ENROLLMENT FOR STUDENTS SERVING IN THE US ARMY

Active Duty, Reserve, and National Guard students serving in the US Army must apply for admission and enroll via the GoArmyEd portal, <https://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, <http://www.liberty.edu/online/military-students/>.

GPA POLICY FOR MATRICULATED STUDENTS

Students who apply for admission/readmission to a Graduate/Doctoral program and who have already matriculated at Liberty University as a Graduate/Doctoral student must have, at the time of the receipt of their application, a cumulative Liberty Graduate/Doctoral GPA equal to or higher than the minimum cumulative GPA required for good academic standing in and graduation from the degree program to which they are applying.

CONDITIONAL ENROLLMENT

Students may be conditionally enrolled following the receipt of a completed application. Graduate conditionally enrolled students may enroll for up to nine semester hours of online coursework within the first semester only pending the receipt of all remaining admission documentation. Students who have not submitted the required documentation by the completion of the first semester will not be permitted to enroll in additional courses until the admission file is completed and program admission is granted.

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

SELF-CERTIFICATION FORM

Applicants to a master's degree, who have not yet completed their bachelor's degree, must complete a Self-Certification Form verifying that they will have completed a bachelor's degree by the time they begin their master's-level classes. Applicants to a doctoral degree, who have not yet completed a master's degree, must complete a Self-Certification Form verifying that they will have completed a master's degree by the time they begin their doctoral-level classes.

In order to maintain enrollment in the master's program, students must submit a final official transcript with an undergraduate degree conferral date by the end of their first term of enrollment. In order to maintain enrollment in the doctoral program, students must submit a final official transcript with a master's degree conferral date by the end of their first term of enrollment.

TRANSFER STUDENTS

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

TRANSFER OF CREDITS

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

Credits transferred from other institutions are awarded grades of P for Pass, and do not impact a student's Liberty University GPA or academic standing.

In order to receive direct credit for a course, the description must overlap the Liberty University course content at least 80%. Courses that do not match a Liberty University course by at least 80% are eligible to transfer as elective credit where allowable. Elective credit is coded as 5XX to 9XX, depending on the level of the course.

At least one-third of credits toward a graduate or post-baccalaureate professional degree are earned through instruction offered by Liberty University.

Internship credit and Experience Plus credit are not transferable.

Course work from a degree on the same academic level previously earned through Liberty University is considered transfer credit, and is subject to the same restrictions as course work completed through other institutions. Please refer to the next section ("Multiple Degrees") for more detailed information.

Please see the *Transfer Credit Matrix* at the end of this section for more information.

MULTIPLE DEGREES

Credit from a degree completed through Liberty University may be applied toward a second degree of the same academic level (e.g., master's) earned through Liberty. The number of credits allowed to be applied toward the second degree may not exceed the maximum amount of transfer credit for that degree as listed on the *Transfer Credit Matrix* at the end of this section.

In cases where the two degrees share required courses in excess of the maximum amount of transfer credits allowed for the second degree, the student must take additional courses and use them as substitutions for the shared courses.

Any established exceptions to this policy will be noted either in the *Transfer Credit Matrix* at the end of this section and/or in the pertinent college/school section(s) elsewhere in this Catalog.

DUAL COGNATES OR CONCENTRATIONS

Students may not earn a degree with two or more cognates or concentrations (e.g., a Master of Arts in Human Services Counseling with cognates in Business and Executive Leadership). While students may complete the courses in a second cognate/concentration, they may be admitted to only a single cognate/concentration, and their transcripts and diplomas will note completion of only one cognate/concentration. Any exception to this policy for an individual degree program will be noted in the Catalog information pertaining to that program.

Students who have graduated with a degree may not apply for admission to pursue the same degree with a different cognate/concentration (example: a student who has earned a Master of Business Administration [MBA] degree with a cognate in Accounting may not apply for admission to pursue a second MBA with a cognate in Healthcare Management).

ADMISSION NOTIFICATION

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

READMISSION

Students must apply for readmission if they have broken enrollment. A student breaks enrollment if he/she does not

matriculate in a course at least once every academic year. Please note:

1. Students in Doctoral programs who have begun the dissertation/project/thesis phase of their degrees must maintain continual enrollment (Fall, Spring, and Summer semesters) until they complete their degrees.
2. Students who are pursuing Master's degrees which require projects or theses, and who have begun the project/thesis phase of their degrees, must adhere to the **Residential** enrollment policy (they must be enrolled for each Fall and Spring semester) until they complete their degrees.

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

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

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

INTERNATIONAL ADMISSION

Applicants whose native language is a language 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

Applicants must earn a score of 80 on the Internet-based TOEFL, a 3.9 on the iTEP, a 6.5 on the IELTS, or an equivalent score on an approved alternate test for all graduate degree programs. An official score report sent directly from the testing service must be submitted to the University before an admission decision can be made. Applicants who have an earned degree from a college or university in the U.S. or other English-speaking country or school may have the TOEFL requirement waived by the Office of Graduate Admissions. In addition, the Office of Graduate Admissions may require any student whose native official language is not English, regardless of citizenship, to submit a TOEFL score or score from an approved alternate test, if such documentation is deemed necessary. Enrollment in certain courses may be determined by the student's English proficiency test score in conjunction with other diagnostic assessments administered after the student matriculates on campus.

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

SPECIAL (NON-DEGREE-SEEKING) STUDENTS

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

Special Students are not eligible to receive transfer credit, including credit earned through advanced standing, **ICE**

(Institutional Challenge Examination), and Experiential Learning Credit. Financial Aid is not available for Special Students.

Students on Academic Suspension or Academic Dismissal are not eligible for admission as Special Students.

ACADEMIC AMNESTY

Students Academically Suspended or Academically Dismissed from Liberty University may appeal for readmission under Academic Amnesty per the following protocols:

1. The student must not have been enrolled at the University for a period of three (3) years. (Example: If the student's last enrollment was in the Spring 2016 term, he/she would not be eligible to appeal for Academic Amnesty until **after** the Spring 2019 term.)
2. The student must submit a written appeal for readmission to the Registrar's Office through the designated portal. The appeal should include a thorough explanation of (1) the circumstances which contributed to the academic performance which resulted in the student's Academic Suspension or Dismissal and (2) why the student's present circumstances are more conducive to improved academic performance if permitted to resume his/her studies.
3. Corroboration may be requested of the student (e.g., transcripts from other institutions, certificates, awards).
4. Students who were Academically Dismissed because of academic dishonesty are not eligible for Academic Amnesty.

The Registrar's Office, upon reviewing the written appeal, must receive approval from Community Life and the academic department indicating the student is eligible for readmission.

If the student is approved by Community Life and the academic department, the Registrar's Office will submit the appeal for academic amnesty for review by the Office of the Provost.

If the student's appeal is approved, the grades will be revised as follows, and as determined by the Office of the Provost:

- a. Programs with a graduation GPA of 2.50, 3.00, or 3.25: Grades of C, D and F (including +/- grades) will be revised to Q and will no longer be included in the calculation of the student's cumulative GPA. Grades of A and B (including +/- grades) will not be revised and will continue to be included in the calculation of the student's cumulative GPA.
- b. Programs with a 2.00 graduation GPA: Grades of D and F (including +/- grades) will be revised to Q and will no longer be included in the calculation of the student's cumulative GPA. Grades of A, B, and C (including +/- grades) will not be revised and will continue to be included in the calculation of the student's cumulative GPA.
- c. Students who have been granted Academic Amnesty are not eligible for graduation honors.

If any prior certificate or degree has been awarded through Liberty University, grades earned during that time cannot be excluded when Academic Amnesty is applied. All grades earned toward a previously awarded certificate or conferred degree will remain on the student's transcript.

Once the approved student's grades have been revised, he/she is eligible to apply for readmission. If the student meets all other applicable admission requirements, he/she will be readmitted on Academic Caution.

If the student desires to pursue a degree program that is different than the one for which he/she was approved for academic

amnesty, he/she must submit a new appeal to the Associate Registrar for Academic Success, who in turn will submit the appeal to the Associate Dean over the student's desired program.

All previously assigned academic standings will not change and will remain part of the student's academic records for the respective terms for which they were earned.

If, after the first term of enrollment following readmission, 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, and will not be permitted to submit any further appeals for permission to continue his/her studies through Liberty University.

If the Office of the Provost denies the student's appeal, that decision will be final. The student will not be permitted to resume the pursuit of any Graduate or Doctoral degree through Liberty University.

DEGREE CANDIDACY

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

DUAL ENROLLMENT

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

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

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

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

Dual enrollment is not available to students already enrolled at the Graduate level, including students pursuing a Graduate Certificate, nor is it available to undergraduate students who are pursuing an undergraduate Certificate rather than an undergraduate degree or who plan to pursue a Graduate Certificate rather than a Graduate degree.

PRIVACY OF STUDENT RECORDS:

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Liberty follows the Family Educational Rights and Privacy Act of 1974. Details regarding University policies are published online at www.liberty.edu/ferpa. Persons desiring additional information about University policies and procedures should call or write the Director of Graduate Student Affairs.

ADDITIONAL INFORMATION

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

Admissions Requirements Matrix

MASTER'S DEGREE PROGRAMS								
Program	Format	GPA	GPA for Caution	GRE	Recommendations	Contact Information Recommendations	Statement of Purpose Essay	Research Paper / Writing Sample
JM in American Legal Studies	O	3.00	2.50	N	n/a	n/a	N	N
JM in International Legal Studies	O	3.00	2.50	N	n/a	n/a	N	N
LLM in International Legal Studies	O	3.00	case-by-case	N	2	n/a	N	N
MA in Addiction Counseling	O+	3.00	2.50	N	n/a	n/a	N	N
MA in Applied Psychology	O	2.50	none	N	n/a	n/a	N	N
MA in Biblical Exposition	O/R	2.00	none	N	n/a	1	N	N
MA in Biblical Studies (MABS)	O/R	2.00	none	N	n/a	1	N	N
MA in Christian Apologetics	O/R	2.50	2.00	N	n/a	1	N	N
MA in Communication	O/R	2.50	2.00	N	n/a	n/a	N	N
MA in English	R	3.00	case-by-case	N	n/a	2	Y	Y
MA in Ethnomusicology	O+	3.00	2.50	N	n/a	1	Y	N*
MA in Global Studies (MAGS)	O/R	2.00	none	N	n/a	1	N	N
MA in History - comprehensive option	O/R	3.00	2.50	N	n/a	n/a	Y	N
MA in History - thesis option	R	3.00	2.50	N	n/a	n/a	Y	Y
MA in Medical Sciences	O+	2.75	2.50	N	n/a	n/a	N	N
MA in Music and Worship	O/R+	3.00	2.50	N	n/a	n/a	N	N
MA in Music Education	O/R+	3.00	2.50	N	n/a	n/a	N	N
MA in Professional Writing	O	3.00	2.50	N	n/a	n/a	Y	N
MA in Promotion & Video Content	O	3.00	2.50	N	0	n/a	N	N
MA in Public Policy (MAPP)	O/R	3.00	2.00	N	n/a	n/a	N	N

MASTER'S DEGREE PROGRAMS

Program	Format	GPA	GPA for Caution	GRE	Recommendations	Contact Information Recommendations	Statement -of- Purpose Essay	Research Paper / Writing Sample
MA in Strategic Communication	O/R	2.50	2.00	N	n/a	n/a	N	N
MA in Teaching English as a Second Language	O	3.00	2.50	N	n/a	n/a	Y	N
MA in Visual Communication Design	O	3.00	2.00	N	n/a	n/a	N	N
MBA	O/R	3.00	2.50	N	n/a	n/a	N	N
Master of Fine Arts (MFA)	O/R	3.00	2.50	N	n/a	n/a	Y+++	N
Master of Public Administration (MPA)	O	3.00	2.00	N	n/a	n/a	N	N
Master of Public Health (MPH)	O/R	2.50	none	N	n/a	n/a	N	N
MS in Biomedical Sciences - 1-yr option	R	2.75	2.50	Y	n/a	n/a	N	N
MS in Biomedical Sciences - 2-yr option	R	2.75	2.50	Y	n/a	n/a	N	N
MS in Criminal Justice	O	3.00	2.00	N	n/a	n/a	N	N
MS in Cyber Security	O	3.00	2.50	N	n/a	n/a	N	N
MS in Exercise Science and Wellness	O/R	3.00	2.50	N	n/a	n/a	N	N
MS in Finance	O	3.00	2.50	N	n/a	n/a	N	N
MS in Health Informatics	O	3.00	2.50	N	n/a	n/a	N	N
MS in Healthcare Administration	O	3.00	2.50	N	n/a	n/a	N	N
MS in Human Performance	O/R+	3.00	2.50	N	n/a	n/a	N	N
MS in Information Systems (MSIS)	O	3.00	2.50	N	n/a	n/a	N	N
MS in Information Technology (MSIT)	O	3.00	2.50	N	n/a	n/a	N	N
MS in International Relations	O	3.00	2.00	N	n/a	n/a	N	N
MS in Marketing	O	3.00	2.00	N	n/a	n/a	N	N
MS in Political Science	O	3.00	2.00	N	n/a	n/a	N	N
MS in Project Management	O	3.00	2.50	N	n/a	n/a	N	N
MS in Psychology	R	3.00	2.75	Y**	n/a	2	N	N
MS in Social Media Management	O	3.00	2.50	N	n/a	n/a	N	N
MS in Sport Management	O/R	3.00	2.50	N	n/a	n/a	N	N
MA in Clinical Mental Health Counseling	R	3.00	none	Y***	2	n/a	Y	N
MA in Marriage and Family Counseling	R	3.00	none	Y***	2	n/a	Y	N
MA in Marriage and Family Therapy	O+	2.70	none	N	2	n/a	Y	N
MA in Professional Counseling - 60-hour	O+	2.70	none	N	2	n/a	Y	N
MAT/MEd - Licensure	O+	3.00	2.50	N	n/a	n/a	N	N
MS in Accounting	O	3.00	2.00	N	n/a	n/a	N	N
MS in Nursing (MSN)	O	3.00	2.00	N	1	n/a	N	N
MSN / MBA dual degree	O	3.00	2.00	N	1	n/a	N	N
MSN / MS in Healthcare Administration dual degree	O	3.00	2.00	N	1	n/a	N	N
MA in Executive Leadership	O	2.50	2.00	N	n/a	n/a	N	N
MA in Human Services Counseling	O/R	2.00	none	N	n/a	n/a	N	N
MA in Interdisciplinary Studies	O	2.50	2.25	N	n/a	n/a	N	N
MA in Pastoral Counseling	O/R+	2.00	none	N	n/a	n/a	N	N
MA in Worship Studies	O/R+	3.00	2.00	N	n/a	n/a	N	N
MEd in Curriculum and Instruction - Non-licensure	O	3.00	2.00	N	n/a	n/a	N	N
MEd in Higher Education – Non-licensure	O	3.00	2.00	N	n/a	n/a	N	N
MA in Christian Ministry (MACM)	O/R	2.00	none	N	n/a	1	N	N
MAR	O/R	2.00	none	N	n/a	1	N	N
MA in Sports Chaplaincy	O	2.00	none	N	n/a	1	N	N
MA in Theological Studies (MATS)	O/R	2.00	none	N	n/a	1	N	N
MDiv	O/R	2.00	none	N	n/a	1	N	N
MRE	O	2.00	none	N	n/a	1	N	N

POST-MASTER'S AND DOCTORAL DEGREE PROGRAMS

Program	Format	GPA	GPA for Caution	GRE	Recommendations	Contact Information Recommendations	Statement -of- Purpose Essay	Research Paper / Writing Sample
Master of Theology (ThM)	O/R+	3.00	2.00	N	0	1	N	N
Doctor of Business Administration (DBA)	O+	3.00	none	N	0	0^	N	N
Doctor of Ministry (DMin)	O+	3.00	2.00	N	0	2	Y	N

POST-MASTER'S AND DOCTORAL DEGREE PROGRAMS								
Program	Format	GPA	GPA for Caution	GRE	Recommendations	Contact Information Recommendations	Statement -of- Purpose Essay	Research Paper / Writing Sample
Doctor of Nursing Practice (post-MSN)^ (DNP)	O ⁺	3.00	none	N	0	1	Y	Y
Doctor of Nursing Practice - FNP Licensure^ (DNP)	O/R ⁺⁺⁺	3.00	none	N	0	3	Y	Y
Doctor of Nursing Practice – Psychiatric Mental Health Practitioner (post-MSN)^ (DNP)	O	3.00	none	N	0	1	N	Y
Doctor of Strategic Leadership (DSL)	O	3.0	none	N	0	0	N	N
Doctor of Worship Studies (DWS)~	O ⁺	3.00	none	N	0	0 [^]	Y	N
Doctor of Philosophy in Theology & Apologetics (PhD)	O ⁺	3.25	none	Y	2	0	Y	Y
Education Specialist in Curriculum and Instruction (EdS)	O	3.00	none	N	0	0	N	N
Education Specialist in Educational Leadership (EdS)	O	3.00	none	N	0	0	N	N
Education Specialist in Higher Education Administration (EdS)	O	3.00	none	N	0	0	N	N
Doctor of Education in Christian Leadership (EdD)	O ⁺	3.00	none	N	0	0 [^]	Y	N
Doctor of Education in Community Care & Counseling (EdD)	O ⁺	3.00	none	N	0	0 [^]	Y	N
Doctor of Education in Curriculum and Instruction (EdD)	O ⁺	3.00	none	N	0	0 [^]	N	N
Doctor of Education in Educational Leadership (EdD)	O ⁺	3.00	none	N	0	0 [^]	N	N
Doctor of Philosophy in Anatomy & Cell Biology (PhD)	R	3.00	none	Y	3	0	Y	N
Doctor of Philosophy in Counselor Education & Supervision (PhD)	O ⁺	3.25	none	Y	2	0	N	Y
Doctor of Philosophy in Criminal Justice (PhD)	O	3.00	2.80	N	0	0	N	N
Doctor of Philosophy in Education (PhD)	O	3.00	none	N	0	0	N	N
Doctor of Philosophy in Higher Education Administration (PhD)	O	3.00	none	N	0	0	N	N
Doctor of Philosophy in Public Policy (PhD)	O	3.00	2.80	N	0	0	Y	N

Important Notes:

- R = Resident Format; O = Online Format
- Y = Yes; N = No
- TOEFL is required, if applicable
- Resident students are required to submit the “Personal Information Questionnaire” (/media/1238/FRM_Personal_Information.pdf)
- + This program contains some online courses where a portion is completed on campus
- +++ MFA applicants must submit (1) an Artist Statement, which should include their artistic background, area(s) of study, and the intended direction of their work, and (2) a portfolio with multiple images through SlideRoom.
- * M.A. in Ethnomusicology applicants are not required to submit a research paper or writing sample; however, they are required to (1) complete an audition (live, VHS, or digital); and (2) set up an interview with the Program Coordinator.
- **GRE required only for students admitted on Caution
- *** GRE scores are not required for students who have an undergraduate GPA greater than 3.25 (on a 4.00 scale), nor are they required for students who are using master’s-level coursework to meet the 3.00 GPA requirement for admission into the program.
- ^ Contact information for two recommendations may be requested as an additional requirement on a case-by-case basis.
- ^^ There is not space on this document for a complete listing of the admission requirements. The complete list appears in the School of Nursing section of this Catalog.
- ^^^ This program includes intensives and online courses.
- ~ Students may submit EITHER a Statement-of-Purpose Essay OR a Writing Sample.
- ~~~ This program requires that the student must have earned a regionally or nationally accredited Master of Music degree or its equivalent. Students holding the M.A.M. or M.M. will be required to demonstrate the completion of 9 graduate hours in biblical and/or worship theologies.
- **School of Law** – Admissions requirements for the J.D. program are published in the School of Law Roadbook available online at <http://www.liberty.edu/law/school-admissions/>.
- **College of Osteopathic Medicine** – Admissions requirements for the D.O. program are published in the LUCOM Catalog available online at <http://www.liberty.edu/lucom/index.cfm?PID=28013>.

Transfer Credit Matrix

Degree Program	Hours in program	Minimum hours required through Liberty*	Maximum hours of transfer credit allowed**	Maximum age of transfer credit (in years)
<i>*Credits from prior degrees earned through Liberty University cannot count toward the minimum hours that must be completed through Liberty.</i>				
<i>**This number includes credits from prior degrees earned through Liberty University.</i>				
College of Arts and Sciences				
Master of Arts in English (MA)	36	18	18	10
Master of Arts in History - Comprehensive (MA)	36	18	18	10
Master of Arts in History - Thesis (MA)	30	15	15	10
Master of Arts in Interdisciplinary Studies (MA)	31	16	15	10
Master of Arts in Professional Writing (MA)	36	18	18	10
Master of Arts in Teaching English as a Second Language (MA)	30	15	15	10
School of Behavioral Sciences				
Master of Arts in Addiction Counseling (MA)	48	24	24	10
Master of Arts in Applied Psychology (MA)	36	18	18	10
Master of Arts in Clinical Mental Health Counseling (MA)	60	30	30	10
Master of Arts in Human Services Counseling (MA)	30	15	15	10
Master of Arts in Marriage and Family Counseling (MA)	60	30	30	10
Master of Arts in Marriage and Family Therapy (MA)	60	30	30	10
Master of Arts in Pastoral Counseling (MA)	36	18	18	10
Master of Arts in Professional Counseling - 60-hour (MA)	60	30	30	10
Master of Education in School Counseling (MEd)	48	24	24	10
Master of Science in Psychology (MS)	36	18	18	10
Doctor of Education in Community Care and Counseling (EdD)	57	42	15	7
Doctor of Philosophy in Counselor Education and Supervision (PhD)	60-66	45-51	15	7
Alton W. and Lois H. Overton Graduate School of Business				
Master of Arts in Executive Leadership (MA)	30	15	15	10
Master of Business Administration (MBA) - 36-hour	36	18	18	10
Master of Business Administration (MBA)	45	24	21	10 ³
Master of Science in Accounting (MS)	30	15	15	10 ³
Master of Science in Cyber Security (MS)	36	18	18	5
Master of Science in Finance	30	15	15	10
Master of Science in Healthcare Administration (MS)	48	24	24	10 ^{3,6}
Master of Science in Health Informatics (MSHI)	36	18	18	10 ⁶
Master of Science in Information Systems (MSIS)	36	18	18	10 ⁴
Master of Science in Information Technology (MSIT)	36	18	18	10 ^{4,5}
Master of Science in Marketing (MS)	36	18	18	10
Master of Science in Project Management (MS)	36	18	18	10
Master of Science in Sport Management - Non-Thesis & Thesis options (MS)	36	18	18	10
Doctor of Business Administration (DBA)	60	45	15	7 ^{3,4}
Doctor of Strategic Leadership (DSL)	51	36	15	7
School of Communication and Digital Content				
Master of Arts in Communication (MA)	33	18	15	10

GRADUATE ADMISSIONS

Degree Program	Hours in program	Minimum hours required through Liberty*	Maximum hours of transfer credit allowed**	Maximum age of transfer credit (in years)
Master of Arts in Promotion and Video Content (MA)	33	18	15	10
Master of Arts in Strategic Communication (MA)	33	18	15	10
Master of Arts in Social Media Management (MS)	33	18	15	10
Rawlings School of Divinity				
Master of Arts in Biblical Exposition (MA)	36	18	18	10
Master of Arts in Biblical Studies (MABS)	60	30	30	10
Master of Arts in Christian Apologetics (MA)	36	18	18	10
Master of Arts in Christian Ministry (MACM)	36	18	18	10
Master of Arts in Global Studies (MAGS)	36	18	18	10
Master of Arts in Religion (MAR)	60	30	30	10
Master of Arts in Sports Chaplaincy (MA)	36	18	18	10
Master of Arts in Theological Studies (MATS)	36	18	18	10
Master of Divinity - 75-hour (MDiv) ⁷	75	39	36	10
Master of Divinity - Biblical Languages - 90-hour ⁷	90	45	45	10
Master of Divinity in Chaplaincy - 75-hour (MDiv) ^{1, 7}	75	39	36	10
Master of Divinity in Chaplaincy - 93-hour (MDiv) ^{1, 7}	93	48	45	10
Master of Religious Education (MRE)	60	30	30	10
Master of Theology - Non-Thesis & Thesis options (ThM)	30	24	6	10
Doctor of Education in Christian Leadership (EdD)	60	51	9	7
Doctor of Ministry (DMin)	30	24	6	7
Doctor of Philosophy in Theology and Apologetics (PhD)	57	42	15	7
School of Education				
Master of Arts in Teaching (MAT)	36	18	18	10
Master of Education (MEd)	36	18	18	10
Master of Education in Curriculum & Instruction (MEd)	36	18	18	10
Master of Education in Higher Education (MEd)	30	15	15	10
Education Specialist in Curriculum and Instruction (EdS)	30	24	6	10
Education Specialist in Educational Leadership (EdS)	30	24	6	10
Education Specialist in Higher Education Administration (EdS)	30	24	6	10
Doctor of Education in Curriculum and Instruction (EdD) ²	60	45	15	7
Doctor of Education in Educational Leadership (EdD) ²	60	45	15	7
Doctor of Philosophy in Education (PhD) ²	60	45	15	7
Doctor of Philosophy in Higher Education Administration (PhD) ²	60	45	15	7
Helms School of Government				
Master of Arts in Public Policy (MAPP)	36	18	18	10
Master of Public Administration (MPA)	36	18	18	10
Master of Science in Criminal Justice (MS)	36	18	18	10
Master of Science in International Relations (MS)	36	18	18	10
Master of Science in Political Science (MS)	36	18	18	10
Doctor of Philosophy in Criminal Justice (PhD)	60	45	15	7
Doctor of Philosophy in Public Policy (PhD)	60	45	15	7

GRADUATE ADMISSIONS

Degree Program	Hours in program	Minimum hours required through Liberty*	Maximum hours of transfer credit allowed**	Maximum age of transfer credit (in years)
School of Health Sciences				
Master of Arts in Medical Sciences (MA)	34	18	16	10
Master of Public Health (MPH)	42	21	21	10
Master of Science in Biomedical Sciences (MS)	39	21	18	10
Master of Science in Exercise Science and Wellness	33	18	15	10
Master of Science in Human Performance (MS)	35	20	15	10
Doctor of Philosophy in Anatomy & Cell Biology (PhD)	96-97	57-58	39	7
School of Law				
Juris Master in American Legal Studies (JM)	30	15	15	10
Juris Master in International Legal Studies (JM)	30	15	15	10
Master of Laws in International Legal Studies (LLM)	24	18	6	10
School of Music				
Master of Arts in Ethnomusicology (MA)	42	21	21	10
Master of Arts in Music and Worship (MA)	42	21	21	10
Master of Arts in Music Education (MA)	39	21	18	10
Master of Arts in Worship Studies (MA)	42	21	21	10
Doctor of Worship Studies (DWS)	45	33	12	7
School of Nursing				
Master of Science in Nursing (MSN) – concentrations in Community Health & Health Policy	36	18	18	5
Master of Science in Nursing (MSN) – concentrations in Nurse Educator, Nursing Administration, & Nursing Informatics	42	21	21	5
Master of Science in Nursing (MSN) / Master of Business Administration (MBA)	60	30	30	5
Master of Science in Nursing (MSN) / Master of Science in Healthcare Administration (MS)	60	30	30	5
Doctor of Nursing Practice (DNP)	41	35	6	7
Doctor of Nursing Practice - Family Nurse Practitioner (DNP)	78	72	6	7
Doctor of Nursing Practice – Psychiatric Mental Health Practitioner (DNP)	58	55	3	7
School of Visual and Performing Arts				
Master of Arts in Visual Communication Design (MA)	30	15	15	10
Master of Fine Arts in Graphic Design (MFA)	60	30	30	10
Master of Fine Arts in Studio Art (MFA)	60	30	30	10
¹ For the Chaplaincy programs, only graded course work from accredited institutions will be eligible for transfer. ² The EdD allows the transfer of up to 24 hours from a EdS degree earned through another institution, and up to 27 hours (as applicable) from a EdS degree earned through Liberty. The PhD allows the transfer of up to 15 hours earned through another institution, and up to 27 hours (as applicable) from an EdS in Higher Education Administration degree earned through Liberty towards the PhD in Higher Education Administration and up to 27 hours (as applicable) from an EdS in Curriculum & Instruction degree earned through Liberty towards the PhD in Education – Curriculum & Instruction. ³ The following courses have a transfer age limit of five years: ACCT 511, 521, 531, 612, 622, 632, and 642. ⁴ The following courses have a transfer age limit of five years: BMIS 510, 520, 530, 570, 580, 601, 603, 662, 663, 664, 665, 680, 681, and 690. ⁵ The following courses have a transfer age limit of five years: CSIS 505, 525, 535, 641, 643, 651, 657, and 690. ⁶ The following courses have a transfer age limit of five years: INFO 505, 535, 545, 668, and 690. ⁷ As an exception to the multiple-degree policy listed elsewhere in this section, students who are pursuing a Master of Divinity (MDiv) degree and who have previously earned a Master of Arts in Religion (MAR), Master of Religious Education (MRE), or Master of Arts in Biblical Studies (MABS) will be permitted to use all of the credits completed for the MAR, MRE (including the MRE-Chaplaincy), or MABS toward the MDiv as allowed by the student's specific MDiv Degree Completion Plan (DCP).				

Admissions – Graduate Certificate Programs

General Requirements

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

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.

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

The University reserves the right to refuse admission or readmission to any prospective student or re-enrollment to any student. Any applicant who intentionally withholds pertinent

information or who falsifies information may be required to withdraw from Liberty University. The regulations listed herein are subject to change after the publication of this Catalog. The University reserves the right to make necessary changes to admission requirements without notice.

Liberty University graduate certificate programs utilize a variety of course-delivery formats, some of which are available through on-campus and online instruction and/or DVDs/videos. Course delivery format options vary by certificate program.

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

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

Program Format

On-Campus [Residential]. With the residential delivery format, courses in a program are delivered on campus [face-to-face] and generally last the standard semester.

Online [Distance Education]. With the online delivery format, courses in a program are delivered to students through a virtual classroom experience that is flexible, personal, and challenging. Through the online format a student can complete a certificate program entirely online.

Liberty University On-Campus General Certificate Admission Procedures

Resident Graduate Admissions Office:

Phone: 1-877-298-9617

Fax: 866-418-4037

Email: Residentgraduate@liberty.edu

Website: www.liberty.edu/residentgraduate

M-F: 8:00 am – 7:00 pm EST

Mailing Address:

Liberty University
Office of Resident Graduate Admissions
1971 University Blvd.
Lynchburg, VA 24515

ITEMS TO BE SUBMITTED

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

1. Application for Admission

Application can be made online at www.liberty.edu/residentgraduate. To initiate an application for certificate programs by phone, graduate students may contact Resident Graduate Admissions (1-877-298-9617).

2. Application Fee is non-refundable.

The \$50 fee is deferred until Financial Check-in.

3. Academic Records

Applicants to master's-level certificate programs may submit an official transcript indicating successful completion of a baccalaureate degree program from an

accredited institution. Before submitting official transcripts, please make sure they include the following:

- School's name or logo printed on the document
- Cumulative GPA
- List of completed courses and earned credit
- Degree and date conferred

Upon an admission decision, the official transcripts must adhere to the specific program's requirements for admission. If the official transcripts do not meet the requirements, the admissions decision may be reversed and the student could be dropped from current classes and have financial aid removed. All applicants to Liberty University must be eligible for readmission at the last institution attended.

In some cases, additional transcripts may be required in order for an acceptance decision to occur. An "official transcript" is one that is received directly from the educational institution attended, or is sent to Liberty University (by any party) within the original, sealed, university envelope. Official transcripts should be sent to the Liberty University On-Campus Graduate Admissions Office.

Applicants holding a bachelor's degree from an unaccredited institution who have also earned a master's degree from an accredited institution will be assessed on the basis of the master's-level degree. The Office of Graduate Admission may request additional documentation from applicants who do not meet admissions standards. If the Office of Graduate Admissions, in its professional opinion, determines that

the documentation justifies the candidate's potential for success, the Office of Graduate Admissions may present the documentation to the Provost's Office with a request to admit the student. admission to students based on professional judgment.

4. Additional Requirements for Admission

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

CONDITIONAL ENROLLMENT

Conditional enrollment is not available to students pursuing certificates.

SELF-CERTIFICATION FORM

Undergraduate students seeking admission to an online graduate certificate are not permitted to complete a Self-Certification. Students must submit transcripts indicating successful completion of a bachelor's degree or higher.

TRANSFER STUDENTS

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

TRANSFER OF CREDITS

All credits must be completed through Liberty University for a certificate program. Credits from classes taken through Liberty University for a degree or a certificate conferred after January 25, 2013 can be transferred to a certificate. Courses taken outside of Liberty University cannot transfer into a certificate program.

ADMISSION NOTIFICATION

When all required items have been received, applicants will be notified of an admission decision from the Office of Graduate Admissions.

READMISSION

Students must apply for readmission if they have broken enrollment. A **Liberty University residential student** breaks enrollment if he/she does not matriculate in a course at least once every Fall/Spring semester.

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

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

CERTIFICATE CANDIDACY

Requirements for Certificate Candidacy vary by program. See the Admission Requirements Matrix for Certificates located at the end of this section.

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

Liberty follows the Family Educational Rights and Privacy Act of 1974. Details regarding University policies are published online at www.liberty.edu/ferpa. Persons desiring additional information about University policies and procedures should call or write the Director of Graduate Student Affairs.

ADDITIONAL INFORMATION

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

Liberty University Online

General Certificate Admission Procedures

Liberty University Online Graduate Admissions Office:

Phone: (800) 424-9595
 Fax: (888) 301-3577
 Email: LUOgrad@liberty.edu
 Website: www.luonline.com
 M-F: 8:00 am – 8:00 pm EST
 Sat: 10:00 am – 6:00 pm EST

Mailing Address:

Liberty University Online
 Graduate Admissions
 1971 University Blvd.
 Lynchburg, VA 24515

ITEMS TO BE SUBMITTED

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

1. Application for Admission

Application can be made online at www.luonline.com/apply. To initiate an application for online programs by phone, graduate students may contact Liberty University at (800) 424-9596.

2. Application Fee is non-refundable.

The fee is deferred until Financial Check-in.

3. Academic Records

Applicants to master's-level certificate programs must submit official transcripts for admission. The official transcripts must adhere to the specific program's requirements for admission. All applicants applying to Liberty University must be eligible for readmission or re-enrollment at the last institution attended.

In some cases, additional transcripts may be required in order for an acceptance decision to occur. An "official transcript" is one that is received directly from the educational institution attended, or is sent to Liberty University (by any party) within the original, sealed, university envelope. Official transcripts should be sent to the Liberty University Online Graduate Admissions Office.

Applicants holding a bachelor's degree from an unaccredited institution who have also earned a master's degree from an accredited institution will be assessed on the basis of the master's-level degree. The Office of Graduate Admission may request additional documentation from applicants who do not meet admissions standards. If the Office of Graduate Admissions, in its professional opinion, determines that the documentation justifies the candidate's potential for success, the Office of Graduate Admissions may present the documentation to the Provost's Office with a request to admit the student.

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 mission 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.

4. Additional Requirements for Admission

Please see the *Program Specific Admissions Procedures* in the individual program sections of this Catalog for

information regarding minimum GPA requirements and additional items needed for acceptance

CONDITIONAL ENROLLMENT

Conditional enrollment is not available to students pursuing certificates.

SELF-CERTIFICATION FORM

Undergraduate students seeking admission to an online graduate certificate are not permitted to complete a Self-Certification. Students must submit transcripts indicating successful completion of a bachelor's degree or higher.

TRANSFER STUDENTS

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

TRANSFER OF CREDITS

All credits must be completed through Liberty University for a certificate program. Credits from classes taken through Liberty University for a degree or a certificate conferred after January 25, 2013 can be transferred to a certificate. Courses taken outside of Liberty University cannot transfer into a certificate program.

ADMISSION NOTIFICATION

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

READMISSION

Students must apply for readmission if they have broken enrollment. A student breaks enrollment if he/she does not matriculate in a course at least once every academic year.

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

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

CERTIFICATE CANDIDACY

Requirements for Certificate Candidacy vary by program. See the Admission Requirements Matrix for Certificates located at the end of this section.

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

Liberty follows the Family Educational Rights and Privacy Act of 1974. Details regarding University policies are published online at www.liberty.edu/ferpa. Persons desiring additional information about University policies and procedures should call or write the Director of Graduate Student Affairs.

ADDITIONAL INFORMATION

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

Admissions Requirements Matrix for Certificates

GRADUATE CERTIFICATES						
Certificate	Format	GPA	GRE	Contact Information for Recommendations	Statement of Purpose Essay	Questionnaire
Advanced Graduate Certificate in Criminal Justice	O	2.0	N	0	N	N
Advanced Graduate Certificate in Leadership	O	2.50	N	0	N	N
Advanced Graduate Certificate in Public Policy	O	2.0	N	0	N	N
Certificate in Communication & Business Administration	O	2.25	N	0	N	N
Certificate in Criminal Justice	O	2.00	N	0	N	N
Certificate in Applied Communication Studies	O	2.25	N	1	Y	N
Certificate in Global Health	O/R	2.50	N	0	N	N
Certificate in Greek	O/R	2.00	N	1	N	Y
Certificate in Health Promotion	O/R	2.50	N	0	N	N
Certificate in Healthcare Management	O	2.50	N	0	N	N
Certificate in Hebrew	O/R	2.00	N	1	N	Y
Certificate in Marketing	O	2.50	N	0	N	N
Certificate in Nutrition	O/R	2.50	N	0	N	N
Certificate in Music World Cultures – Ethnomusicology	O	2.25	N	1	Y	N
Certificate in Organizational Communication	O	2.00	N	1	N	N
Certificate in Outdoor Adventure Sport	O	2.50	N	0	N	N
Certificate in Public Administration	O	2.00	N	0	N	N
Certificate in Public Policy	O	2.00	N	0	N	N
Certificate in Sport Management	O	2.50	N	0	N	N
Certificate in General Business	O	2.50	N	0	N	N
Certificate in Management and Leadership	O	2.00	N	0	N	N
Certificate in Autism Education	O	2.00	N	0	N	N
Certificate in Biblical Studies	O	2.00	N	1	N	Y
Certificate in Communications for Human Services	O	2.00	N	0	N	N
Certificate in Christian Ministry	O	2.00	N	1	N	Y
Certificate in Educational Technology & Online Instruction	O	2.00	N	0	N	N
Certificate in Gifted Education	O	2.00	N	0	N	N
Certificate in Military Resilience	O	2.00	N	0	N	N
Certificate in Middle Grades	O	2.00	N	0	N	N
Certificate in Pastoral Counseling	O	2.00	N	0	N	N
Certificate in Preschool	O	2.00	N	0	N	N
Certificate in Theological Studies	O	2.00	N	1	N	Y
Certificate in School Leadership	O	2.00	N	0	N	N
Certificate in Worship Studies	O	2.50	N	1	Y	N
Certificate in Christian Leadership	O	2.00	N	1	N	Y
Certificate in Global Studies	O	2.00	N	1	N	Y
Executive Certificate in Curriculum & Instruction	O	3.00	N	0	N	N
Executive Certificate in Higher Education Administration	O	3.00	N	0	N	N
Post-Graduate Certificate in Psychiatric Mental Health Nurse Practitioner	O	3.00	N	1	N	N

Academic Information and Policies

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

Travis Hoegh

Associate Registrar for Academic Operations

Kelli Goins, B.S.

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

PLEASE NOTE:

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

SEMESTER CREDIT SYSTEM

The University operates on the semester system. The unit for counting credit is the semester hour. A semester hour of credit consists of the equivalent of one 50-minute period of class work for 15 weeks, with an assumption of two hours of outside preparation or two 50-minute periods of laboratory work for each semester hour. Online courses are equivalent to the number of classroom contact hours (750 minutes per credit hour) expected in a synchronous residential course.

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>.

SEMESTER LOAD

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

Graduate students must secure permission from the appropriate Associate Dean or Program Director and from the Associate Registrar for Degree Conferral to take more than 15 hours.

GRADES, QUALITY POINTS, AND GPA

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

Grade	Meaning	Quality Points Per Semester Hour
A	Excellent	4.00
A-	Excellent to Good	3.67
AU	Audit	0.00
B+	Good to Excellent	3.33
B	Good	3.00
B-	Good to Average	2.67
C+	Average to Good	2.33
C	Average	2.00
C-	Average to Poor	1.67
D+	Poor to Average	1.33
D	Poor	1.00
D-	Very Poor	0.67
F	Failure	.00
FN	Failure for Non-Attendance	.00
I	Incomplete	.00
IP	In Progress	.00
NF	Failure for Non-Attendance (for Pass/Fail courses)	.00
NP	Non-Pass (for Pass/Fail courses)	.00
P	Pass	.00
Q	Academic Amnesty	.00
R	Course Repeated	.00
W	Withdraw	.00

A student's cumulative GPA comprises all Liberty University coursework completed at the current academic level (Undergraduate, Graduate or Doctoral) 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 GPA hours completed. GPA hours are hours that are used in the calculation of the GPA. The following grades are included in GPA hours: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, and FN. Grades of AU, I, IP, NF, NP, P, Q, R, and W are not included in GPA hours. A grade of B, for example, in a course bearing three semester hours of credit would be assigned nine quality points and a grade of C in that course, six quality points. Thus, if a student takes 16 semester hours of work and earns 40 quality points, his GPA is 2.50 (40 quality points divided by 16 semester hours). Only courses taken at Liberty are used in computing the GPA. Cumulative GPA is calculated to the hundredths place and is not rounded.

STUDENT CLASSIFICATION

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

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

ADVISORS AND COURSE SELECTION

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

Liberty University Online will assist **online students** throughout their studies. Liberty University Online serves to guide students in their course selection as well as help answer questions regarding academic issues or school-related problems.

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 online at: <http://www.liberty.edu/academics/registrar/index.cfm?PID=23103>.

TRANSFER OF CREDIT

Only courses and degrees from institutions accredited by agencies recognized by the Department of Education will be evaluated for transfer credit (e.g., SACSCOC, TRACS, ABHE, etc.). Applicants must request official transcripts to be sent directly from the Registrar(s) of the previous school(s) to the Offices of Graduate Admissions. These transcripts must be received before an admission decision will be made. Credits transferred from other institutions are awarded grades of P for Pass, and do not impact a student's Liberty University GPA or academic standing.

In order to receive direct credit for a course, the description must overlap the Liberty University course content at least 80%. Courses that do not match a Liberty University course by at least 80% are eligible to transfer as elective credit where allowable. Elective credit is coded as 5XX to 9XX, depending on the level of the course.

Course work from a degree on the same academic level previously earned through Liberty University is considered transfer credit, and is subject to the same restrictions as course work completed through other institutions.

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

Students seeking certificates are not eligible for transfer credit.

EXPERIENTIAL LEARNING CREDIT

In order to demonstrate they have met the learning outcomes of a course, students who have already applied to Liberty University may submit an Experience Plus portfolio. Students are responsible for identifying the courses for which they intend to show equivalency, but they are encouraged to first make sure that their program does not involve any kind of licensure or other certifications that are received from state or other government entities or military branches as these circumstances prevent a student from going through this process. The portfolio review requires a nonrefundable \$100 assessment fee. Students seeking credit for more than one course must submit a separate portfolio per course for which credit is requested. A maximum of 50% of experiential learning credits can be awarded and applied toward a graduate degree at Liberty University.

The Portfolio Guidelines are as follows:

- Students must be accepted into a program at Liberty University.
- Prepare a portfolio(s) using the guidelines established at <http://www.liberty.edu/online/credit-experience-by-portfolio>.
- Portfolios will be evaluated by appropriately credentialed faculty to determine if credit can be awarded for life experiences. Students are not guaranteed credit for these experiences.
- Portfolios may not be submitted for internships, practica, dissertations, thesis courses, or other courses that are identified as non-transferrable.
- The hours awarded are counted as transfer hours and are not considered as hours earned at Liberty University. These credits will not be applied to a student's GPA calculation.
- Credit earned through this process will not be counted toward the required minimum institutional credits that must be completed through Liberty University for a graduate degree.

MILITARY EVALUATION

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.

**RESIDENT COURSE REGISTRATION
PRIORITY REGISTRATION FOR MILITARY
STUDENTS**

All residential students who have verified their status as a current military service member or veteran will be assigned a unique PIN number before registration opens each semester. The PIN will be emailed to students and allow access to course registration on the early registration date associated with Special Groups. More information about the specific dates in the registration schedule will be posted on the Registrar's Course Registration web page each semester.

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

Online students may register for courses online through ASIST. A student's enrollment period (course activation) begins the first day of the sub-term, provided the student is in good academic standing and has paid the tuition or secured financial aid approval. Students are encouraged to allow sufficient time to review their course materials before the

beginning of the sub-term. See the University calendar for sub-term dates.

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/178>.

ONLINE COURSE MATERIALS

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

CLASS ATTENDANCE

Regular attendance in online courses is expected throughout the length of the term. The U.S. Department of Education requires that every university monitor the attendance of their students.

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/195>.

LATE ASSIGNMENT POLICY FOR ONLINE COURSES – Effective Spring 2018

Course assignments, including discussion boards, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, he/she must contact the instructor immediately by email.

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 after the due date will receive a 10% deduction.
2. Assignments submitted more than one week and less than two weeks late will receive a 20% deduction.
3. Assignments submitted two weeks late or more or after the final date of the course will not be accepted.
4. Group projects, including group discussion board threads and/or replies, and assignments will not be accepted after the due date.

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 (see Expenses and Financial Policy section). Audit fees are not covered in block-rate tuition, 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.

Audited courses will not count toward graduation requirements.

Resident students:

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.

Online students:

Course audits may not be added via ASIST, but must be requested by emailing the Registrar's Office at registrar@liberty.edu. 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.

Academic Standing

Students must maintain satisfactory academic standing to remain at Liberty.

Academic standing is calculated at the end of each Fall, Spring, and Summer term, or upon completion of all courses within a term, and is based on the student's cumulative GPA. Please refer to the end of this sub-section for a chart listing the cumulative GPA's required for good academic standing for all current degree programs.

A student's cumulative GPA comprises all coursework completed at the current academic level (Undergraduate, Graduate or Doctoral) regardless of prior degree conferral, broken enrollment or a program/major change.

Students failing to attain and maintain the cumulative GPA required for good academic standing in their degree program will be placed on **Academic Warning**. Students on Academic Warning will be required to take GRST 501 in their next semester of enrollment, unless they have already taken and passed the course.

At the end of the term on Academic Warning, students who fail to raise their cumulative GPA to the required level will be placed on **Academic Probation**. Students on Academic Probation will be required to take GRST 501 in their next semester of enrollment, unless they have already taken and passed the course.

Additionally, students who are enrolled full-time and fail all courses will be placed on **Academic Probation**, unless they were previously on Academic Probation or Academic Suspension. Students who are enrolled fulltime and fail all courses while on Academic Probation or Suspension will progress to the next academic standing level.

At the end of the term on Academic Probation, students who fail to raise their cumulative GPA to the required academic level will be placed on **Academic Suspension**.

All graduate and doctoral students, both residential and online, who desire to return to Liberty in the future must appeal to the Registrar's Office in writing through the designated portal. Appeals will be considered by the academic department. If the student's appeal 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.

Students who fail to raise their cumulative GPA to the required academic level (see above) by the end of the subsequent term and/or who fail to meet the terms of their Academic Contract will be **Academically Dismissed** and will

not be allowed to appeal to return to Liberty unless a period of at least three academic years has passed.

When academic standing is updated, students on **Academic Warning, Probation, Suspension, and Dismissal** will be sent a notification by the Registrar's Office.

Students on **Academic Suspension** or **Academic Dismissal** are not eligible for admission as Special (non-degree-seeking) Students.

ACADEMIC STANDING GPA CHART

2.00
All Graduate Certificates Master of Arts in Biblical Exposition (MA) <i>Master of Arts in Christian Leadership Studies (MA)*</i> Master of Arts in Christian Ministry (MACM) Master of Arts in Religion (MAR) Master of Arts in Sports Chaplaincy (MA) Master of Arts in Theological Studies (MATS) Master of Arts in Worship Studies (MA) Master of Divinity (MDiv) <i>Master of Divinity-Chaplaincy – 72-hour (MDiv)*</i> Master of Divinity-Chaplaincy – 75-hour <i>Master of Divinity-Chaplaincy – 93-hour (MDiv)*</i> Master of Religious Education (MRE)
2.50
Master of Arts in Executive Leadership (MA) <i>Master of Arts in Human Services (MA)*</i> Master of Arts in Human Services Counseling (MA) Master of Arts in Interdisciplinary Studies (MA) <i>Master of Arts in Management and Leadership (MAML)*</i> Master of Arts in Pastoral Counseling (MA) Master of Education in Curriculum and Instruction (MED) <i>Master of Education in Teaching and Learning (MEd)</i> Master of Education in Higher Education (MED)
3.00
<i>Accelerated Master of Divinity - 75-hour (MDiv)*</i> Doctor of Education in Christian Leadership (EdD) Doctor of Education in Community Care and Counseling (EdD) Doctor of Education in Curriculum and Instruction (EdD) Doctor of Education in Educational Leadership (EdD) Doctor of Ministry (DMin) Doctor of Nursing Practice (DNP) Doctor of Philosophy in Anatomy and Cell Biology (PhD) <i>Doctor of Philosophy in Counseling (PhD)*</i> Doctor of Philosophy in Counselor Education and Supervision (PhD) Doctor of Philosophy in Criminal Justice (PhD) Doctor of Philosophy in Education (PhD) Doctor of Philosophy in Higher Education Administration (PhD) Doctor of Philosophy in Public Policy (PhD) Doctor of Philosophy in Theology and Apologetics (PhD) Doctor of Strategic Leadership (DSL) Doctor of Worship Studies (DWS) Education Specialist in Curriculum and Instruction (EdS) Education Specialist in Educational Leadership (EdS) Education Specialist in Higher Education Administration (EdS) Juris Master (JM) Juris Master in American Legal Studies (JM) Juris Master in International Legal Studies (JM) Master of Arts in Addiction Counseling (MA)

Master of Arts in Applied Psychology (MA) Master of Arts in Christian Apologetics (MA) Master of Arts in Clinical Mental Health Counseling (MA) Master of Arts in Communication (MA) Master of Arts in English (MA) Master of Arts in Ethnomusicology (MA) Master of Arts in Global Studies (MAGS) <i>Master of Arts in Global Studies - Practicum & Thesis (MAGS)*</i> Master of Arts in History - Thesis & Comprehensive (MA) Master of Arts in Marriage and Family Counseling (MA) Master of Arts in Marriage and Family Therapy (MA) Master of Arts in Medical Sciences (MA) Master of Arts in Music and Worship (MA) Master of Arts in Music Education (MA) <i>Master of Arts in Philosophical Studies (MAPS)*</i> <i>Master of Arts in Professional Counseling - 48-hour (MA)*</i> Master of Arts in Professional Counseling - 60-hour (MA) Master of Arts in Professional Writing (MA) Master of Arts in Promotion and Video Content (MA) Master of Arts in Public Policy (MAPP) Master of Arts in Strategic Communication (MA) Master of Arts in Teaching (MAT) Master of Arts in Teaching English as a Second Language (MA) Master of Arts in Visual Communication Design (MA) Master of Business Administration (MBA) <i>Master of Divinity in Academic/Pre-PhD (MDiv)*</i> Master of Education (MEd) Master of Education – School Counseling (MEd) Master of Fine Arts in Graphic Design (MFA) Master of Fine Arts in Studio Art (MFA) <i>Master of Fine Arts in Studio and Digital Arts (MFA)*</i> Master of Laws in International Legal Studies (LLM) Master of Public Administration (MPA) Master of Public Health (MPH) Master of Science in Accounting (MS) Master of Science in Biomedical Sciences (MS) Master of Science in Criminal Justice (MS) Master of Science in Cyber Security (MS) Master of Science in Exercise Science and Wellness (MS) Master of Science in Finance (MS) Master of Science in Healthcare Administration (MS) Master of Science in Health Informatics (MSHI) Master of Science in Human Performance (MS) Master of Science in Information Systems (MSIS) Master of Science in Information Technology (MSIT) Master of Science in International Relations (MS) Master of Science in Marketing (MS) Master of Science in Nursing (MSN) Master of Science in Nursing (MSN)/Master of Business Administration (MBA) – dual degree Master of Science in Nursing (MSN)/Master of Science in Healthcare Administration (MS) – dual degree Master of Science in Political Science (MS) Master of Science in Project Management (MS) Master of Science in Psychology (MS) Master of Science in Sport Management (MS) Master of Theology (ThM)
3.25
Doctor of Business Administration (DBA)

**Degree program is no longer offered for new and re-applying students*

ACADEMIC AMNESTY

Students Academically Suspended or Academically Dismissed from Liberty University may appeal for readmission under Academic Amnesty per the following protocols:

1. The student must not have been enrolled at the University for a period of three (3) years. (Example: If the student's last enrollment was in the Spring 2016 term, he/she would not be eligible to appeal for Academic Amnesty until **after** the Spring 2019 term.)
2. The student must submit a written appeal for readmission to the Registrar's Office through the designated portal. The appeal should include a thorough explanation of (1) the circumstances which contributed to the academic performance which resulted in the student's Academic Suspension or Dismissal and (2) why the student's present circumstances are more conducive to improved academic performance if permitted to resume his/her studies.
3. Corroboration may be requested of the student (e.g., transcripts from other institutions, certificates, awards).
4. Students who were Academically Dismissed because of academic dishonesty are not eligible for Academic Amnesty.

The Registrar's Office, upon reviewing the written appeal, must receive approval from Community Life and the academic department indicating the student is eligible for readmission.

If the student is approved by Community Life and the academic department, the Registrar's Office will submit the appeal for academic amnesty for review by the Office of the Provost.

If the student's appeal is approved, the grades will be revised as follows, and as determined by the Office of the Provost:

- a. Programs with a graduation GPA of 2.50, 3.00, or 3.25: Grades of C, D and F (including +/- grades) will be revised to Q and will no longer be included in the calculation of the student's cumulative GPA. Grades of A and B (including +/- grades) will not be revised and will continue to be included in the calculation of the student's cumulative GPA.
- b. Programs with a 2.00 graduation GPA: Grades of D and F (including +/- grades) will be revised to Q and will no longer be included in the calculation of the student's cumulative GPA. Grades of A, B, and C (including +/- grades) will not be revised and will continue to be included in the calculation of the student's cumulative GPA.
- c. Students who have been granted Academic Amnesty are not eligible for graduation honors.

If any prior certificate or degree has been awarded through Liberty University, grades earned during that time cannot be excluded when Academic Amnesty is applied. All grades earned toward a previously awarded certificate or conferred degree will remain on the student's transcript.

Once the approved student's grades have been revised, he/she is eligible to apply for readmission. If the student meets all other applicable admission requirements, he/she will be readmitted on Academic Caution.

If the student desires to pursue a degree program that is different than the one for which he/she was approved for academic amnesty, he/she must submit a new appeal to the Associate Registrar for Academic Success, who in turn will submit the appeal to the Associate Dean over the student's desired program.

All previously assigned academic standings will not change and will remain part of the student's academic records for the respective terms for which they were earned.

If, after the first term of enrollment following readmission, 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, and will not be permitted to submit any further appeals for permission to continue his/her studies through Liberty University.

If the Office of the Provost denies the student's appeal, that decision will be final. The student will not be permitted to resume the pursuit of any Graduate or Doctoral degree through Liberty University.

COURSE SUBSTITUTIONS

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

PROGRAM CHANGES

All requests to change degree programs, majors, cognates, and concentrations must be submitted in writing to the Registrar's Office for **resident** students and Liberty University Online Academic Advising for **online** students. The student will be placed on the Degree Completion Plan (DCP) or Certificate Completion Plan (CCP) in effect for the term for which the request is processed. 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.

A student must be admitted to a degree program before he/she may matriculate in that program.

DROPPING/ADDING COURSES

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

Residential students desiring to take a Liberty University Online course must enroll in the course during the registration period. The course must be completed by the last day of the sub-term unless an extension is granted.

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.

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

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

DROPPING/ADDING COURSES

Online students may drop a course for a full refund, any time prior to the sub-term start date.

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/158>.

COURSE REPEAT POLICY

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

1. All Master's-level programs will allow the repeat policy to be applied for a maximum of nine hours of repeated course work, with the exception of Master of Divinity programs, which will allow the repeat policy to be applied for a maximum of fifteen hours of repeated course work.
2. All post-Master's and Doctoral programs will allow the repeat policy to be applied for a maximum of three hours of repeated course work.
3. All Graduate Certificates will allow the repeat policy to be applied for a maximum of three hours of repeated course work.
4. Both the original course and the repeat of the course must be taken at Liberty University in order to activate the policy.
5. The second grade of A, B, C, D, F, NF, or FN (including +/- grades) will apply toward the cumulative GPA.
6. The repeat policy may not be applied for the following grades: AU, I, NF, NP, P, Q, or W.
7. When a course is repeated, the original grade will be followed on the student's transcript by the letter "A," which will indicate that the original grade has been excluded from the earned hours, but is still included in the GPA hours, quality points, and the computation of the cumulative GPA. The original grade will also remain on the student's transcript as attempted hours.
8. The grade for the repeat of the course will be followed by the letter "I," which will indicate that the grade for the repeat of the course will be included in the earned hours, GPA hours, quality points, and the computation of the cumulative GPA.
9. Once the repeat policy has been applied, the letter "A" following the original grade is replaced by the letter "E," which indicates that the original grade is excluded from the earned hours, GPA hours, quality points, and the computation of the cumulative GPA. However, the original grade will remain on the student's transcript as attempted hours.
10. This policy is retroactive to include any course taken at Liberty University.
11. Use of the repeat policy for a prior semester will not affect the academic standing for that semester.
12. The repeat policy request must be submitted prior to degree conferral for the policy to be activated.
13. The repeat policy may not be applied in reverse, meaning that a student may not repeat a course, earn a lower grade for the repeat, and apply the repeat policy to exclude the repeat grade from the cumulative GPA.
14. When the grade for the repeat is insufficient to be used to meet a course requirement on the student's Degree Completion Plan (DCP), the student must repeat the course again and earn a sufficient grade. The student may not use the original grade for the course to meet a course requirement on his/her DCP, even if the original grade is sufficient. If the course is not specifically required, but may be used to meet an elective requirement, the student may either repeat the course again or take another course to meet the requirement.

15. If a student has earned a degree, and goes on to pursue a second degree, any use of the repeat policy in the pursuit of the first degree will not count toward the total number of uses of the repeat policy allowed under the second degree.
16. If a student is pursuing a degree, and changes to another degree without completing the first degree, any use of the repeat policy in pursuit of the first degree will count toward the total number of uses of the repeat policy allowed under the second degree, even if the first degree, or course work completed in the pursuit of the first degree, are in a different discipline than the second degree.
17. Any approved exception to this policy pertaining to a specific degree program will be stated in this Catalog in the Graduation Requirements information for that degree program.

INDEPENDENT STUDY / DIRECTED RESEARCH

Students may request to complete an Independent Study or Directed Research project in a major field or related discipline. Permission for the Independent Study or Directed Research will be granted only upon approval by the Department Chair/Program Director, the Dean of the School, the Administrative Dean, and the Associate Registrar for Degree Conferral. Forms are available online at <https://www.liberty.edu/index.cfm?PID=4849> or in the Registrar's Office.

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.

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/153>.

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" can be changed to a withdrawal as long as the withdrawal is requested by the student within official course dates.

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.

Military Incompletes

Military service members are eligible for a military incomplete, for coursework that they are unable to complete on time, due to deployments, extended cruises, unit operational tempo, or other duty-related extenuating circumstances. To obtain an incomplete, a military student must send either a current copy of official military orders (as proof of professional conflict during enrollment in the course) or a signed letter on official letterhead from the student's commander or supervisor. Incomplete requests and supporting documents should be emailed to the professor. Please Note: Incompletes must be secured no later than 2 weeks prior to the course end date.

Extensions may be requested from the professor and students may be granted up to 4 weeks in extreme circumstances but should typically remain in a 2-3 week timeframe to stay within compliance for grade reporting policies with the Department of Defense. Students can request a military withdrawal only up to the original end date of the course. Once the original end date of the course has passed, students will not be able to request a withdrawal for any reason. Professors should use discernment when reviewing military documentation to avoid awarding an incomplete to a student who will not feasibly be able to complete the course. Military students should notify their military education office of a course incomplete if they are using Tuition Assistance.

The Office of Military Affairs is available to help professors review military orders, as needed, phone: (434) 592-5990, fax: (434) 455-1287, email: lumilitary@liberty.edu.

GRADUATE RESIDENTIAL GRADE APPEALS

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

Criteria for Appeal:

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

- The published grading rubrics for the course assignments
- Written communication (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 listed grounds for appeal. Documentation may be in the form of e-mail correspondence, graded assignments, proof of timely submission, etc.

Appeal Process:

A student wishing to appeal a final grade must submit the appeal to his/her professor and seek to resolve the situation with

them. If the student wishes to appeal further he/she must follow the process outlined below:

1. Within 30 calendar days of the end of the term, the student may submit a written appeal to the Program Director/Chair. The student must include the information required above. The Program Director/Chair will consult with the instructor and review the student's written appeal. The Program Director/Chair will then notify the instructor and the student of his/her decision.
2. If the student has additional support for his/her appeal, the student may submit a written appeal to the Dean/Academic Director after receiving the decision by the Program Director/Chair. This written appeal must be received within five (5) business days of the Program Director/Chair's email. The Dean/Academic Director will review the student's appeal, as well as any information provided by faculty member. When a decision has been reached, the Dean/Academic Director will notify the Program Director/Chair, the faculty member and the student. If the student has additional support for his/her appeal, after receiving the decision by the Dean/Academic Director, the student may submit a written appeal to the Dean of Academic Administration for the Graduate School and Online Education.
3. This written appeal must be received within 5 business days of the Dean/Academic Director's email. The Dean of Academic Administration for the Graduate School will review the student's appeal, as well as any information provided by faculty member. When a decision has been reached, the Dean of Academic Administration for the Graduate School will notify the Dean/Academic Director, the Program Director/Chair, the faculty member, and the student. The Decision of the Dean of Academic Administration for the Graduate School is final.

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.

Withdrawal from Liberty University

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.

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.

(See Expenses and Financial Policy Information: Withdrawals 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.

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 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. Consideration will be given to students withdrawing due to circumstances beyond their control.

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.

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.

Liberty University Online Withdrawal

Online students withdrawing from the University must contact the Liberty University Online Academic Advising Department via the student's Liberty University email account or via the phone to start the 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/172>.

ONLINE PROGRAM UNOFFICIAL WITHDRAWALS

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

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/184>

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. All professors have the right to approve or deny FN appeals at their own discretion.

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/173>.

INSTITUTIONAL CHALLENGE EXAMINATIONS (ICE)

Institutional Challenge Examinations (ICE) are available to students in the Rawlings School of Divinity who possess a satisfactory justification of previous knowledge in a subject area based upon a non-college training program, job, or self-learning. Through ICE, students have the opportunity to earn credit toward their chosen degree program. For more information about ICE, including courses that may be challenged, and to complete the ICE Request Form, visit <http://www.liberty.edu/academics/registrar/index.cfm?PID=37838>.

Office of Graduate and Online Student Affairs

Liberty University Code of Honor for Graduate and Online 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 at <http://www.liberty.edu/index.cfm?PID=19155>.

THESES AND DISSERTATIONS

Some graduate degrees require a thesis, thesis project, or dissertation for graduation. Graduate thesis and dissertation requirements will not be considered complete until receipt of an acceptable copy of the approved thesis or dissertation is confirmed by the Jerry Falwell Library in accordance with current library deposit policies.

CERTIFICATE COMPLETION PLANS

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

DEGREE COMPLETION PLANS

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

TIME LIMITS FOR CERTIFICATE COMPLETION

Students pursuing a certificate must complete the certificate requirements within three (3) 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 Certificate Completion Plan (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 certificate requirements in effect at the time of their readmission.

TIME LIMITS FOR DEGREE COMPLETION

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

Any approved exceptions to the policies noted above, pertaining to a specific degree program, will be stated in this Catalog in the Graduation Requirements information for that degree program.

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

For **resident students**, a break in enrollment occurs when the student fails to enroll in either the Fall or Spring semesters. For **online students**, 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.

WORK IN RESIDENCE

Online student candidates for the Master of Arts in Counseling and Master of Education degrees must complete nine hours on campus. Candidates for the Doctor of Education degree must complete 12 hours on campus. Students may satisfy this requirement by attending modular courses or attending other regularly scheduled classes at Liberty University. Modular courses are one-or-more-week intensive sessions scheduled during summer and other selected times during the year. Students requesting exemptions must do so by presenting their reasons (with documentation) to the appropriate Liberty University Online Faculty Coordinator.

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.

RECORDING OF GRADES

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

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

ACADEMIC TRANSCRIPTS

Official transcripts are made only at the 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.

GRADUATION REQUIREMENTS

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

1. Post-baccalaureate, graduate, or professional programs must be at least 30 semester credit hours.

2. The complete program of study for the degree, as outlined in the catalog in effect when the student is accepted as a degree candidate, must be successfully completed before graduation.
3. The student must have a cumulative GPA of 3.00 unless otherwise stated.
4. The cumulative GPA will be used (a) to determine eligibility for (1) conferral and (2) graduation honors and (b) as the "Degree Awarded GPA" that will be posted on the student's transcript. The cumulative GPA comprises all Liberty University coursework completed at the academic level of the degree being awarded (Graduate or Doctoral) regardless of prior degree conferral or certificate completion, broken enrollment, or a program/major change.
5. At least one-third of the course work for any program of study must be earned through Liberty University. The minimum number of hours which must be completed through Liberty for each degree program is noted in this Catalog in the Graduation Requirements section for that program.
6. Students in post-graduate programs are permitted to use up to 15 hours of 500/600-level courses if permitted by their Degree Completion Plan.
7. The student must submit a Graduation Application to the Registrar's Office at the beginning of his/her final semester.
8. 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, he/she must do so under a new application.

CERTIFICATE COMPLETION REQUIREMENTS

1. The complete program of study for the certificate, as outlined in the catalog in effect when the student is accepted to the certificate, must be successfully completed.
2. The student must have a cumulative GPA of at least 2.00.
3. The cumulative GPA will be used (a) to determine eligibility for conferral and (b) as the "Certificate GPA" that will be posted on the student's transcript. The cumulative GPA comprises all Liberty University coursework completed at the Graduate academic level, regardless of prior degree conferral or certificate completion, broken enrollment, or a program/major change.
4. No grade of D may be applied to the certificate (includes grades of D+/D-).
5. All course work for the certificate must be completed through Liberty University.
6. The student must submit a Certificate Completion Application to the Registrar's Office at the beginning of his/her final semester.
7. 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, he/she must do so under a new application.

GRADUATION APPROVAL

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

GRADUATION HONORS

Honors graduation is available for all graduate, post-graduate, and doctoral programs. Certificate students do not receive graduation honors.

Honors for graduation will be determined by the cumulative GPA earned at Liberty. **Note: The cumulative GPA comprises all Liberty University coursework completed at the academic level of the degree being awarded (Graduate or Doctoral) regardless of prior degree conferral, broken enrollment or a program/major change.** Cumulative GPA is calculated to the hundredths place and is not rounded. Students must meet the following GPA standards to earn the corresponding academic distinction:

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

The specific honor calculated on April 1 of the student's graduation year will be printed in the commencement program and the student will wear that particular honor regalia; however, the final cumulative grade point average will be recorded and that final cumulative GPA will determine the specific honor that will be printed on the diploma and transcript. Students in certificate programs are not eligible for graduation honors.

COMMENCEMENT CEREMONY

Degrees are conferred within four weeks of successful completion of all degree requirements. All candidates for degrees may participate in the annual graduation exercises which take place in May.

Expenses and Financial Policy

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

Executive Vice-President of Finance

Ashley Ann Reich, M.A., Ed.S.

Vice President of Student Financial Services

Resident Program Tuition and Fees 2018-2019

Doctoral Programs		Per Hour		
Doctoral Programs (D.N.P and Ph.D.)		\$635		
Graduate Programs		Per Hour		
Masters Programs		\$545		
Master of Arts in Pastoral Counseling (M.A)		\$410 (part time; per credit hour) \$2,850 (full time; block rate per semester)		
Master of Science in Biomedical Sciences (M.S.)		650		
Rawlings School of Divinity Degree Programs				
Graduate Programs				
Rawlings School of Divinity Block Rate: 9 – 15 credit hours per semester		2,850		
Less than 9 or more than 15 credit hours per hour		410		
School of Law		Per Year		
Juris Doctor (L1/L2)		\$34,672		
Juris Doctor (L3)		\$30,662		
College of Osteopathic Medicine		Per Year		
Doctor of Osteopathic Medicine		\$47,000		
FEES	One Time	Per Hour	Per Semester	Per Year
Application Fee	\$ 50	\$	\$	\$
Course Audit Fee		75		
Graduate Writing Assessment	125*			
Computer/Equipment Fee - LUCOM	1,750			
Inclusive Access Fee		38		
ANNUAL FEES:				
Activity Fee (All resident graduate students)			285	570
Additional Activity Fee – School of Law			200	400
Additional Activity Fee – LUCOM			150	300
Additional Activity Fee – Rawlings School of Divinity			50	100
Additional Activity Fee – Rawlings School of Divinity Doctoral			44	88
Additional Activity Fee – Ethnomusicology			44	88
BARBRI Fee – School of Law			440	880
Laboratory Fee (years 1-3) – LUCOM				525
Malpractice Insurance Fee – LUCOM				300
Student Health Fee			170	340
Additional Expense:				
Books (Estimate)			707	1,414
Housing Fees:				
Tier 1: Main 25-28 (The Circle)			2,300	4,600
Tier 2: East Campus 3-Person, Quad 2-Person & Main 33			2,900	5,800
Tier 3: East Campus 2-Person & Hill #-Person			3,380	6,760
Tier 3A: Hill 2-Person & Quad 1-Person			3,580	7,160
Tier 4: The Commons 1-3			3,750	7,500

FEES	One Time	Per Hour	Per Semester	Per Year
Dining Fees:				
Freedom Dining Plan			1,890	3,780
Freedom Plus Dining Plan			2,090	4,108

CONDITIONAL FEES:	One Time	Per Hour	Per Semester	Per Year
Vehicle Registration (max)	\$	\$		285
Parking Fee – LUCOM			15	
Financial Check-In Late Fee	125			
Graduation Application Fee	100			
Graduation Fee – LUCOM	950			
Replacement ID Card (Flames Pass)	25			
Replacement BankMobile card	10			
Check Cashing (per check)	1			
Failed Payment Processing Fee (per transaction)	35			
International Student Health Insurance (estimated)		Fall	476	
		Spring/Summer	666	

Student Identity Verification

Liberty University does not charge additional fees for student identity verification

Payment Plan Fees:

Payment Plan Participation Fee		\$0	
--------------------------------	--	-----	--

* \$100 from Spring 2019 and prior

Online Program Tuition and Fees 2018-2019

Doctoral Programs *	Per Hour	
Part-time	Full-time	
Doctorate Programs (Ph.D., D.B.A., D.W.S., Ed.D. and D.N.P)	\$650	\$595
Doctor of Ministry (D.Min.)	395 (Less than 7 credit hours)	2,750 block rate (7-15 credit hours)
Doctorate (Military)**	275 (Less than 7 credit hours)	275 block rate (7-15 credit hours)

** Doctorate military rate only applies to the Education Doctoral (Ed.D and Ed.S) programs and the following Doctoral Certificate programs: Executive Certificate in Curriculum and Instruction, Executive Certificate in Higher Education Administration, and Post-Graduate Certificate in Psychiatric Mental Health Nurse Practitioner. Rawlings School of Divinity Doctor of Ministry (Ed.D. and Ed.S.) military students enrolled between 1 and 6.99 credit hours will be charged the part time tuition rate of \$275 per credit hour. Students enrolled between 7 and 15 credit hours will be charged the block rate of \$1,925. Any credit hours above 15 will be charged at the \$275 part time rate. Military students pursuing other doctorate programs will have the regular (part-time/full-time) doctorate tuition rates.

Students enrolled in the Ed.D Community Care and Counseling programs (Trauma, Pastoral Care and Counseling, and Marriage and Family Counseling) will be charged the D.Min rates listed above during the Fall 2018 semester. Beginning in the Spring 2019 semester, students enrolled in these programs will be charged the standard Doctoral part time (\$650 per credit hour) and full time (\$595 per credit hour) tuition rates. For the entire 2018-19 academic year, **Military students** enrolled in these programs will be assessed the part time tuition rate of \$275 per credit hour if enrolled between 1 and 6.99 credit hours. Students enrolled between 7 and 15 credit hours will be charged the

EXPENSES AND FINANCIAL POLICY

block rate of \$1,925. Any credit hours above 15 will be charged at the \$275 part time rate.

Post-Graduate Programs

Education Specialist (Ed.S.) *	\$650	\$595
--------------------------------	-------	-------

Graduate Programs

Masters Programs (Exceptions Listed)	\$615	\$565
Master of Arts in Pastoral Counseling (M.A.)	395	2,750**
Master of Arts in Teaching (M.A.T)	615	415^
Master of Science in Biomedical Sciences (M.S.) ****	605	605
Master of Education (M.Ed.)	615	415^
Registered Nurse-Bachelor of Science in Nursing-Master of Science in Nursing (R.N.-B.S.N.-M.S.N. Accelerated Program)*****	330	330
Bachelor of Science in Nursing-Master of Science in Nursing (Dual Degree) (B.S.N.-M.S.N.)***	330	330
Bachelor of Science in Nursing-Master of Science in Nursing (Dual Degree) (B.S.N.-M.S.N.)*** Military	275	275
Graduate programs (Military)	275	275

*Part-time if taking 5 hours or less | ± Part-time if taking 8 hours or less

** 9-15 credit hours receives block rate of \$2,750

*** 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.

**** This program will no longer be accepting new enrollees beginning in Fall 2018.

*****The R.N.-B.S.N.-M.S.N. rate applies beginning in the Spring 2019 term.

^ Applicable to School of Education programs only. Does not include School of Behavioral Sciences programs.

Rawlings School of Divinity Programs		Per Hour
Doctoral Programs	Part Time	Full Time
Rawlings School of Divinity Doctoral Rates	\$395 (per hour) Less than 7 or more than 15 credit hours per hour	\$2,750 (block rate) 7-15 credit hours per semester
Graduate and Post-Graduate Programs	Part Time	Full Time
Rawlings School of Divinity Graduate and Post-Graduate Rates*	\$395 (per hour) Less than 9 or more than 15 credit hours per hour	\$2,750 (block rate) 9 – 15 credit hours per semester
Rawlings School of Divinity (Military)	\$275 (per hour) Less than 9 or more than 15 credit hours per hour	\$2,475 (block rate) 9 – 15 credit hours per semester

* Masters of Theology (Th.M.) Post-Graduate programs will be assessed the same rates as Graduate students in the Rawlings School of Divinity, which is \$395 for less than 9 or more than 15 credit hours, and a block rate of \$2,750 for 9-15 credit hours.

FEES	One Time	Per Hour	Per Term
Graduate Writing Assessment	125		
Enrollment Adjustment Fee	30		
M.A. Counseling Assessment Fee	50		
Withdrawal Fee	50		
Portfolio Assessment per course	100		
Replacement BankMobile card	10		
Financial Check-In Late Fee			125
Returned Payment Fee (per transaction)	35		
Payment Plan Participation Fee			50
Technology Fee			199
Inclusive Access Fee		38	
Course Audit Fee		75	
Institutional Challenge Exam (ICE) <i>All charges listed below are per test</i>			
Administration Fee per course	80		
Registration Fee	50		
Student Identity Verification Liberty University does not charge additional fees for student identity verification			

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

CERTIFICATE PROGRAMS

The tuition charge for each Certificate Program is the same as its corresponding Undergraduate and Graduate Degree tuition charge.

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 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 Financial Services webpage: <http://www.liberty.edu/financeadmin/studentfinances/>. 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, institutional grants or scholarships, and 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.

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.

If a new resident 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 resident student decides not to return, the Student Advocate Office must be notified in

FEES	One Time	Per Hour	Per Term
Graduate Application Fee	\$ 40	\$	\$
Doctoral Application Fee	50		
Readmission Application Fee	50		
*D.Min. students only		20	
Graduation Application Fee	100		
Certificate Completion Application Fee	50		

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 Financial Services webpage for current information on procedures, payment options, and schedules: <http://www.liberty.edu/financeadmin/studentfinances/>.

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 **\$50** 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 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 the student's personal checking account, their parent's check, 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.

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 assignments) will be dropped from the course roster and will not be allowed to submit further course work. The student may appeal to their instructor to remain in the course.

The 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 then eventually cease progressing toward the completion of the course will be assigned a grade of FN (Failure for Non-Attendance) during the semester.

TECHNOLOGY FEE

In order to continue to provide students with the best online platform tutoring services, software, IT Helpdesk Support, and updates, the technology fee will be assessed every semester of enrollment.

The technology fee will apply to all students with the exception of military active duty, reserve and National Guard.

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 and other dining locations on campus. 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.

If a student moves into the residence hall, and then withdraws or is allowed to move off campus during the academic year, a portion of the dining fee may be prorated based on the date that the student removes items from the residence hall and/or the last date that their meal plan was used.

BOOKS AND SUPPLIES

Tuition and fees may 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: 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 Financial Check-In. Any amount added to the voucher that is not covered by the student's credit (if applicable) must be paid out of pocket. Book Vouchers for resident students may only be used at the Liberty University Campus Bookstore.

The following funds may be used by resident students when purchasing textbooks:

- **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 University bookstore as well as other approved participating merchants. Current information can be accessed at <http://www.liberty.edu/index.cfm?pid=21106>.

Online Graduate Students: Any online course materials are only available through MBS Direct: www.mbsdirect.net/liberty. Online graduate students using financial aid or payment plans can

pay for books and supplies 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](#). Students can add funds to a book voucher through Financial Check-In, 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 (if applicable) must be paid out of pocket.

Any online student taking a *Resident or Intensive* course may need to purchase their books and supplies through the Liberty University Campus Bookstore.

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.

COURSE, ONLINE CONTENT, MATERIAL, AND INCLUSIVE ACCESS FEES

The student is responsible for paying applicable course fees, online content fees (including e-Books), material fees, inclusive access 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 (<http://www.liberty.edu/financeadmin/studentfinances/>).

The inclusive access fee includes electronic access to required course content and direct access to Blackboard at any time and on any device. If applicable, the fee may cover the cost of printed course materials for Online courses. The fee is required and is non-refundable.

Beginning in the Spring 2019 term, the Inclusive Access Fee will be charged and subsequently waived for students taking eligible online Graduate and Doctoral courses in the School of Divinity.

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: <https://www.lustudenthealth.com/>. 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.

RAWLINGS SCHOOL OF DIVINITY ACTIVITY FEE

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

SCHOOL OF LAW ACTIVITY FEE

All Law School students are required to pay the Law School Activity Fee each semester to help offset the cost of the Law School's Student Government and social events sponsored on behalf of law

students. Regardless of residence status, all students are subject to this fee. This fee is not pro-rated for part time students.

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.

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 or damaged, the student will incur a \$25 replacement fee.

FLAMES CASH

Flames Cash is the 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. These funds are 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.

WITHDRAWAL FEE

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

FEE APPEAL POLICY

Students may appeal a Late Financial Check-In Fee, returned payment fee, or activity fee (the appeal of an activity fee is only applicable to resident students) 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 from 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 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 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.

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/studentfinances/>.

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:

- Resident Students: studentrefunds@liberty.edu
- Online Students: luorefunds@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.
- **Intensives & Summer School**
 - A resident student who withdraws from an on-campus intensive or summer course will be assigned a grade of "W" for that class and will be responsible for all tuition and fees. If the student withdraws due to documented medical reasons, a proration of fees may be granted. For more information please visit www.liberty.edu/index.cfm?PID=25048.

UNOFFICIAL WITHDRAWAL

The University has established a procedure, in accordance with Title IV regulations, to determine if students enrolled in the 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.

OFFICIAL WITHDRAWAL POLICY FOR ONLINE 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. 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

Online students who desire to withdraw from one or more courses in a semester, or the University, must contact the Liberty University Online Academic Advising Department by phone or via their Liberty University webmail account to start the withdrawal process.

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 online 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.

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 may receive a refund of tuition and some fees as follows:

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

- The dining plan charge may be prorated based on the date of the withdrawal. Any Dining Dollars or Flames Cash allocation of the dining plan will not be refunded.
- Commuter meal plans are non-refundable and will not be prorated.

- 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 [FCL](#).

School of Law students: If a student withdraws from all courses from the School of Law during the semester, they will receive a refund of tuition and some fees* as follows:

- 100% before the close of the first week of classes
- 50% after the start of the second week and before the close of the fourth week of classes
- 25% after the start of the fifth week and before the close of the seventh week of classes
- No refunds will be issued for withdrawal after the start of the eighth week of classes

There is a \$50 processing fee for withdrawing from the School of Law.

*Students must [contact LUPD](#) regarding parking registration refunds. No portion of the Barbri fee will be refunded for any withdrawal occurring after the close of the first week of courses.

Withdrawal will result in the proration of all loans and scholarships based on the total number of days of attendance. Please be aware that having enough financial aid to cover charges at the beginning of the semester does not ensure that financial aid will completely cover charges at the time of withdrawal.

College of Osteopathic Medicine students should review their withdrawal refund policy:

www.liberty.edu/lucom/index.cfm?PID=30690.

Online students: 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.

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 classes, 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 classes, 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 classes, 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 classes, 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 end 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 end 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 end of the thirteenth week of courses.
5. No tuition will be credited after the thirteenth week of courses.

Intensives (Online Students-Only): 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). 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, the housing fee (applicable to on-campus students only), and all other costs for the full semester are payable prior to or at the time of 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 <http://www.liberty.edu>, <http://www.liberty.edu/online>, or <http://www.libertyu.com>.

Financial Aid Information and Policies

Ashley Ann Reich, M.A., Ed.S.

Vice President of Student Financial Services

The Financial Aid Office administers the financial aid programs for the University and provides financial assistance to students who have a financial need and would otherwise be unable to attend Liberty University. Primarily the student is responsible for the cost of higher education. A student who needs financial assistance is expected to contribute by working or borrowing a reasonable portion of the funds needed for educational expenses.

Financial aid is available to eligible students to help meet education-related expenses. The types of financial aid available include grants, 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 the Fall priority deadline date of January 15th each year in which federal and institutional financial aid is desired. Students are urged to apply early for optimum financial aid benefits. Complete the FAFSA on the web at <https://FAFSA.ed.gov>. The school code for Liberty University, 010392, must be entered on the FAFSA for Liberty to receive the student's FAFSA record. Applicants should use the I.R.S Data Retrieval Tool to transfer the requested tax information onto the FAFSA to ensure information on the FAFSA is accurate and save time when completing the FAFSA. If unavailable, the applicant's I.R.S Tax Return or Tax Return Transcript can be used to manually input the requested income information. If needed, a copy of the Tax Return Transcript can be obtained by going to 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 priority deadline date to file the FAFSA is by October 1.

4. Complete verification or any other aid reviews when required.

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 success, and other merits. Most Liberty

financial aid awards are based on full time enrollment, which is a minimum of 12 credit hours for an undergraduate student per semester. Federal student loans and federal grants usually require a minimum of half-time enrollment. ***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>.

Once the completed FAFSA is received by ED, information provided by the student on the FAFSA is used to produce a Student Aid Report (SAR). The SAR indicates the Expected Family Contribution (EFC), which is used to determine the student's financial need.

The student's financial need is the difference between the Cost of Attendance and the EFC. The Cost of Attendance may include 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 provided on the student's University bill.

Financial aid recipients are selected on the basis of demonstrated financial need, academic success, and other merits. Most financial aid awards are based on full time enrollment, which is a minimum of 9 credit hours for a graduate student per semester. 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://wiki.os.liberty.edu/display/IE/11.1.0.0+2018-19+Financial+Aid+Satisfactory+Academic+Progress+Policy>.

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://wiki.os.liberty.edu/display/IE/12.1.0.0+2018-19+Withdrawal+Policy>.

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://wiki.os.liberty.edu/display/IE/3.2.3.0+Financial+Aid+Repeat+Coursework+Policy>.

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 after the student becomes eligible.

The full policy statement and procedures are published in the Policy Directory online at <https://wiki.os.liberty.edu/display/IE/10.0.0.0+Financial+Aid+Disbursement+Policy>.

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://wiki.os.liberty.edu/display/IE/4.0.0.0+Liberty+University+Financial+Aid+Consumer+Information>.

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://wiki.os.liberty.edu/display/IE/4.0.0.0+Liberty+University+Financial+Aid+Consumer+Information>.

Award Terms and Conditions

The full policy statement and procedures are published in the Policy Directory online at <https://wiki.os.liberty.edu/display/IE/4.1.9.0+2018-19+Award+Terms+and+Conditions>.

Enrollment Levels and Types

The full policy statement and procedures are published in the Policy Directory online at <https://wiki.os.liberty.edu/display/IE/3.2.1.0+Enrollment+Levels+and+Types+Policy>.

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 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 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://wiki.os.liberty.edu/display/IE/3.3.4.0+Federal+TEACH+Grant+Policy>.

FEDERAL STUDENT LOANS

Federal Student Loans are low interest loans available to students who are enrolled at least halftime. Graduate students may be eligible for unsubsidized loan funds in which the student pays the interest. The student has the option to capitalize the interest (add it to the principle) while in 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 GRADUATE PLUS LOAN

A federal loan program, the Federal Graduate PLUS Loan is a federally backed student loan, guaranteed by ED. The Federal Graduate PLUS Loan is a credit based loan, unlike the Federal Direct Student Loans and requires a student to be enrolled at least half-time. Additionally, the Graduate PLUS Loan can cover educational expenses up to the cost of attendance, less other financial 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. The full policy statement and procedures are published in the Policy Directory online at <https://wiki.os.liberty.edu/display/IE/3.3.3.0+Federal+Work+Study+Program+Policy>.

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 of July 31 in order to be considered for the maximum award amount. For the 2018-19 academic year, the maximum VTAG award amount is \$3,270 for eligible undergraduate students and \$1,640 for eligible graduate students. Additional information about VTAG can be found at <http://www.liberty.edu/index.cfm?PID=22326>.

Liberty University Scholarships

The General Scholarship Rule (GSR)

The full policy statement and procedures are published in the Policy Directory online at <https://wiki.os.liberty.edu/display/IE/3.5.4.0+2018-19+General+Scholarship+Rule+Policy>.

For additional information about Liberty University institutional scholarships, please visit <http://www.liberty.edu/financeadmin/financialaid/index.cfm?PID=298>.

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 <https://www.liberty.edu/index.cfm?PID=18417>.

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/index.cfm?PID=19260>.

INSTITUTIONAL SCHOLARSHIP APPEAL PROCESS

A student may appeal the decision to cancel eligibility for a scholarship by sending a detailed, signed letter stating any mitigating circumstances to be considered. The full policy statement and procedures are published in the Policy Directory online at

<https://wiki.os.liberty.edu/display/IE/4.1.7.2+Institutional+Scholarship+Appeal+Process>.

FINANCIAL AID GENERAL APPEAL FOR ASSISTANCE

The full policy statement and procedures are published in the Policy Directory online at

<https://wiki.os.liberty.edu/display/IE/4.1.7.1+Financial+Aid+General+Appeal+for+Assistance>.

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://wiki.os.liberty.edu/display/IE/4.1.7.4+Virginia+State+Grant+Appeal+Policy>.

FEDERAL STUDENT LOAN APPEAL PROCESS

The full policy statement and procedures are published in the Policy Directory online at

<https://wiki.os.liberty.edu/display/IE/4.1.7.5+Federal+Student+Loan+Appeal+Process>.

SUBMITTING COMPLAINTS OF FRAUD, WASTE, AND ABUSE TO THE OFFICE OF INSPECTOR GENERAL

Anyone suspecting fraud, waste or abuse involving ED 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://wiki.os.liberty.edu/display/IE/4.1.7.6+Submitting+Complaints+of+Fraud,+Waste,+and+Abuse+to+the+Office+of+Inspector+General>.

ATHLETIC SCHOLARSHIP APPEAL

The full policy statement and procedures are published in the Policy Directory online at

<https://wiki.os.liberty.edu/display/IE/4.1.7.8+Athletic+Scholarship+Appeal>.

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://wiki.os.liberty.edu/display/IE/4.1.7.7+Continuing+Education+Appeal>.

STATE CONSUMER COMPLAINT CONTACT INFORMATION

The full policy statement and procedures are published in the Policy Directory online at

<https://wiki.os.liberty.edu/display/IE/4.1.7.3+State+Consumer+Complaint+Contact+Information>.

STUDENT COMPLAINT RESOLUTION PROCESS

The full policy statement and procedures are published in the Policy Directory online at

<https://wiki.os.liberty.edu/display/IE/4.1.7.10+Student+Complaint+Resolution+Process>.

UNDERGRADUATE RESIDENT COMPLAINT REPORTING

The full policy statement and procedures are published in the Policy Directory online at

<https://wiki.os.liberty.edu/display/IE/4.1.7.9+Undergraduate+Resident+Complaint+Reporting>.

ONLINE STUDENT COMPLAINT REPORTING

Online students may submit a complaint by completing the form available at this link: <https://www.liberty.edu/beacon>.

Offices for Diversity, Equity, and Inclusion

Greg Dowell

*Vice President for Equity and Inclusion and
Chief Diversity Officer*

PURPOSE

The Offices for Diversity, Equity and Inclusion are responsible for leading the development and implementation of proactive equity and inclusion initiatives, which support the University's desire to have culturally and ethnically diverse students, faculty, staff, and leadership, free from all unbiblical and unlawful discrimination.

Non-Discrimination Statement

To view Liberty University's Non-Discrimination Statement click here:

<http://www.liberty.edu/financeadmin/studentfinances/index.cfm?PID=30442>.

Office of Equity and Compliance: Title IX

Nathan Hopkins

*Executive Director
Title IX Coordinator*

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. The office is also responsible to enforce one investigative policy that addresses all protected classes indicated by:

- Race
- Color
- Ancestry
- Age
- Sex
- National Origin
- Pregnancy or Childbirth
- Disability
- Military Veteran Status

All members of the Liberty community are expected to treat each other with a spirit of Christian love, mutual respect, and individual dignity.

TITLE IX

To view Title IX information and Contacts click here:

www.liberty.edu/officeofequityandcompliance.

Speak UP

<https://www.liberty.edu/speakup>

Office of Equity and Inclusion

Melany Pearl

Executive Director

The Office of Equity and Inclusion promotes diversity in our academic and professional community. This is accomplished through biblically qualified efforts in the development of growth-focused programming and the education of inclusive excellence principles. The office provides training, support, and community-building opportunities for leadership, faculty, staff, and students campus-wide. This is accomplished through:

- Diversity Mentorship/Retention
- Group Discussions
- Educational Training
- Professional Development
- One-on-one/Group Coaching
- Accreditation Support
- Discrimination Advocacy

Similarly, the office is responsible for leading the development and implementation of proactive equity and inclusion initiatives, which support the University's desire to have culturally and ethnically diverse students, faculty, staff, and leadership, free from all unbiblical and unlawful discrimination, answering the Matthew 25:40 call to serve God by serving one another.

Office of Disability Accommodation Support (ODAS)

Denny McHaney

*Executive Director
Associate Professor of Education*

Under the umbrella of Diversity, Equity, and Inclusion, the Office of Disability Accommodation Support was created to coordinate 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

*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.

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

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 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). 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.

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.

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

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

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, and the Office of Online Student Life. 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 COMMUNITY LIFE

PURPOSE

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

CODE OF CONDUCT

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. 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 to the mission of the university as academic aptitude.

Students are expected to conduct themselves according to the rules of the University at all times. The specific rules, regulations, and policies that govern student behavior are outlined both in this catalog and in the Code of Honor, which is available on the Office of Community Life website at <http://www.liberty.edu/studentaffairs/officeofstudentconduct/index.cfm?PID=160>.

Students enrolled in the Liberty University Graduate School and Liberty University Online are subject to the Liberty University Code of Honor as well as the Liberty Way (if living on campus). This information is available online at <http://www.liberty.edu/index.cfm?PID=19155> as well as this Catalog.

Students enrolled in the Liberty University College of Osteopathic Medicine (LUCOM) are subject to the LUCOM Code of Conduct. This information is available on the LUCOM website at <http://www.liberty.edu/lucom/index.cfm?PID=28793>.

Students enrolled in the School of Law are subject to the Liberty University School of Law Academic Honor Code and Personal Code of Honor. This information is available on the School of Law website at <http://www.liberty.edu/law/>. Students enrolled in the College of Osteopathic Medicine are subject to the Liberty University College of Osteopathic Medicine Code of Conduct. This information is available on the College of Osteopathic Medicine website at <http://www.liberty.edu/lucom/>.

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 Commons III on main campus, 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
Office of Residence Life	Commons II, T030
Residence Leadership	
Residence Housing	
Student Government Association	Montview Student Union, Room 3560
Health and Wellness	
Health Center and Wellness Initiatives	Commons III
LU Student Health Center	Commons III

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

Director of Strategic Planning and Management, LU Send

Audrey Hammond

Director of Academic Operations, LU Send

LU Send develops Champions for Christ through academic enrichment and cultural engagement in student 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

Wes Franklin

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

Kevin Huguley

Executive 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

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

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

Vice President of Campus Recreation

Kirk Handy, B.S.

Vice President and Director of Athletics – Club Sports

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 discount price. Events range from concerts featuring nationally acclaimed performers (Lecrae, Switchfoot, For King & Country, Needtobreathe, and more), movie nights, game nights, student concerts, art expos and more. For detailed information visit the Student Activities website at <http://www.liberty.edu/campusrec/studentactivities/> 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 several trail races during the fall and spring semesters.

HYDAWAY OUTDOOR RECREATION CENTER

The Hyaway 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 <http://www.liberty.edu/campusrec/outdoorrec/index.cfm?PID=28189>.

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, David's Place, and the Liberty Natatorium) 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. 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 features Bistro '71, our grab-and-go location offering delicious flatbread melts and gourmet pizzettes.

LIBERTY NATATORIUM

The Liberty Natatorium is a multi-use, state of the art aquatics facility. The building features an Olympic size, 10 lane pool with a moveable bulk head to adjust the distances to 50 meters, 25 meters or 25 yards. The facility also contains a 17 foot deep diving well with diving platforms ranging from 1-10 meters high. Students can

take advantage of this facility during recreational swim hours during the week.

Additional Facilities

EQUESTRIAN CENTER

The Equestrian Center is home to Liberty Hunter and Western Equestrian Teams, trail riding opportunities 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, as well as restrooms and kitchenettes. 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.

Horses are provided with daily turnout in 18 pastures, each from 5 to 10 hilly acres with automatic waterers and loafing sheds. There are miles of riding trails on the mountain, in addition to the two brand new 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 shows and other events, 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 skateboard, BMX, or inline skate all year round. The Park has various features for

beginners through advanced, such as: two mini ramps, quarter pipe, hubba box, handrails, 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

Located 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, 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.

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 Club Sports, special events, and recruitment events.

DISC GOLF COURSES

Two different courses exist on Liberty's campus. The first is located on the mountain near the Hydaway Outdoor Recreation in conjunction with the Liberty Trail System, and the second is located on East Campus. They serve 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 located at the Hydaway Outdoor Recreation Center and the 20-hole course located on East Campus include 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.

LIBERTY MOUNTAIN GUN RANGE

Located across the street from Hydaway Outdoor Recreation Center, the nearly 600 acre facility is home to state-of-the-art Olympic Shotgun fields, 100 to 300 yard rifle ranges, and a 3-Gun/Pistol range. The Shotgun portion has four disciplines: Trap (American or International), Skeet (American or International), 5-Stand, and Sporting Clays. The Rifle range will host 100, 200, and 300 yard ranges to allow for higher powered firearms to be used. Lastly, our 3-Gun/Pistol range will be a multi-use facility that allows for a mix of both higher and lower powered firearms.

Students will be able to shoot on the range provided they show completion of Liberty University Police Department’s (LUPD) Gun Safety Course, which has two parts: 1) class room instruction and 2) showing competency with firearms on LUPD’s current range. The Liberty Mountain Gun Range (or Club) is also home to Liberty University’s Competitive Shooting Team. More information on the team can be found here <http://www.liberty.edu/campusrec/clubsports/>.

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 D1A 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 2018-19 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 to 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, cultural diversity, 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.

ACTIVE THREAT TRAINING AND EMERGENCY PREPARATION

LUPD offers monthly Civilian Response to Active Shooter Events (CRASE) training sessions (2 hour) for Liberty University staff/faculty/students to continue the goal of Emergency Management Preparedness Critical Incident (EMPCI) implementation campus wide.

GLOBAL TRAVEL SECURITY COORDINATOR

LUPD meets with Trip Leaders to provide security briefings prior to departure on all LU Send, LU Serve and Study Abroad travel. LUPD offers training to include roundtable scenario discussions to prepare trip leaders for emergency response in a crisis situation and the proper procedures for managing incidents while abroad. This also includes equipping travelers with basic knowledge of self-defense and first aid.

EMERGENCY NOTIFICATION SYSTEM

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 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/>.

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. Our office offers meal plan and Flames Cash assistance, lost and found, notary services, information desk, postage stamps, passport photos and BankMobile assistance. ID & Campus Services has extended night and weekend hours to better serve you.

Flames Pass: The Flames Pass is the key to a variety of services and activities both on and off campus. 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.

Flames Cash: A prepaid declining balance account which allows you to carry money in a safe and secure format and is accepted at Liberty University and at a variety of off-campus merchants. Flames Cash can be added during Financial Check-In, online, or at ID & Campus Services. When you dine on campus with Flames Cash, you always save 10-15%!

BankMobile: Liberty University uses the disbursement service offered by BankMobile Technologies for the distribution of student refunds, per diems and stipends. Once you are financially checked-in, you can select how you would like to receive your funds; check, your personal bank account, or a BankMobile Vibe account.

Contact Us: We are happy to assist you at (434) 582-7771, CampusServices@liberty.edu, or for more information visit 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 Wednesday and Friday from 10:30 a.m. - 11:45 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 primary focus is to help each resident student from their first day at Liberty to graduation – whether through problem solving, peer counseling, one-on-one appointments, financial aid guidance, scholarship assistance or just a helping hand and 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, including international graduate 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, free standing brick facility that features a Barnes and Noble Café serving Starbucks® coffee and outdoor patio area. In addition to textbooks, the bookstore also sells leisure books, University apparel and more. For more information on the products and services available including hours of operation, access the webpage at <http://liberty.bncollege.com/>.

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 a variety of computer problems free of charge 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 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 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 Hall, Green Hall, the School of Music, 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 account 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®, Kryterion and more. For more information on Training or Certification Testing, visit www.liberty.edu/TEC or contact by phone call (434) 592-7820.

IT MARKETPLACE

The IT Marketplace, Liberty's Campus Technology Store, provides students, alumni, 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 keeps users connected to activities occurring online or around campus with modules for Blackboard, Flames Cash, Degree Completion Plan, Campus Maps, lab computer/laundry availability, and more. It also provides access to numerous Liberty focused media releases including Liberty News, Liberty TV Channel, Liberty Journal, Journey FM Radio, and others. It is 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 can be located at <http://mylu.liberty.edu>.

NETWORK PRINTING

Multiple network print stations are provided for students at in a variety of locations on campus. A printer account is provided to every student and print costs are charged to their student account. Network printing is available from Liberty University computers as well as student-owned personal computers.

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>.

Liberty University Student Health Center

Liberty University Student Health Center, located in the terrace level of Commons III, 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 has partnered with nationally recognized CVFP-Medical Group to provide students with quality medical and mental health services, health promotion, and preventive care. A \$170 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. 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. The Food Court at Reber-Thomas has 22 stations inside to choose from. From international cuisine to fresh pulled pork, you have full reign over customizing your meals here.

Other on campus dining locations include Montevue Student Union, Tilley Student Center, Tinney Café, Dunkin Donuts, Baskin Robbins, Doc's Diner, Bistro '71, Hilltop Pizza, Founder's Food Court, Simply to Go, and Cravings Food Truck.

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 1846. To view the hours of operation, please visit see <http://www.liberty.edu/index.cfm?PID=16230>.

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

University Services – Online Programs

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 questions the student may have or to assist with resolving 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 a New Enrollment 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 email and ASIST (Automated Student Information Services Tool). Students are each assigned a personal email account, which they are advised to check on a weekly basis. The student's Liberty email address will serve as the primary means of communication between the University and the student.

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

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>
- 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. 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, drug screening, or other screening processes 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 provide guidance to admitted students seeking placement in field experiences and internships, 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.

Information Services

John Gauger

Chief Information Officer

Vice President of Analytics

IT HELPDESK

The IT HelpDesk assists students with a variety of computer problems free of charge 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 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 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 account 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®, Kryterion and more. For more information on Training or Certification Testing, visit www.liberty.edu/TEC or contact by phone call (434) 592-7820.

IT MARKETPLACE

The IT Marketplace, Liberty's Campus Technology Store, provides students, alumni, 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 keeps users connected to activities occurring online or around campus with modules for Blackboard, Flames Cash, Degree Completion Plan, Campus Maps, lab computer/laundry availability, and more. It also provides access to numerous Liberty focused media releases including Liberty News, Liberty TV Channel, Liberty Journal, Journey FM Radio, and others. It is 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 can be located at <http://mylu.liberty.edu>.

NETWORK PRINTING

Multiple network print stations are provided for students at in a variety of locations on campus. A printer account is provided to every student and print costs are charged to their student account. Network printing is available from Liberty University computers as well as student-owned personal computers.

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 www.liberty.edu/intensives.

Jerry Falwell Library

Angela M. Rice, B.A., M.L.S.

Dean, Jerry Falwell Library

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 electronic database resources through a proxy login system. In addition, online students have direct toll-free telephone, chat, and email support through the library's Research Support 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; 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.
- 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.
- 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 and veteran supportive programs, including GoArmyEd, College of the American Soldier, 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>.

In accordance with the Forever GI Bill® - Harry W. Colmery Veterans Educational Assistance Act, below are a list of common locations for off-site courses. This is a list of established offsite locations where Liberty University is frequently conducted. There may be internships, practicums, etc. that may be established at other sites. These additional locations will be reported to the Department of Veteran Affairs accordingly.

Location	Zipcode	Location	Zipcode
AeroGuard Flight Training Center	85027	Hummingbird Aviation	55347
Aircraft Management Services	32583	JLS Aviation	22408
American Winds Flight Training	44306	Liberty University Main Campus	24515
Anson Aviation	77498	Liberty University South Campus	24502
Aviation Academy Hawaii (Anderson Aviation)	96819	McAir Aviation, LLC	80021
Aviation Adventures (Leesburg)	20175	Moyer Aviation, Inc.	18466
Aviation Adventures (Manassas)	20110	Ocala Aviation Services	34474
Aviation Adventures (Stafford)	22406	Palm Beach Flight Training	33462
Aviation Adventures (Warrenton)	22728	Paragon Flight Training	33907
Aviation Facilities, Inc.	92833	PAVCO, Inc.	98335
Central Flying Service	72202	Phoenix East Aviation	32114
Channel Islands Aviation	93010	Pilots Choice Aviation	78628
Cirrus Aviation	34243	Pinnacle Aviation Academy, Inc.	92011
College of Osteopathic Medicine	24502	Platinum Aviation	33412
Cornerstone Aviation - Ogden	84067	School of Aeronautics	24502
Cornerstone Aviation - Salt Lake City	84116	Sky Safety	78214
CTI Professional Flight Training	33309	Skyline Aviation, Inc.	76904
CTI Professional Flight Training - Millington	38053	Snohomish Flying Service	98296
DCT Aviation	48327	Sterling Flight Training	32225
Eagle Aircraft	46383	SunState Aviation	34741
Elite Flight Training	89032	Texas Aviation Academy, LLC	78130
Falcon Aviation Academy (Athens)	30605	Trade Winds Aviation (Palo Alto)	94303
Falcon Aviation Academy (Newnan - Main Site)	30263	Trade Winds Aviation (San Jose)	95148
Falcon Aviation Academy (Peachtree City)	30269	Treasure Coast Flight Training	34996
Falcon Aviation Academy (Peachtree City)	30269	University Air Center	32606
Flying Tigers Flight School	77034	US Aviation Academy	76207
Freedom Aviation	24502	US Sport Flight Academy	75001
Gateway Aviation	18103	Wayman Flight Training (Opa Locka)	33054

Gulf Coast Aviation (Baton Rouge)	70807	Wayman Flight Training (Pembroke Pines)	33023
Gulf Coast Aviation (New Orleans)	70126	Westwind School of Aeronautics	85027
Heart of Virginia Aviation	23005	Wings Flight School	95688
Horizon Flight Center, LLC	23323		

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 <https://www.benefits.va.gov/gibill/>.

Online Enrollment Communications Instructional Media

The Instructional Media coordinators provide instructional media, including webinars and tutorials videos, to new and current students in order to help them successfully acclimate to the online learning environment. Webinars are offered via web conferencing, and include topics such as:

- New Student Orientation
- Navigating Blackboard® and IT Resources
- Online Research Basics
- Funding Your Education

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>.

Online Student 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 Student 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

Online Student Life helps online students by engaging with and connecting them to the people, events, and services of the University. Go to www.liberty.edu/OnlineStudentLife for online student counseling resources, community groups, social media pages, and other online services.

Online Writing Center

Shelah Simpson, B.S., M.A.R., M.A., Ph.D.

Director, Online Writing Center

Associate 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 various Liberty University online 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 Request Tutoring links on the web page. The OWC myLU widget helps keep track of all requests and links to all writing aids.

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

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 65,000 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 library provides access to 170 computers in the Dodak Technology Commons and other places within the building most of which 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 over 400,000 books, media items, and other materials.

The Jerry Falwell Library continues to aggressively collect resources that support both residential and online students. Digital information resources provided by the library include over 580,000 electronic items and content from more than 83,000 unique full-text journals. The library provides access to approximately 470 online research resources from companies such as American Psychological Association, Credo, EBSCO, Elsevier, Emerald, Gale, JSTOR, LexisNexis, Oxford University Press, 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 Digital Commons and Digital Collections online repositories. 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 electronic database resources through a proxy login system. In addition, online students have direct telephone, chat, and email support through the library's Research Support 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, Lyrasis, the Virginia Library Association, VIVA (the Virtual Library of Virginia), the Center for Research Libraries, and other information services organizations.

Center for Writing and Languages

Administration

Tess R. Stockslager, B.A., M.A., Ph.D.

Senior Director, Center for Writing and Languages

Director, Graduate Writing Center

Assistant Professor

Shelah Simpson, B.S., M.A.R., M.A., Ph.D.

Director, Online Writing Center

Associate Professor of English

Alisha P. Castañeda, B.A.S., M.A., Ed.S.

Director, Online Tutoring Services

Caitlin Elliott, B.A., M.A.

Director, Residential Writing Services

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. In support of Liberty University's mission, CWL provides quality academic support by offering free writing, language, and subject-based tutoring services to all students. CWL is committed to fostering and facilitating university-wide academic excellence.

These areas are in-person writing coaching (for undergraduate and graduate students), the Online Writing Center, the Foreign Language Lab, the Online Foreign Language Lab, subject-based tutoring, and supplemental instruction, which collectively provide a supportive learning atmosphere, well-trained peer and professional tutors, classes and workshops designed to address specific student needs, and a wealth of resources available at www.liberty.edu/success.

CWL staff are available to faculty for classroom presentations or for help in developing teaching aids, rubrics, or assignments.

Currently, all CWL services are free of charge to Liberty University students. Faculty may download any CWL-produced online materials for use in their classes.

GRADUATE WRITING COACHING

The mission of graduate writing coaching is to assist graduate students of all disciplines and all levels of expertise to become the best writers they can be. In support of this mission, the Graduate Writing Center provides free face-to-face coaching sessions (our core service), classroom presentations, workshops, and web resources. Peer coaches work with writers at all stages of the writing process, from topic selection to documentation.

Students can find more information and make an appointment for graduate writing coaching at www.liberty.edu/success.

ONLINE WRITING CENTER

In support of the University mission, Liberty's Online Writing Center (OWC) helps online students at any level of written English proficiency identify, understand, and improve their academic writing strengths and weaknesses. To this end, the OWC offers synchronous and asynchronous tutoring by a wide variety of trained tutors with insider experience in the various degree programs offered by Liberty Online. Without editing, OWC tutors provide written feedback on drafts with direct links to web resources and writing aids specific to each student's writing needs or speak with students via Skype to discuss projects at any stage of the writing process. Through the OWC, online students may also access a wide variety of resources—handouts, worksheets, and presentations—to research writing concerns and improve their academic writing skills.

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 or offer suggestions for further online writing aids that 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 Request Tutoring link on the web page.

FOREIGN LANGUAGE LAB

In addition to the writing centers, the Center for Writing and Languages offers foreign language tutoring services through the Foreign Language Lab. The primary purpose of the Foreign Language Lab is to provide one-on-one and group tutoring sessions for students studying American Sign Language, Arabic, Chinese, French, German, Russian, and Spanish. However, tutoring for students who are learning English as a second language (ESL) is also provided.

The Foreign Language Lab employs tutors 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 tutoring session ahead of time with the tutor 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 tutoring, 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 tutoring services.

For more information about the FLL or to schedule an appointment, students may visit www.liberty.edu/success.

ONLINE FOREIGN LANGUAGE LAB

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 tutoring services for residential students, the OFLL reaches out to Liberty University's online population. The OFLL provides free one-on-one tutoring sessions for students studying French, German, and Spanish 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 tutoring and teaching essential language skills. These tutors 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 tutors via Skype and Google Hangouts.

To find out more information about the OFLL and schedule an appointment, students can visit www.liberty.edu/success.

Programs of Study

Liberty University offers graduate degree programs of study in two formats:

- **Residential.** With the residential delivery format, courses in a program are delivered on campus [face-to-face] and generally last the standard semester.
- **Online.** With the online [distance education] delivery format, courses in a program are delivered to students through a virtual classroom experience that is flexible, personal and challenging. Through the online format a student can complete a program entirely online, with some exceptions in which a student is required to complete a minimum number of courses face-to-face on campus.

Regardless of format, the majority of the course work for any program of study must be earned at Liberty University. The requirements for graduation for all programs are listed in this Catalog and on degree completion plans, which are available online at <http://www.liberty.edu/index.cfm?PID=2981>.

Graduate degree programs with concentrations or cognates/specializations, as well as graduate certificates, are listed below.

DOCTORAL DEGREES

College of Osteopathic Medicine

Doctor of Osteopathic Medicine (D.O.)^(R)

School of Behavioral Sciences

Doctor of Education in Community Care and Counseling (Ed.D.)^{1 (O)}

- *Marriage and Family Counseling*
- *Pastoral Care and Counseling*
- *Traumatology*

Doctor of Philosophy in Counselor Education and Supervision (Ph.D.)^{1 (O)}

Alton W. & Lois H. Overton Graduate School of Business

Doctor of Business Administration (D.B.A.)^(O)

- *Accounting*
- *Finance*
- *Healthcare Management*
- *Human Resources*
- *Information Systems*
- *International Business*
- *Leadership*
- *Marketing*
- *Non-Profit Leadership and Management*
- *Project Management*
- *Strategic Management*
- *Supply Chain Management and Logistics*

Doctor of Strategic Leadership (D.S.L.)^(O)

Rawlings School of Divinity

Doctor of Ministry (D.Min.)^{1 (O)}

- *Biblical Studies*
- *Chaplaincy*
- *Discipleship*
- *Evangelism and Church Planting*
- *Expository Preaching*
- *Pastoral Counseling*
- *Pastoral Leadership*
- *Theology and Apologetics*

- *Worship*

Doctor of Education in Christian Leadership (Ed.D.)¹

- *Ministry Leadership*

Doctor of Philosophy in Theology and Apologetics (Ph.D.)^{1 (O)}

Helms School of Government

Doctor of Philosophy in Criminal Justice (Ph.D.)^(O)

- *Homeland Security*
- *Leadership*

Doctor of Philosophy in Public Policy (Ph.D.)^(O)

- *Economic Policy*
- *Education Policy*
- *Foreign Policy*
- *National Security Policy*
- *Social Policy*

School of Education

Doctor of Education (Ed.D.)^{1 (O)}

- *Curriculum and Instruction*
- *Educational Law*⁵
- *Educational Leadership*

Doctor of Education (Ed.D.) Curriculum and Instruction^{1 (O)}

- *Curriculum and Instruction - Elementary Education*
- *Curriculum and Instruction - Middle Grades Education*
- *Curriculum and Instruction - Secondary Education*
- *Curriculum and Instruction - Special Education*

Doctor of Philosophy in Education (Ph.D.)^(O)

- *Curriculum and Instruction*
- *Instructional Design & Technology*
- *Organizational Leadership*
- *Special Education*

Doctor of Philosophy in Higher Education Administration (Ph.D.)^(O)

- *Educational Leadership*

School of Health Sciences

Doctor of Philosophy in Anatomy and Cell Biology (Ph.D.)^(R)

School of Law

Juris Doctor (J.D.)^(R)

School of Music

Doctor of Worship Studies (D.W.S.)^(O)

School of Nursing

Doctor of Nursing Practice (D.N.P.)^{1 (O)}

- *Family Nurse Practitioner*^(R)
- *Psychiatric Mental Health Nurse Practitioner*^(O)

POST-MASTERS DEGREES

Rawlings School of Divinity

Master of Theology (Th.M.)^(O, R)

- *Thesis/Non-Thesis*
- *Biblical Studies*
- *Christian Apologetics*
- *Church History*
- *Global Studies*
- *Homiletics*
- *Theology*

School of Education

Education Specialist (Ed.S.) ^(O)

- Curriculum and Instruction
- Educational Law^{2,5}
- Educational Leadership

Education Specialist (Ed.S.) Curriculum and Instruction ^(O)

- Curriculum and Instruction - Elementary Education
- Curriculum and Instruction - Middle Grades Education
- Curriculum and Instruction - Secondary Education
- Curriculum and Instruction - Special Education

Education Specialist in Higher Education Administration (Ed.S.) ^(O)

MASTERS DEGREES AND GRADUATE CERTIFICATES

College of Arts and Sciences

Master of Arts in English (M.A.) ^(R)

Master of Arts in Professional Writing (M.A.) ^(O)

Master of Arts in History (M.A.)^{2 (R)}

- Comprehensive ^{(O, R)⁴}
- Thesis ^{(R)⁴}

Master of Arts in Interdisciplinary Studies (M.A.) ^(O)

Master of Arts in Teaching English as a Second Language (M.A.) ^(O)

School of Behavioral Sciences

Master of Arts in Addiction Counseling (M.A.) ^(O)

Master of Arts in Applied Psychology (M.A.) ^(O)

- Developmental Psychology
- Industrial/Organizational Psychology

Master of Arts in Clinical Mental Health Counseling (M.A.) ^(R)

Master of Arts in Human Services Counseling (M.A.)^{1 (O, R)}

- Addictions and Recovery
- Business
- Children, Families, and the Law^{2,4}
- Christian Ministries
- Criminal Justice
- Crisis Response and Trauma
- Dobson Center Family Advocacy, Public Policy and the Future
- Executive Leadership
- Health and Wellness
- Life Coaching
- Marriage and Family
- Military Resilience

Master of Arts in Marriage and Family Counseling (M.A.) ^(R)

Master of Arts in Marriage and Family Therapy (M.A.)^{1 (O)}

Master of Arts in Pastoral Counseling (M.A.)^{3 (O, R)}

- Addictions and Recovery
- Community Chaplaincy
- Crisis Response and Trauma
- Discipleship and Church Ministry
- Dobson Center Marriage and Family Studies
- Dobson Center Parent and Child/Adolescent
- Leadership
- Life Coaching
- Marriage and Family
- Military Resilience
- Pastoral Counseling
- Theology

Master of Arts in Professional Counseling (M.A.) 60 hr ^{1 (O)} (Licensure)

Master of Education in School Counseling (M.Ed.) ^(O)

Master of Science in Psychology (M.S.) ^(O, R)

- Developmental Psychology
- Industrial/Organizational Psychology

Graduate Certificates

Military Resilience ^(O)

Pastoral Counseling ^(O)

Alton W. & Lois H. Overton Graduate School of Business

Master of Arts in Executive Leadership (M.A.) ^(O)

Master of Business Administration (M.B.A.) (36 hr)^{4 (O, R)}

Master of Business Administration (M.B.A.) (45 hr) ^(O, R)

- Accounting
- American Legal Studies
- Criminal Justice Administration
- Economics (Available Spring 2019)
- Finance
- Healthcare Management
- Human Resources
- International Business
- International Legal Studies
- Leadership
- Marketing
- Non-Profit Leadership and Management
- Project Management
- Public Administration
- Public Relations
- Strategic Management
- Supply Chain Management and Logistics

Master of Science in Accounting (M.S.) ^(O)

- General
- Audit and Financial Reporting
- Business
- Financial Services
- Forensic Accounting
- Leadership
- Taxation

Master of Science in Cyber Security (M.S.) ^(O)

Master of Science in Finance (M.S.) ^(O)

- General
- Financial Management
- Financial Planning

Master of Science in Health Informatics (M.S.H.I.) ^(O)

Master of Science in Healthcare Administration (M.S.) ^(O)

- Accounting
- Finance
- Human Resources
- Leadership
- Marketing
- Non-Profit Management
- Project Management
- Public Administration
- Public Relations
- Strategic Management
- Supply Chain Management and Logistics

Master of Science in Information Systems (M.S.I.S.) ^(O)

- Information Assurance
- Technology Management

Master of Science in Information Technology (M.S.I.T.) ^(O)

- *Network Design and Security*
- *Software Design and Management*

Master of Science in Marketing (M.S.) ^(O)

- *Digital Marketing and Advertising*
- *Project Management*
- *Public Relations*
- *Sports Marketing and Media*

Master of Science in Project Management (M.S.) ^(O)

Graduate Certificates

Advanced Graduate Certificate in Leadership ^(O)

General Business ^(O, R)

Healthcare Management ^(O)

Management and Leadership ^(O)

Marketing ^(O)

School of Communication & Digital Content

Master of Arts in Communication (M.A.) ^(O, R)

Master of Arts in Promotion and Video Content (M.A.) ^(O)

Master of Arts in Strategic Communication (M.A.) ^(O, R)

Master of Science in Social Media Management (M.A.) ^(O)

Graduate Certificates

Applied Communication Studies ^(O)

Communication and Business Administration ^(O)

Communication and Human Services ^(O)

Organizational Communication ^(O)

Rawlings School of Divinity

Master of Divinity (M.Div.) ^(O, R)

- *Biblical Studies*
- *Biblical Languages (75 hr)*
- *Biblical Languages (90 hr)*
- *Chaplaincy*
- *Christian Apologetics*
- *Christian Leadership and Church Ministries*
- *Christian Ministries*
- *Christian Thought*
- *Church History*
- *Community Chaplaincy (93 hr.) Thesis/Non-Thesis*
- *Discipleship and Church Ministry*
- *General*
- *Global Studies*
- *Healthcare Chaplaincy (93 hr) Thesis/Non-Thesis*
- *Homiletics*
- *Leadership*
- *Military Chaplaincy (93 hr) Thesis/Non-Thesis*
- *Pastoral Counseling*
- *Theology*
- *Youth and Family Ministries*

Master of Arts in Biblical Exposition (M.A.B.E.) ^(O, R)

Master of Arts in Biblical Studies (M.A.B.S.) ^(O, R)

Master of Arts in Christian Apologetics (M.A.)³ ^(O, R)

- *Non-Thesis*
- *Thesis*

Master of Arts in Christian Ministry (M.A.C.M.)³ ^(O, R)

Master of Arts in Global Studies (M.A.G.S.) ^(O, R)

Master of Arts in Sports Chaplaincy (M.A.)^(O)

Master of Arts in Theological Studies (M.A.T.S.) ^(O, R)

Master of Arts in Religion (M.A.R.) ^(O, R)

- *Biblical Studies*
- *Christian Apologetics*
- *Church History*
- *Community Chaplaincy*

- *Discipleship and Church Ministry*
- *Evangelism and Church Planting*
- *Global Studies*
- *Homiletics*
- *Law Studies*^{2,4}
- *Leadership*
- *Pastoral Counseling*
- *Pastoral Ministries*
- *Theology*
- *Worship*

Master of Religious Education (M.R.E.) ^(O)

Graduate Certificates

Biblical Studies ^(O)

Christian Ministry ^(O)

Christian Leadership ^(O)

Global Studies ^(O)

Greek ^(O)

Hebrew ^(O)

Theological Studies ^(O)

School of Education

Master of Arts in Teaching (M.A.T.)¹ ^(O)

- *Elementary Education*
- *Middle Grades Education*
- *Secondary Education*
- *Special Education*

Master of Education (M.Ed.)¹ (36 hr) ^(O)

- *Administration and Supervision*
- *Math Specialist Endorsement*
- *Reading Specialist Endorsement*

Master of Education in Curriculum and Instruction (M.Ed.)¹ ^(O)

- *Curriculum and Instruction: Early Childhood Education (add-on endorsement)*
- *Curriculum and Instruction: Educational Law*^{2,4}
- *Curriculum and Instruction: Educational Technology and Online Instruction*
- *Curriculum and Instruction: Elementary Education*
- *Curriculum and Instruction: English*
- *Curriculum and Instruction: General Education*
- *Curriculum and Instruction: Gifted Education (add-on endorsement)*
- *Curriculum and Instruction: History*
- *Curriculum and Instruction: Leadership*
- *Curriculum and Instruction: Middle Grades*
- *Curriculum and Instruction: Special Education*
- *Curriculum and Instruction: Student Services*

Master of Education in Higher Education (M.Ed.)¹ ^(O)

- *Higher Education: Instructional Design and Technology*
- *Higher Education: Educational Leadership*

Master of Science in Sport Management (M.S.) ^(O, R)

- *Coaching and Athletic Administration Thesis/Non-Thesis*
- *General Studies Non-Thesis*
- *Outdoor Adventure Sport Thesis/Non-Thesis*
- *Sport Administration Thesis/Non-Thesis*
- *Tourism Thesis/Non-Thesis*

Graduate Certificates

Autism Education ^(O)

Educational Technology and Online Instruction ^(O)

Executive Certificate in Curriculum & Instruction ^(O)

Executive Certificate in Higher Education Administration ^(O)

Gifted Education ^(O)

Middle Grades ^(O)

Outdoor Adventure Sport ^(O)

Preschool ^(O)
 School Leadership ^(O)
 Sport Management ^(O)

Helms School of Government

Master of Arts in Public Policy (M.A.P.P.)^{3 (O)}

- General
- Campaigns and Elections
- International Affairs
- Leadership
- Middle East Affairs
- Policy Studies
- Public Administration

Master of Public Administration (M.P.A.) ^(O)

- General
- Business and Government
- Disaster Management
- Healthcare
- Law and Public Policy
- Public and Non-Profit Management

Master of Science in Criminal Justice (M.S.) ^(O)

- General
- Forensic Psychology
- Homeland Security
- Public Administration

Master of Science in International Relations (M.S.) ^(O)

Master of Science in Political Science (M.S.) ^(O)

Graduate Certificates

Advanced Graduate Certificate in Criminal Justice ^(O)

Advanced Graduate Certificate in Public Policy ^(O)

Criminal Justice ^(O)

Public Administration ^(O)

Public Policy ^(O)

School of Health Sciences

Master of Arts in Medical Sciences (M.A.) ^(O)

Master of Public Health (M.P.H.) ^(O, R)

- Epidemiology
- Global Health
- Health Promotion
- Nutrition

Master of Science in Biomedical Sciences (M.S.) ^(R)

Master of Science in Exercise Science and Wellness (M.S.) ^(O, R)

- Fitness and Performance
- Nutrition and Wellness

Master of Science in Human Performance (M.S.) ^(O, R)

- Clinical
- Fitness and Wellness
- Strength Training and Conditioning
- Nutrition

Graduate Certificates

Global Health ^(O)

Health Promotion ^(O)

Nutrition ^(O)

School of Law

Juris Masters (J.M.) ^(O)

Juris Masters in American Legal Studies (J.M.) ^(O)

Juris Masters in International Legal Studies (J.M.) ^(O)

Master of Laws in International Legal Studies (LL.M.) ^(O)

School of Music

Master of Arts in Ethnomusicology (M.A.)^{1 (O)}

Master of Arts in Music Education (M.A.)^{1 (O, R)}

- Conducting
- Music Studies
- Performance

Master of Arts in Music and Worship (M.A.)^{1 (O, R)}

- Commercial Music Performance
- Conducting
- Worship Music Studies

Master of Arts in Worship Studies (M.A.) ^(O, R)

- Ethnomusicology
- Leadership
- Pastoral Counseling
- Worship Techniques

Graduate Certificates

Music in World Cultures (Ethnomusicology) ^(O)

Worship Studies ^(O)

School of Nursing

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

- Community Health (Available Spring 2018)
- Public Policy (Available Spring 2018)

- Nurse Educator
- Nursing Administration
- Nursing Informatics

RN-BSN-MSN^(O)

Master of Science in Nursing (M.S.N.) and Master of Business Administration (M.B.A.)^(O)

Master of Science in Nursing (M.S.N.) and Master of Science in Healthcare Administration (M.S.)^(O)

Post-Graduate Certificate

Psychiatric Mental Health Nurse Practitioner ^(O)

School of Visual & Performing Arts

Master of Arts in Visual Communication Design (M.A.) ^(O)

Master of Fine Arts in Graphic Design (M.F.A.) ^(O, R)

Master of Fine Arts in Studio Art (M.F.A.) ^(R)

¹ These programs may require a student to complete a minimum number of courses face-to-face on campus.

² Concentrations or Cognates in Law Studies are open to currently enrolled Liberty University School of Law J.D. students or Liberty University School of Law alumni. Please see the School of Law section of this Catalog.

³ Joint Degree Program with the School of Law

⁴ Dual Degree Program with the School of Law

Course Numbering and Identification

Each course is identified by a four-letter prefix and a three-digit number. The letters represent the disciplinary area.

Course Numbering

500	Basic Master's Level
600	Advanced Master's Level
700	Special Master's Level and Doctoral Level
800	Doctoral Level
900	Advanced Doctoral Level

School of Law Course Numbering

A three-letter prefix and a three-digit number identify courses offered by the School of Law. Course numbers reflect program requirements and elective areas of interest; courses at the 900-level are designated for advanced skills in the study of law.

500-595	Required Doctoral and Jurisprudential Courses
601-621	Family and Juvenile Law Courses
630-665	Business Courses
705-747	Constitutional and International Law Courses
755-765	Public Policy Courses
771-904	Administrative Law and Advanced Skills Courses

Course Prefixes

ACCT	Accounting
APOL	Apologetics
ARTS	Arts
BCHM	Biochemistry
BIOL	Biology
BIOM	Biomedical Sciences
BMAL	Business Management and Leadership
BMIS	Business Management Information Systems
BUSI	Business
CHHI	Church History
CHPL	Chaplaincy Ministry
CJUS	Criminal Justice
CLED	Christian Leadership
CLST	College Learning Strategies
CMHC	Clinical Mental Health Counseling
CMIN	Children's Ministry
COMS	Communication Studies
COUC	Counseling (<i>Ph.D. students only</i>)
COUN	Counseling
CRIS	Crisis Counseling
CSCI	Computer Science
CSIS	Information Systems
DBFA	Family Advocacy
DBMF	Marriage and Family Studies
DBPC	Parenting and Child/Adolescent Development
DISS	Dissertation
DMIN	Doctor of Ministry
DSMN	Discipleship Ministries
EDCE	School Counseling
EDCO	Community Care and Counseling
EDUC	Education
ENGL	English
ETHM	Ethnomusicology
EVAN	Evangelism
EVCP	Evangelism and Church Planting
EXCS	Exercise Science
GLST	Global Studies
GOVT	Government
GRST	Graduate Studies

HIEU	European History
HIST	General History
HIUS	United States History
HIWD	World History
HLSC	Homeland Security
HLTH	Health
HOMI	Homiletics
HSCO	Human Services Counseling
HSMF	Human Services Marriage and Family
INDS	Interdisciplinary Studies
INFO	Health Informatics
JURI	Jurisprudence
LAW	Law
LEAD	Christian Leadership
LIFC	Life Coaching
MAAC	Addiction Counseling
MATH	Mathematics
MGMT	Management
MILT	Military
MLAN	Modern Languages
MRKT	Marketing
MUSC	Music
NBST	New Testament Biblical Studies
NGRK	New Testament Greek
NURS	Nursing
OBST	Old Testament Biblical Studies
OTCL	Old Testament Cognate Languages
PACO	Pastoral Counseling
PADM	Public Administration
PHIL	Philosophy
PLED	Pastoral Leadership
PPOG	Public Policy/Government
PPOL	Public Policy/Law
PSCI	Political Science
PSYC	Psychology
RLGN	Religion
RTCH	Research Methods and Teaching
SMGT	Sport Management
SUBS	Addictions and Recovery
THEO	Theology
THES	Thesis
TOUR	Tourism
WMIN	Women's Ministry
WMUS	Worship Music
WRSP	Worship Studies
YOUT	Youth Ministries

College of Arts and Sciences

Administration

Roger Schultz, B.A., M.A., Ph.D.

Dean, College of Arts and 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 <https://www.liberty.edu/index.cfm?action=faculty&PID=19959&CatID=32> where faculty can be searched for by Department.

PURPOSE

The purpose of the College of Arts and 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 and 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 and 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.

Department of English

Yaw Adu-Gyamfi, B.A., M.A., Ph.D.

Chair, Department of English

Professor of English

Master of Arts in English (M.A.)

PURPOSE

The Master of Arts in English is a 36-hour, graduate-level degree in English language and literature, practical in its reading and writing about a broad spectrum of texts in English, theoretical in its observation of texts through the diverse critical lenses of current literary theory, philosophical in its investigation of the meaning of literary texts in the human experience, professional in its preparation for further work in the academic disciplines as well as to a wide variety of professional disciplines to which a studied understanding of the human experience is valuable. The purpose of the program is to equip students, within a Christian, biblical worldview, to pursue further studies in English language arts at the doctoral level, as well as to prepare for careers related to the field. The M.A. in English will

provide students with the opportunity to study the texts of literature in English and the western tradition, the critical tradition pertaining to these texts, and critical approaches to interpreting texts, as well as a background in research methods and the practice of writing and in the linguistic characteristics of English throughout its history, offered in advanced degree programs in English.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Discuss English language and literature and critical theory in a manner appropriate to the field.
2. Produce in-depth research using appropriate scholarly methods and resources.
3. Write in a professional and scholarly manner.
4. Evaluate the relationships between literary works and their contexts.
5. Analyze literary texts, theory, and history through a Christian worldview.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the general admission requirements, specific admission procedures to the M.A. in English are as follows:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. Applicants should hold a 3.00 GPA for undergraduate study. Applicants close to the requirement may be considered for enrollment in the program on a cautionary basis but will not qualify for Graduate Assistantship positions.
3. Applicants must have completed a bachelor's degree, with the completion of at least 15-18 hours in upper-division English.
4. Applicants must submit a writing sample explaining why they wish to pursue an advanced degree in English.
5. Applicants must submit contact information for two professional recommendations.
6. An 8-10 page academic writing sample.
7. TOEFL (if applicable)

TRANSFER CREDIT

Students may transfer up to 18 credit hours from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within 10 years of the start date of the program. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as state in the Liberty University catalog, M.A. in English graduates must meet the following requirements:

1. Complete 36 total hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Maintain a minimum cumulative GPA of 3.00.

- No more than two grades of C may be applied to the degree. (includes grades of C+ & C-).
- No grades of D may be applied to the degree. (includes grades of D+ & D-).
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Possess reading proficiency in a language other than English.
- Complete the M.A. in English within five years.
- Complete the thesis or non-thesis track within the M.A. in English.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

Master of Arts in English (M.A.)

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

PURPOSE

The Master of Arts in Professional Writing is a 36-hour, graduate-level degree. This program is designed for those who wish to acquire specific skill sets associated with effective written communication in order that they may serve as writers and or instructors of writing with their respective organizations. The latter prepares the student to become a professional writer/editor or a teacher of written discourse primarily at the post-secondary level, but also in private and charter K-12 schools that do not require state-certified credentials.

PROGRAM LEARNING OUTCOMES

The student will be able to:

- Write in a professional and scholarly manner.
- Evaluate the literature of professional writing to reflect sound understanding of the literature of the field.
- Produce in-depth research using appropriate scholarly methods and resources.
- Evaluate the relationships between written texts and their contexts.
- Analyze the discourse of professional writing through a Christian worldview.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the general admission requirements, specific admission procedures to the M.A. in Professional Writing are as follows:

- Earned baccalaureate degree or its equivalent from an institution accredited by the University.
- Applicants should hold a cumulative GPA of 3.00 on a scale of 4.00 for undergraduate study. Applicants who hold a cumulative undergraduate GPA of 2.50 to 2.99 on a 4.00 scale may be eligible for admission on Academic Caution.
- Applicants must submit a 300- to 500-word statement as to why they want to pursue a M.A. in Professional Writing at Liberty University.
- TOEFL (if applicable)

TRANSFER CREDIT

Students may transfer up to 18 credit hours from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum grade of B-; and courses must have been completed within 10 years of the start date of the program. Credits from a prior degree on the same academic

level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as state in the Liberty University catalog, M.A. in Professional Writing graduates must meet the following requirements:

- Complete 36 total hours.
- A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
- Maintain a minimum cumulative GPA of 3.00.
- No more than two grades of C may be applied to the degree. (includes grades of C+ & C-).
- No grades of D may be applied to the degree. (includes grades of D+ & D-).
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Complete the M.A. in Professional Writing within (5) five years.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

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

Department of History

Master of Arts in History (M.A.)

PURPOSE

This program complies with regional accreditation standards, and is designed to promote superior academic scholarship and professionalism for those students continuing their education or entering vocations in the field of history. It seeks to prepare students to understand history's place in God's plan and to meet the challenges posed by history vocations.

PROGRAM LEARNING OUTCOMES

The student will be able to:

- Apply a Christian worldview in their study of history;
- Demonstrate knowledge in research methodology;
- Analyze historiographical positions at a graduate level;
- Communicate effectively in written and oral form.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the general admission requirements, specific admission procedures to the Master of Arts in History program are as follows:

Thesis Option

- Students interested in being considered for a Graduate Assistantship starting in the Fall semester should apply by February 15 and for those starting in the Spring semester by November 15
- Official transcripts indicating successful completion of a baccalaureate degree program from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.) must be mailed directly from the Registrar of the college(s) attended to the Office of Graduate Admissions.

3. Applicants should hold a cumulative GPA of 3.00 on a scale of 4.00 for undergraduate study. Applicants who hold a cumulative undergraduate GPA of 2.50 to 2.99 on a 4.00 scale may be eligible for admission on Cautionary Status. These students may not qualify for assistantship positions until a 3.00 average is earned in graduate study.
4. The Department of History will give preference to applicants who have completed a B.S. or B.A. in History or a related discipline before their first semester of enrollment. However, the Department will also consider students with degrees from other disciplines.
5. Applicants should have at least 18 semester hours in undergraduate history or related disciplines. Those with less than 18 semester hours must take additional history or history related courses as approved by LU History Department.
6. Applicants must submit an 8-10 page (or longer) typed research paper with their application. The paper should use the Turabian (Chicago Manual) Style for citations and formatting.
7. Applicants must submit a 300- to 500-word statement as to why they want to pursue a M.A. in History at Liberty University.

Comprehensive Option

1. Students interested in being considered for a Graduate Assistantship starting in the Fall semester should apply by February 15 and for those starting in the Spring semester by November 15
2. Official transcripts indicating successful completion of a baccalaureate degree program from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.) must be mailed directly from the Registrar of the college(s) attended to the Office of Graduate Admissions. Applicants should hold a cumulative GPA of 3.00 on a scale of 4.00 for undergraduate study.
3. Applicants should hold a cumulative GPA of 3.00 on a scale of 4.00 for undergraduate study. Applicants who hold a cumulative undergraduate GPA of 2.50 to 2.99 on a 4.00 scale may be eligible for admission on Academic Caution. Resident students admitted on Academic Caution may not qualify for assistantship positions until a 3.00 average is earned in graduate study.
4. Applicants should have at least 18 semester hours in undergraduate history or related disciplines. Those with less than 18 semester hours must take additional history or history related courses as approved by LU History Department.
5. Applicants must submit a 300- to 500-word statement as to why they want to pursue a M.A. in History at Liberty University.

COURSE REQUIREMENTS

The Master of Arts in History offers two options, thesis or comprehensive. Students pursuing the thesis option will take eight graduate courses (24 hours) and then write a thesis (9 hours). Students pursuing the comprehensive option will take twelve courses (36 hours). Regardless of option, all students will take 6 hours of core courses as part of their total hours.

TRANSFER CREDIT

A maximum of fifty-percent of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level. In order to transfer credit, students must have earned the minimum

grade of B-, and courses must have been completed within 10 years of the start date of the program. No core courses may be transferred from another institution. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

1. Satisfactory completion of all course and/or thesis requirements in either the thesis (33 hours) or non-thesis (36 hours) options. Students must complete all courses with a 3.00 or higher cumulative grade point average.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. For the thesis option, a minimum of 15 hours must be completed via on-campus courses, and may not be completed via online courses.
4. Students must receive at least a B in each of the program's core courses (includes grades of B+ & B-).
5. No more than two grades of C may be applied to the degree (includes grades of C+ & C-).
6. No grade of D may be applied to the degree (includes grades of D+ & D-).
7. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
8. Students pursuing an M.A. in History (thesis option) with a European emphasis must have completed the equivalent of 12 hours at the undergraduate level in one language other than English or demonstrate a reading competency in a non-English language.
9. Degree must be completed within five years.
10. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study

Delivery Format: Residential and Online

[Master of Arts in History \(M.A.\) - Comprehensive](#)

Delivery Format: Residential Only

[Master of Arts in History \(M.A.\) - Thesis](#)

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

PURPOSE

The Master of Arts in Interdisciplinary Studies is a 31-hour graduate program.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Analyze knowledge of the literature of the discipline of two areas of study by examining the interdisciplinary relationship of each discipline.
2. Integrate biblical principles through a professional and interdisciplinary context.
3. Synthesize the knowledge gained from their study across disciplines.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

In addition to the general admission requirements, admission to candidacy in the *M.A. in Interdisciplinary Studies* program requires:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)

2. An undergraduate cumulative GPA of 2.50 or above (on a 4.00 scale)
3. TOEFL (if applicable)

Students who do not meet the minimum Good Standing GPA requirement may be admitted on Academic caution status. Students who have less than an undergraduate 2.00 GPA will not be admitted to the program.

TRANSFER CREDIT

Students may transfer up to 15 credit hours from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum grade of C-, and courses must have been completed within 10 years of the start date of the program. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation, as stated in the Liberty University Catalog, M.A. in Interdisciplinary Studies students must meet the following requirements:

1. Complete 31 total hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level. (For this degree program, the maximum is 15 hours.)
3. Maintain a 2.50 GPA to remain in the program.
4. Degree must be completed within five (5) years.
5. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
6. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Arts in Interdisciplinary Studies \(M.A.\)](#)

Department of Modern Languages

Stephanie Blankenship, B.A., M.A., Ed.D.

Chair, Department of English

Associate Professor of Spanish

Master of Arts in Teaching English as a Second Language (M.A.)

PURPOSE

The Master of Arts in Teaching English as a Second Language provides an advanced understanding of second language acquisition and teaching methods and materials. Students will engage in latest professional practices that solve cross-cultural and cross-linguistic problems involved in oral and written communications.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Adapt the principles and techniques of second language acquisition (SLA), linguistics and teaching methodologies to multiple language learning contexts.
2. Conduct linguistic analysis to the context of second language acquisition.
3. Propose solutions to cross-cultural and cross-linguistic issues for second language learners.
4. Develop and implement curriculum for ESL/EFL and academic language programs.

5. Integrate a Christian worldview into professional skills and ethics related to TESL.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the general admission requirements, specific admission procedures to the M.A. in Teaching English as a Second Language are as follows:

1. Earned baccalaureate degree or its equivalent from an institution accredited by the University.
2. Applicants should hold a cumulative GPA of 2.75 on a scale of 4.00 for undergraduate study. Applicants who hold a cumulative undergraduate GPA of 2.50 to 2.75 on a 4.00 scale may be eligible for admission on Academic Caution.
3. Applicants must submit a 300- to 500-word statement as to why they want to pursue a M.A. in Teaching English as a Second Language.
4. TOEFL (if applicable)

TRANSFER CREDIT

Students may transfer up to 15 credit hours from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum grade of B-; and courses must have been completed within 10 years of the start date of the program. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as state in the Liberty University catalog, M.A. in Teaching English as a Second Language graduates must meet the following requirements:

1. Complete 30 total hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Maintain a minimum cumulative GPA of 3.00.
4. No more than two grades of C may be applied to the degree. (includes grades of C+ & C-).
5. No grades of D may be applied to the degree. (includes grades of D+ & D-).
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Complete degree within (5) five years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Arts in Teaching English as a Second Language \(M.A.\)](#)

College of Osteopathic Medicine

Administration

Peter A. Bell, D.O., MBA, FACOEP-dist, FACEP
Dean

Professor of Family and Emergency Medicine

Joseph W. Brewer, B.S., Ph.D.

Associate Dean for Research

Michael G. Hueber, M.Sc., D.O.

Assistant Dean of Clinical Rotations

Assistant Professor of Family Medicine

Timothy O. Leonard, M.D., Ph.D.

Senior Associate Dean for Medical Education

Associate Professor of Pathology, Department of Specialty Medicine

Sherri L. Martin

Director of Accreditation, Affiliations, and Credentialing

Ray L. Morrison, D.O., F.A.C.O.S.

Assistant Dean of Clinical Education

Academic and Career Advisor

Chair of Surgery (Department of Specialty Medicine)

Michael B. Weigner, M.D., FACEP

Associate Dean of Clinical Affairs

Associate Professor of Emergency Medicine

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. The entire roster can also be viewed online at <https://www.liberty.edu/index.cfm?action=faculty&PID=19959&CatID=31> where faculty can be searched for by Department.

ACCREDITATION

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

PURPOSE

Liberty University College of Osteopathic Medicine [LUCOM] exists to educate osteopathic physicians in a Christian environment. LUCOM prepares physicians who dedicate themselves to excellence in the practice of osteopathic medicine through service toward their fellow man, life-long learning, and the advancement of medical knowledge. Instilling the Christian values of integrity and professionalism, LUCOM trains physicians who will provide ethical, compassionate, competent, and patient-centered osteopathic medical care.

GOALS

1. To recruit and graduate osteopathic medical students who have a servant's heart and are committed to providing care to underserved and underrepresented patients in Virginia, Southeastern United States, across the United States of America and the globe.
2. To recruit a diverse student body that has a desire to serve disadvantaged urban and rural underserved populations.
3. To place an emphasis on recruitment of students from Virginia and the Southeastern United States who share our mission, vision and values and are likely to practice in the region and help advance its health and economic status.
4. To honor and preserve the history and philosophy along with the art and science of osteopathic medicine through the teaching of historical principles and practices and the

incorporation of up to date scientific knowledge, research, clinical and biomedical sciences.

5. To provide an osteopathic medical education that is holistic, evidence based, community focused, and patient-centered with excellence as its expected standard.
6. To teach students by design, example and mentorship the treatment of the patient as an integrated whole; incorporating the mind, body and spirit.
7. To develop graduates who are qualified to enter any medical discipline upon graduation yet dominantly enter primary care, preventive and community based practices in our service area. This will be accomplished through the design of the curriculum, the type and location of the clinical educational opportunities provided and the leadership of the faculty role models that are provided by the COM.
8. To advance the careers, knowledge, skills and personal lives of the faculty and staff of the COM through support for scholarly activity, research, faculty development, a positive environment and respect.
9. To contribute to the advancement of medical knowledge and advance the quality of health care for society through educational, scientific and clinical research, promotion of effective health policy and other scholarly activity.
10. To be a contributing member of the greater Liberty University, Lynchburg, and Virginia communities by contributions to educational, professional, societal affairs and through works of service.
11. To support and advance osteopathic and other professional medical associations through leadership, support, contributions of service, development of policies, expansion of knowledge, and collaborative efforts.
12. To develop clinical education opportunities in rural and underserved areas of Virginia, local as well as distant regions of the United States and globally, to provide quality clinical educational opportunities for LUCOM students and residents.
13. To develop clinical opportunities in rural and underserved areas of Virginia that will provide expanded access for patients' healthcare through the efforts of LUCOM faculty, students and residents.
14. To develop and maintain national and international medical outreach and mission programs to train clinicians to serve in underserved areas of Virginia, the United States and the developing world.
15. To collaborate with our affiliated hospitals and clinical partners to develop graduate medical education programs for osteopathic and other health professions graduates, provide educational opportunities for health care professionals at the same time the programs provide healthcare and educational services to our region.

PROGRAM LEARNING OUTCOMES

Upon completion of the Doctor of Osteopathic Medicine degree program, students will be able to demonstrate achievement of the AACOM core competencies:

Osteopathic Principles and Practice: The student will understand and apply osteopathic principles to patient care.

Patient Care: The student will have the knowledge, attitudes, and skills to provide compassionate, appropriate, and effective patient care.

Medical Knowledge: The student will demonstrate knowledge of established biomedical, epidemiological, social, and behavioral sciences and their application to patient care.

Practice-based Learning and Improvement: The student will demonstrate the ability to investigate and evaluate patient care practices using scientific evidence and apply these to patient care.

Interpersonal and Communication Skills: The student will demonstrate interpersonal and communication skills that result in effective interactions with patients, families, and colleagues.

Professionalism: The student will demonstrate a commitment to carrying out professional responsibilities in an ethical and sensitive manner.

Systems-based Practice: The student will demonstrate an awareness of and responsiveness to the larger context and systems of health care, to provide care of optimal value.

Spiritual Empathy: The student will demonstrate an awareness of and responsiveness to the spiritual needs of patients, families, and colleagues.

DEGREE COMPLETION PLAN

The degree completion plan for the Doctor of Osteopathic Medicine can be accessed online at: <https://www.liberty.edu/media/1290/pdfs/LUCOM-Academic-Catalog.pdf>.

ADDITIONAL INFORMATION

To learn more about the College of Osteopathic Medicine, please visit the website at <http://www.liberty.edu/lucom/index.cfm?PID=28013>.

Alton W. and Lois H. Overton Graduate 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

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

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

Terrence Conner, B.S., M.A.

Chair, School of Business

Assistant Professor of Business

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

Online Chair, School of Business

Adjunct Instructor School of Religion

Emily Knowles, B.S., M.A., D.B.A.

Chair, School of Business

Assistant 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

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. The entire roster can also be viewed online at <https://www.liberty.edu/index.cfm?action=faculty&PID=19959&CatID=32> 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.

Graduate programs that have achieved accredited status include:

- Master of Business Administration
- Master of Science in Accounting

Graduate programs that are candidates for accreditation include:

- Master of Science in Information Systems
- Master of Science in Marketing
- Doctor of Business Administration

PURPOSE

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

Inherent in this mission are the following fundamental imperatives:

1. That all teaching be given within a distinctively Christian worldview.
2. That the Word of God be honored as the final authority for life and practice.
3. That justice and ethics be exalted within a context of limited government and a free market system in a global economy.

4. That all of life's tasks are sacred and are to be done as unto the Lord.
5. That the education process be a collaboration with faculty and staff, helping to transform students into self-sufficient, lifelong learners.
6. That course of instruction be designed and delivered to provide our graduates with a competitive advantage as they pursue their chosen careers.

TRANSFER OF CREDIT

Applicants may transfer coursework based on the program to which they are applying. Please refer to the Transfer Credit Matrix in the Graduate Admissions section of this Catalog for specific hour amounts. In order for a transferred course to replace a Liberty University core course, the following requirements must be met:

1. The school at which the course was taken must be appropriately accredited.
2. The course credit must be at least three semester hours or five quarter hours.
3. The student must have earned a grade of B- or better in the course.
4. The course must overlap one of Liberty's core courses by at least 80%. The course(s) to be transferred must have been completed within 10 years of the start date of the student's program at Liberty University.
5. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

Courses related to business administration that meet all but criterion #4 above may be transferred in as elective courses. Transfer credit for capstone courses will not be given. Capstone courses include: BUSI 690, *Policy and Strategy in Global Competition*; BMAL 570, *Ethical Leadership*; ACCT 642, *Accounting Ethics*; BMIS 690, *Integrated Capstone*; and, MRKT 690, *Marketing Strategy Capstone*.

Master of Arts in Executive Leadership (M.A.)

PURPOSE

The Master of Arts in Executive Leadership is a 30-hour graduate program that will provide students with a foundation in business, leadership and management and is for those from any academic background. The goal is to develop management, leadership and business knowledge within the Christian worldview. In pursuit of this purpose, the M.A. in Executive Leadership degree faculty seeks the following student learning outcomes:

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Incorporate Christian worldview perspectives when solving management and leadership ethical dilemmas.
2. Evaluate and present scholarship relevant to management and leadership contexts.
3. Solve complex management and leadership issues within various contexts.
4. Examine effective management and leadership practices.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

In addition to the general admission requirements, admission to candidacy in the *M.A. in Executive Leadership* program requires:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. An undergraduate cumulative GPA of 2.50 or above (on a 4.00 scale)
3. TOEFL (if applicable)

Students who do not meet the minimum Good Standing GPA requirement may be admitted on Academic caution status. Students who have less than an undergraduate 2.00 GPA will not be admitted to the program.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation, as stated in the Liberty University Catalog, M.A. in Executive Leadership students must meet the following requirements:

1. Complete 30 total hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Maintain a 2.50 GPA to remain in the program. While all course grades are averaged into the GPA, credit toward degree completion is not granted for a grade of D (or D+/D-) or F.
4. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
5. Degree must be completed within 5 years from the date of admission.
6. Liberty University credits earned towards a degree must have been earned within the past 10 years of the completion date, or students will be required to retake the course.
7. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Arts in Executive Leadership \(M.A.\)](#)

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

PURPOSE

The Master of Business Administration is a 36-hour program that provides master's level training to prepare persons for business leadership. In addition, an additional 9 hours may be gained where students are able to specialize in one of ten key business areas: Accounting, Criminal Justice Administration, Healthcare Management, Human Resource Management, International Business, Leadership, Marketing, Project Management, Public Administration, and Public Relations. Alternatively, a student may choose to pursue the general program. In accordance with the mission of Liberty University, the graduate faculty seeks to educate the whole person, developing the values, knowledge, and skills individuals need to impact their business world. The context for all instruction is the Christian worldview. In pursuit of this purpose, the M.B.A. faculty seeks the following program learning outcomes for both the 36-hour and the 45-hour MBA program:

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Incorporate Christian worldview perspectives when solving management and leadership ethical dilemmas.
2. Evaluate and present scholarship relevant to management and leadership contexts.
3. Solve complex management and leadership issues within various contexts.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

In addition to the general admission requirements, admission to candidacy in the **M.B.A. program** requires:

1. Earned baccalaureate degree in a business discipline or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale)
3. TOEFL (if applicable)
4. Fifteen hours of upper-level undergraduate business courses from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status. Students who do not have the 15 hours of upper level undergraduate business courses, but meet the 3.00 GPA requirements will be denied admission and automatically moved to the M.A. in Executive Leadership program. Once the student has

successfully passed all portions of BMAL 590, he/she may request admission to the M.B.A. program.

Additional prerequisites for admission to the Master of Business Administration – Accounting program include:

ACCT 211	<i>Principles of Accounting I</i>
ACCT 212	<i>Principles of Accounting II</i>
ACCT 301	<i>Intermediate Accounting I</i>
ACCT 302	<i>Intermediate Accounting II</i>
ACCT 311	<i>Cost Accounting I</i>
ACCT 401	<i>Taxation I</i>
ACCT 404	<i>Auditing</i>

It is recommended that students without an accounting undergraduate degree take ACCT 403 Governmental and Not-for-Profit Accounting in order to meet the governmental accounting course requirement for the CPA exam.

COMPLETING ADDITIONAL COGNATES

Students in the Master of Business Administration (MBA) program may graduate with more than one cognate, pursuant to the following conditions:

1. Students must declare their intent to pursue the second cognate while still enrolled in the MBA program. They are not permitted to graduate with a MBA with one cognate, then later apply for readmission to pursue the 2nd cognate.
2. Students are not permitted to graduate with the 36-hour MBA, then later apply for readmission to pursue a MBA with a cognate. Students who graduated with the 45-hour MBA with no cognate are not permitted to apply for readmission to pursue a MBA with a cognate.
3. In cases where there are differences in the courses required for the cores of the two Degree Completion Plans (DCP's), students must complete the courses for both cores.
4. If students complete, as part of their first cognate, a course that is approved for use as an elective, that course may be used to meet the elective requirement of the 2nd cognate, and vice versa.
5. In cases where there are additional graduation requirements on the DCP of the 2nd cognate, (e.g., maximum number of grades of C allowed, maximum allowable age of course credits), students must meet those additional requirements in order to graduate with the 2nd cognate.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation, as stated in the Liberty University Catalog, M.B.A. students must meet the following requirements:

45-hour MBA Program:

1. Complete 45 total hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level. (For the 45-hour program, the maximum is 21 hours.)

36-hour MBA Program:

1. Complete 36 total hours
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.

In a cooperative agreement with the Liberty University School of Law, the School of Business will accept the transfer of six (6) hours of approved Law courses to allow currently enrolled Liberty University School of Law J.D. students or Liberty University School of Law alumni to earn the 36-hour M.B.A. degree. Please see the School of Law section of this Catalog for more information.

Both MBA Programs:

1. Maintain a 3.00 GPA to remain in the program, with no more than two Cs permitted (includes grades of C+ & C-). While all course grades are averaged into the GPA, credit toward degree completion is not granted for a grade of D (+/D-) or F.
2. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
3. Degree must be completed within 5 years.

- Liberty University credits earned towards a degree must have been earned within the past 10 years of the completion date, or students will be required to retake the course.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Residential and Online

[Master of Business Administration \(M.B.A.\) - 36-hour](#)
[Master of Business Administration \(M.B.A.\) - Accounting](#)
[Master of Business Administration \(M.B.A.\) - American Legal Studies](#)
[Master of Business Administration \(M.B.A.\) - Criminal Justice Administration](#)
[Master of Business Administration \(M.B.A.\) - Economics](#)
[Master of Business Administration \(M.B.A.\) - Finance](#)
[Master of Business Administration \(M.B.A.\) - Healthcare Management](#)
[Master of Business Administration \(M.B.A.\) - Human Resources](#)
[Master of Business Administration \(M.B.A.\) - International Business](#)
[Master of Business Administration \(M.B.A.\) - International Legal Studies](#)
[Master of Business Administration \(M.B.A.\) - Leadership](#)
[Master of Business Administration \(M.B.A.\) - Marketing](#)
[Master of Business Administration \(M.B.A.\) - Non-Profit Leadership & Management](#)
[Master of Business Administration \(M.B.A.\) - Project Management](#)
[Master of Business Administration \(M.B.A.\) - Public Administration](#)
[Master of Business Administration \(M.B.A.\) - Public Relations](#)
[Master of Business Administration \(M.B.A.\) - Strategic Management](#)
[Master of Business Administration \(M.B.A.\) - Supply Chain Management & Logistics](#)

DUAL DEGREE

To view the degree completion plans for the Master of Science in Nursing (MSN) and Master of Business Administration (MBA) dual degree program, please see the School of Nursing section in this catalog.

Master of Science in Accounting (M.S.)

PURPOSE

The *Master of Science in Accounting* is a 30-hour graduate program that, in accordance with the mission of Liberty University, serves to educate the whole person, developing the values, knowledge, and skills individuals need to impact their business world. The goal is to develop accounting knowledge and expertise, within the Christian worldview, essential for functioning in a variety of accounting and business contexts.

PROGRAM LEARNING OUTCOMES

The student will be able to:

- Incorporate Christian worldview perspectives with the profession's established code of professional conduct, when solving accounting ethical dilemmas.
- Evaluate and present scholarship relevant to accounting contexts.
- Solve complex accounting issues within various contexts.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

In addition to the general admission requirements, graduation from the *M.S. in Accounting* requires:

- Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
- An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale)
- TOEFL (if applicable)

Students who do not meet the minimum GPA requirements may be admitted on Academic caution status. Students who do not have course work in accounting, or do not have a Bachelor's degree in accounting, will be required to take up to 21 credits of undergraduate prerequisites before beginning graduate level accounting course work.

PREREQUISITES FOR ADMISSION

Prerequisites for admission to the *Master of Science in Accounting* program are:

ACCT 211	<i>Principles of Accounting I</i>
ACCT 212	<i>Principles of Accounting II</i>
ACCT 301	<i>Intermediate Accounting I</i>
ACCT 302	<i>Intermediate Accounting II</i>
ACCT 311	<i>Cost Accounting I</i>
ACCT 401	<i>Taxation I</i>
ACCT 404	<i>Auditing</i>

It is recommended that students without an accounting undergraduate degree take ACCT 403 Governmental and Not-for-Profit Accounting in order to meet the governmental accounting course requirement for the CPA exam.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation, as stated in the Liberty University Catalog, *M.S. in Accounting* students must meet the following requirements:

- Complete 30 total hours.
- A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
- Maintain a 3.00 GPA to remain in the program, with no more than two C's permitted (includes grades of C+ & C-). While all course grades are averaged into the GPA, credit toward degree completion is not granted for a grade of D (or D+/D-) or F.
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Additional requirements, beyond those listed on the degree completion plan, may be necessary depending upon the student's academic background, and the degree being pursued (i.e. course prerequisites at the undergraduate level may be required before enrollment in graduate course work can take place).
- Degree must be completed within five years from the date of admission.
- Liberty University credits earned towards a degree must have been earned within the past seven years of the completion date, or students will be required to retake the course.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Science in Accounting \(M.S.\) - General](#)
[Master of Science in Accounting \(M.S.\) - Audit & Financial Reporting](#)
[Master of Science in Accounting \(M.S.\) - Business](#)
[Master of Science in Accounting \(M.S.\) - Financial Services](#)
[Master of Science in Accounting \(M.S.\) - Forensic Accounting](#)
[Master of Science in Accounting \(M.S.\) - Leadership](#)
[Master of Science in Accounting \(M.S.\) - Taxation](#)

Master of Science in Cyber Security (M.S.)

PURPOSE

The Master of Science in Cyber Security equips students with the hands-on skills needed to be a cyber-security professional. This 36-hour program provides balance between theory and practice, all of which is presented against a backdrop of Christian ethical values.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate emerging cyber security technologies.
2. Design solutions, using cyber security knowledge, skills, and abilities, for practical scenarios.
3. Comply with professional, ethical, legal, security and social responsibilities.
4. Incorporate Christian worldview perspectives when addressing cyber security challenges.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, specific admission requirements for the Master of Science in Cyber Security program are as follows:

1. An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g. SACSCOS, TRACS, ABHE, etc.). The baccalaureate degree must be in one of the following or related fields:
 - Information Systems
 - Information Systems Management
 - Information Technology
 - Management Information Systems
 - Computer Science
 - Computer Programming

If a student does not have the appropriate Bachelor's degree, then the transcript will be evaluated for 3 semester credit hours and a minimum grade of "C" in each of the following:

- Computer Programming (CSIS 209)
- Algebra (Math 121 or higher)
- Statistics (Math 201)
- Networks (CSIS 331)

2. If a student does not meet any or all of the specific computer related undergraduate class requirements within the Bachelor's degree, a resume can be submitted indicating 5 years of IT experience (including a demonstration of knowledge in networking and programming). The resume will be reviewed by the Program Director.
3. An undergraduate cumulative GPA of 3.0 or above (on a 4.0 scale) for admission on good standing. Students that do not meet the minimum GPA of 3.0 (on a 4.0 scale) may be admitted on caution if they have a minimum GPA of 2.5-2.99.
4. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

TRANSFER CREDIT

Students may transfer up to 18 hours of graduate-level credit from an institution accredited by an agency recognized by the U.S. Department of Education. In order to transfer credits, students must have earned the minimum grade of B-, and courses must have been completed within two (2) years of the start date of the student's program at Liberty University. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in the Liberty University Catalog, students must meet the following requirements:

1. Complete a minimum of 36 semester hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Must maintain a 3.0 GPA
4. No more than two (2) grades of C may be applied to the degree (includes grades of C+/C-).
5. No grade of D may be applied to the degree (includes grades of D+/D-).

6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Degree must be completed within 3 years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan**Delivery Format: Online Only**

[Master of Science in Cyber Security \(M.S.\)](#)

Master of Science in Finance (M.S.)**PURPOSE**

The purpose of the *Master of Science in Finance* program is a 30 hour program that, in accordance with the mission of Liberty University, serves to educate the whole person, developing the values, knowledge, and skills individuals need to impact their business world. The goal is develop finance knowledge and expertise, within the Christian worldview, essential for functioning in a variety of finance and business contexts.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Develop proposed strategies based upon financial statements or various financial tools.
2. Articulate the application of financial principles within a Christian worldview.
3. Apply various financial concepts based upon research, knowledge of the literature, and industry best practices.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

In addition to the general admission requirements, admission to candidacy in the *M.S. in Finance* program requires:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale)
3. TOEFL (if applicable)

GRADUATION REQUIREMENTS

1. Complete 30 total hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Maintain 3.00 GPA to remain in the program.
4. No more than two (2) grades of C may be applied to the degree (includes grades of C+ & C-).
5. No grade of D or below may be applied to the degree (includes grades of D+ & D-).
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Liberty University credits earned towards a degree must have been earned within the past 10 years of the completion date, or students will be required to retake the course.
8. The degree must be completed within 5 years.
9. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan**Delivery Format: Online Only**

[Master of Science in Finance \(M.S.\) - Financial Management](#)

[Master of Science in Finance \(M.S.\) - Financial Planning](#)

[Master of Science in Finance \(M.S.\) - General](#)

Master of Science in Health Informatics (M.S.H.I)**PURPOSE**

The purpose of the *Master of Science in Health Informatics* is to improve health care through effective, efficient, secure, and innovative information technology. This 36-hour multidisciplinary program is designed for individuals seeking careers in a health or related occupation that benefit from a foundation in health information technology at the graduate level. In accordance with the mission of Liberty University, the health informatics graduate faculty strives to educate the complete person, inculcating the values, knowledge, and expertise that health informaticists require to improve IT solutions that meet the needs of effective health delivery.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Incorporate a biblical worldview when providing explanations to problems associated with health information technology.
2. Evaluate information technology policies that regulate legal and safe healthcare.
3. Construct effective healthcare information technology solutions based upon current literature and industry best practices.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

In addition to the general admission requirements, admission to candidacy in the *M.S. in Health Informatics* program requires:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale)
3. TOEFL (if applicable)
4. Students must have at least 3 hours in human anatomy and physiology (BIOL 202 or HLTH 221), 3 hours in algebra (MATH 121 or higher), 3 hours in statistics (MATH 201/BUSI 230), and 27 hours in Business-related courses (ACCT, BUSI, ECON). If the student does not have the business related courses, they can enroll in BMAL 590.

In addition to these courses, our accrediting body, ACBSP, requires all students accepted into ACBSP accredited programs to meet the Information Systems/Technology Core Professional Component (ISPCP). If a student is missing a course(s) within the ISPCP, they may take the 3 credit hour BMAL 590 course to fulfill this requirement. Students with undergraduate courses in the following areas would not need to take BMAL 590:

- Business Integration and Strategic Management
- Ethics
- Information Systems
- Legal Issues
- Management
- Quantitative Techniques/Statistics (may be met with any applied statistics course)

Note: *All prerequisites must be met prior to taking any graduate level program courses.*

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status. Students who have less than an undergraduate 2.5 GPA will not be admitted to the program.

GRADUATION REQUIREMENTS

1. Complete 36 total hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Maintain 3.00 GPA to remain in the program.
4. No more than two (2) grades of C may be applied to the degree (includes grades of C+ & C-).
5. No grade of D or below may be applied to the degree (includes grades of D+ & D-).
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. The degree must be completed within 5 years.

8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan**Delivery Format: Online Only**

[Master of Science in Health Informatics \(M.S.H.I\)](#)

Master of Science in Healthcare Administration (M.S.)**PURPOSE**

The *Master of Science in Healthcare Administration* program will sharpen students' knowledge, skills, and abilities as they manage in the capacity of a healthcare professional. Students will learn how to be successful in the health care organization, manage operations and personnel, ensure quality, and maintain compliance with laws that affect healthcare providers, administrators, and organizations. Course work in the new program will be designed to challenge student learning focused on administrators, and organizations. Course work in the program will be designed to challenge student learning focused on organizational value creation, planning strategically, employing high-performance business management techniques, and utilizing financial models and principles to make evidence based decisions within the context of the modern healthcare environment.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Provide solutions that align with a biblical worldview to problems associated with cost, access, and quality of care.
2. Evaluate environmental factors impacting the management of healthcare organizations.
3. Design strategic planning initiatives that incorporate financial analysis, human capital management, operational improvement, marketing, and legal/regulatory compliance based upon knowledge of current literature and industry best practices.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

In addition to the general admission requirements, admission to candidacy in the *M.S. in Healthcare Administration* program requires:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale)
3. TOEFL (if applicable)

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status. Students who have less than an undergraduate 2.5 GPA will not be admitted to the program.

GRADUATION REQUIREMENTS

1. Complete 48 total hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Maintain 3.00 GPA to remain in the program.
4. No more than two (2) grades of C may be applied to the degree (includes grades of C+ & C-).
5. No grade of D or below may be applied to the degree (includes grades of D+ & D-).
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Liberty University course work that is more than 10 years old may not be applied towards this degree. Students are required to repeat the course if it has exceeded the age limit.
8. The degree must be completed within 5 years.
9. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Science in Healthcare Administration \(M.S.\)](#)

[Master of Science in Healthcare Administration \(M.S.\) - Accounting](#)

[Master of Science in Healthcare Administration \(M.S.\) - Finance](#)

[Master of Science in Healthcare Administration \(M.S.\) - Human](#)

[Resources](#)

[Master of Science in Healthcare Administration \(M.S.\) - Leadership](#)

[Master of Science in Healthcare Administration \(M.S.\) - Marketing](#)

[Master of Science in Healthcare Administration \(M.S.\) - Non-Profit](#)

[Management](#)

[Master of Science in Healthcare Administration \(M.S.\) - Project](#)

[Management](#)

[Master of Science in Healthcare Administration \(M.S.\) - Public](#)

[Administration](#)

[Master of Science in Healthcare Administration \(M.S.\) - Public](#)

[Relations](#)

[Master of Science in Healthcare Administration \(M.S.\) - Strategic](#)

[Management](#)

[Master of Science in Healthcare Administration \(M.S.\) - Supply Chain](#)

[Management & Logistics](#)

DUAL DEGREE

To view the degree completion plans for the Master of Science in Nursing (MSN) and Master of Science in Healthcare Administration (MS) dual degree program, please see the School of Nursing section in this catalog.

Master of Science in Information Systems (M.S.I.S.)

PURPOSE

The purpose of the *Master of Science in Information Systems* addresses the growing importance of “information” as a critical business resource. The 36-hour program is designed to provide students with a broad perspective of information-related issues, and examine knowledge as a critical organizational resource. The overall focus of the program is on improving the student’s understanding of, and the ability to manage information/knowledge in today’s dynamic information technology and global business environments.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Incorporate Christian worldview perspectives when solving managerial level information systems dilemmas.
2. Evaluate and present knowledge relevant to management of information systems in diverse business environments
3. Solve complex information systems challenges within various contexts.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

In addition to the general admission requirements, admission to candidacy in the *M.S. in Information Systems* program requires:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale)
3. TOEFL (if applicable)
4. Students must have at least 3 hours in programming courses (C, C#, C++, or Java), 3 hours in algebra (MATH 121 or higher), 3 hours in statistics (MATH 201/BUSI 230), and 27 hours in Business-related courses (ACCT, BUSI, ECON). If the student does not have the business related courses, they can enroll in BMAL 590.

In addition to these courses, our accrediting body, ACBSP, requires all students accepted into ACBSP accredited programs to meet the Information Systems/Technology Core Professional Component (ISCPC). If a student is missing a course(s) within the ISCPC, they may take the 3 credit hour BMAL 590 course to fulfill this requirement. Students with undergraduate courses in the following areas would not need to take BMAL 590:

- Business Integration and Strategic Management
- Ethics
- Information Systems
- Legal Issues
- Management
- Quantitative Techniques/Statistics (may be met with any applied statistics course)

Note: All prerequisites must be met prior to taking any graduate level program courses.

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status. Students who have less than an undergraduate 2.5 GPA will not be admitted to the program.

GRADUATION REQUIREMENTS

1. Complete 36 total hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Maintain 3.00 GPA to remain in the program.
4. No more than two (2) grades of C may be applied to the degree (includes grades of C+ & C-).
5. No grade of D may be applied to the degree (includes grades of D+ & D-).
6. For information regarding the repeat policy, please refer to “Course Repeat Policy” in the Academic Information and Policies section of this Catalog.
7. The degree must be completed within 5 years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Science in Information Systems \(M.S.I.S.\) - Information Assurance](#)

[Master of Science in Information Systems \(M.S.I.S.\) - Technology Management](#)

Master of Science in Information Technology (M.S.I.T.)

PURPOSE

The purpose of the *Master of Science in Information Technology* program is to develop information technology (IT) professionals with a Christian worldview that understand the effective and efficient convergence of information technology and the firm and how to design relevant associated IT systems using innovative methods that are consistent with business objectives and current literature. In accordance with the mission of Liberty University, the information technology graduate faculty seeks to educate the whole person, developing the values, knowledge, and skills people need to design effective IT solutions based upon industry best practices. This 36-hour program is intended for individuals required to meet the information technology goals of business, whether as an information technology leader, professional, or instructor.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Incorporate a biblical worldview when providing resolutions to ethical information technology problems.

2. Evaluate information technology strategies based upon current literature for diverse and sustainable business environments.
3. Design information technology solutions for hypothetical situations that meet desired business requirements.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

In addition to the general admission requirements, admission to candidacy in the ***M.S. in Information Technology*** program requires:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale)
3. TOEFL (if applicable)
4. Students must have at least 3 hours in computer programming (CSIS 212), 3 hours in advanced object-oriented programming (CSIS 312), 3 hours in data networking (CSIS 330), 3 hours in algebra (MATH 121 or higher), 3 hours in statistics (MATH 201/BUSI 230), and 27 hours in Business-related courses (ACCT, BUSI, ECON). If the student does not have the business related courses, they can enroll in BMAL 590.

In addition to these courses, our accrediting body, ACBSP, requires all students accepted into ACBSP accredited programs to meet the Information Systems/Technology Core Professional Component (ISCPC). If a student is missing a course(s) within the ISCPC, they may take the 3 credit hour BMAL 590 course to fulfill this requirement. Students with undergraduate courses in the following areas would not need to take BMAL 590:

- Business Integration and Strategic Management
- Ethics
- Information Systems
- Legal Issues
- Management
- Quantitative Techniques/Statistics (may be met with any applied statistics course)

Note: *All prerequisites must be met prior to taking any graduate level program courses.*

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status. Students who have less than an undergraduate 2.5 GPA will not be admitted to the program.

GRADUATION REQUIREMENTS

1. Complete 36 total hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Maintain 3.00 GPA to remain in the program.
4. No more than two (2) grades of C may be applied to the degree (includes grades of C+ & C-).
5. No grade of D may be applied to the degree (includes grades of D+ & D-).
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. The degree must be completed within 5 years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Science in Information Technology \(M.S.I.T.\) - Network Design & Security](#)

[Master of Science in Information Technology \(M.S.I.T.\) - Software Design & Management](#)

Master of Science in Marketing (M.S.)

PURPOSE

The Master of Science in Marketing is a 36-hour program that provides master's level training to prepare persons for marketing leadership. In addition to a strong core curriculum, students are able to specialize in one of four marketing areas: Digital Marketing & Advertising, Sports Marketing/Media, Project Management, or Public Relations. In accordance with the mission of Liberty University, the graduate faculty seeks to educate the whole person, developing the values, knowledge, and skills individuals need to impact their marketing world. The context for all instructions is the Christian worldview.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Incorporate Christian worldview perspectives when solving marketing ethical dilemmas.
2. Evaluate and present scholarship relevant to marketing contexts.
3. Solve complex marketing issues within various contexts.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

In addition to the general admission requirements, admission to candidacy in the ***M.S. in Marketing*** requires:

1. Earned baccalaureate degree in a marketing or business discipline or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACS, TRACS, ABHE, etc.)
2. An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale)
3. TOEFL (if applicable)
4. Fifteen hours of upper-level undergraduate business or marketing courses from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACS, TRACS, ABHE, etc.)
5. **Program Prerequisites:** Our accrediting body, ACBSP, requires all students accepted into ACBSP accredited School of Business programs to meet the Core Professional Component (CPC) (equivalent to 27 Hours of Undergraduate Business Courses). If a student is missing a course(s) within the CPC, they may take the 3 credit hour BMAL 590 course to fulfill this requirement. Students that meet the 27 hours of undergraduate courses in the following areas would not need to take BMAL 590:

- Management
- Organizational Behavior
- Quantitative Analysis (statistics)
- Operations Management
- Marketing
- Ethics
- Economics
- Accounting (2 courses)

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation, as stated in the Liberty University Catalog, M.S. students must meet the following requirements:

1. Complete 36 total hours;
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Maintain 3.00 GPA to remain in the program.
4. No more than two grades of C may be applied to the degree (includes grades of C+ and C-).
5. No grade of D or below may be applied to the degree (includes grades of D+ and D-).

- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Liberty University course work that is more than 10 years old may not be applied toward this degree. Students are required to repeat the course if it has exceeded the age limit.
- Degree must be completed within 5 years.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Science in Marketing \(M.S.\) - Digital Marketing & Advertising](#)

[Master of Science in Marketing \(M.S.\) - Project Management](#)

[Master of Science in Marketing \(M.S.\) - Public Relations](#)

[Master of Science in Marketing \(M.S.\) - Sports Marketing & Media](#)

Master of Science in Project Management (M.S.)

PURPOSE

The Master of Science in Project Management is a 36-hour program that develops PM professionals with a Christian Worldview who are enabled to serve as practitioners to the project management field.

PROGRAM LEARNING OUTCOMES

The student will be able to:

- Formulate Christian worldview perspectives when solving ethical dilemmas in project management.
- Evaluate and present scholarship relevant to project management based on the knowledge of literature, research, and industry best practices.
- Propose project-based solutions to business programs.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

In addition to the general admission requirements, admission to candidacy in the ***M.S. in Project Management*** requires:

- Earned baccalaureate degree in a marketing or business discipline or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACS, TRACS, ABHE, etc.)
- An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale)
- TOEFL (if applicable)
- Fifteen hours of upper-level undergraduate business or marketing courses from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACS, TRACS, ABHE, etc.)

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation, as stated in the Liberty University Catalog, M.S. students must meet the following requirements:

- Complete 36 total hours;
- A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
- Maintain 3.00 GPA to remain in the program.
- No more than two grades of C may be applied to the degree (includes grades of C+ and C-).
- No grade of D or below may be applied to the degree (includes grades of D+ and D-).
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Liberty University course work that is more than 10 years old may not be applied toward this degree. Students are required to repeat the course if it has exceeded the age limit.
- Degree must be completed within 5 years.

- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Science in Project Management \(M.S.\)](#)

Master of Science in Sport Management (M.S.)

PROGRAM ACCREDITATION

In 2015, the Master of Science in Sport Management was awarded accreditation by the Board of Commissioners of the Commission on Sport Management Accreditation (COSMA), the national governing body for sport management.

PURPOSE

The Master of Science degree is designed to prepare competent and effective leaders with a biblical worldview who will model high standards and assume a leadership role in the sport industry. Leaders in the field of sport management are seen as those who assume a facilitating role in accomplishing the goals and objectives of a business based administrative position in sport.

PROGRAM LEARNING OUTCOMES

The student will be able to:

- Incorporate moral leadership and ethical decision-making within the sport management workplace in the context of a Christian worldview.
- Demonstrate critical thinking skills in evaluating economic, environmental, cultural and social impacts on sport management issues.
- Integrate theoretical knowledge with practical skills necessary for advanced career positions in sport management.
- Demonstrate research skills in the area of sport management.
- Demonstrate professional communication skills in written, oral, and technological venues.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, specific admission requirements for the M.S. in Sport Management are listed below. The following items must be submitted to the Office of Graduate Admissions prior to registering for any graduate courses. Where noted, forms are available online at <http://www.luonline.com>.

- Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
- GPA of at least a 3.00 on a 4.00 scale (cautionary admission is an option if the student has at least a 2.50).
- TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test)

TRANSFER CREDIT

Students may transfer up to 18 credit hours. Such courses must carry a grade of at least a B- and be comparable to Liberty University graduate courses. Transfer credit will only be considered from institutions or schools accredited by an accrediting agency recognized by the U.S. Department of Education. It is the responsibility of each applicant to supply official transcripts along with a written request to have credit applied to the degree program. Transfer credits must have been completed within the previous 10 years.

Credit for life experience and for correspondence courses will not be awarded at the graduate level. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation, as stated in the Liberty University Catalog, M.S. candidates must:

1. Complete 36 semester hours for the M.S. in Sport Management.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Successfully complete a comprehensive exam at the conclusion of the all Sport Management core courses and before enrolling in the culminating activity. The comprehensive exam will be made available after SMGT 501, 502, 503, 505, 506, 520 have been completed. Comprehensive examinations are administered online in the fall, spring, and summer.
4. May register for SMGT 689 or 699 after the successful completion of 21 hours, successfully passing the comprehensive exam, and permission of the Graduate Director.
5. Students must maintain a 3.00 GPA to remain in the program, with no more than two Cs permitted (includes grades of C+ & C-). While all course grades are averaged into the GPA, course credit toward degree completion is not granted for a grade of D (or D+/D-) or F.
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Degree must be completed within 5 years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

Master of Science in Sport Management (M.S.) - Coaching & Athletic Administration (Non-Thesis)

Master of Science in Sport Management (M.S.) - Coaching & Athletic Administration (Thesis)

Master of Science in Sport Management (M.S.) - General (Non-Thesis)

Master of Science in Sport Management (M.S.) - Outdoor Adventure Sport (Non-Thesis)

Master of Science in Sport Management (M.S.) - Outdoor Adventure Sport (Thesis)

Master of Science in Sport Management (M.S.) - Sport Administration (Non-Thesis)

Master of Science in Sport Management (M.S.) - Sport Administration (Thesis)

Master of Science in Sport Management (M.S.) - Tourism (Non-Thesis)

Master of Science in Sport Management (M.S.) - Tourism (Thesis)

Doctor of Business Administration (D.B.A.)

PURPOSE

The purpose of the Doctor of Business Administration is to improve the student's understanding of, the ability to provide data necessary for decision-making, and the ability to make decisions on relevant data supplied. This 60-hour program is designed for individuals pursuing careers as consultants and/or academia, and provides training in all of the core areas of business needed at the doctoral level.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Integrate qualitative and quantitative tools to perform effective business analysis.
2. Evaluate advanced theoretical and applied research in business administration.
3. Evaluate programs for the improvements of business and organizational practice.

4. Integrate the Christian worldview in all business and management decisions.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

The DBA is a competitive admissions process. Meeting the requirements does not guarantee admission into the program.

1. The specific earned graduate degree required is dependent upon the applicant's intended DBA cognate.
 - A Master of Business Administration (MBA) is required for all DBA cognates except for Accounting and Information Systems.
 - A Master of Science in Accounting (MSA) or MBA with an accounting concentration is required for the Accounting cognate.
 - A Master of Science in Information Systems or Master of Science in Management Information Systems is required for the Information Systems cognate.
2. Cumulative GPA of 3.00 or above is required for entrance into the program from any of the acceptable degrees.
3. Professional Resume/Vita.
4. Contact information for two professional references may be requested as an additional requirement on a case-by-case basis.
5. No cautionary admission
6. Admissions packets are approved by the department
7. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

TRANSFER OF CREDIT

Applicants may transfer up to 15 hours of coursework. In order for a transferred course to replace a Liberty University course, the following requirements must be met:

1. The school at which the course was taken must be appropriately accredited.
2. The course credit must be at least three semester hours or five quarter hours.
3. The student must have earned a grade of B- or better in the course.
4. The course must overlap one of Liberty's courses by at least 80%. The course(s) to be transferred must have been completed within seven years of the start date of the student's program at Liberty University.
5. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

Transfer credit will not be given for the following courses: BUSI 700, BUSI 785, BUSI 988, BUSI 989, and BUSI 990.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation, as stated in the Liberty University Catalog, students in the Doctor of Business Administration must meet the following requirements:

1. Complete 60 hours.
2. Residential Orientation course (1 week intensive), 2 other mandatory 1-week intensives.
3. A minimum of 45 hours must be completed through Liberty University, not to include credits from a prior degree earned through Liberty.
4. A maximum of 15 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree. The 15 hours may also include courses in the cognates (which are 500/600-level). These courses must have been completed within seven years of the student's admission to the DBA.
5. 3.25 GPA.
6. No grades lower than B- may be applied to the degree.

- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- The degree must be completed within five years.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Residential and Online

[Doctor of Business Administration \(D.B.A.\) - Accounting](#)

[Doctor of Business Administration \(D.B.A.\) - Finance](#)

[Doctor of Business Administration \(D.B.A.\) - Healthcare Management](#)

[Doctor of Business Administration \(D.B.A.\) - Human Resources](#)

[Doctor of Business Administration \(D.B.A.\) - Information Systems](#)

[Doctor of Business Administration \(D.B.A.\) - International Business](#)

[Doctor of Business Administration \(D.B.A.\) - Leadership](#)

[Doctor of Business Administration \(D.B.A.\) - Marketing](#)

[Doctor of Business Administration \(D.B.A.\) - Non-Profit Leadership & Management](#)

[Doctor of Business Administration \(D.B.A.\) - Project Management](#)

[Doctor of Business Administration \(D.B.A.\) - Strategic Management](#)

[Doctor of Business Administration \(D.B.A.\) - Supply Chain Management & Logistics](#)

Doctor of Strategic Leadership (D.S.L.)

PURPOSE

Students pursuing the Doctor of Strategic Leadership (DSL) will gain knowledge and practical experience in the discipline of strategic leadership that can be applied in their current and/or future leadership role.

PROGRAM LEARNING OUTCOMES

The student will be able to:

- Develop integrative approaches to strategic leadership problems utilizing scholarly research.
- Integrate primary theories of leadership as applied to best practice, research, and scholarship based upon knowledge of current literature and industry best practices.
- Provide explanations to strategic leadership issues that align with a biblical worldview.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

The DSL is a competitive admissions process. Meeting the requirements does not guarantee admission into the program.

- Academic Records.** Applicants must submit an official transcript indicating successful completion of a master's degree program from any discipline from an institution accredited by an accrediting agency recognized by the U.S. Department of Education.
- Cumulative GPA of 3.00 or above is required for entrance into the program from graduate degree.
- TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

TRANSFER OF CREDIT

Applicants may transfer up to 15 hours from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within seven (7) years of the start date of the program. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits. Transfer credit will not be given for the following courses: BMAL 700, BMAL 785, BMAL 888, BMAL 889, and BMAL 890.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation, as stated in the Liberty University Catalog, students in the Doctor of Strategic Leadership must meet the following requirements:

- Complete 51 hours.
- A minimum of 36 hours must be completed through Liberty University, not to include credits from a prior degree earned through Liberty.
- A maximum of 15 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
- 3.00 GPA
- No grades lower than B- may be applied to the degree.
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- The degree must be completed within seven (7) years.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Doctor of Strategic Leadership \(D.S.L.\)](#)

Graduate Certificates

The Overton Graduate School of Business offers graduate certificates in several areas of study through Liberty University Online.

ADMISSION REQUIREMENTS

Please refer to the Admissions Requirements Matrix for Certificates in the Graduate Admissions section of this Catalog.

CERTIFICATE COMPLETION REQUIREMENTS

A minimum of 9 total hours (the Graduate Certificate in Healthcare Management requires 12 hours **and the Advanced Graduate Certificate in Leadership is 21 hours**).

- All courses must be completed through Liberty University.
- 2.00 GPA.
- No grade of D (includes grades of D+ & D-) may be applied to the certificate.
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Certificate must be completed within 3 years.

- Submission of Certificate Completion Application must be completed within the last semester of a student's anticipated graduation date.

Note: Students who want to apply certificate courses to a graduate or seminary degree program will have to abide by the GPA and grade requirements of that degree program.

Graduate Certificates

Delivery Format: Residential and Online

[General Business](#)

Delivery Format: Online Only

[Advanced Leadership](#)

[Healthcare Management](#)

[Management & Leadership](#)

[Marketing](#)

[Outdoor Adventure Sport](#)

[Sport Management](#)

School of Behavioral Sciences

Administration

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

Vice Provost

Founding Dean, School of Behavioral Sciences

Professor of Counseling and Practical Theology

Kenyon Knapp, Ph.D.

Dean, School of Behavioral Services

Steve Warren, B.A., M.A., M.A., Ph.D.

Administrative Dean, School of Behavioral Services

Assistant Professor of Counseling

Kevin Van Wynsberg, M.A., Ph.D.

Associate Dean, School of Behavioral Sciences

Assistant Professor of Counseling

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. The entire roster can also be viewed online at <https://www.liberty.edu/index.cfm?action=faculty&PID=19959&CatID=32> 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.

Department of Counselor Education and Family Studies

Brandi Chamberlin, M.A.

Chair, School of Behavioral Sciences

Instructor of Counseling

Elias Moitinho, M.A., Ph.D.

Residential Chair, School of Behavioral Sciences

Professor of Counseling

Allen Meyer, Ph.D.

Online Chair, School of Behavioral Sciences

Associate Professor of Counseling

Rita Schellenberg, M.Ed., Ph.D.

Chair, School of Behavioral Sciences

Professor of Counseling

PURPOSE

The Department of Counselor Education and Family Studies aims to promote the education and training of future graduates for service and practice in diverse behavioral and mental health professions. The Graduate Counseling Program is committed to training professionals for the practice of counseling who demonstrate scientific competence, clinical excellence and best practices undergirded by a Christian worldview. Graduates will be trained for career opportunities in mental health agencies, hospital programs, higher educational institutions, government, business and

industrial settings, and both faith-based counseling centers and public and private practice facilities. Doctoral studies will prepare students to seek leadership careers as counselor educators, administrators, supervisors, advanced clinical practitioners, and researchers.

ACCREDITATION

The M.A. in Clinical Mental Health Counseling program (Residential) and the Marriage and Family Counseling program (Residential) are accredited by the *Council for Accreditation of Counseling & Related Educational Programs (CACREP)*.

LICENSURE PROGRAMS

Master of Arts in Clinical Mental Health Counseling (M.A.)

PURPOSE

The Master of Arts in Clinical Mental Health Counseling is a 60-hour graduate level residential program designed to meet the Virginia requirements for licensure as a Professional Counselor (LPC). The faculty provide quality professional training of clinical mental health counselors from a faith based perspective. Our mission is to produce ethically and spiritually aware mental health counselors who possess the knowledge, values, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations. Our mission is achieved, in significant measure, through offering rigorous academic programs, dynamic interaction with mentors, faculty, and carefully structured practica and internships.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Apply the ethical and professional principles, standards, and expectations that are integral to a professional counselor's role and identity.
2. Apply the social and cultural awareness, knowledge, and skills required to work with diverse populations at all developmental stages across the lifespan in a culturally sensitive and ethical manner.
3. Assess the individual and group counseling skills necessary to establish and build a therapeutic relationship and will form a preliminary theoretical framework when counseling individuals at all developmental stages across the lifespan.
4. Use developmentally appropriate assessment relevant to the client's academic/education, career, personal, and social development and identify ethical, social, and cultural factors related to assessment.
5. Evaluate research and apply it to their counseling practice in accordance with best practices, and identify social and cultural implications for interpreting and reporting results.
6. Integrate faith and spirituality into counseling where appropriate in an ethically competent manner.
7. Synthesize counseling theories into a comprehensive biopsychosocial-spiritual theoretical approach that informs assessment, diagnosis, and treatment planning for diverse individual, group, and family client(s) with a broad array of presenting problems and mental disorders.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the General Admission Procedures outlined in this Catalog, Master's applicants to the Clinical Mental Health Counseling program must have:

1. An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.);
2. An undergraduate cumulative GPA of at least 3.00 (on a 4.00 scale).
3. Students without the following coursework on their undergraduate transcript will be required to complete the following class upon admission to the program:
 - 3 credit hours in Statistics (can be MATH 201)
4. Students with an undergraduate GPA less than 3.25 must submit one of the following tests with a recommended score:
 - GRE: Verbal 150, Quantitative 150, Analytical Writing 3.5 (Former GRE: 1000 Total)
 - MAT: Total score 375, GRE Analytical Writing 3.5
5. Students who are using master's-level coursework to meet the 3.00 GPA requirement for admission into the program are not required to submit GRE or MAT test scores.
6. Two Letters of Recommendation from professional sources (i.e., not family/friends). All should be obtained from individuals qualified to address the applicant's ability to complete graduate level work, disposition and ability to become a counselor, maturity, motivation, and ethics.
7. In a 1000-1200 word typed and double-spaced document, the applicants must address their past and current helping experiences, their future goals in the field of Professional Counseling, and their personal qualities that will enable them to be effective counselors. They also need to address how their interests and goals match the mission of Liberty University and the Master of Arts in Clinical Mental Health Counseling. The Department's mission statement is published in the program handbook, which is available at the following link: <http://www.liberty.edu/academics/arts-sciences/counseling/index.cfm?PID=5975>.

Applicants must submit each of the items listed in the General Admissions Procedures to the Office of Graduate Admissions **before being considered for acceptance to the program.**

The applicant's personal and professional disposition, integrity, and general fitness to practice counseling may be considered in the admission process. The Department of Counselor Education and Family Studies grants special admissions only under exceptional circumstances.

NOTIFICATION OF ADMISSION

Admission decisions normally are made within a few days following the receipt of *all* of the student's documentation and faculty review of the application packet. Official notification of admission, and of any conditions attached to that admission, is sent by letter to the applicant by the Office of Graduate Admissions. Correspondence or notification from other sources does not constitute official notice of admission. The term for which the applicant is admitted is stated in the official admission letter from the Office of Graduate Admissions.

TRANSFER OF CREDIT

Students may transfer up to 30 hours of coursework into the Clinical Mental Health Counseling program. For a transferred course to replace a Liberty University course, the following requirements must be met:

1. The school at which the course was taken must be appropriately accredited.

2. The course credit must be at least three semester hours or five quarter hours.
3. The student must have earned a grade of B- or better in the course.
4. The course must overlap one of Liberty's courses by at least 80%.

Courses related to counseling that meet all but the last criterion may be transferred in as elective courses. Course work must have been completed within the previous 10 years. Transfer credits *will not* be accepted for the following courses: CMHC 500, 501, 505, 506, 512, 667, 698 and 699. Credit will not be awarded for life experience or continuing education workshops.

LICENSURE

Liberty University's the Department of Counselor Education and Family Studies 60-hour Clinical Mental Health Counseling program is designed to provide academic course work in all areas required by the Virginia Board of Counseling for licensure as a LPC in Virginia. Students interested in seeking licensure in another state after graduation are required to contact the licensing boards of those states to obtain copies of their licensing laws and regulations. These will help students ensure they take all courses necessary for licensure in those states.

EVALUATION AND RETENTION

Students are responsible for meeting the academic and professional standards of Liberty University and the counseling profession. The following requirements apply to all students:

1. Students are expected to use the American Counseling Association "Code of Ethics and Standards of Practice," this Catalog, the Graduate Student Honor Code, and the *Liberty Way* as guides for their behavior throughout their program. Students will undergo periodic evaluation by the Counseling faculty for suitability as students and prospective counselors.
2. Students must remain in good academic standing, are required to maintain high ethical standards, and must demonstrate evidence of functional competency in fulfilling the professional roles required by the discipline.
3. Students must pass a comprehensive examination that requires the ability to analyze, synthesize, and integrate the core curricular content within the counseling discipline.

Consult specific program sections of this catalog for additional requirements.

COURSE REQUIREMENTS

The *M.A. in Clinical Mental Health Counseling program (60 Hour)* consists of a minimum of 60 hours of counseling courses that provide students with a thorough curricular experience in the areas of integration of faith and spirituality into practice; individual and group counseling theories and skills; clinical practice; ethical, professional, and legal issues in counseling; social and cultural factors in counseling; human development across the lifespan; career counseling and development theories and interventions; appraisal and assessment issues in counseling; and the application of research methodology and statistics to understand mental health issues. This degree prepares individuals for licensure and national certification and careers in mental health agencies, hospital programs, private practices, faith based counseling centers, and other public and private facilities.

Detailed information, policies, and procedures regarding the various programs offered are provided in the Student Handbook. Students should familiarize themselves with the Student Handbook before they begin their studies and before they register for classes every semester.

COMPREHENSIVE EXAMINATION

Students enrolled in the Clinical Mental Health Counseling program must take a comprehensive examination.

The examination should be taken after the student has completed at least 39 hours of graduate coursework, including all of the CMHC 500-level core coursework and CMHC 667. The study guide for the comprehensive exam is available online at the departmental website. Students will be given three attempts to successfully complete the exam. Students who have failed the CPCE® twice are required to complete a CPCE® Third Attempt Plan (CTAP) form and prepare for an additional minimum of one semester before registering for their final attempt. If after three attempts, a student has not been able to pass the comprehensive examination, the student will not qualify for a master's degree in Clinical Mental Health Counseling. At that point, students may choose to apply to the Human Services Counseling program for possible conferral of the MA in Human Services Counseling degree.

This examination is offered periodically throughout the year. To register for the Comprehensive Exam, please contact the Comprehensive Exam Coordinator at least 30 days prior to the exam date. (See the *Counseling Comprehensive Examination* website for scheduling information).

ADMINISTRATIVE DISMISSAL

Students will be eligible for Administrative Dismissal from the Master of Arts in Clinical Mental Health Counseling if any of the following are true:

1. It will be mathematically impossible for them to raise their cumulative Graduate GPA to 3.00 with their remaining required courses.
2. They do not have a cumulative Graduate GPA of at least 3.00 at Gate 2 (Completion of Early Core) or Gate 3 (Practicum).
3. They have two (2) grades of C+/C/C- applying to their degree and they have applied the repeat policy for the maximum allowed six (6) hours, and they earn two (2) or more additional grades of C+ or lower.
4. They earn two (2) grades of D+ or lower.

GRADUATION REQUIREMENTS

To graduate, students in the Master of Arts in Clinical Mental Health Counseling program must:

1. Complete a minimum of 60 hours.
2. Pass the Comprehensive Exam.
3. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
4. Complete their required curriculum with a cumulative GPA of 3.00.
5. No more than two grades of C (includes grades of C+ & C-) may be applied to the degrees.
6. No grades of D (includes grades of D+ & D-) may be applied to the degrees.
7. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
8. Liberty course work that is more than 10 years old must be repeated.
9. The degrees must be completed within seven (7) years.
10. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan**Delivery Format: Residential Only**

[Master of Arts in Clinical Mental Health Counseling \(M.A.\)](#)

Master of Arts in Marriage and Family Counseling (M.A.)**PURPOSE**

The Master of Arts in Marriage and Family Counseling is a 60-hour graduate level residential program designed to meet the Virginia requirements for licensure as a marriage and family therapist (LMFT). The faculty provide quality professional training of marriage and family therapists from a faith based perspective. Our mission is to produce ethically and spiritually aware marriage and family therapists who possess the knowledge, values, skills, and personal disposition to promote the mental health and holistic wellness of individuals and families across diverse populations. Our mission is achieved, in significant measure, through offering rigorous academic programs, dynamic interaction with mentors, faculty, and carefully structured practica and internships.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Apply the ethical and professional principles, standards, and expectations that are integral to a professional counselor's role and identity.
2. Apply the social and cultural awareness, knowledge, and skills required to work with diverse populations at all developmental stages across the lifespan in a culturally sensitive and ethical manner.
3. Assess the individual and group counseling skills necessary to establish and build a therapeutic relationship and will form a preliminary theoretical framework when counseling individuals at all developmental stages across the lifespan.
4. Use developmentally appropriate assessment relevant to the client's academic/education, career, personal, and social development and identify ethical, social, and cultural factors related to assessment.
5. Evaluate research and apply it to their counseling practice in accordance with best practices, and identify social and cultural implications for interpreting and reporting results.
6. Integrate faith and spirituality into counseling where appropriate in an ethically competent manner
7. Synthesize theories of family systems and dynamic into a comprehensive systems approach to counseling that informs assessment, diagnosis, and treatment planning for marriage, couples, and family client(s) with a broad array of presenting problems.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the General Admission Procedures outlined in this Catalog, Master's applicants to the Marriage and Family Counseling program must have:

1. An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.);
2. An undergraduate cumulative GPA of at least 3.00 (on a 4.00 scale).
3. Students without the following coursework on their undergraduate transcript will be required to complete the following class upon admission to the program:
 - 3 credit hours in Statistics (can be MATH 201)

4. Students with an undergraduate GPA less than 3.25 must submit one of the following tests with a recommended score:
 - GRE: Verbal 150, Quantitative 150, Analytical Writing 3.5 (Former GRE: 1000 Total)
 - MAT: Total score 375, GRE Analytical Writing 3.5
5. Students who are using master's-level coursework to meet the 3.00 GPA requirement for admission into the program are not required to submit GRE or MAT test scores.
6. Two Letters of Recommendation from professional sources (i.e., not family/friends). All should be obtained from individuals qualified to address the applicant's ability to complete graduate level work, disposition and ability to become a counselor, maturity, motivation, and ethics.
7. In a 1000-1200 word typed and double-spaced document, the applicants must address their past and current helping experiences, their future goals in the field of Marriage and Family Therapy, and their personal qualities that will enable them to be effective counselors. They also need to address how their interests and goals match the mission of Liberty University and the Master of Arts in Marriage and Family Counseling. The Department's mission statement is published in the program handbook, which is available at the following link: <http://www.liberty.edu/academics/arts-sciences/counseling/index.cfm?PID=5975>.

Applicants must submit each of the items listed in the General Admissions Procedures to the Office of Graduate Admissions **before being considered for acceptance to the program.**

The applicant's personal and professional disposition, integrity, and general fitness to practice counseling may be considered in the admission process. The Department of Counselor Education and Family Studies grants special admissions only under exceptional circumstances.

NOTIFICATION OF ADMISSION

Admission decisions normally are made within a few days following the receipt of *all* of the student's documentation and faculty review of the application packet. Official notification of admission, and of any conditions attached to that admission, is sent by letter to the applicant by the Office of Graduate Admissions. Correspondence or notification from other sources does not constitute official notice of admission. The term for which the applicant is admitted is stated in the official admission letter from the Office of Graduate Admissions.

TRANSFER OF CREDIT

Students may transfer up to 30 hours of coursework into the Marriage and Family Counseling program. For a transferred course to replace a Liberty University course, the following requirements must be met:

1. The school at which the course was taken must be appropriately accredited.
2. The course credit must be at least three semester hours or five quarter hours.
3. The student must have earned a grade of B- or better in the course.
4. The course must overlap one of Liberty's courses by at least 80%.

Courses related to counseling that meet all but the last criterion may be transferred in as elective courses. Course work must have been completed within the previous 10 years. Transfer credits **will not** be accepted for the following courses: CMHC 500,

501, 505, 506, 512, 602, 667, 698 and 699. Credit will not be awarded for life experience or continuing education workshops.

LICENSURE

Liberty University's Department of Counselor Education and Family Studies 60-hour Marriage and Family Counseling program (CACREP) is designed to provide academic course work in all areas required by the Virginia Board of Counseling for licensure as an LMFT in Virginia. Students interested in seeking licensure in another state after graduation are required to contact the licensing boards of those states to obtain copies of their licensing laws and regulations. These will help students ensure they take all courses necessary for licensure in those states.

EVALUATION AND RETENTION

Students are responsible for meeting the academic and professional standards of Liberty University and the counseling profession. The following requirements apply to all students:

1. Students are expected to use the American Counseling Association "Code of Ethics and Standards of Practice," this Catalog, the Graduate Student Honor Code, and the *Liberty Way* as guides for their behavior throughout their program. Students will undergo periodic evaluation by the Counseling faculty for suitability as students and prospective counselors.
2. Students must remain in good academic standing, are required to maintain high ethical standards, and must demonstrate evidence of functional competency in fulfilling the professional roles required by the discipline.
3. Students must pass a comprehensive examination that requires the ability to analyze, synthesize, and integrate the core curricular content within the counseling discipline.

Consult specific program sections of this catalog for additional requirements.

COURSE REQUIREMENTS

The *M.A. in Marriage and Family Counseling program (60 Hour)* consists of a minimum of 60 hours of counseling courses that provide students with a thorough curricular experience in the areas of integration of faith and spirituality into practice; individual and group counseling theories and skills; clinical practice; ethical, professional, and legal issues in counseling; social and cultural factors in counseling; human development across the lifespan; career counseling and development theories and interventions; appraisal and assessment issues in counseling; and the application of research methodology and statistics to understand mental health issues. Students take an additional 12 hours of specialized coursework in marriage and family counseling. This degree prepares individuals for licensure and national certification and careers in mental health agencies, hospital programs, private practices, faith based counseling centers, and other public and private facilities.

Detailed information, policies, and procedures regarding the various programs offered are provided in the Student Handbook. Students should familiarize themselves with the Student Handbook before they begin their studies and before they register for classes every semester.

COMPREHENSIVE EXAMINATION

Students enrolled in the Marriage and Family Counseling program must take a comprehensive examination. The examination should be taken after the student has completed at least 39 hours of graduate coursework, including all of the CMHC 500-level core coursework and CMHC 602. The study guide for the comprehensive

exam is available online at the departmental website. Students will be given three attempts to successfully complete the exam. Students who have failed the CPCE® twice are required to complete a CPCE® Third Attempt Plan (CTAP) form and prepare for an additional minimum of one semester before registering for their final attempt. If after three attempts, a student has not been able to pass the comprehensive examination, the student will not qualify for a master's degree in Marriage and Family Counseling. At that point, students may choose to apply to the Human Services Counseling program for possible conferral of the MA in Human Services Counseling degree.

This examination is offered periodically throughout the year. To register for the Comprehensive Exam, please contact the Comprehensive Exam Coordinator at least 30 days prior to the exam date. (See the *Counseling Comprehensive Examination* website for scheduling information).

ADMINISTRATIVE DISMISSAL

Students will be eligible for Administrative Dismissal from the Master of Arts in Marriage and Family Counseling if any of the following are true:

1. It will be mathematically impossible for them to raise their cumulative Graduate GPA to 3.00 with their remaining required courses.
2. They do not have a cumulative Graduate GPA of at least 3.00 at Gate 2 (Completion of Early Core) or Gate 3 (Practicum).
3. They have two (2) grades of C+/C/C- applying to their degree and they have applied the repeat policy for the maximum allowed six (6) hours, and they earn two (2) or more additional grades of C+ or lower.
4. They earn two (2) grades of D+ or lower.

GRADUATION REQUIREMENTS

To graduate, students in the Master of Arts in Marriage and Family Counseling program must:

1. Complete a minimum of 60 hours.
2. Pass the Comprehensive Exam.
3. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
4. Complete their required curriculum with a cumulative GPA of 3.00.
5. No more than two grades of C (includes grades of C+ & C-) may be applied to the degrees.
6. No grades of D (includes grades of D+ & D-) may be applied to the degrees.
7. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
8. Liberty course work that is more than ten (10) years old must be repeated.
9. The degree must be completed within ten (10) years.
10. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Master of Arts in Marriage & Family Counseling \(M.A.\)](#)

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

FORMAT

This program is delivered online (with some required intensive courses on campus).

Students wishing to pursue professional counseling licensure should contact the appropriate state licensing board for more information about specific licensure rules and regulations. The Professional Counseling and/or Marriage and Family Counseling licensure program(s) at Liberty University/Liberty University Online may not fulfill licensure requirements for the states of Illinois, Kansas, Missouri, and New Hampshire. Students should verify their states' requirements before beginning a program of study.

Additional information on states that have unique state board requirements can be found at: <http://www.nbcc.org/Directory>.

PURPOSE

The Master of Arts in Professional Counseling is a 60-hour graduate level residential program designed to meet the Virginia requirements for licensure as a Professional Counselor (LPC). The faculty provide quality professional training of clinical mental health counselors from a faith based perspective. Our mission is to produce ethically and spiritually aware mental health counselors who possess the knowledge, values, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations. Our mission is achieved, in significant measure, through offering rigorous academic programs, dynamic interaction with mentors, faculty, and carefully structured practica and internships.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Apply the ethical and professional principles, standards, and expectations that are integral to a professional counselor's role and identity.
2. Apply the social and cultural awareness, knowledge, and skills required to work with diverse populations at all developmental stages across the lifespan in a culturally sensitive and ethical manner.
3. Assess the individual and group counseling skills necessary to establish and build a therapeutic relationship and will form a preliminary theoretical framework when counseling individuals at all developmental stages across the lifespan.
4. Use developmentally appropriate assessment relevant to the client's academic/education, career, personal, and social development and identify ethical, social, and cultural factors related to assessment.
5. Evaluate research and apply it to their counseling practice in accordance with best practices, and identify social and cultural implications for interpreting and reporting results.
6. Integrate faith and spirituality into counseling where appropriate in an ethically competent manner
7. Synthesize counseling theories into a comprehensive biopsychosocial-spiritual theoretical approach that informs assessment, diagnosis, and treatment planning for diverse individual, group, and family client(s) with a broad array of presenting problems and mental disorders.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the General Admission Procedures outlined in this Catalog, Master's applicants to the Professional Counseling program must have:

1. [Apply online](#) or download [application for admission](#) and submit via [mail](#).
2. A \$40.00, non-refundable, application fee will be assessed at time of application (waived for service members and veterans).
3. Fax/scan unofficial college transcripts.
 - o ***Please Note - Unofficial transcripts can be used for acceptance purposes with the submission of a [transcript request form](#).***
4. Mail official college transcripts (sealed, unopened copy).
Regionally or Nationally accredited bachelor's degree with at least a 2.7 GPA for good standing. Applicants who have earned a master's degree or at least 12 graduate credits from an accredited institution may be assessed on the basis of the master's-level degree work. NOTE – once accepted into the program, a 3.0 graduate GPA is needed to maintain good academic standing in the program.
5. Students without the following coursework on their undergraduate transcript will be required to complete the following class upon admission to the program:
 - o 3 credit hours in Statistics (can be MATH 201)
6. Admission to this program requires:
 - o [Two Letters of Recommendation](#) from professional sources (i.e., not family/friends). These individuals should be qualified to address the applicant's ability to complete the graduate level work, disposition and ability to become a counselor, maturity, motivation and ethics. Some examples of individuals that may be suitable include professors, employers, or leaders in an organization where the applicant volunteers.
 - o [Statement of Purpose](#)- In a 1,000-1,200 word typed and double-spaced document, address your past and current helping experiences, your future goals in the field of Professional Counseling, and your personal qualities that will enable you to be an effective counselor. Please also address how your interests and goals match the mission of Liberty University and the Master of Arts in Professional Counseling degree program. Please see the [program handbook](#) for Department's mission statement.
 - o Students seeking to be admitted into this program and plan to finish it outside of the US will be required to sign an [International Disclosure Agreement](#).
7. Students must agree to the Department of Counselor Education and Family Study's Master of Arts in Professional Counseling Mission Statement and Diversity Statement, which is available at the following link: <http://www.liberty.edu/academics/arts-sciences/counseling/index.cfm?PID=5975>.
8. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or an approved alternate test: of English proficiency: International English Language Testing System (IELTS), or the International Test of English Proficiency (iTEP). Applicants must earn a score of 80 on the Internet-based TOEFL, a 3.9 on the iTEP, a 6.5 on the IELTS, or an equivalent score on an approved alternate test for all graduate degree programs. Applicants who

have an earned degree from a college or university in the U.S. or other English-speaking country or school may have the TOEFL requirement waived by the Office of Graduate Admissions.

NOTIFICATION OF ADMISSION

Admission decisions normally are made within a few days following the receipt of **all** of the student's documentation and faculty review of the application packet. Official notification of admission, and of any conditions attached to that admission, is sent by letter to the applicant by the Office of Graduate Admissions. Correspondence or notification from other sources does not constitute official notice of admission. The term for which the applicant is admitted is stated in the official admission letter from the Office of Graduate Admissions.

TRANSFER OF CREDIT

Students may transfer up to 30 hours of coursework into the Professional Counseling program. For a transferred course to replace a Liberty University course, the following requirements must be met:

1. The school at which the course was taken must be appropriately accredited.
2. The course credit must be at least three semester hours or five quarter hours.
3. The student must have earned a grade of B- or better in the course.
4. The course must overlap one of Liberty's courses by at least 80%.

Courses related to counseling that meet all but the last criterion may be transferred in as elective courses. Course work must have been completed within the previous 10 years. Transfer credits **will not** be accepted for the following courses: COUN 500, 501, 505, 506, 512, 667, 698 and 699. Credit will not be awarded for life experience or continuing education workshops.

LICENSURE

Liberty University's Department of Counselor Education and Family Studies 60-hour Professional Counseling program is designed to provide academic course work in all areas required by the Virginia Board of Counseling for licensure as a LPC in Virginia. Students interested in seeking licensure in another state after graduation are required to contact the licensing boards of those states to obtain copies of their licensing laws and regulations. These will help students ensure they take all courses necessary for licensure in those states.

EVALUATION AND RETENTION

Students are responsible for meeting the academic and professional standards of Liberty University and the counseling profession. The following requirements apply to all students:

1. Students are expected to use the American Counseling Association "Code of Ethics and Standards of Practice," this Catalog, the Graduate Student Honor Code, and the *Liberty Way* as guides for their behavior throughout their program. Students will undergo periodic evaluation by the Counseling faculty for suitability as students and prospective counselors.
2. Students must remain in good academic standing, are required to maintain high ethical standards, and must demonstrate evidence of functional competency in fulfilling the professional roles required by the discipline.

- Students must pass a comprehensive examination that requires the ability to analyze, synthesize, and integrate the core curricular content within the counseling discipline.

Consult specific program sections of this catalog for additional requirements.

COURSE REQUIREMENTS

The *M.A. in Professional Counseling program (60 Hour)* consists of a minimum of 60 hours of counseling courses that provide students with a thorough curricular experience in the areas of integration of faith and spirituality into practice; individual and group counseling theories and skills; clinical practice; ethical, professional, and legal issues in counseling; social and cultural factors in counseling; human development across the lifespan; career counseling and development theories and interventions; appraisal and assessment issues in counseling; and the application of research methodology and statistics to understand mental health issues. This degree prepares individuals for licensure and national certification and careers in mental health agencies, hospital programs, private practices, faith based counseling centers, and other public and private facilities.

Detailed information, policies, and procedures regarding the various programs offered are provided in the Student Handbook. Students should familiarize themselves with the Student Handbook before they begin their studies and before they register for classes every semester.

COMPREHENSIVE EXAMINATION

Students enrolled in the Professional Counseling program must take a comprehensive examination. The examination should be taken after the student has completed at least 39 hours of graduate coursework, including all of the COUN 500-level core coursework and COUN 667. The study guide for the comprehensive exam is available online at the departmental website. Students will be given three attempts to successfully complete the exam. Students who have failed the CPCE® twice are required to complete a CPCE® Third Attempt Plan (CTAP) form and prepare for an additional minimum of one semester before registering for their final attempt. If after three attempts, a student has not been able to pass the comprehensive examination, the student will not qualify for a master's degree in Professional Counseling. At that point, students may choose to apply to the Human Services Counseling program for possible conferral of the MA in Human Services Counseling degree.

This examination is offered periodically throughout the year. To register for the Comprehensive Exam, please contact the Comprehensive Exam Coordinator at least 30 days prior to the exam date. (See the *Counseling Comprehensive Examination* website for scheduling information).

ADMINISTRATIVE DISMISSAL

Students will be eligible for Administrative Dismissal from the Master of Arts in Professional Counseling if any of the following are true:

- It will be mathematically impossible for them to raise their cumulative Graduate GPA to 3.00 with their remaining required courses.
- They do not have a cumulative Graduate GPA of at least 3.00 at Gate 2 (Completion of Early Core) or Gate 3 (Practicum).
- They have two (2) grades of C+/C/C- applying to their degree and they have applied the repeat policy for the maximum allowed six (6) hours, and they earn two (2) or more additional grades of C+ or lower.
- They earn two (2) grades of D+ or lower.

GRADUATION REQUIREMENTS

To graduate, students in the Master of Arts in Professional Counseling program must:

- Complete a minimum of 60 hours.
- Pass the Comprehensive Exam.
- A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
- Complete their required curriculum with a cumulative GPA of 3.00.
- No more than two grades of C (includes grades of C+ & C-) may be applied to the degree.
- No grades of D (includes grades of D+ & D-) may be applied to the degree.
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Liberty course work that is more than 10 years old must be repeated.
- The degrees must be completed within seven (7) years.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Arts in Professional Counseling \(M.A.\) - 60-hour](#)

Master of Arts in Marriage and Family Therapy (M.A.)

FORMAT

This program is delivered online (with some required intensive courses on campus).

Students wishing to pursue professional counseling licensure should contact the appropriate state licensing board for more information about specific licensure rules and regulations. The Marriage and Family Therapy licensure program at Liberty University/Liberty University Online may not fulfill licensure requirements for the states of Illinois, Kansas, Missouri, New Hampshire, and New York. Students should verify their state's requirements before beginning a program of study.

The states of California, Mississippi, and Louisiana do not accept the Master of Arts in Marriage and Family Therapy degree earned through Liberty University Online for licensure purposes. Additional information on states that have unique state board requirements can be found at: <http://www.nbcc.org/Directory>.

PURPOSE

The Marriage and Family Therapy degree is designed to lead to professional licensure as outlined by most state boards of counseling and marriage and family therapy. The 60-hour M.A. in Marriage and Family Counseling is designed to meet the Virginia Board of Therapy requirements for licensure as a LMFT. The faculty provide quality professional training from a faith-based perspective. The purpose of the program is to produce ethically and spiritually aware marriage and family therapists who possess the knowledge, values, skills, and personal disposition to promote the mental health and holistic wellness of individuals and families across diverse populations. This purpose is achieved, in significant measure, through offering rigorous academic programs, dynamic

online interaction with faculty, and carefully structured practica and internships.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Apply the ethical and professional principles, standards, and expectations that are integral to a professional counselor's role and identity.
2. Apply the social and cultural awareness, knowledge, and skills required to work with diverse populations at all developmental stages across the lifespan in a culturally sensitive and ethical manner.
3. Assess the individual and group counseling skills necessary to establish and build a therapeutic relationship and will form a preliminary theoretical framework when counseling individuals at all developmental stages across the lifespan.
4. Use developmentally appropriate assessment relevant to the client's academic/education, career, personal, and social development and identify ethical, social, and cultural factors related to assessment.
5. Evaluate research and apply it to their counseling practice in accordance with best practices, and identify social and cultural implications for interpreting and reporting results.
6. Integrate faith and spirituality into counseling where appropriate in an ethically competent manner
7. Synthesize theories of family systems and dynamic into a comprehensive systems approach to counseling that informs assessment, diagnosis, and treatment planning for marriage, couples, and family client(s) with a broad array of presenting problems.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the General Admission Procedures outlined in this Catalog, Master's applicants to the Marriage and Family Therapy program must have:

1. An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.);
2. An undergraduate cumulative GPA of at least 2.70 (on a 4.00 scale).
3. Successfully completed a minimum three hours of statistics.
4. Submit two names to contact for recommendations. All should be obtained from individuals qualified to address the applicant's ability to complete graduate level work, disposition and ability to become a counselor, maturity, motivation, and ethics.
5. In a 1000-1200 word typed and double-spaced document, the applicants must address their past and current helping experiences, their future goals in the field of Marriage and Family Therapy, and their personal qualities that will enable them to be effective counselors. They also need to address how their interests and goals match the mission of Liberty University and the Master of Arts in Marriage and Family Therapy. The Department's mission statement is published in the program handbook, which is available at the following link:
<http://www.liberty.edu/academics/arts-sciences/counseling/index.cfm?PID=5975>.

Applicants must submit each of the items listed in the General Admissions Procedures to the Office of Graduate Admissions **before being considered for acceptance to the program.**

Applicants who have not successfully completed three hours of statistics for the Master's in Marriage and Family Therapy may be admitted with the provision that they must complete the undergraduate coursework within the first two semesters of study.

The applicant's personal and professional disposition, integrity, and general fitness to practice counseling may be considered in the admission process. In addition, limited resources may indicate a need for limited enrollments, requiring The Department of Counselor Education and Family Studies to restrict admissions and to grant special admissions only under exceptional circumstances.

NOTIFICATION OF ADMISSION

Admission decisions normally are made within a few days following the receipt of *all* of the student's documentation. Official notification of admission, and of any conditions attached to that admission, is sent by letter to the applicant by the Office of Graduate Admissions. Correspondence or notification from other sources does not constitute official notice of admission. The term for which the applicant is admitted is stated in the official admission letter from the Office of Graduate Admissions.

TRANSFER OF CREDIT

Students may transfer up to 30 hours of coursework into the 60-hour Marriage and Family Therapy program. For a transferred course to replace a Liberty University course, the following requirements must be met:

1. The school at which the course was taken must be appropriately accredited.
2. The course credit must be at least three semester hours or five quarter hours.
3. The student must have earned a grade of B- or better in the course.
4. The course must overlap one of Liberty's courses by at least 80%.

Courses related to counseling that meet all but the last criterion may be transferred in as elective courses. Course work must have been completed within the previous ten years. Transfer credits *will not* be accepted for the following courses: COUN 500, 501, 505, 506, 512, 602, 667, 698, and 699. Credit will not be awarded for life experience or continuing education workshops.

Students in the 60-hour Marriage and Family Therapy program are required to take COUN 505 and 512 *in residence (on campus)*.

LICENSURE

Liberty University's Department of Counselor Education and Family Studies provides academic course work in all areas required by the Virginia Board of Marriage and Family Therapists for licensure. The 60-hour M.A. degree program has been designed to meet licensure requirements established by the Virginia Board of Counseling and Marriage and Family Therapists for licensure as a Family Therapist (LMFT) in Virginia. **Students interested in licensure in states other than Virginia are required to contact the licensing boards of those states to obtain copies of their licensing laws and regulations. These will help students ensure they take all courses necessary for licensure in those states.**

EVALUATION AND RETENTION

Students are responsible for meeting the academic and professional standards of Liberty University and the counseling profession. The following requirements apply to all students:

1. Students are expected to use the American Counseling Association "Code of Ethics and Standards of Practice," the American Association of Christian Counselors "Code of Ethics," this Catalog, the Graduate Student Honor Code,

and the *Liberty Way* as guides for their behavior throughout their program. Each of these documents is available for reading and downloading from the respective organizational web sites. Students will undergo periodic evaluation by the Counseling faculty for suitability as students and prospective counselors.

2. Students must remain in good academic standing, are required to maintain high ethical standards, and must demonstrate evidence of functional competency in fulfilling the professional roles required by the discipline.
3. Students must pass a comprehensive examination that requires an ability to deal with more than individual course content. Satisfactory completion of comprehensive examination requires analysis, synthesis, and integration of the content within the counseling discipline.

Consult specific program sections of this catalog for additional requirements.

COURSE REQUIREMENTS

The *M.A. in Marriage and Family Therapy* program consists of a minimum of 60 hours of counseling courses that provide students with a thorough background in the areas of integration of faith and practice; individual and group counseling theories and skills; clinical practice; ethical, professional, and legal issues in counseling; social and cultural factors in counseling; human development across the lifespan; work, leisure, and career development theories and interventions; appraisal and assessment issues in counseling; and the application of research methodology and statistics to understand mental health issues. Marriage and Family Therapy students take an additional 12 hours of specialized coursework in marriage and family therapy: COUN 602, *Marriage and Family Counseling II*, COUN 603, *Pre-Marital and Marital Counseling*; COUN 610, *Human Sexuality*; and COUN 620, *Counseling Children, Adolescents and Their Families*. **Students' internship experiences must consist of work with couples, families, and individuals from a systems perspective, with the majority of the direct service clock hours occurring with couples and family units.** These courses and internship experiences prepare those seeking licensure as Marriage and Family Therapists (MFT), national certification, for careers in mental health agencies, hospital programs, private practices, ministry-related counseling centers, and other public and private facilities.

Detailed information, policies, and procedures regarding the various programs offered are provided in the Student Handbook. Students should familiarize themselves with the Student Handbook before they begin their studies and before they register for classes every semester.

COMPREHENSIVE EXAMINATION

Students enrolled in the Marriage and Family Therapy program must take a comprehensive examination. The examination should be taken after the student has completed at least 39 hours of graduate coursework, including all of the 500-level core coursework and COUN 667 or COUN 602. Students will be given three attempts to successfully complete the exam. Students who have failed the CPCE® twice are required to complete a CPCE® Third Attempt Plan (CTAP) form and prepare an additional minimum of one semester before registering for their final attempt. If after three attempts, a student has not been able to pass the comprehensive examination, the student will not qualify for a master's degree in Marriage and Family Therapy. At that point, students may choose to apply to the Human Services Counseling program for possible conferral of the MA in Human Services Counseling degree.

This examination is offered periodically throughout the year. (See the *Study Guide for the Counseling Comprehensive Examination*

for scheduling). The study guide is available online on the Comprehensive Exam website at <http://www.liberty.edu/index.cfm?PID=24247>. To register for the Comprehensive Exam, please contact the Comprehensive Exam Coordinator 30 days prior to the exam date (See the *Counseling Comprehensive Examination* website for specific scheduling information).

ADMINISTRATIVE DISMISSAL

Students will be eligible for Administrative Dismissal from the Master of Arts in Marriage and Family Therapy if any of the following are true:

1. It will be mathematically impossible for them to raise their cumulative Graduate GPA to 3.00 with their remaining required courses.
2. They do not have a cumulative Graduate GPA of at least 3.00 at Gate 2 (Completion of Early Core) or Gate 3 (Practicum).
3. They have two (2) grades of C+/C/- applying to their degree and they have applied the repeat policy for the maximum allowed nine (9) hours, and they earn two (2) or more additional grades of C+ or lower.
4. They earn two (2) grades of D+ or lower.

GRADUATION REQUIREMENTS

To graduate, students in the Master of Arts in Marriage and Family Therapy program must:

1. Complete a minimum of 60 hours.
2. Pass the Comprehensive Exam.
3. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
4. Have completed their required curriculum with a cumulative GPA of 3.00.
5. No more than two grades of C (includes grades of C+ & C-) may be applied to the degrees.
6. No grades of D (includes grades of D+ & D-) may be applied to the degrees.
7. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
8. Liberty course work that is more than ten (10) years old must be repeated.
9. The degrees must be completed within seven (7) years.
10. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Arts in Marriage & Family Therapy \(M.A.\)](#)

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

FORMAT

This program is delivered online (with some required intensive courses on campus).

PURPOSE

With 12 additional hours of coursework, Liberty University's M.A. in Addiction Counseling degree (48-hour degree program) meets the current academic education and degree requirements established by the Virginia Board of Counseling for licensure as a Licensed Substance Abuse Treatment Professional (LSATP) and

exceeds those set for certification as a Certified Substance Abuse Counselor (CSAC). The faculty provide quality professional training from a faith-based perspective. The purpose of the programs is to produce ethically and spiritually aware addiction counselors who possess the knowledge, values, skills, and personal disposition to promote the mental health and holistic wellness of individuals and families across diverse populations. This purpose is achieved, in significant measure, through offering rigorous academic programs, dynamic online interaction with faculty, and carefully structured internships. Students interested in licensure or certification in addiction counseling in states other than Virginia are required to contact the licensing boards of those states to obtain copies of their licensure laws and regulations. These will help students ensure they take all courses necessary for licensure or certification in addiction counseling in those states. The M.A. in Addiction Counseling does not lead to licensure as a licensed professional counselor or licensed marriage and family therapist.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate appropriate knowledge in all core curricular areas of addiction counseling in preparation for taking licensure or certification exams and in procuring employment in the addiction counseling field.
2. Demonstrate appropriate research and report writing skills including the use of APA format and computer technology.
3. Incorporate ethical and legal standards in the addiction counseling arena.
4. Integrate biblical principles and counseling theories in a responsibly eclectic manner.
5. Assess, diagnose and treat clients with a broad array of presenting addiction problems and co-occurring mental disorders using multiple addiction counseling skills in established best practices.
6. Evaluate diverse individual, group and family populations in order to effectively determine a treatment of addiction for client(s).

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the General Admission Procedures outlined in this Catalog, Master's applicants to the Addiction Counseling program must have:

1. Apply online or download graduate application and submit via mail.
2. \$50.00 Deferred application fee (Assessed during financial check in)
3. Fax / scan unofficial college transcripts. *Please Note* Unofficial transcripts can be used for acceptance purposes!
4. Mail official college transcripts (sealed, unopened copy)
5. Regionally or nationally accredited bachelor's degree with at least a 3.0 GPA for admission in good standing.
6. Undergraduate prerequisites (can be taken after admission)
 - 6 credit hours in Psychology
 - 3 credit hours in Statistics (can be MATH 201)
7. TOEFL scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test; 80 internet-based test)

Applicants must submit each of the items listed in the General Admissions Procedures to the Office of Graduate Admissions **before being considered for acceptance to the program.**

The applicant's personal and professional disposition, integrity, and general fitness to practice counseling may be considered in the admission process. In addition, limited resources may indicate a need for limited enrollments, requiring the

Department of Counselor Education and Family Studies to restrict admissions and to grant special admissions only under exceptional circumstances.

TRANSFER OF CREDIT

Students may transfer up to 24 hours of coursework into the 48-hour Addictions Counseling program. For a transferred course to replace a Liberty University course, the following requirements must be met:

1. The school at which the course was taken must be appropriately accredited.
2. The course credit must be at least three semester hours or five quarter hours.
3. The student must have earned a grade of B- or better in the course.
4. The course must overlap one of Liberty's courses by at least 80%.

Courses related to psychology and counseling that meet all but the last criterion may be transferred in as elective courses. Course work must have been completed within the previous 10 years. Transfer credits ***will not*** be accepted for the following courses: MAAC 501, 505, 506, 512, 667, and 699. Credit will not be awarded for life experience or continuing education workshops.

Students in the 48-hour Addictions Counseling program are required to take MAAC 505, 512, and 667 *in residence (on campus)*.

Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits. Liberty University course work that is more than 10 years old must be repeated.

LICENSURE

The 48-hour M.A. degree program has been designed to meet academic course work in all areas established by the Virginia Board of Counseling for licensure as a Licensed Substance Abuse Treatment Provider (LSATP) in Virginia. **Students interested in licensure and/or certification in states other than Virginia are required to contact the licensing boards of those states to obtain copies of their licensing laws and regulations. These will help students ensure they take all courses necessary for licensure or certification in those states.**

EVALUATION AND RETENTION

Students are responsible for meeting the academic and professional standards of Liberty University and the counseling profession. The following requirements apply to all students:

1. Students are expected to use the National Association of Alcoholism and Drug Abuse Counselors (NAADAC) "Code of Ethics," this Catalog, the Graduate Student Honor Code, and the *Liberty Way* as guides for their behavior throughout their program. Each of these documents is available for reading and downloading from the respective organizational web sites. Students will undergo periodic evaluation by the Counseling faculty for suitability as students and prospective counselors.
2. Students must remain in good academic standing, are required to maintain high ethical standards, and must demonstrate evidence of functional competency in fulfilling the professional roles required by the discipline.
3. Consult specific program sections of this catalog for additional requirements.

COURSE REQUIREMENTS

The ***M.A. in Addiction Counseling*** program consists of a minimum of hours of coursework that provide students with a thorough background in all areas of addiction counselling, including

the integration of faith and practice; individual and group counseling theories and skills; clinical practice; ethical, professional, and legal issues in addiction counseling; social and cultural factors in addiction counseling; appraisal and assessment issues in addiction counseling; and the application of research methodology and statistics to understand mental health issues. Addiction Counseling students take an additional 12 hours of specialized coursework in addiction counseling. **Students' internship experiences must consist of addiction-related work with individuals, couples, or families.** These courses and internship experiences prepare those seeking licensure as LSATP in Virginia and/or certification for careers as addiction professionals in mental health agencies, hospital programs, private practices, ministry-related counseling centers, and other public and private facilities.

Detailed information, policies, and procedures regarding the various programs offered are provided in the Student Handbook. Students should familiarize themselves with the Student Handbook before they begin their studies and before they register for classes every semester.

GRADUATION REQUIREMENTS

To graduate, students in the Master of Arts in Addiction Counseling program must:

1. Complete a minimum of 48 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Have completed their required curriculum with a cumulative GPA of 3.00.
4. No more than two grades of C (includes grades of C+ & C-) may be applied to the degrees.
5. No grades of D (includes grades of D+ & D-) may be applied to the degrees.
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Liberty course work that is more than 10 years old must be repeated.
8. The degrees must be completed within seven (7) years.
9. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Arts in Addiction Counseling \(M.A.\)](#)

Master of Education in School Counseling (M.Ed.)

FORMAT

This program is delivered online (with some required in Residence).

PURPOSE

The M.Ed. in School Counseling program prepares a culturally diverse, global student body to be competent, responsible, and ethical professional school counselors. Our graduates are prepared to meet the holistic needs of diverse students, attending to their cognitive, emotional, spiritual, behavioral, and physical development with a balanced approach that promotes universal and optimal academic achievement and student health and well-being. Program graduates are prepared to seek

certification/licensure as school counselors in in public, private, and Christian elementary, middle, and high school settings. The program also provides preparation for individuals desiring to further their education, pursuing higher level graduate degrees in counseling and related fields.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Apply the ethical and professional principles, standards, and expectations that are integral to a counselor's role and identity.
2. Apply the social and cultural awareness, knowledge, and skills required to work with diverse populations at all developmental stages across the lifespan in a culturally sensitive and ethical manner.
3. Assess the individual and group counseling skills necessary to establish and build a therapeutic relationship and will form a preliminary theoretical framework when counseling individuals at all developmental stages across the lifespan.
4. Use developmentally appropriate assessment relevant to the client's academic/education, career, personal, and social development and identify ethical, social, and cultural factors related to assessment.
5. Evaluate research and apply it to their educational setting in accordance with best practices, and identify social and cultural implications for interpreting and reporting results.
6. Evaluate the roles and responsibilities of the school counselor.
7. Develop a comprehensive model of school counseling.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the General Admission Procedures outlined in this Catalog, applicants to the M.Ed. in School Counseling program must have:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. GPA of at least a 3.00 on a 4.00 scale (cautionary admission is an option if the student has at least a 2.50).
3. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

TRANSFER OF CREDIT

Students may transfer up to 24 hours of coursework into the 48-hour School Counseling program, including credit from a degree on the same academic level previously earned through Liberty. To be eligible for transfer, course work must have a grade of B- or better, and must have been completed within the previous 10 years.

EVALUATION AND RETENTION

Students are responsible for meeting the academic and professional standards of Liberty University and the counseling profession. The following requirements apply to all students:

1. Students are expected to use the American Counseling Association "Code of Ethics and Standards of Practice," the "American School Counselor Association Code of Ethics" this Catalog, the Graduate Student Honor Code, and the *Liberty Way* as guides for their behavior throughout their program. Students will undergo periodic evaluation by the counseling faculty for suitability as students and prospective counselors.

- Students must remain in good academic standing, are required to maintain high ethical standards, and must demonstrate evidence of functional competency in fulfilling the professional roles required by the discipline.
- Consult specific program sections of this catalog for additional requirements.

ADMINISTRATIVE DISMISSAL

Students will be eligible for Administrative Dismissal from the Master of Education in School Counseling if any of the following are true:

- It will be mathematically impossible for them to raise their cumulative Graduate GPA to 3.00 with their remaining required courses.
- They do not have a cumulative Graduate GPA of at least 3.00 at Gate 2, Gate 3, and/or Gate 4. They have two (2) grades of C+/C/C- applying to their degree and they have applied the repeat policy for the maximum allowed six (6) hours, and they earn two (2) or more additional grades of C+ or lower.
- They earn two (2) grades of D+ or lower.

LICENSURE

This program is approved through the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and National Council for Accreditation of Teacher Education (NCATE) and is a state-approved program for advanced licensure (reciprocity with other states) or endorsements.

The student must have:

- Virginia requires completion of two years of successful full-time teaching or two years of successful experience in guidance and counseling. (Work experience form required.); and
- Virginia requires successful completion of Liberty's M.Ed. in School Counseling which includes an internship in preK-6 and grades 7-12.
- Virginia requires certification or documented training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED); hands-on practice.
- Virginia requires completion of the Child Abuse Recognition and Intervention Training.
- Virginia requires completion of the Dyslexia training module available on the VDOE website.
- Virginia requires a social security number.
- Training in the recognition of mental health disorder and behavioral distress, including depression, trauma, violence, youth suicide and substance abuse. Students who have graduated from our CACREP-accredited state-approved school counseling program since January 2016 will not be required to complete additional study to meet this requirement for initial licensure since the training is included in the approved school counselor program.

GRADUATION REQUIREMENTS

- Complete a minimum of 48 hours
- A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
- Maintain a 3.00 GPA
- No more than two C's permitted (includes grades of C+ & C-).

- No grade of D or below may be applied to the degree (includes grades of D+ & D-)
- More than two C grades of C+/C/C- (or lower) will result in dismissal from the program or a requirement to switch to the Master of Education (MEd) in Teaching and Learning/Student Services Program, which is a non-licensure program.
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Four courses required in Residence
- Degree must be completed within 7 years
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Education in School Counseling \(M.Ed.\)](#)

Doctor of Philosophy in Counselor Education and Supervision (Ph.D.)

FORMAT

Courses in the Ph.D. program are delivered in a blended format each consisting of online participation and a week of on-campus instruction. Practicum, Internship, and Dissertation courses do not include an on-campus component.

PURPOSE

Liberty University's mission to develop Christ-centered men and women with the values, knowledge, and skills essential to impact the world is achieved, in significant measure, through offering rigorous academic programs. The mission of the Doctoral Program in Counselor Education and Supervision is to train highly competent counselor educators, supervisors, clinical practitioners, researchers, scholars, and leader-advocates. Faculty in the Department of Counselor Education and Family Studies are committed to collaborative inquiry wherein doctoral students are supported through mentoring in leadership competencies and roles in the counseling field. To facilitate these outcomes, students engage in learning experiences that support them in developing:

- Collaborative relationships with faculty and other professionals in the field of counseling
- Leadership skills in counselor education, supervision, advanced clinical practice, research and scholarship, and counseling leadership/advocacy
- Expertise in an area or areas of professional identity and functioning
- Knowledge and skills in developing and disseminating research and scholarship that makes a significant impact on the field and the lives of others
- Competency and comfort in participating in professional counseling organizations (i.e., American Counseling Association and its Divisions)

PROGRAM LEARNING OUTCOMES

- The student will be able to apply supervision theory and skills to clinical supervision.
- The student will be able to demonstrate course design, delivery, and evaluation methods appropriate to counselor education learning outcomes.
- The student will be able to critically analyze and evaluate scholarly research, develop and implement research

- designs, and produce scholarly reports that disseminate findings to the profession of counseling.
- The student will be able to critically analyze, evaluate, and synthesize a broad range of counseling theories, with an advanced understanding of psychopathology, to inform case conceptualization and deliver and evaluate evidence-based interventions across diverse populations and settings.
 - The student will be able to provide leadership and advocacy within the profession and on behalf of its clientele.
 - The student will be able to integrate faith and spirituality into counselor education and supervision in an ethical manner.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the General Admission Procedures outlined in this catalog, doctoral applicants to the Counseling program must have:

- Official college transcripts (sealed, unopened copies of Undergrad AND Grad degrees).
- A regionally or nationally accredited master's degree that reveals evidence of fulfilling CACREP entry level standards (our current pre-requisite courses) with a minimum of 3.25 GPA. Applicants who have a regionally accredited masters in a related field (i.e., counseling, psychology, human services) are welcome to apply but, if admitted, will be required to complete all M.A. level pre-requisite courses listed on the Degree Completion Plan before taking any Ph.D. in Counselor Education and Supervision courses.
- A cumulative GPA of at least 3.25 or above (on a 4.00 scale) in all previous graduate course work.
- GRE or MAT scores - The following minimum scores are recommended: GRE: Total verbal and quantitative score of 900, as well as a 4.0 or better on the analytical writing section (for tests taken before August 2011) or a total verbal and quantitative score of 300, as well as a 4.0 or better on the analytical writing section (for tests taken after August 2011). MAT: Total score of 400 or better (for tests taken in or after October 2004) or a total score of 50 or better (for tests taken before October 2004).
- Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and earn a score of 80 on the Internet-based exam for graduate program admission, or 80 on the Internet-based exam for admission. An official TOEFL score report must be submitted to the University before an admission decision can be made. TOEFL Services; The Educational Testing Service; P.O. Box 6151; Princeton, NJ 08541; or online at <http://www.toefl.org>.
- Two recommendations from professionals familiar with applicant's work and character.
- A 300-word Letter of Intent specifying the applicant's purpose and goals for entering the Ph.D. Program.
- Professional vita, indicating counseling licensure, or, a minimum of at least one year of clinical experience in the counseling field.
- An APA formatted research paper of 3-5 pages length (not including title page, abstract, and references) on a topic related to clinical mental health counseling.
- A Graduate Status Record (available online).
- Selected applicants may be required to participate in a Personal Interview with Core Ph.D. Faculty.

- Counseling Practicum and Counseling Internship: Applicants are required to have a 100-hour (40 direct) supervised practicum and 600-hour (240 direct) supervised internship at the master's level OR equivalent. All exceptions must be approved by the Director of Clinical Training. Applicants who have already obtained LPC licensure in their state may be exempt from this policy.

The above are minimum academic requirements for admission to the Ph.D. in Counselor Education and Supervision program. The applicant's character, integrity, and general fitness to practice a particular profession will also be considered in the admission process.

TRANSFER OF CREDIT

Students may transfer up to 15 semester hours of Ph.D. coursework. For a transferred course to replace a Liberty University Ph.D. course, the following requirements must be met:

- The school at which the course was taken must be appropriately accredited.
- The course credit must be at least three semester hours or five quarter hours.
- The student must have earned a grade of B- or better in the course.
- The course must overlap with one of Liberty's courses by at least 80%.
- Transfer credits must have been completed as post-master's course work (700-900 level) within the previous seven (7) years to be accepted.
- Courses with a recorded grade of C or below will not be accepted.
- Correspondence studies or life experiences will not be accepted for transfer credit.

COURSE REQUIREMENTS

The Ph.D. requires completion of a minimum of 60 hours of post-master's Ph.D. level coursework including program orientation, core courses, Qualifying Examination, electives, Practicum, Internship, Candidacy Examination, and Dissertation coursework, research, and defense.

GRADUATION REQUIREMENTS

- Complete a minimum of 60 hours.
- A minimum of 45 hours must be completed through Liberty University, not to include credits from a prior degree earned through Liberty.
- A maximum of 15 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
- 3.0 GPA
- No grades lower than a "B" may be applied to the degree. Any coursework taken toward fulfilling the requirements of the Doctor of Philosophy degree or required by the student's advisor or committee with a recorded grade below B (includes grades of B+ & B-) will not count toward the degree and may result in dismissal from the program.
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Successful completion of the Qualifying Exam and the Candidacy Exam.
- Degree must be completed within 7 years.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

Doctor of Philosophy in Counselor Education & Supervision (Ph.D.)

CERTIFICATE OF ADVANCED GRADUATE STUDIES

Students will be awarded a Certificate of Advanced Graduate Studies if they choose not to complete their dissertation. Students awarded a Certificate of Advanced Graduate Studies in Counseling must have: (a) been admitted to the Ph.D. program; (b) completed all required coursework, practicum and internship and (c) earned a GPA of 3.00 or better. The awarding of a Certificate of Advanced Graduate Studies will result in an appropriate notation on the student's academic record.

Department of Community Care and Counseling

David Hirschman, B.S., M.Div., D.Min., Ph.D.

*Online Chair, School of Behavioral Sciences
Professor of Religion*

Dwight Rice, D.Min., Ph.D.

*Online Chair, School of Behavioral Sciences
Assistant Professor of Counseling*

PURPOSE

The Department of Community Care and Counseling exists to promote the education and training of future graduates for service and practice in community, agency, and ministry settings. The department is committed to training individuals to be thoroughly competent professionals in the practice of agency and pastoral counseling who demonstrate counseling excellence and best practices undergirded by a Christian worldview. Graduates will be trained for career opportunities in mental health agencies and ministry settings. Doctoral studies will prepare students to seek leadership positions as counselor educators, administrators, supervisors, pastoral counselors, and researchers.

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:

- Master of Arts in Human Services Counseling: Dobson Center Family Advocacy, Public Policy, and the Future
- Master of Arts in Human Services Counseling: Dobson Center Marriage and Family Studies
- Master of Arts in Human Services Counseling: Dobson Center Parenting & Child/Adolescent Development

- Master of Arts in Pastoral Counseling: Dobson Center Parenting and Child/Adolescent Development
- Master of Arts in Pastoral Counseling: Dobson Center Marriage and Family Studies.
- Master of Arts in Pastoral Counseling: Dobson Center Family Advocacy, Public Policy, and the Future

PROGRAMS

Master of Arts in Human Services Counseling (M.A.)

FORMAT

This program is delivered both in residence and online.

PURPOSE

The Department of Community Care and Counseling's (DCCC) *Masters of Arts in Human Services Counseling* provides students with an academic program designed to educate students in the study of human behavior and application of helping skills. Students will master coursework and review the literature in the field considered essential to the master's level professional preparation of human service counseling workers who seek to offer services in areas such as leadership, families, addictions and recovery, etc., that are consistent with a Biblical worldview. Though students are encouraged to evaluate their own specific needs and to take advantage of available resources for personal and professional development, the learning outcomes are applicable to all students as they seek a degree relevant to the vast field of human services. The degree does not lead directly to state licensure as a professional counselor, so students will need to examine what their state of residence requires.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate appropriate knowledge in all core curricular areas of human services in preparation for certification and employment.
2. Conduct research and generate reports appropriate to the discipline.
3. Integrate Biblical principles with professional human service's methods in a variety of contexts.
4. Identify and incorporate ethical and legal standards in the human services arena.
5. Evaluate basic mental health issues within the scope of competence for human services and appropriately refer clients.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the General Admission Procedures outlined in this Catalog, applicants to the non-licensure Master of Arts in Human Services Counseling must have:

1. An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.);
2. An undergraduate cumulative GPA of at least 2.00 (on a 4.00 scale).
3. Applicants for the non-licensure 30-hour M.A. in Human Services Counseling are not required to complete prerequisite work.

Applicants must submit each of the items listed in the General Admissions Procedures to the Office of Graduate Admissions **before being considered for acceptance to the program.**

TRANSFER OF CREDIT

Students may transfer up to 15 semester hours of coursework into the non-licensure 30-hour Human Services Counseling program. For a transferred course to replace a Liberty University course, the following requirements must be met:

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

Courses related to psychology and counseling that meet all but the last criterion may be transferred in as elective courses. Course work must have been completed within the previous eight years. Transfer credits from outside Liberty University *will not* be accepted for the following courses: HSCO 500 and HSCO 506. Credit will not be awarded for life experience or continuing education workshops.

Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits. Liberty University course work that is more than ten (10) years old must be repeated.

COURSE REQUIREMENTS

The Department of Community Care and Counseling-(DCCC) offers two master's-level degree programs. The non-licensure *M.A. in Human Services Counseling* is designed for professionals from all walks of life dedicated not only to career advancement, but impacting tomorrow's world and the well-being of others in the spirit of Christian services. While there are some courses that can be done residually, the program was designed to be done completely online, so all courses are in that format for the students' convenience. The degree is grounded in a core of courses developed through the Department of Community Care and Counseling (DCCC). The core is reflective of the University's mission statement and designed to provide the values, knowledge, and skills needed for effective work in the vast field of human services. This degree consists of 18 hours of human services counseling courses and a 12-hour online cognate from such graduate level academic disciplines as Marriage and Family; Crisis Response and Trauma; Addictions and Recovery; Military Resilience and varied human services fields.

GRADUATION REQUIREMENTS

To graduate, students in the non-licensure M.A. in Human Services Counseling programs must:

1. Complete a minimum of 30 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Have completed their required curriculum with a cumulative GPA of 2.50 or better
4. No grades of D (includes grades of D+ & D-) may be applied to the Human Services Counseling degree.
5. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
6. Liberty course work that is more than ten (10) years old must be repeated.
7. The degree must be completed within five (5) years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plans**Delivery Format: Residential and Online**

[Master of Arts in Human Services Counseling \(M.A.\) - Addictions & Recovery](#)

[Master of Arts in Human Services Counseling \(M.A.\) - Business](#)

[Master of Arts in Human Services Counseling \(M.A.\) - Christian Ministries](#)

[Master of Arts in Human Services Counseling \(M.A.\) - Criminal Justice](#)

[Master of Arts in Human Services Counseling \(M.A.\) - Crisis Response & Trauma](#)

[Master of Arts in Human Services Counseling \(M.A.\) - Dobson Center Family Advocacy, Public Policy & the Future](#)

[Master of Arts in Human Services Counseling \(M.A.\) - Dobson Center Marriage & Family Studies](#)

[Master of Arts in Human Services Counseling \(M.A.\) - Dobson Center Parenting & Child/Adolescent Development](#)

[Master of Arts in Human Services Counseling \(M.A.\) - Executive Leadership](#)

[Master of Arts in Human Services Counseling \(M.A.\) - Health & Wellness](#)

[Master of Arts in Human Services Counseling \(M.A.\) - Life Coaching](#)

[Master of Arts in Human Services Counseling \(M.A.\) - Marriage & Family](#)

[Master of Arts in Human Services Counseling \(M.A.\) - Military Resilience](#)

The non-licensure Master of Arts in Human Services Counseling program is available with a *Cognate in Children, Families, and the Law*. This cognate is open only to currently enrolled Liberty University School of Law J.D. students or Liberty University School of Law Alumni. For more information on this cognate please see the Liberty University School of Law section of this Catalog.

Master of Arts in Pastoral Counseling (M.A.)**PURPOSE**

The Department of Community Care and Counseling's (DCCC) *Masters of Arts in Pastoral Counseling* provides students with an academic program designed to equip students with a biblical worldview of human behavior and application of helping skills. Students will master coursework and review the literature in the field considered essential to the master's level preparation of ministry-based workers who seek to offer services in areas such as addictions and recovery, pastoral counselor, marriage and family, leadership, life coaching, etc., that are consistent with a biblical worldview. Students are encouraged to evaluate their own specific needs and to take advantage of available resources for personal and professional development as they seek a degree relevant to the field of pastoral counseling which is a non-licensed profession in the majority of the United States.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Compare and contrast theoretically informed pastoral counseling strategies.

2. Articulate an understanding of pastoral counseling that rests on solid theological/psychological/spiritual principles.
3. Integrate critical thinking skills in the practice of Christian scholarship.
4. Demonstrate an awareness of the role and importance of pastoral counseling within the discipline of Counseling.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, applicants to the *Master of Arts in Pastoral Counseling* must meet the following requirements:

1. Earned baccalaureate degree or its equivalent (in any field) from an institution accredited by an agency recognized by the U.S., Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.). Applicants who hold a prior degree from an unaccredited institution may be considered for admission on Academic Caution.
2. First-time applicants are asked to submit a written recommendation from a pastor.
3. Minimum undergraduate GPA of 2.0 (on a 4.00 scale).

TRANSFER OF CREDIT

Students may transfer up to 18 hours of coursework into the Pastoral Counseling program. For a transferred course to replace a Liberty University course, the following requirements must be met:

1. The school at which the course was taken must be appropriately accredited.
2. The course credit must be at least three semester hours or five quarter hours.
3. The student must have earned a grade of C- or better in the course.
4. The course must overlap one of Liberty's courses by at least 80%.

Courses related to counseling that meet all but the last criterion may be transferred in as elective courses. Course work must have been completed within the previous 10 years. Transfer credits *will not* be accepted for the following courses: PACO 500, 501, 509, 617, 699.

Credit will not be awarded for life experience or continuing education workshops.

GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, students enrolled in the *Master of Arts in Pastoral Counseling* program must meet the following requirements:

1. Complete a minimum of 36 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. 2.50 GPA
4. No grade of D may be applied to the degree (includes grades of D+ and D-)
5. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
6. Liberty University course work that is more than ten (10) years old may not be applied towards this degree. Students are required to repeat the course if it has exceeded the age limit.
7. Degree must be completed within 5 years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Master of Arts in Pastoral Counseling \(M.A.\) - Addictions & Recovery](#)

[Master of Arts in Pastoral Counseling \(M.A.\) - Community Chaplaincy](#)

[Master of Arts in Pastoral Counseling \(M.A.\) - Crisis Response & Trauma](#)

[Master of Arts in Pastoral Counseling \(M.A.\) - Discipleship & Church Ministry](#)

[Master of Arts in Pastoral Counseling \(M.A.\) - Dobson Center Family Advocacy, Public Policy & the Future](#)

[Master of Arts in Pastoral Counseling \(M.A.\) - Dobson Center Marriage & Family Studies](#)

[Master of Arts in Pastoral Counseling \(M.A.\) - Dobson Center Parenting & Child/Adolescent Development](#)

[Master of Arts in Pastoral Counseling \(M.A.\) - Leadership](#)

[Master of Arts in Pastoral Counseling \(M.A.\) - Life Coaching](#)

[Master of Arts in Pastoral Counseling \(M.A.\) - Marriage & Family](#)

[Master of Arts in Pastoral Counseling \(M.A.\) - Military Resilience](#)

[Master of Arts in Pastoral Counseling \(M.A.\) - Pastoral](#)

[Counseling](#)

[Master of Arts in Pastoral Counseling \(M.A.\) - Theology](#)

Doctor of Education in Community Care and Counseling (Ed.D.)

FORMAT

This program is delivered online (with some required intensive courses on campus).

PURPOSE

The purpose of the EdD in Community Care and Counseling is to prepare counselors via the integration of a biblical worldview, relevant research and focused application to serve as educators, administrators, researchers, supervisors, and consultants who demonstrate the highest level of competence and scholarship. Programmatic emphasis on ethical, evidence-based, and biblically grounded practice offers an innovative approach to understanding today's increasingly complex and diverse society.

PROGRAM LEARNING OUTCOMES

A graduate of the Doctor of Education in Community Care and Counseling (Ed.D.) program will be able to:

1. Synthesize a wide array of theories and relevant research from a biblical worldview.
2. Assess and incorporate ethical, legal and professional standards in the helping professions.
3. Compare and contrast current research involving individuals with a broad array of presenting problems in the areas of community, pastoral, and marriage and family counseling.
4. Formulate theoretical interventions in all core curricular areas of counseling utilizing a biblical worldview and a research-based awareness of industry best practices.

COURSE REQUIREMENTS

The Ed.D. program requires completion of a minimum of 57 hours of post-master's Ed.D. doctoral level coursework including program orientation, core courses, Qualifying Examination, cognate

courses, Practicum, Internship, Candidacy Examination, and Dissertation coursework, research, and defense.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the general admission requirements, specific admission procedures for the Ed.D. are listed below. Submit the following items to the Office of Graduate Admissions prior to registering for any graduate courses. Where noted, forms are available online at: <http://www.liberty.edu/apply>.

1. Academic Records. Applicants must submit an official transcript indicating successful completion of a master's degree program from an institution accredited by an accrediting agency recognized by the U.S. Department of Education. Transcripts should be sent directly to the Office of Graduate Admissions from all schools previously attended.
2. A master's degree in counseling, human services, or a related area is required before enrolling in doctoral-level coursework.
3. Applicants with a non-counseling master's degree will be required to complete either COUN 515 or EDUC 518 before taking any Ed.D. coursework.
4. Applicants lacking a graduate-level statistics course will be required to complete COUN 515 or EDUC 518, or its equivalent.
5. Ed.D. applicants must have a cumulative GPA of 3.00 or above in their Master's degree for entrance to the Ed.D.
6. Professional Vita. Include degrees earned, educational experience, and career goals.
7. TOEFL scores for students who speak English as a second language (score of 600 paper-based test, 250 computer-based test, 80 internet-based test)."
8. Applicants must submit a 1000-to-1500-word Statement of Purpose answering the following questions:
 - i. How has your previous education and/or work experience prepared you for doctoral studies at Liberty University?
 - ii. What is your goal with regard to pursuing doctoral education at Liberty University?
 - iii. Please describe the character and values you possess that will help you succeed in your desired field.
9. Contact information for two recommendations may be requested as an additional requirement on a case-by-case basis.
10. ADMISSIONS COMMITTEE: Once all of the admissions materials are received, the Graduate Admissions Office will send the student's file to the Admissions Committee to review. Admission to the program requires the approval of the Ed.D. Admissions Committee, who may also request additional actions prior to admittance, if deemed necessary (e.g., an admissions interviews; additional writing sample, etc.)
11. NOTIFICATION OF ADMISSION: Official notification of admission, and of any conditions attached to that admission, is made in a letter sent to the applicant by the Ed.D. Admission Committee. Correspondence or notification from other sources does not constitute official notice of admission.

TRANSFER OF CREDIT

All graduate transfer credits are subject to the approval of the Department of Community Care and Counseling Graduate Admissions Committee for the Ed.D. Such courses must carry a grade of at least a B- and be comparable to Liberty University graduate courses. Transfer credit will only be considered from institutions or schools accredited by an accrediting agency recognized by the U.S. Department of Education. With approval, up to 15 semester hours may be transferred into the Ed.D. program. It is the responsibility of each applicant to supply official transcripts along with a written request to have credit applied to the degree program. Transfer credits must have been completed within the previous seven (7) years. Credit for life experience and for correspondence courses will not be awarded at the graduate level.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation, as stated in the Liberty University catalog, Ed.D. students must meet the following requirements:

1. Complete a minimum of 57 semester hours beyond the master's degree for Ed.D. (Including dissertation).
2. A minimum of 42 semester hours of coursework must be taken through Liberty University, not to include credits from a prior degree earned through Liberty.
3. A maximum of 15 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
4. Maintain a 3.00 GPA to remain in the program, with no grade lower than a B-. While all course grades are averaged into students' Grade Point Average (GPA), course credit toward degree completion is not granted for a grade of C, D, or F. Prerequisite courses taken after admittance into the program will simply require a grade of C or better for completion.
5. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
6. All contracts made between the Community Care and Counseling Ed.D. Graduate Committee and the student upon acceptance into the degree program must be satisfied before the degree will be awarded. Ed.D. candidates must pass a comprehensive examination upon completion of the course requirements for the program of study. The student is allowed a total of 2 attempts to pass the exam.
7. Degree must be completed within 7 years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

COMPREHENSIVE EXAM

A comprehensive examination must be successfully completed prior to submission of the dissertation proposal. Students may have no more than two attempts at passing the comprehensive exam.

DISSERTATION

Before beginning their dissertation research, the doctoral dissertation committee must approve the research proposal. The dissertation is expected to exhibit scholarship, reflect master of technique, and make a distinctive contribution to the field of knowledge in which the candidate has specialized. A faculty committee of at least three (3) members, comprising a chair and at least two (2) other approved members is responsible for the

general supervision of the doctoral dissertation. A defense of the dissertation is required for final approval.

Once students enter the dissertation phase of their degree, they must maintain continuous enrollment (Fall, Spring, and Summer semesters) until they complete all degree requirements. If they do not, they will break enrollment, and they will be required to apply for readmission if/when they wish to resume the pursuit of their degree. They will have to complete their degree under the Degree Completion Plan (DCP) in effect at the time of their readmission.

TIME LIMITS FOR DEGREE COMPLETION

The time limit for completing the degree from the date of admission to the program is seven years for the Ed.D. Only in unusual circumstance may the student be granted an extension. Granting of an extension of time will usually result in additional requirements. Any student who does not complete coursework within the permissible time limit, for any reason including discontinues enrollment, must reapply for admission. A student may reapply only once, and will be subject to the current standards and curriculum. The Ed.D. Graduate Committee in the Department of Community Care and Counseling will determine if any previous courses are sufficiently time sensitive and must be repeated. Beginning with the date of readmission, the student's time limit for degree completion is determined by the number of hours remaining.

SCHEDULING RESIDENTIAL COURSES

All Ed.D. in Community Care and Counseling courses are offered online. The three foundational and six core courses are "intensive optional."

Programs of Study – Degree Completion Plans

Delivery Format: Online Only

[Doctor of Education in Community Care & Counseling \(Ed.D.\) - Marriage & Family Counseling](#)

[Doctor of Education in Community Care & Counseling \(Ed.D.\) - Pastoral Care & Counseling](#)

[Doctor of Education in Community Care & Counseling \(Ed.D.\) - Traumatology](#)

Department of Psychology

Master of Arts in Applied Psychology (M.A.)

FORMAT

This program is delivered online.

PURPOSE

The *Master of Arts in Applied Psychology* is to provide students foundational training in the study of psychology with the goal of glorifying God by understanding and optimizing human functioning.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Analyze literature within the discipline of psychological science, including major concepts, theories, methodologies, and empirical findings.
2. Critique social scientific research.
3. Apply psychological research to practical problems of behavior and mental processes.
4. Evaluate psychological research in the context of biblical thought.

Developmental Concentration

The student will be able to use empirical research to evaluate developmental issues across the lifespan.

Industrial Organization Concentration

The student will be able to apply knowledge of psychology to understand human thinking and behavior in organizations.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the General Admission Procedures outlined in this Catalog, applicants to the Master of Arts in Applied Psychology must have:

1. An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.);
2. An undergraduate cumulative GPA of at least 2.5 (on a 4.00 scale).
3. Official transcripts must be provided before admission. Mail official college transcripts (sealed, unopened copy).

TRANSFER OF CREDIT

Students may transfer up to 18 hours of coursework into the Applied Psychology program. For a transferred course to replace a Liberty University course, the following requirements must be met:

1. The school at which the course was taken must be appropriately accredited.
2. The course credit must be at least three semester hours or five quarter hours.
3. The student must have earned a grade of B- or better in the course.
4. The course must overlap one of Liberty's courses by at least 80%.

Courses related to psychology and counseling that meet all but the last criterion may be transferred in as elective courses. Course work must have been completed within the previous 10 years. Transfer credits *will not* be accepted for the following courses: PSYC 520.

Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits. Liberty University course work that is more than 10 years old must be repeated.

GRADUATION REQUIREMENTS

To graduate, students in the M.A. in Applied Psychology program must:

1. Complete a minimum of 36 credit hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Have completed their required curriculum with a cumulative GPA of 3.0 or better
4. No grades lower than a C may be applied to the degree.
5. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
6. Liberty course work that is more than 10 years old must be repeated. Students are required to repeat the course if it has exceeded the age limit.
7. The degree must be completed within five (5) years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plans

Delivery Format: Online Only

[Master of Arts in Applied Psychology \(M.A.\) - Developmental Psychology](#)

[Master of Arts in Applied Psychology \(M.A.\) - Industrial/Organizational Psychology](#)

Master of Science in Psychology (M.S.)

FORMAT

This program is delivered residentially.

PURPOSE

The *Master of Science in Psychology* is designed to give students the knowledge and skills necessary to use the principles and research of human behavior to solve real world problems. The study of psychology is consistent with and complementary to Liberty University's philosophy of education, where God, the infinite source of all truth, has shown us that truth through Scripture, nature, history and above all, in Christ. This notion provides for the discovery of truth about human behavior through the use of the scientific method. Additionally, pursuit of an MS in Psychology aligns students with the University's *Mission Statement* of encouraging a commitment to the Christian life and all of its virtues, sensitivity to the needs of others, social responsibility and the active communication of the Christian faith that leads others to faith in Jesus Christ as their own personal Savior.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Analyze literature within the discipline of psychological science, including major concepts, theories, methodologies, and empirical findings.
2. Critique and conduct social scientific research.
3. Apply psychological research to practical problems of behavior and mental processes.
4. Evaluate psychological research in the context of biblical thought.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the General Admission Procedures outlined in this Catalog, applicants to the Master of Science in Psychology must have:

1. An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.);
2. An undergraduate cumulative GPA of at least 3.00 (on a 4.00 scale).
3. Official transcripts must be provided before admission. Mail official college transcripts (sealed, unopened copy).
4. Recommendations: Submit contact information for two recommendations. The recommendations should come from former college professors; however, recommendations from supervisors are acceptable from students who have been out of school for a substantial amount of time.
5. Graduate Record Examination (GRE): The applicant must have minimum scores of 151 on the Verbal portion, 152 on the Quantitative portion, and 3.5 on the analytic writing portion.

Applicants meeting ALL of the following requirements may be admitted on Academic Caution:

- An undergraduate cumulative GPA of 2.75 to 2.99 (on a 4.00 scale).
- Graduate Record Examination (GRE), with a GRE Verbal score of 149 to 150 and a GRE Quantitative score of 150 to 151.

PREREQUISITES REQUIREMENTS

Students must complete 12 credit hours in undergraduate psychology which must include general psychology, statistics, research methods, and one additional psychology course. These courses must be completed prior to enrollment in any graduate PSYC course.

TRANSFER OF CREDIT

Students may transfer up to 18 hours of coursework into the Psychology program. For a transferred course to replace a Liberty University course, the following requirements must be met:

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

Courses related to psychology and counseling that meet all but the last criterion may be transferred in as elective courses. Course work must have been completed within the previous 10 years. Transfer credits *will not* be accepted for the following courses: PSYC 520 and PSYC 690.

Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits. Liberty University course work that is more than five (5) years old must be repeated.

GRADUATION REQUIREMENTS

To graduate, students in the M.S. in Psychology program must:

1. Complete a minimum of 36 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Have completed their required curriculum with a cumulative GPA of 3.0 or better
4. No grades lower than a B- may be applied to the degree.
5. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
6. Liberty course work that is more than 10 years old must be repeated. Students are required to repeat the course if it has exceeded the age limit.
7. The degree must be completed within five (5) years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

[Master of Science in Psychology \(M.S.\) - Developmental Psychology](#)

[Master of Science in Psychology \(M.S.\) - Industrial/Organizational Psychology](#)

Graduate Certificates

The School of Behavioral Sciences offers graduate certificates in several areas of study through Liberty University Online.

ADMISSION REQUIREMENTS

Please refer to the Admissions Requirements Matrix for Certificates in the Graduate Admissions section of this Catalog.

CERTIFICATE COMPLETION REQUIREMENTS

1. 9 total hours.
2. All courses must be completed through Liberty University.
3. 2.0 GPA.
4. No grade of D (includes grades of D+ & D-) may be applied to the certificate.
5. Certificate must be completed within 3 years.
6. Submit a Certificate Completion Application to the Registrar's Office at the beginning of the final semester.

Graduate Certificate in Military Resilience

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate the impacts of military and civilian culture on families.
2. Create ethical and legal treatment plans consistent with a sound theoretical orientation.

Delivery Format: Online Only

[Military Resilience](#)

Graduate Certificate in Pastoral Counseling

Delivery Format: Online Only

[Pastoral Counseling](#)

School of Communication & Digital Content

Administration

Bruce M. Kirk, B.G.S., M.A., Ed.D.

Dean, School of Communication & Digital Content

Associate Professor of Communication & Digital Content

Stuart H. Schwartz, B.A., M.A., M.A., Ph.D.

Associate Dean, School of Communication & Digital Content

Professor of Strategic and Personal Communication

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. The entire roster can also be viewed online at <https://www.liberty.edu/index.cfm?action=faculty&PID=19959&CatID=32> 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 graduate degrees in order to prepare scholars and practitioners in the execution and theory of the communication field. Degrees include Strategic and Personal Communication: MA in Communication, and MA in Strategic Communication, MA in Promotion & Video Content, MS in Social Media Management.

GRADUATION REQUIREMENTS

The faculty may change the requirements for the receipt of the degrees listed below, as well as the courses offered, at any time. A student **who does not break enrollment** will be subject to the graduation requirements of the Catalog at the time of the student's enrollment.

BREAKING ENROLLMENT

For resident students, a break in enrollment occurs when the student fails to enroll in either the Fall or Spring semesters. For online students, 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.

Department of Strategic and Personal Communication

Kristen Hark, B.S., M.A., Ph.D.

Chair, Strategic and Personal Communication

Associate Professor of Strategic and Personal Communication

Master of Arts in Communication (M.A.)

PURPOSE

The Master of Arts in Communication, a 33-hour program, advanced communication degree offering courses in communication theory, strategic methods of communication for practice and contextual application. The program is designed for students wishing a greater understanding and application of communication abilities as they participate in various communication roles in interpersonal relationships, ministry, business and education and prepares students

for further graduate studies in communication and related disciplines. The goal is to develop communication knowledge and expertise within the Christian worldview essential for functioning in a variety of communication contexts.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Critically analyze and apply communication theory and scholarship based on their knowledge of the literature of the discipline.
2. Conduct and present communication research using appropriate methods and scholarly writing.
3. Integrate communication theory and professional practices with a Christian Worldview.

PROGRAM SPECIFIC ADMISSION PROCEDURES

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. Applicants should hold a 2.5 GPA for undergraduate study. Applicants with a GPA of 2.0 (on a 4.00-point scale) may be considered for enrollment in the program on a Cautionary basis.
3. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

TRANSFER CREDIT

Students may transfer up to 15 credit hours of graduate-level courses in communication from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum grade of B-; and courses must have been completed within 10 years of the start date of the program. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in this Catalog, M.A. in Communication graduates must:

- Complete 33 total hours.
- A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
- 3.0 GPA
- No more than two grades of C may be applied to the degree (includes grades of C+ & C-).
- No grades of D or below may be applied to the degree (includes grades of D+ & D-).
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Degree must be completed within 5 years.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Residential and Online

[Master of Arts in Communication \(M.A.\)](#)

Master of Arts in Promotion & Video Content (M.A.)

PURPOSE

The Master of Arts in Promotion & Video Content, a 33-hour program, provides students with strategic video creation and promotion expertise, such that it will provide them with a competitive edge in the employment market-both for-profit and non-profit-and add value to their careers.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Critically analyze and apply video promotion content theory and scholarship based on their knowledge of the literature of the discipline.
2. Formulate and apply a working knowledge of the promotion and video content toolbox.
3. Integrate promotional video content creation principles and practices with a Christian Worldview.

PROGRAM SPECIFIC ADMISSION PROCEDURES

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. Applicants should hold a 2.50 GPA for undergraduate study. Applicants with a GPA of 2.00 (on a 4.00-point scale) may be considered for enrollment in the program on a Cautionary basis.

TRANSFER CREDIT

Students may transfer up to 15 credit hours of graduate-level courses in communication from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum grade of B-; and courses must have been completed within 10 years of the start date of the program. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in this Catalog, M.A. in Promotion & Video Content graduates must:

- Complete 33 total hours.
- A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
- 3.0 GPA
- No more than two grades of C may be applied to the degree (includes grades of C+ & C-).
- No grades of D or below may be applied to the degree (includes grades of D+ & D-).
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Liberty course work that is more than 10 years old must be repeated.
- Degree must be completed within 5 years.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Arts in Promotion & Video Content \(M.A.\)](#)

Master of Science in Social Media Management (M.S.)

PURPOSE

The Master of Science in Social Media Management, a 33-hour program, provides students with strategic social media promotion and management expertise, such that it will provide them with a competitive edge in the employment market-both for-profit and non-profit-and add value to their careers.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Critically analyze and apply social media theory and scholarship based on their knowledge of the literature of the discipline.
2. Formulate and apply a working knowledge of the social media promotion and interactive content toolbox.
3. Integrate social media communication principles and practices with a Christian Worldview.

PROGRAM SPECIFIC ADMISSION PROCEDURES

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. Applicants should hold a 2.50 GPA for undergraduate study. Applicants with a GPA of 2.50 to 2.99 (on a 4.00-point scale) may be considered for enrollment in the program on a Cautionary basis.

TRANSFER CREDIT

Students may transfer up to 15 credit hours of graduate-level courses in communication from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum grade of B-; and courses must have been completed within 10 years of the start date of the program. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in this Catalog, M.S. in Social Media Management graduates must:

- Complete 33 total hours.
- A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
- 3.0 GPA
- No more than two grades of C may be applied to the degree (includes grades of C+ & C-).
- No grades of D or below may be applied to the degree (includes grades of D+ & D-).
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Liberty course work that is more than 10 years old must be repeated.
- Degree must be completed within 5 years.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Science in Social Media Management \(M.S.\)](#)

Master of Arts in Strategic Communication (M.A.)**PURPOSE**

The residential and online Master of Arts in Strategic Communication, a 33-hour program, offers a professional curriculum that emphasizes the principles and practices needed to succeed in the great variety of careers related to growing organizations in the digital communication age. It is designed for all levels of education: for those holding an undergraduate degree who wish to build and/or enhance promotional skills; for continuing education and working adults who wish to pursue a graduate degree with integrated marketing communications at its core; and for those pursuing educational careers who want greater opportunity through courses that link theory and technique. Students are pushed to gain the skills necessary, through hands-on digital and project settings, to enhance their current career or begin a new one.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Critically analyze and apply strategic communication principles and practices based on their knowledge of the literature of the discipline.
2. Formulate and apply a working knowledge of the strategic and integrated marketing communication tools and techniques.
3. Integrate strategic communication principles and professional practices with a Christian Worldview.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the general admission requirements, specific admission procedures to the M.A. in Strategic Communication are as follows:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. Applicants should hold a 2.5 GPA for undergraduate study. Applicants with a GPA of 2.0 to 2.99 (on a 4.00-point scale) may be considered for enrollment in the program on a Cautionary basis.

3. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

TRANSFER CREDIT

Students may transfer up to 15 credit hours of graduate-level courses in communication from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum grade of B-; and courses must have been completed within 10 years of the start date of the program. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in this Catalog, M.A. in Strategic Communication graduates must:

- Complete 33 total hours.
- A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
- 3.0 GPA
- No more than two grades of C may be applied to the degree (includes grades of C+ & C-).
- No grades of D or below may be applied to the degree (includes grades of D+ & D-).
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Degree must be completed within 5 years.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan**Delivery Format: Residential and Online**

[Master of Arts in Strategic Communication \(M.A.\)](#)

Graduate Certificates

The School of Communication & Digital Content offers graduate certificates in several areas of study through Liberty University Online.

ADMISSION REQUIREMENTS

Please refer to the Admissions Requirements Matrix for Certificates in the Graduate Admissions section of this Catalog.

CERTIFICATE COMPLETION REQUIREMENTS

1. 9 total hours
2. All courses must be completed through Liberty University.
3. 2.00 GPA
4. No grade of D (includes grades of D+ & D-) may be applied to the certificate.
5. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.

6. Certificate must be completed within 3 years.
7. Submission of Certificate Completion Application must be completed within the last semester of a student's anticipated graduation date.

Note: Students who want to apply certificate courses to a graduate or seminary degree program will have to abide by the GPA and grade requirements of that degree program.

Graduate Certificates**Delivery Format: Online Only**

[Applied Communication Studies](#)

[Communication & Business Administration](#)

[Communication for Human Services](#)

[Organizational Communication](#)

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

Associate 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 Theology and Family Ministries

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

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

Associate Professor of Apologetics and Biblical Studies

Martin Sheldon, B.A. M.Div., Th.M., Ph.D.

Department Chair

Assistant Professor of Religion

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., Ed.D.

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

Claudia Dempsey, B.S., M.A., D.Min.

Department Chair

Associate 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. The entire roster can also be viewed online at <https://www.liberty.edu/index.cfm?action=faculty&PID=19959&CatID=32> 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 local church leadership positions. As such, experiential learning is essential to 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, graduate, and post-graduate programs that train students 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.

Centers

Center for Apologetics and Cultural Engagement

The culture around us 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 a cooperative effort between the School of Divinity and the Seminary 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 to 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 Youth Ministries

Derik Idol, B.S., M.A.R.

Executive Director, Center for Youth Ministries

Assistant 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.

Programs of Study

The programs of the School of Divinity are open equally to all men and women who meet the entrance requirements. Our purpose is to provide educational experiences for personal enrichment or professional training. We encourage the students to be all they can for God, and we are confident He will direct them to places of service. However, it is important for our students to know that we are a training agency not an ordaining agency. Ordination is the responsibility of a

local church or, in some cases, a denominational body, each of which has its own criteria.

EVALUATION OF TRANSFER CREDITS

Credit toward the master's-level Divinity degrees (excluding the Th.M.) will be given for those courses taken at an institution in which a grade of C- or better was earned and which are equivalent to courses offered at the School of Divinity. Course work must have been completed no more than ten years prior to application of transfer of credit. Transfer credit into either the Th.M. or D.Min. program is limited to six hours in which the student has received a grade of B- or better. For the Th. M., course work must have been completed no more than 10 years prior to application of transfer of credit. For the D.Min., course work must have been completed no more than seven (7) years prior to application of transfer of credit. Internship credit is not transferable.

Only courses and degrees from institutions accredited by accrediting agencies recognized by the Department of Education will be evaluated for transfer credit. (e.g., SACSCOC, TRACS, ABHE, etc).

Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

RAWLINGS SCHOOL OF DIVINITY GRADUATE PROGRAMS

ADVANCED PLACEMENT

Liberty University undergraduate School of Divinity students admitted to the graduate School of Divinity may petition the Graduate Transcript Evaluation Office for permission to substitute advanced electives for select foundational courses that are a significant duplication of course content covered in similar courses taken by the student at the undergraduate level. Advanced Placement can be applied if petition meets the following criteria:

1. Advanced Placement based on completed coursework will be able to Liberty University graduates only.
2. Liberty University students may only request Advanced Placement for 300-400 level undergraduate courses taken at Liberty University in the specific subject area.
3. These 300-400 level courses must have been passed with a grade of B or higher.
4. Only the courses below are available for Advanced Placement substitution:

CHHI 520	NGRK 520	OTCL 505
CHHI 525	NGRK 525	OTCL 520
HOMI 500	NGRK 505	OTCL 620
NBST 515	OBST 515	THEO 525
NBST 520	OBST 520	THEO 530
5. If approved, student must take electives in the discipline(s) of the Advanced Placement substitution (Example: approved CHHI 520 substitution, student must take elective with a CHHI prefix).
6. Students who earned the bachelor's degree at another institution must take the Institutional Challenge Exam (ICE exam) in order to qualify for Advanced Placement.

INSTITUTIONAL CHALLENGE EXAMINATIONS (ICE)

To apply for credit by examination, other than Advanced Placement, a student must submit a formal request. Residential students must submit requests to the School of Divinity; online students must submit requests to the ICE Coordinator. Each ICE attempt incurs non-refundable fees which are noted in the Fees

chart of the Expenses and Financial Policy section. ICE requests are subject to the following guidelines:

1. The majority of the course work for any program of study must be earned through Liberty University. Each program specifies the minimum number of hours which must be completed through Liberty. ICE credit hours do not count toward this minimum.
2. The minimum passing score for graduate Institutional Challenge Exams is a B minus according to the grading scale in use at the time the exam is taken.
3. A passed ICE is awarded a grade of "P" (passing) and does not count toward the student's grade point average.
4. A student may not take the Institutional Challenge Exam if the course has previously been taken or is currently being taken.
5. ICE may only be attempted once per course.
6. ICE may not be taken during the drop/add period.
7. ICE credit may only apply to the following courses:

CHHI 520	NGRK 520	OTCL 520
CHHI 525	NGRK 525	OTCL 620
NBST 515	OBST 515	THEO 525
NBST 520	OBST 520	THEO 530
NGRK 505	OTCL 505	

DEGREE CANDIDACY

Degree Candidacy is granted when the student completes all prerequisites and is in good academic standing.

Liberty Biblical Museum

Dr. Randal Price, B.A., Th.M., Ph.D.

Curator

Distinguished Research Professor of Biblical Studies

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.

Department of Biblical Studies

Master of Arts in Biblical Exposition (M.A.)

PURPOSE

The *Master of Arts in Biblical Exposition* degree is designed to teach the Bible at a deep level of skill and to help students to gain a high level of understanding.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Exposit biblical passages using advanced research skills and original biblical languages.
2. Examine major critical issues in the Old and New Testaments of the Bible from a conservative evangelical

perspective while exhibiting knowledge of the literature appropriate to the discipline of Biblical Exposition.

3. Understand the knowledge of the literature appropriate to the hermeneutical and exegetical disciplines.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, applicants to the *Master of Arts in Biblical Exposition* program must meet the following requirements:

1. Earned baccalaureate degree or its equivalent (in any field) from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. Contact information for one Pastoral Recommendation
3. Minimum undergraduate GPA of 2.00 (on a 4.00 scale)
4. School of Divinity Questionnaire

DEGREE TRANSFER: M.A., M.A.B.S., M.A.C.M., M.A.G.S. or M.A.T.S. DEGREE INTO THE MASTER OF ARTS IN BIBLICAL EXPOSITION (M.A.) DEGREE

Students who pursue the Master of Arts in Biblical Exposition (M.A.) degree after having earned the Master of Arts in Biblical Studies (M.A.B.S.), Master of Arts in Christian Apologetics (M.A.), Master of Arts in Christian Ministry (M.A.C.M.), Master of Arts in Global Studies (M.A.G.S.), Master of Arts in Sports Chaplaincy (M.A.) or Master of Arts in Theological Studies (M.A.T.S.) degree may apply 18 hours from the M.A., M.A.B.S., M.A.C.M., M.A.G.S. or M.A.T.S. toward the M.A. in Biblical Exposition **as allowed by the M.A. in Biblical Exposition Degree Completion Plan (DCP).**

GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, graduates of the Master of Arts in Biblical Exposition program must meet the following requirements:

1. Complete 36 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. 2.00 GPA.
4. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
5. Degree must be completed within 5 years.
6. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Residential and Online

[Master of Arts in Biblical Exposition \(M.A.\)](#)

DEGREE TRANSFER: MASTER OF ARTS IN BIBLICAL EXPOSITION DEGREE INTO THE M.A., M.A.C.M., M.A.G.S. or M.A.T.S. DEGREE

Students who earn a Master of Arts in Biblical Exposition (M.A.) degree may pursue the Master of Arts in Christian Apologetics (M.A.), Master of Arts in Christian Ministry (M.A.C.M.), Master of Arts in Global Studies (M.A.G.S.), Master of Arts in Sports Chaplaincy (M.A.) or Master of Arts in Theological Studies (M.A.T.S.) degree and apply 18 hours from the M.A. in Biblical Exposition toward the M.A., M.A.C.M., M.A.G.S. or M.A.T.S. **as**

allowed by the student's specific Degree Completion Plan (DCP) for the M.A., M.A.C.M., M.A.G.S. or M.A.T.S.

DEGREE TRANSFER: MASTER OF ARTS IN BIBLICAL EXPOSITION DEGREE INTO THE M.A.B.S., M.A.R., M.R.E. or M.Div. DEGREE

Students who earn a Master of Arts in Biblical Exposition (M.A.) degree may pursue the Master of Arts in Biblical Studies (M.A.B.S.), Master of Arts in Religion (M.A.R.) or Master of Religious Education (M.R.E.) degree and apply 30 hours from the M.A. in Biblical Exposition toward the M.A.B.S., M.A.R. or M.R.E. **as allowed by the student's specific Degree Completion Plan (DCP) for the M.A.B.S., M.A.R. or M.R.E.**

Students who earn a Master of Arts in Biblical Exposition (M.A.) degree may pursue the Master of Divinity (M.Div.) degree and apply all 36 hours from the M.A. in Biblical Exposition toward the M.Div. **as allowed by the student's specific DCP for the M.Div.**

Students may **not** earn the M.A.R., M.R.E. or M.Div. **first**, and then apply to pursue the M. A. in Biblical Exposition. (Students may earn a M.A.B.S. first, then pursue the M.A. in Biblical Exposition.) Students desiring the additional degree must submit an application for admission through the Graduate Admissions Office.

Master of Arts in Biblical Studies (M.A.B.S.)

PURPOSE

The *Master of Arts in Biblical Studies* degree is designed to teach the Bible at a deep level of skill and to help students to gain a high level of understanding.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Interpret biblical passages using advanced research skills and original biblical languages.
2. Examine major critical issues in the Old and New Testaments of the Bible from a conservative evangelical perspective while exhibiting knowledge of the literature appropriate to the field of Biblical Studies.
3. Apply insights from grammatical and syntactical knowledge to interpreting the text of Scripture.
4. Create an original research thesis covering a current, Biblical Studies topic.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, applicants to the *Master of Arts in Biblical Studies* program must meet the following requirements:

1. Earned baccalaureate degree or its equivalent (in any field) from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. Contact information for one Pastoral Recommendation
3. Minimum undergraduate GPA of 2.00 (on a 4.00 scale)
4. School of Divinity Questionnaire

DEGREE TRANSFER: M.A., M.A.C.M., M.A.G.S., M.A.R., M.A.T.S., M.R.E. OR M.Div. DEGREE INTO THE M.A.B.S. DEGREE

Students who pursue the Master of Arts in Biblical Studies (M.A.B.S.) degree after having earned the Master of Arts in Biblical Exposition (M.A.), Master of Arts in Christian Apologetics (M.A.), Master of Arts in Christian Ministry (M.A.C.M.), Master of Arts in

Global Studies (M.A.G.S.), Master of Arts in Religion (M.A.R.), Master of Arts in Sports Chaplaincy (M.A.), Master of Arts in Theological Studies (M.A.T.S.), Master of Religious Education (M.R.E.) or Master of Divinity (M.Div.) degree may apply 30 hours from the M.A., M.A.C.M., M.A.G.S., M.A.R., M.R.E., M.A.T.S. or M.Div. toward the M.A.B.S. **as allowed by the M.A.B.S. Degree Completion Plan (DCP).**

GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, graduates of the Master of Arts in Biblical Studies program must meet the following requirements:

1. Complete 60 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. 3.00 GPA.
4. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
5. Degree must be completed within 7 years.
6. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Residential and Online

[Master of Arts in Biblical Studies \(M.A.B.S.\)](#)

DEGREE TRANSFER: M.A.B.S. DEGREE INTO THE M.A., M.A.C.M., M.A.G.S. or M.A.T.S. DEGREE

Students who earn a Master of Arts in Biblical Studies (M.A.B.S.) degree may pursue the Master of Arts in Biblical Exposition (M.A.), Master of Arts in Christian Apologetics (M.A.), Master of Arts in Christian Ministry (M.A.C.M.), Master of Arts in Global Studies (M.A.G.S.), Master of Arts in Sports Chaplaincy (M.A.) or Master of Arts in Theological Studies (M.A.T.S.) degree and apply 18 hours from the M.A.B.S. toward the M.A., M.A.C.M., M.A.G.S. or M.A.T.S. **as allowed by the student's specific Degree Completion Plan (DCP) for the M.A., M.A.C.M., M.A.G.S. or M.A.T.S.**

DEGREE TRANSFER: M.A.B.S. DEGREE INTO THE M.A.R. OR M.R.E. DEGREE

Students who earn a Master of Arts in Biblical Studies (M.A.B.S.) degree may pursue the Master of Arts in Religion (M.A.R.) or Master of Religious Education (M.R.E.) degree and apply 30 hours from the M.A.B.S. toward the M.A.R. or M.R.E. **as allowed by the student's specific Degree Completion Plan (DCP) for the M.A.R. or M.R.E.**

DEGREE TRANSFER: M.A.B.S. DEGREE INTO THE M.Div. DEGREE

Students who earn a Master of Arts in Biblical Studies (M.A.B.S.) degree may pursue a Master of Divinity (M.Div.) degree and apply credits from the M.A.B.S. toward the M.Div. **as allowed by the student's specific M.Div. Degree Completion Plan (DCP).**

Students desiring the additional degree must submit an application for admission through the Graduate Admissions Office.

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

Associate Professor of Youth Ministries

Master of Arts in Christian Ministry (M.A.C.M.)

PURPOSE

The *Master of Arts in Christian Ministry* degree is designed to address the needs of students looking for a single-track seminary degree. Its focused nature allows students to pursue a degree that allows them to specialize in their area of interest and equips graduates with specialized knowledge in the area of interest.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Categorize the essential foundations of ministry.
2. Organize an effective administrative structure for ministry.
3. Develop a curricular program, including an implementation plan, for ministry in a local congregation.
4. Design a plan for equipping others to participate in and contribute to ministry programs.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, applicants to the *Master of Arts in Christian Ministry* program must meet the following requirements:

1. Earned baccalaureate degree or its equivalent (in any field) from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. Contact information for one Pastoral Recommendation
3. Minimum undergraduate GPA of 2.00 (on a 4.00 scale)
4. School of Divinity Questionnaire/Personal Statement
5. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

DEGREE TRANSFER: M.A., M.A.B.S., M.A.G.S. or M.A.T.S. DEGREE INTO THE MASTER OF ARTS IN CHRISTIAN MINISTRY (M.A.C.M.) DEGREE

Students who pursue the Master of Arts in Christian Ministry (M.A.C.M.) degree after having earned the Master of Arts in Biblical Exposition (M.A.), Master of Arts in Biblical Studies (M.A.B.S.), Master of Arts in Christian Apologetics (M.A.), Master of Arts in Global Studies (M.A.G.S.), Master of Arts in Sports Chaplaincy (M.A.) or Master of Arts in Theological Studies (M.A.T.S.) degree may apply 18 hours from the M.A., M.A.B.S., M.A.G.S. or M.A.T.S. toward the M.A.C.M. **as allowed by the M.A.C.M. Degree Completion Plan (DCP).**

GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, graduates of the Master of Arts in Christian Ministry program must meet the following requirements:

1. Complete 36 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit

from an earned degree from Liberty University on the same academic level.

3. 2.00 GPA.
4. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
5. Degree must be completed within 5 years.
6. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Residential and Online

Master of Arts in Christian Ministry (M.A.C.M.)

DEGREE TRANSFER: M.A.C.M. DEGREE INTO THE M.A., M.A.G.S. or M.A.T.S. DEGREE

Students who earn a Master of Arts in Christian Ministry (M.A.C.M.) degree may pursue the Master of Arts in Biblical Exposition (M.A.), Master of Arts in Christian Apologetics (M.A.), Master of Arts in Global Studies (M.A.G.S.), Master of Arts in Sports Chaplaincy (M.A.) or Master of Arts in Theological Studies (M.A.T.S.) degree and apply 18 hours from the M.A.C.M. toward the M.A., M.A.G.S. or M.A.T.S. **as allowed by the student's specific Degree Completion Plan (DCP) for the M.A., M.A.G.S. or M.A.T.S.**

DEGREE TRANSFER: M.A.C.M. DEGREE INTO THE M.A.B.S., M.A.R., M.R.E. or M.Div. DEGREE

Students who earn a Master of Arts in Christian Ministry (M.A.C.M.) degree may pursue the Master of Arts in Biblical Studies (M.A.B.S.), Master of Arts in Religion (M.A.R.) or Master of Religious Education (M.R.E.) degree and apply 30 hours from the M.A.C.M. toward the M.A.B.S., M.A.R. or M.R.E. **as allowed by the student's specific Degree Completion Plan (DCP) for the M.A.B.S., M.A.R. or M.R.E.**

Students who earn a M.A.C.M. degree may pursue the Master of Divinity (M.Div.) degree and apply all 36 hours from the M.A.C.M. toward the M.Div. **as allowed by the student's specific DCP for the M.Div.**

Students may **not** earn the M.A.R., M.R.E. or M.Div. **first**, and then apply to pursue the M.A.C.M. (Students may earn a M.A.B.S. first, then pursue the M.A.C.M.) Students desiring the additional degree must submit an application for admission through the Graduate Admissions Office.

Master of Arts in Religion (M.A.R.)

PURPOSE

The *Master of Arts in Religion* degree program is appropriate as an entry level and general professional degree in religion. It is designed to give the student intensive study in the Scriptures and the essential truths of the Christian message.

The program is profitable for pastors and ministry leaders who wish to have a firm scriptural undergirding for service in Christian ministry. The program also provides an opportunity for potential advanced studies in a program such as the 75-hour M.Div.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Explicate the origin and contents of the Bible, as it informs the Christian faith.

2. Defend the theological and historical foundations of the Christian faith.
3. Compose a discipleship ministry strategy for Christian ministries.
4. Devise a plan for personal growth, development, and service.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, applicants to the *Master of Arts in Religion* program must meet the following requirements:

1. Earned baccalaureate degree or its equivalent (in any field) from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. Contact information for one Pastoral Recommendation.
3. Minimum undergraduate GPA of 2.00 (on a 4.00 scale).
4. School of Divinity Questionnaire/Personal Statement.
5. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

Degree Candidacy is granted when the student completes all prerequisites and is in good academic standing.

DEGREE TRANSFER: M.A., M.A.B.S., M.A.C.M., M.A.G.S. or M.A.T.S. DEGREE INTO THE M.A.R. DEGREE

Students who pursue the Master of Arts in Religion (M.A.R.) degree after having earned the Master of Arts in Biblical Exposition (M.A.), Master of Arts in Biblical Studies (M.A.B.S.), Master of Arts in Christian Apologetics (M.A.), Master of Arts in Christian Ministry (M.A.C.M.), Master of Arts in Global Studies (M.A.G.S.), Master of Arts in Sports Chaplaincy (M.A.) or Master of Arts in Theological Studies (M.A.T.S.) degree may apply 30 hours from the M.A., M.A.B.S., M.A.C.M., M.A.G.S., or M.A.T.S. toward the M.A.R. **as allowed by the M.A.R. Degree Completion Plan (DCP).** Students may not earn the M.A.R. first, and then apply to pursue the M.A., M.A.C.M., M.A.G.S., or M.A.T.S. (Students may earn the M.A.R. first and then apply to pursue the M.A.B.S.)

GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, graduates of the *Master of Arts in Religion* program must meet the following requirements:

1. Complete 60 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. 2.00 GPA.
4. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
5. Degree must be completed within 7 years.
6. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Master of Arts in Religion \(M.A.R.\) - Biblical Studies](#)

[Master of Arts in Religion \(M.A.R.\) - Christian Apologetics](#)

[Master of Arts in Religion \(M.A.R.\) - Church History](#)

[Master of Arts in Religion \(M.A.R.\) - Community Chaplaincy](#)

[Master of Arts in Religion \(M.A.R.\) - Discipleship & Church Ministry](#)

[Master of Arts in Religion \(M.A.R.\) - Evangelism & Church Planting](#)

[Master of Arts in Religion \(M.A.R.\) - Global Studies](#)

[Master of Arts in Religion \(M.A.R.\) - Homiletics](#)

[Master of Arts in Religion \(M.A.R.\) - Leadership](#)

[Master of Arts in Religion \(M.A.R.\) - Pastoral Counseling](#)

[Master of Arts in Religion \(M.A.R.\) - Pastoral Ministries](#)

[Master of Arts in Religion \(M.A.R.\) - Theology](#)

[Master of Arts in Religion \(M.A.R.\) - Worship](#)

The Law Studies cognate is available to currently enrolled Liberty University School of Law students or Liberty University School of Law alumni only. For more details see the School of Law section of this Catalog, or visit <http://www.liberty.edu/law/degree-programs/#dualdegrees>.

DEGREE TRANSFER: M.A.R. DEGREE INTO THE M.DIV. DEGREE

Students who earn a Master of Arts in Religion (M.A.R.) degree may pursue a Master of Divinity (M.Div.) degree and apply all of the credits from the M.A.R. toward the M.Div. **as allowed by the student's specific M.Div. Degree Completion Plan (DCP).**

Students may not earn the M.Div. first, and then apply to pursue the M.A.R. Students desiring the additional degree must submit an application for admission through the Graduate Admissions Office.

Master of Arts in Sports Chaplaincy (M.A.)

PURPOSE

The *Master of Arts in Sport Chaplaincy* degree is designed to prepare men and women for biblically-based sports ministry in religious and secular settings.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Develop a biblically and theologically based and culturally informed ministry leadership plan within the sports context.
2. Employ basic skills in ethical advisement, counseling, teaching, and leading as a sports chaplain in religious and secular settings.
3. Analyze strategy and practice of sports chaplaincy based on current research, knowledge of the literature of the discipline, and experience in the field.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, applicants to the *Master of Arts in Sports Chaplaincy* program must meet the following requirements:

1. Earned baccalaureate degree or its equivalent (in any field) from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. Contact information for one Pastoral Recommendation
3. Minimum undergraduate GPA of 2.00 (on a 4.00 scale)
4. School of Divinity Questionnaire/Personal Statement
5. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

DEGREE TRANSFER: M.A., M.A.B.S., M.A.G.S., M.A.R., M.A.T.S., M.R.E. or M.DIV DEGREE INTO THE MASTER OF ARTS IN SPORTS CHAPLAINCY (M.A.) DEGREE

Students who pursue the Master of Arts in Sports Chaplaincy (M.A.) degree after having earned the Master of Arts in Biblical Exposition (M.A.), Master of Arts in Biblical Studies (M.A.B.S.), Master of Arts in Christian Apologetics (M.A.), Master of Arts in Christian Ministry (M.A.C.M.), Master of Arts in Global Studies (M.A.G.S.), Master of Arts in Religion (M.A.R.), Master of Arts in Theological Studies (M.A.T.S.), Master of Religious Education (M.R.E.) or Master of Divinity (M.Div.) degree may pursue the M.A. in Sports Chaplaincy and apply 18 hours from the M.A., M.A.B.S., M.A.C.M., M.A.G.S., M.A.R., M.A.T.S., M.R.E. or M.Div. toward the M.A. in Sports Chaplaincy **as allowed by the M.A. in Sports Chaplaincy Degree Completion Plan (DCP).**

GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, graduates of the Master of Arts in Sports Chaplaincy program must meet the following requirements:

1. Complete 36 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. 2.00 GPA.
4. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
5. Degree must be completed within 5 years.
6. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Residential and Online

[Master of Arts in Sports Chaplaincy \(M.A.\)](#)

DEGREE TRANSFER: M.A. IN SPORTS CHAPLAINCY DEGREE INTO THE M.A., M.A.C.M., M.A.G.S or M.A.T.S. DEGREE

Students who earn a Master of Arts in Sports Chaplaincy (M.A.) degree may pursue the Master of Arts in Biblical Exposition (M.A.), Master of Arts in Christian Apologetics (M.A.), Master of Arts in Christian Ministry (M.A.C.M.), Master of Arts in Global Studies (M.A.G.S.) or Master of Arts in Theological Studies (M.A.T.S.) degree and apply 18 hours from the M.A. in Sports Chaplaincy toward the M.A., M.A.C.M., M.A.G.S. or M.A.T.S. **as allowed by the student's specific Degree Completion Plan (DCP) for the M.A., M.A.C.M., M.A.G.S. or M.A.T.S.**

Students desiring the additional degree must submit an application for admission through the Graduate Admissions Office.

DEGREE TRANSFER: M.A. IN SPORTS CHAPLAINCY DEGREE INTO THE M.A.B.S., M.A.R., M.R.E. or M.DIV. DEGREE

Students who earn a Master of Arts in Sports Chaplaincy (M.A.) degree may pursue the Master of Arts in Biblical Studies (M.A.B.S.), Master of Arts in Religion (M.A.R.) or Master of Religious Education (M.R.E.) degree and apply 30 hours from the M.A. in Sports Chaplaincy toward the M.A.B.S., M.A.R. or M.R.E. **as allowed by the student's specific Degree Completion Plan (DCP) for the M.A.B.S., M.A.R. or M.R.E.**

Students who earn a M.A. in Sports Chaplaincy (M.A.) degree may pursue the Master of Divinity (M.Div.) degree and apply all 36 hours from the M.A. in Sports Chaplaincy toward the M.Div. **as allowed by the student's specific DCP for the M.Div.**

Students desiring the additional degree must submit an application for admission through the Graduate Admissions Office.

Master of Religious Education (M.R.E.)

PURPOSE

The *Master of Religious Education* degree is the professional theological degree in Christian Education and Discipleship Ministries. This 60-hour program is designed to equip a man or woman who has been called by God to serve as a professional Christian worker in such capacities as the associate pastor, a minister or director of Christian education, a discipleship pastor, small group pastor and other positions that require a broad general knowledge of church educational programs and discipleship ministries.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Explicate the origin and contents of the Bible, as it informs the Christian faith and its missional endeavors.
2. Synthesize the theological and historical foundations of Christian education.
3. Construct a biblically based discipleship program plan for a selected ministry.
4. Assess the effectiveness of contemporary approaches to Christian leadership.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, applicants to the *Master of Religious Education* program must meet the following requirements:

1. Earned baccalaureate degree or its equivalent (in any field) from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. Contact information for one Pastoral Recommendation.
3. Minimum undergraduate GPA of 2.00 (on a 4.00 scale).
4. School of Divinity Questionnaire/Personal Statement
5. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

DEGREE TRANSFER: M.A., M.A.B.S., M.A.C.M., M.A.G.S. OR M.A.T.S. DEGREE INTO THE M.R.E. DEGREE

Students who pursue the Master of Religious Education (M.R.E.) degree after having earned the Master of Arts in Biblical Exposition (M.A.), Master of Arts in Biblical Studies (M.A.B.S.), Master of Arts in Christian Ministry (M.A.C.M.), Master of Arts in Global Studies (M.A.G.S.), Master of Arts in Sports Chaplaincy (M.A.) or Master of Arts in Theological Studies (M.A.T.S.) degree may apply 30 hours from the M.A., M.A.B.S., M.A.C.M., M.A.G.S. or M.A.T.S. toward the M.R.E. **as allowed by the M.R.E. Degree Completion Plan (DCP).**

Students may **not** earn the M.R.E. **first**, and then apply to pursue the M.A., M.A.C.M., M.A.G.S. or M.A.T.S. (Students may earn the M.R.E. first and then apply to pursue the M.A.B.S.) Students desiring the additional degree must submit an application for admission through the Graduate Admissions Office.

DEGREE CANDIDACY

Degree Candidacy is granted when the student completes all prerequisites and is in good academic standing.

GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, graduates of the Master of Religious Education program must meet the following requirements:

1. Complete 60 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. 2.00 GPA.
4. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
5. Degree must be completed within seven years.
6. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Religious Education \(M.R.E.\)](#)

DEGREE TRANSFER: M.R.E. DEGREE INTO THE M.DIV. PROGRAM

Students who earn a Master of Religious Education (M.R.E.) degree may pursue a Master of Divinity (M.Div.) degree and apply all of the credits from the M.R.E. degree toward the M.Div. **as allowed by the student's specific M.Div. Degree Completion Plan (DCP).**

Students may **not** earn the M.Div. **first**, and then apply to pursue the M.R.E. Students desiring the additional degree must submit an application for admission through the Graduate Admissions Office.

Master of Divinity (M.Div.)

PURPOSE

The *Master of Divinity* degree is designed to help men and women prepare for professional Christian Ministry in local church and para-church settings. The following options are available in the Master of Divinity program:

- 75-hour Master of Divinity
 - **Cognates:** Biblical Languages; Biblical Studies; Christian Apologetics; Christian Leadership and Church Ministries; Christian Ministries; Christian Thought; Church History; Discipleship Ministries; Global Studies; Homiletics; Leadership; Pastoral Counseling; Theology; Youth and Family Ministries
 - **Concentration:** Biblical Languages
- 75-hour Master of Divinity in Chaplaincy
- 90-hour Master of Divinity
 - **Concentration:** Biblical Languages
- 93-hour Master of Divinity
 - **Concentrations:** Community Chaplaincy (Non-Thesis), Community Chaplaincy (Thesis), Healthcare Chaplaincy (Non-Thesis), Healthcare Chaplaincy (Thesis), Military Chaplaincy (Non-Thesis), Military Chaplaincy (Thesis)

PROGRAM LEARNING OUTCOMES

Master of Divinity

The student will be able to:

1. Develop a global Great Commission perspective which demonstrates the proclamation and application of the Gospel and disciple making process
2. Examine major critical issues in the Old and New Testaments of the Bible from a conservative evangelical perspective while exhibiting knowledge of the literature appropriate to the field of Biblical Studies.
3. Examine theological positions on key doctrinal questions and issues in Christian thought.

Biblical Languages Concentration

The student will be able to:

1. Apply insights from grammatical and syntactical knowledge to interpreting the text of Scripture.
2. Create an original translation and exegetical analysis of a text of Scripture.

Master of Divinity - Chaplaincy

The student will be able to:

1. Interpret biblical passages using advanced research skills and original biblical languages.
2. Address contemporary issues in pastoral ministry in light of biblical principles.
3. Compose a public presentation explaining selected Scriptures.
4. Construct a strategic plan for a comprehensive ministry program.

Community Chaplaincy Concentration

The student will be able to:

1. Synthesize the principles of spiritual leadership, pastoral care, and counseling in the community context.

Healthcare Chaplaincy Concentration

The student will be able to:

1. Synthesize the principles of spiritual leadership, pastoral care, and counseling in the healthcare context.

Military Chaplaincy Concentration

The student will be able to:

1. Synthesize the principles of spiritual leadership, pastoral care, and counseling in the military context.

Master of Divinity in Chaplaincy

The student will be able to:

1. Interpret biblical passages using research skills and current biblical tools.
2. Address pertinent issues related to faith and practice in various work and recreational environments.
3. Construct a strategic plan for a comprehensive discipleship and care ministry based on knowledge of the literature of the discipline.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, applicants to the *Master of Divinity* program must meet the following requirements:

1. Earned baccalaureate degree or its equivalent (in any field) from an institution accredited by an agency

recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).

2. Contact information for one Pastoral Recommendation.
3. Minimum undergraduate GPA of 2.00 (on a 4.00 scale).
4. School of Divinity Questionnaire/Personal Statement
5. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

DEGREE TRANSFER:

DEGREE TRANSFER: M.A., M.A.B.S., M.A.C.M., M.A.G.S., M.A.R., M.A.T.S. OR M.R.E. INTO THE M.DIV. PROGRAM

Students who pursue a Master of Divinity (M.Div.) degree after having earned a Master of Arts in Biblical Exposition (M.A.), Master of Arts in Biblical Studies (M.A.B.S.), Master of Arts in Christian Apologetics (M.A.), Master of Arts in Christian Ministry (M.A.C.M.), Master of Arts in Global Studies (M.A.G.S.), Master of Arts in Religion (M.A.R.), Master of Arts in Sports Chaplaincy (M.A.), Master of Arts in Theological Studies (M.A.T.S.) or Master of Religious Education (M.R.E.) degree may use all of the credits from the M.A., M.A.B.S., M.A.C.M., M.A.G.S., M.A.R., M.A.T.S. or M.R.E. (including the M.R.E.-Chaplaincy) toward the M.Div. as allowed by the student's specific M.Div. Degree Completion Plan (DCP).

DEGREE CANDIDACY

Degree Candidacy is granted when the student completes all prerequisites and is in good academic standing.

GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, graduates of the *Master of Divinity* program must meet the following requirements:

Master of Divinity

1. Complete 75 hours (or 90 hours for the 90-hour Master of Divinity in Biblical Languages).
2. A maximum of 50% (36 hours, 45 hours for the 90-hour Master of Divinity in Biblical Languages) of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. 2.00 GPA.
4. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
5. Degree must be completed within 10 years.
6. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Master of Divinity in Chaplaincy

1. Complete 75 semester hours.
2. A maximum of 50% (36 hours) of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. 2.00 GPA.
4. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
5. Degree must be completed within 10 years.

6. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study

Delivery Format: Residential and Online

[Master of Divinity \(M.Div.\) - Biblical Studies](#)

[Master of Divinity \(M.Div.\) - Biblical Languages \(75 hour\)](#)

[Master of Divinity \(M.Div.\) - Biblical Languages \(90 hour\)](#)

[Master of Divinity \(M.Div.\) - Christian Apologetics](#)

[Master of Divinity \(M.Div.\) - Christian Leadership & Church Ministries](#)

[Master of Divinity \(M.Div.\) - Christian Ministries](#)

[Master of Divinity \(M.Div.\) - Christian Thought](#)

[Master of Divinity \(M.Div.\) - Church History](#)

[Master of Divinity \(M.Div.\) - Community Chaplaincy \(Non-Thesis\)](#)

[Master of Divinity \(M.Div.\) - Community Chaplaincy \(Thesis\)](#)

[Master of Divinity \(M.Div.\) - Discipleship Ministries](#)

[Master of Divinity \(M.Div.\) - General](#)

[Master of Divinity \(M.Div.\) - Global Studies](#)

[Master of Divinity \(M.Div.\) - Healthcare Chaplaincy \(Non-Thesis\)](#)

[Master of Divinity \(M.Div.\) - Healthcare Chaplaincy \(Thesis\)](#)

[Master of Divinity \(M.Div.\) - Homiletics](#)

[Master of Divinity \(M.Div.\) - Leadership](#)

[Master of Divinity \(M.Div.\) - Military Chaplaincy \(Non-Thesis\)](#)

[Master of Divinity \(M.Div.\) - Military Chaplaincy \(Thesis\)](#)

[Master of Divinity \(M.Div.\) - Pastoral Counseling](#)

[Master of Divinity \(M.Div.\) - Theology](#)

[Master of Divinity \(M.Div.\) - Youth & Family Ministries](#)

[Master of Divinity in Chaplaincy \(M.Div.\)](#)

Doctor of Education in Christian Leadership (Ed.D.) – Ministry Leadership Cognate

PURPOSE

The *Doctor of Education in Christian Leadership* is a 60-hour degree designed to produce cognitive and skill development in the areas of theory and praxis of leadership and education for application in the academy and faith-based organization. Empirical research is conducted requiring scholarly, solution oriented, problem solving thinking and skills within the context of a learning community. This design and delivery model is uniquely structured in a way that sets the Ed.D. apart from other doctoral degrees at Liberty University.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Appraise biblical and theological principles as they relate to educational and leadership philosophy, theory, and practice.
2. Evaluate the knowledge-base, the character qualities, and essential skill sets to lead a faith-based organization.
3. Synthesize teaching, learning, and group theory as foundational elements of effective leadership.
4. Create empirically-based research in order to provide solutions for educational and ministerial leadership problems.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

In addition to general requirements for admission to the School of Divinity, applicants for admission to the *Doctor of Education in Christian Leadership* must submit the following for review:

1. An earned seminary degree (or graduate degree in a related area) with at least 36 hours (or equivalent such as a Master's with a thesis) from a regionally accredited seminary or university.
 - a. All official transcripts must be submitted as part of the application process. Other graduate degrees may be considered as qualifying; however, applicants that possess these degrees (or applicants with seminary degrees with insufficient biblical or theological training may need to take an additional 12 hours of Bible/Theology courses in order to be admitted to the program.
2. An earned grade point average of 3.0 or higher in all previous graduate work.
3. Professional Vita. Include degrees earned, educational experience, and career goals.
4. Applicants must submit a Statement of Purpose that answers the following questions (1000 – 1500):
 - a. How has your previous education and/or work experience prepared you for doctoral studies at Liberty University?
 - b. What is your goal with regard to pursuing doctoral education at Liberty University?
 - c. Please describe the character and values you possess that will help you succeed in your desired field.
5. Contact information for two recommendations may be requested as an additional requirement on a case-by-case basis.

TRANSFER CREDIT

Transfer hours may not exceed 9 credit hours for the Ed.D. program. Transfer credits can only be accepted towards cognate courses. Course work must be within the previous seven (7) years from a regionally accredited program to be accepted. Courses must have a grade of B- or higher to be eligible for consideration for transfer credit. Correspondence studies or life experiences will not be accepted for transfer credit. Credits from a prior degree earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to general regulations governing graduation, *Doctor of Education in Christian Leadership* graduates must meet the following requirements:

1. Complete 60 total hours.
2. A minimum of 51 hours must be completed through Liberty University, not to include credit from a prior degree earned through Liberty.
3. A maximum of 9 hours of transfer credit, including credits from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
4. Minimum 3.00 GPA.
5. No grades lower than B- may be applied to the degree.
6. Successful completion of Comprehensive Exam.
7. Successful completion of Prospectus and Dissertation.
8. Degree must be completed within 7 years.
9. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
10. Submit a Graduation Application to the Registrar's Office at the beginning of the final semester.

DISSERTATION

Once students enter the dissertation phase of their degree, they must maintain continuous enrollment (Fall, Spring, and Summer semesters) until they complete all degree requirements. If they do not, they will break enrollment, and they will be required to apply for readmission if/when they wish to resume the pursuit of their degree. They will have to complete their degree under the Degree Completion Plan (DCP) in effect at the time of their readmission.

TIME LIMITS FOR DEGREE COMPLETION

The time limit for completing the degree from the date of admission to the program is seven years for the Ed.D. Only in unusual circumstance may the student be granted an extension. Granting of an extension of time will usually result in additional requirements. Any student who does not complete coursework within the permissible time limit, for any reason including discontinued enrollment, must reapply for admission. A student may reapply only once, and will be subject to the current standards and curriculum. The Ed.D. Graduate Committee in the CCFS will determine if any previous courses are sufficiently time sensitive and must be repeated. Beginning with the date of readmission, the student's time limit for degree completion is determined by the number of hours remaining.

Delivery Format: Online Only

[Doctor of Education in Christian Leadership \(Ed.D.\) - Ministry Leadership](#)

Doctor of Ministry (D.Min.)

PURPOSE

The Doctor of Ministry degree offers pastors, missionaries and other church leaders an opportunity for professional and personal growth. It is designed to enhance one's knowledge and skills in the practice of ministry. Students will have the opportunity to interact with recognized church leaders, to explore new ministry perspectives, to evaluate their ministry, to increase their vision and to crystallize their understanding of the purpose and goals of ministry.

The program is composed of 30 semester hours involving 6 hours of core courses, 9 hours of cognate courses, 12 hours of research courses, and DMIN 890 *Thesis Project Defense* (3 hrs).

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Construct a theological foundation that interacts with precedent literature to evaluate ministry.
2. Evaluate a ministry idea or context demonstrating advanced observation and analysis.
3. Develop a research project to address a specific ministry objective.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, applicants to the *Doctor of Ministry* degree program must meet the following specific requirements:

1. A Master of Divinity degree, or its equivalent*, from an appropriately accredited theological seminary with a cumulative GPA of 3.00 or above (on a 4.00 scale).

2. Professional vita showing three years of experience in full-time ministry after receiving the Master of Divinity degree. This experience must be pastoral in nature (pastor, assistant pastor, youth pastor, missionary, etc.) and must be connected to a church body. Exceptions to this must be approved by the Dean.
3. A current place of ministry where the student can successfully carry out a ministry-related project. International students who file under the I-20 may be allowed to complete their residency course work without this requirement. However, they must complete their thesis project in the context of a full-time ministry.
4. **Two recommenders'** contact information for two recommendations from colleagues in the ministry.
5. Ecclesiastical Endorsement indicating the agreement of the church (or employing organization) with the applicant's participation in the Doctor of Ministry program.
6. A detailed Statement of Purpose for pursuing the program.
7. School of Divinity Questionnaire
8. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

***Master of Divinity (M.Div.) Equivalency:**

Students who have not completed a M.Div. degree may meet the M.Div. admission requirement by completing the following requirements

- 72 accredited graduate hours (in any graduate discipline)
- Accredited seminary degree
- 9 hours in graduate-level Bible / Theology
- 9 hours in graduate-level Apologetics / Church History / Church Ministries / Evangelism / Discipleship / Global Studies / Homiletics / Leadership

***Note:** An applicant to the Doctor of Ministry program who is within 6 credits of meeting the M.Div. equivalency, may be admitted to take the remaining equivalent master's level credit hours within the D.Min. program. These classes must be taken and passed before any doctoral level classes are taken, and all other published admission requirements for the program must be met.*

ADVANCEMENT TO CANDIDACY (D.Min.)

Candidate status is granted when all admissions criteria have been met, 24 hours of coursework have been completed, and a formal introduction for the thesis project has been submitted.

SEMINARY CONTINUATION FEE

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

THESIS-PROJECT ENROLLMENT POLICY

Once students enter the thesis-project phase of their degree, they must maintain continuous enrollment (Fall and Spring semesters mandatory, with Summer terms optional) until they complete all degree requirements. If they do not, they will break enrollment, and they will be required to apply for readmission if/when they wish to resume the pursuit of their degree. They

will have to complete their degree under the Degree Completion Plan (DCP) in effect at the time of their readmission.

GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, graduates of the D.Min. program must meet the following requirements:

1. Must complete 33 semester hours of course work, including the thesis project, with a cumulative GPA of 3.00.
2. A minimum of 27 hours must be completed through Liberty University, not to include credit from a prior degree earned through Liberty.
3. A maximum of six (6) hours of transfer credit, including credits from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
4. The student must earn no more than one grade of C (includes grades of C+/C-).
5. No grades of D may be applied to the degree (includes grades of D+/D-).
6. Must complete the thesis project (DMIN 890) with a minimum grade of B (includes B-).
7. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
8. Degree must be completed within 7 years.
9. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study

Delivery Format: Online Only

[Doctor of Ministry \(D.Min.\) - Biblical Studies](#)

[Doctor of Ministry \(D.Min.\) - Chaplaincy](#)

[Doctor of Ministry \(D.Min.\) - Church Revitalization](#)

[Doctor of Ministry \(D.Min.\) - Discipleship](#)

[Doctor of Ministry \(D.Min.\) - Evangelism & Church Planting](#)

[Doctor of Ministry \(D.Min.\) - Expository Preaching & Teaching](#)

[Doctor of Ministry \(D.Min.\) - Ministry Leadership](#)

[Doctor of Ministry \(D.Min.\) - Pastoral Counseling](#)

[Doctor of Ministry \(D.Min.\) - Theology & Apologetics](#)

[Doctor of Ministry \(D.Min.\) - Worship](#)

Department of Global Studies

Melody Harper, B.A., M.S.W., M.A.

Chair, Department of Global Studies

Assistant Professor of Global Studies

Master of Arts in Global Studies (M.A.G.S.)

PURPOSE

The *Master of Arts in Global Studies* program seeks to prepare students for effective engagement in intercultural careers and service. Students are trained in both intercultural theory (i.e., history, anthropology, worldview studies) and practical application (i.e., communication and leadership) to enable them to serve and lead in multicultural and global contexts.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Articulate a biblical theology of global engagement.
2. Employ critical thinking skills in addressing current issues in global engagement.
3. Analyze strategy and practice based on current research, knowledge of the literature of global engagement, and practicum experience in the field.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the General Admission Procedures outlined in this Catalog, applicants to the *Master of Arts in Global Studies* program must have:

1. Earned baccalaureate degree or its equivalent (in any field) from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. Contact information for one Pastoral Recommendation.
3. Minimum undergraduate GPA of 2.00 (on a 4.00 scale)
4. Questionnaire/Personal Statement
5. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).
6. Students that do not meet the minimum GPA of 2.0 (on a 4.0 scale) may be admitted on caution.

DEGREE TRANSFER: M.A., M.A.B.S., M.A.C.M. or M.A.T.S. DEGREE INTO THE MASTER OF ARTS IN GLOBAL STUDIES (M.A.G.S.) DEGREE

Students who pursue the Master of Arts in Global Studies (M.A.G.S.) degree after having earned the Master of Arts in Biblical Exposition (M.A.), Master of Arts in Biblical Studies (M.A.B.S.), Master of Arts in Christian Apologetics (M.A.), Master of Arts in Christian Ministry (M.A.C.M.), Master of Arts in Sports Chaplaincy (M.A.) or Master of Arts in Theological Studies (M.A.T.S.) degree may apply 18 hours from the M.A., M.A.B.S., M.A.C.M. or M.A.T.S. toward the M.A.G.S. **as allowed by the M.A.G.S. Degree Completion Plan (DCP).**

GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, graduates of the *Master of Arts in Global Studies* program must meet the following requirements:

1. Complete 36 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. 3.00 GPA
4. No more than two grades of C may be applied to the degree (includes grades of C+/C-).
5. No grade of D may be applied to the degree (includes grades of D+/D-).
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Degree must be completed within 5 years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study**Delivery Format: Residential and Online****Master of Arts in Global Studies (M.A.G.S.)****DEGREE TRANSFER: M.A.G.S. DEGREE INTO THE M.A., M.A.C.M. or M.A.T.S. DEGREE**

Students who earn a Master of Arts in Global Studies (M.A.G.S.) degree may pursue the Master of Arts in Biblical Exposition (M.A.), Master of Arts in Christian Apologetics (M.A.), Master of Arts in Christian Ministry (M.A.C.M.), Master of Arts in Sports Chaplaincy (M.A.) or Master of Arts in Theological Studies (M.A.T.S.) degree and apply 18 hours from the M.A.G.S. toward the M.A., M.A.C.M. or M.A.T.S. **as allowed by the student's specific Degree Completion Plan (DCP) for the M.A., M.A.C.M. or M.A.T.S.**

DEGREE TRANSFER: M.A.G.S. DEGREE INTO THE M.A.B.S., M.A.R., M.R.E. or M.DIV. DEGREE

Students who earn a Master of Arts in Global Studies (M.A.G.S.) degree may pursue the Master of Arts in Biblical Studies (M.A.B.S.), Master of Arts in Religion (M.A.R.) or Master of Religious Education (M.R.E.) degree and apply 30 hours from the M.A.G.S. toward the M.A.B.S., M.A.R. or M.R.E. **as allowed by the student's specific Degree Completion Plan (DCP) for the M.A.B.S., M.A.R. or M.R.E.**

Students who earn a Master of Arts in Global Studies (M.A.G.S.) degree may pursue the Master of Divinity (M.Div.) degree and apply all 36 hours from the M.A.G.S. toward the M.Div. **as allowed by the student's specific DCP for the M.Div.**

Students may **not** earn the M.A.R., M.R.E. or M.Div. **first**, and then apply to pursue the M. A. in Biblical Exposition. (Students may earn a M.A.B.S. first, then pursue the M.A. in Biblical Exposition.) Students desiring the additional degree must submit an application for admission through the Graduate Admissions Office.

Department of Theological Studies

Anthony Chad Thornhill, B.S., M.A.R., M.Div., Ph.D.

Chair, Department of Theological Studies

Assistant Professor of Apologetics and Biblical Studies

Master of Arts in Christian Apologetics (M.A.)**PURPOSE**

The *Master of Arts in Christian Apologetics* degree is designed to give students an intensive study in the Scriptures and the essential truths of the Christian message with an emphasis upon defending Christianity's truth-claims.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Distinguish the core beliefs of the Christian Faith from other peripheral beliefs.
2. Defend the philosophical and historical foundations of the Christian Faith.
3. Analyze the presuppositions and beliefs of opposing worldviews.
4. Construct arguments to demonstrate the veracity of Christianity against opposing worldviews.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, applicants to the *Master of Arts in Christian Apologetics* program must meet the following requirements:

1. Earned baccalaureate degree or its equivalent (in any field) from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. Contact information for one Pastoral Recommendation.
3. Minimum undergraduate GPA of 2.50 (on a 4.00 scale)
4. School of Divinity Questionnaire
5. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status.

DEGREE TRANSFER: M.A., M.A.B.S., M.A.C.M., M.A.G.S. or M.A.T.S. DEGREE INTO THE MASTER OF ARTS IN CHRISTIAN APOLOGETICS (M.A.) DEGREE

Students who pursue the Master of Arts in Christian Apologetics (M.A.) degree after having earned the Master of Arts in Biblical Exposition (M.A.), Master of Arts in Biblical Studies (M.A.B.S.), Master of Arts in Christian Ministry (M.A.C.M.), Master of Arts in Global Studies (M.A.G.S.), Master of Arts in Sports Chaplaincy (M.A.) or Master of Arts in Theological Studies (M.A.T.S.) degree apply 18 hours from the M.A., M.A.B.S., M.A.C.M., M.A.G.S. or M.A.T.S. toward the M.A. in Christian Apologetics **as allowed by the M.A. in Christian Apologetics Degree Completion Plan (DCP)**.

GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, graduates of the Master of Arts in Christian Apologetics program must meet the following requirements:

1. Complete 36 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. 3.00 GPA.
4. No more than two grades of C may be applied to the degree (includes grades of C+ and C-).
5. No grade of D or below may be applied to the degree (includes grades of D+ and D-).
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Degree must be completed within 5 years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study

Delivery Format: Residential and Online

[Master of Arts in Christian Apologetics \(M.A.\) \(Non-Thesis\)](#)

[Master of Arts in Christian Apologetics \(M.A.\) \(Thesis\)](#)

DEGREE TRANSFER: M.A. IN CHRISTIAN APOLOGETICS DEGREE INTO THE M.A., M.A.C.M., M.A.G.S. or M.A.T.S. DEGREE

Students who earn a Master of Arts in Christian Apologetics (M.A.) degree may pursue the Master of Arts in Biblical

Exposition (M.A.), Master of Arts in Christian Ministry (M.A.C.M.), Master of Arts in Global Studies (M.A.G.S.), Master of Arts in Sports Chaplaincy (M.A.) or Master of Arts in Theological Studies (M.A.T.S.) and apply 18 hours from the M.A. in Christian Apologetics toward the M.A., M.A.C.M., M.A.G.S. or M.A.T.S. **as allowed by the student's specific Degree Completion Plan (DCP) for the M.A., M.A.C.M., M.A.G.S. or M.A.T.S.**

DEGREE TRANSFER: M.A. IN CHRISTIAN APOLOGETICS DEGREE INTO THE M.A.B.S., M.A.R., M.R.E. or M.Div. DEGREE

Students who earn a Master of Arts in Christian Apologetics (M.A.) degree may pursue the Master of Arts in Biblical Studies (M.A.B.S.), Master of Arts in Religion (M.A.R.) or Master of Religious Education (M.R.E.) degree and apply 30 hours from the M.A. in Christian Apologetics toward the M.A.B.S., M.A.R. or M.R.E. **as allowed by the student's specific Degree Completion Plan (DCP) for the M.A.B.S., M.A.R. or M.R.E.**

Students who earn a Master of Arts in Christian Apologetics (M.A.) degree may pursue the Master of Divinity (M.Div.) degree and apply all 36 hours from the M.A. in Christian Apologetics toward the M.Div. **as allowed by the student's specific DCP for the M.Div.**

Students may **not** earn the M.A.R., M.R.E. or M.Div. **first**, and then apply to pursue the M.A. in Christian Apologetics. (Students may earn a M.A.B.S. first, then pursue the M.A. in Christian Apologetics.) Students desiring the additional degree must submit an application for admission through the Graduate Admissions Office.

Master of Arts in Theological Studies (M.A.T.S.)

PURPOSE

The 36-hour *Master of Arts in Theological Studies* (M.A.T.S.) degree program will provide the student with the theological foundation to serve more effectively in the local church, community, and world contexts. The M.A.T.S. may be used as a foundational degree towards admission into the Master of Arts in Religion (M.A.R.) or Master of Divinity (M.Div.) degree programs.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Integrate critical thinking skills in the practice of Christian scholarship based on the knowledge of the literature of the discipline.
2. Analyze theological positions on key doctrinal questions and issues in Christian thought.
3. Interpret issues that foster the development of a personal theology and worldview.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, applicants to the *Master of Arts in Theological Studies* program must meet the following requirements:

1. Earned baccalaureate degree or its equivalent (in any field) from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.). Applicants who hold a prior degree from an unaccredited institution may be considered for admission on Academic Caution.

2. Contact information for one Pastoral Recommendation.
3. Minimum undergraduate GPA of 2.00 (on a 4.00 scale)
4. Questionnaire/Personal Statement

DEGREE TRANSFER: M.A., M.A.B.S., M.A.C.M. OR M.A.G.S. DEGREE INTO THE MASTER OF ARTS IN THEOLOGICAL STUDIES (M.A.T.S.) DEGREE

Students who pursue the Master of Arts in Theological Studies (M.A.T.S.) degree after having earned the Master of Arts in Biblical Exposition (M.A.), Master of Arts in Biblical Studies (M.A.B.S.), Master of Arts in Christian Apologetics (M.A.), Master of Arts in Christian Ministry (M.A.C.M.), Master of Arts in Global Studies (M.A.G.S.) or Master of Arts in Sports Chaplaincy (M.A.) degree may apply 18 hours from the M.A., M.A.B.S., M.A.C.M. or M.A.G.S. toward the M.A.T.S. **as allowed by the M.A.T.S. Degree Completion Plan (DCP).**

GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, graduates of the *Master of Arts in Theological Studies* program must meet the following requirements:

1. Complete 36 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. 2.00 GPA.
4. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
5. Degree must be completed within 5 years.
6. Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Residential and Online

[Master of Arts in Theological Studies \(M.A.T.S.\)](#)

DEGREE TRANSFER: M.A.T.S. DEGREE INTO THE M.A., M.A.C.M. or M.A.G.S. DEGREE

Students who earn a Master of Arts in Theological Studies (M.A.T.S.) degree may pursue the Master of Arts in Biblical Exposition (M.A.), Master of Arts in Christian Apologetics (M.A.), Master of Arts in Christian Ministry (M.A.C.M.), Master of Arts in Global Studies (M.A.G.S.) or Master of Arts in Sports Chaplaincy (M.A.) and apply 18 hours from the M.A.T.S. toward the M.A., M.A.C.M. or M.A.G.S. **as allowed by the student's specific Degree Completion Plan (DCP) for the M.A., M.A.C.M. or M.A.G.S.**

DEGREE TRANSFER: M.A.T.S. DEGREE INTO THE M.A.B.S., M.A.R., M.R.E. or M.DIV. DEGREE

Students who earn a Master of Arts in Theological Studies (M.A.T.S.) degree may pursue the Master of Arts in Biblical Studies (M.A.B.S.), Master of Arts in Religion (M.A.R.) or Master of Religious Education (M.R.E.) degree and apply 30 hours from the M.A.T.S. toward the M.A.B.S., M.A.R. or M.R.E. **as allowed by the student's specific Degree Completion Plan (DCP) for the M.A.B.S., M.A.R. or M.R.E.**

Students who earn a M.A.T.S. degree may pursue the Master of Divinity (M.Div.) degree and apply all 36 hours from the

M.A.T.S. toward the M.Div. **as allowed by the student's specific DCP for the M.Div.**

Students may **not** earn the M.A.R., M.R.E. or M.Div. **first**, and then apply to pursue the M.A.T.S. (Students may earn a M.A.B.S. first, then pursue the M.A.T.S.) Students desiring the additional degree must submit an application for admission through the Graduate Admissions Office.

Master of Theology (Th.M.)

PURPOSE

The *Master of Theology* degree program will provide additional training beyond the Master of Divinity degree in preparation for full-time Christian service. Through course work, scholarly research, and logical and critical writing, the Th.M. will provide advanced preparation for those called to service in theological education or those planning to pursue degree programs at the doctoral level.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Select and design a scholarly research project.
2. Assess alternative views of Scripture and theology.
3. Synthesize a personal and biblical systematic theology.
4. Defend Christian theology from a biblical perspective.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, the following requirements will govern admission into the *Master of Theology* program:

1. The applicant must have earned a Master of Divinity or its equivalent from an approved institution.
2. The applicant must have attained a cumulative GPA of 3.00 or above (on a 4.00 scale) in the Master of Divinity program. Applicants who do not meet this criterion may be considered for admission on Academic Caution.
3. Ordinarily, satisfactory completion of at least nine semester hours of coursework or its equivalent in Hebrew and at least nine semester hours coursework or its equivalent in Greek are required. Students may be admitted without the language requirements depending on their areas of concentration.
4. Contact information for one Pastoral Recommendation.
5. School of Divinity Questionnaire/Personal Statement
6. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, Th.M. graduates must meet the following requirements:

1. Must complete 30 hours of course work with a cumulative GPA of 3.00.
2. A minimum of 24 hours must be completed through Liberty University, not to include credit from a prior degree earned through Liberty.
3. A maximum of twelve (12) hours of transfer credit, including credits from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
4. No more than two (2) grades of C may be applied to the degree (includes grades of C+/C-).

5. No grades of D may be applied to the degree (includes grades of D+/D-).
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. All courses must be 600-level or higher.
8. Degree must be completed within five years.
9. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Master of Theology \(Th.M.\) - Biblical Studies \(Non-Thesis\)](#)

[Master of Theology \(Th.M.\) - Christian Apologetics \(Non-Thesis\)](#)

[Master of Theology \(Th.M.\) - Church History \(Non-Thesis\)](#)

[Master of Theology \(Th.M.\) - Global Studies \(Non-Thesis\)](#)

[Master of Theology \(Th.M.\) - Homiletics \(Non-Thesis\)](#)

[Master of Theology \(Th.M.\) - Theology \(Non-Thesis\)](#)

Delivery Format: Residential Only

[Master of Theology \(Th.M.\) - Biblical Studies \(Thesis\)](#)

[Master of Theology \(Th.M.\) - Christian Apologetics \(Thesis\)](#)

[Master of Theology \(Th.M.\) - Church History \(Thesis\)](#)

[Master of Theology \(Th.M.\) - Global Studies \(Thesis\)](#)

[Master of Theology \(Th.M.\) - Homiletics \(Thesis\)](#)

[Master of Theology \(Th.M.\) - Theology \(Thesis\)](#)

THESIS REQUIREMENTS FOR TH.M. DEGREE

With the approval of the student's advisor and the mentor, a student may write a thesis of 10,000 words (minimum) that follows the latest edition of Kate L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. The project must meet all designated deadlines and receive a minimum grade of B. A graduate faculty member selected in consultation with both student and advisor will function as a mentor of the thesis and will monitor the progress during the various stages of writing (from the selection of a topic to the final draft). Both the mentor and a second reader must approve the thesis. Two copies of the approved final draft thesis must be submitted electronically to the Integrated Learning Resources Center. Three semester hours credit will be given for the thesis. The student opting to write a thesis must also include a course in research methods in the overall program.

<i>Master's Thesis Schedule</i>	
October 1	Approval of thesis topic by Thesis Committee.
November 1	Submission of Thesis Prospectus to Mentor and Reader(s).
December 1	Last possible day for submission of late Thesis prospectus, if the student plans to appeal for extension of the Thesis Prospectus deadline
January 15	Submission of the first draft of the Thesis
February 15	Last day for return of first draft with corrections to the student from Mentor and Reader(s).
March 15	Submission of corrected draft to Mentor and Reader(s). Include copies of initial draft with suggested corrections of them
April 1	Return of corrected draft to student.
April 30	Submission of final draft.

Early May

Final grade on Thesis due on date when grades are due.

Doctor of Philosophy in Theology and Apologetics (Ph.D.)

PURPOSE

The *Doctor of Philosophy in Theology and Apologetics* degree will prepare professional scholars and Christian community leaders at the highest level of scholarship. Trained by a qualified academic faculty, graduates with the Ph.D. in Theology and Apologetics will be prepared to serve as faculty in academic institutions and as scholars and theologically and biblically informed leaders for the church and community. This is a 57 semester hour program: 48 hours of seminar work; six (6) hours for dissertation proposal and research; and three (3) hours for dissertation defense.

As with all programs of the Seminary and Graduate School the Ph.D. program will seek to provide an environment in which students in the context of open research and inquiry will be encouraged to strengthen their faith and certify their calling to service at the highest academic and professional levels. Students will be mentored within an academic environment that fosters an awareness of the Christian's responsibility as a member of society who is responsive to the needs and concerns of diverse cultures and conflicting ideals.

The program is set within the context of a conservative evangelical academic community in which students are challenged to develop the cognitive skills requisite to a rigorous interaction with biblical, theological, historical, and philosophical understandings necessary for a self-conscious, critical, and Christian response to the world. In this setting, students will have the opportunity to become part of a community of scholars in which they can develop the concomitant skills necessary for relational and professional competence. The Ph.D. will further encourage students to explore the moral and ethical dimensions of their chosen field of study. Moreover, the program is designed to inculcate sensitivity to others and a concern for world evangelization through a vigorous defense of the gospel and a lifestyle of personal integrity and responsible scholarship.

With its mix of traditional and non-traditional delivery formats, the Ph.D. is designed to attract and retain students who desire flexibility in their schedules, breadth of exposure, and professional training in theology and apologetics. The teaching options will attract a diverse and dedicated mix of faculty and students facilitating rich interaction between future academic professionals and church leaders. The cognates are designed to further meet the needs of persons seeking studies in biblical or historical studies.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Design an original research project that adds to the knowledge base of the discipline.
2. Appraise an apologetic argument or a theological method.
3. Critique the place of evidence in apologetic methods of inquiry.
4. Contrast an evangelical view of Scripture and theology with an alternative view.

Ph.D. Concentrations

The student will be able to:

1. Evaluate interpretive methods and approaches to the biblical texts and concepts (Biblical Studies).
2. Analyze the impact of historical figures and movements in Christian thought (Historical Studies).

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

In addition to general requirements for admission to the School of Divinity, applicants for admission to the *Doctor of Philosophy in Theology and Apologetics* must submit the following for review:

1. An earned Master of Divinity or a Master of Theology with a thesis or a Master of Arts with a thesis.
2. An earned grade point average of 3.25 on a scale 4.00 in all previous graduate work.
3. Miller Analogy Test (MAT) results. The GRE may be substituted in special cases at the director's approval. If an applicant's scores are older than two years, then the applicant must submit new scores. For an acceptable MAT score, applications should attempt to earn a total score of 400 or better or a total score in the 50 percentile or better. For an acceptable GRE score, applicants should attempt to earn a total verbal and quantitative score of 300 or higher, as well as a 4.0 or better on the analytical writing section.
4. A writing sample that must meet the following criteria:
 - a. A minimum 30-page paper (excluding cover page, table of contents and bibliography). A chapter from a Master's thesis may be submitted if it meets the 30-page minimum. It is preferable, but not required, that the subject area be in the area of theology or apologetics.
 - b. Either submission must conform to the latest *Turabian Manual for Writers* AND standard English Grammar and Composition Form.
5. A Personal Statement, Doctrinal Agreement, and Honor Code Document. Included with these documents must be the name of the applicant's current church and the name of a pastor who is familiar with the applicant's church life.
6. The student must have a pastoral recommendation as well.
7. A one-page essay on reasons for pursuing a Ph.D. in Theology and Apologetics.
8. Two Academic References. All applicants must submit letters of recommendation from two professors with whom they studied at the graduate (master's degree) level. These recommendations need to be on school letterhead and have the professors' signatures.
9. Professional vita including degrees earned, ministry experience, and/or teaching experience and career goals.

The applicant must understand that before the end of the second year of admission, the student must pass a proficiency exam in German and French or Latin. Seminars in the Biblical Studies area will require one year of Greek and one year of Hebrew on their transcripts. Admissions for the Fall are due by May 1.

TRANSFER CREDIT

Transfer hours may not exceed 9 credit hours for the Ph.D. program. Transfer credits are considered on a case-by-case basis and must have been completed as Ph.D. course work within the previous seven (7) years from a regionally accredited program to be accepted. Courses must have a grade of B- or higher to be eligible for consideration for transfer credit. Correspondence studies or life experiences will not be accepted for transfer credit. Credits from a prior degree earned through Liberty University are considered transfer credits.

PROGRAM REQUIREMENTS

Language Requirements. In addition to the other factors relating to participation in the Ph.D. in Theology and Apologetics those pursuing a cognate must meet language requirements. A biblical language competency is required for those applicants who plan to focus on Biblical Studies as their cognate field. Students must meet any language requirements prior to their second year in the program.

Active Enrollment. To maintain active enrollment, students must enroll in course work each semester. Online students must enroll in at least one course during each academic year (from Fall to Summer) to maintain active enrollment status.

Residency Requirement. The School of Divinity does not have a residency requirement in the traditional sense of requiring students to uproot and move to the physical campus in Lynchburg. Using an intensive model, students may come to the Liberty University campus or another designated location for a time of group study with a professor. A cohort model will be encouraged by requiring students to register each semester for classes through aggressive advising so that students who begin together will be directed to continue through the program together, meeting regularly and by connecting via the online learning facilities of Liberty University.

Online Options. The School of Divinity proposes to offer Ph.D. courses using the modular format so that students who are living near the campus or who are living at a distance can meet the program requirements. Students will be required to be on campus to take campus-based modular courses, to take their comprehensive exams over a two-day period, and to defend their dissertations.

ADMISSION INTO DOCTORAL CANDIDACY

Students who successfully complete the required 48 hours of doctoral course study with a grade point average of 3.25 or higher in the doctoral course studies will be eligible to take comprehensive examinations in the major field and chosen recommended cognate field. These exams may be written or oral, as determined by the student's mentor. Upon passing of the comprehensive examinations, the student is admitted to doctoral candidacy and may proceed toward developing a dissertation thesis and writing the dissertation under the supervision of a faculty supervisor and two faculty readers (the dissertation committee).

Students may graduate with the Doctor of Philosophy in Theology and Apologetics upon the successful completion of their dissertation requirement and upon the recommendation of the faculty.

DISSERTATION ENROLLMENT POLICY

Once students enter the dissertation phase of their degree, they are required to maintain continuous enrollment (Fall, Spring, and Summer semesters) until they complete all degree requirements. If they do not, they will break enrollment, and they will be required to apply for readmission if/when they wish to resume the pursuit of their degree. They will have to complete their degree under the Degree Completion Plan (DCP) in effect at the time of their readmission.

GRADUATION REQUIREMENTS

In addition to general regulations governing graduation, *Doctor of Philosophy in Theology and Apologetics* graduates must meet the following requirements:

1. Complete 57 total hours.
2. A minimum of 51 hours must be completed through Liberty University, not to include credit from a prior degree earned through Liberty.
3. A maximum of 15 hours of transfer credit, including credits from a degree on the same academic level previously earned through Liberty, may be applied to the degree, with the approval of the Program Director.
4. Successful completion of the Research and Language Competency.
5. Successful completion of Comprehensive Exam.
6. Minimum 3.00 GPA.
7. No grades of C or D may be applied to the degree. (includes +/- grades).

8. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
9. Degree must be completed within 7 years.
10. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Doctor of Philosophy in Theology & Apologetics \(Ph.D.\)](#)

Graduate Certificates

The School of Divinity offers graduate certificates in several areas of study through Liberty University Online.

ADMISSION REQUIREMENTS

Please refer to the Admissions Requirements Matrix for Certificates in the Graduate Admissions section of this Catalog.

CERTIFICATE COMPLETION REQUIREMENTS

1. 9 total hours for the certificates in Christian Leadership, Hebrew and Global Studies, and 12 total hours for the certificates in Biblical Studies, Christian Ministry, Greek, and Theological Studies.
2. All courses must be completed through Liberty University.
3. 2.00 GPA.
4. No grade of D (includes grades of D+ & D-) may be applied to the certificate.
5. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
6. Certificate must be completed within 3 years.
7. Submission of Certificate Completion Application must be completed within the last semester of a student's anticipated graduation date

Note: Students who want to apply certificate courses to a graduate or divinity degree program will have to abide by the GPA and grade requirements of that degree program.

Graduate Certificates

Delivery Format: Online Only

[Biblical Studies](#)

[Christian Leadership](#)

[Christian Ministry](#)

[Global Studies](#)

[Greek](#)

[Hebrew](#)

[Theological Studies](#)

School of Education

Administration

Deanna L. Keith, B.A., M.Ed., Ed.S., Ed.D.

Interim Dean, School of Education

Professor of Education

Kevin D. Struble, B.S., M.A., M.Ed., Ed.S., Ed.D.

Associate Dean

Assistant Professor of Education

Michelle E. Goodwin, B.S., M.Ed., Ed.D.

Senior Assistant Dean, Teacher Education/Licensure

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. The entire roster can also be viewed online at <https://www.liberty.edu/index.cfm?action=faculty&PID=19959&CatID=32> where faculty can be searched for by Department.

PURPOSE

The School of Education (SOE) is committed to providing the highest quality Christian education based on the principles of God's Word. Our school, by virtue of its commitment to strengthening the mind, body and soul, educates the whole person as God created us. The school offers programs to prepare graduate students for careers in teaching, school administration, and more.

Excellent teachers and school leaders are an invaluable asset to the home, church, community, and nation. The Licensure Programs at Liberty are designed to provide programs of study and pre-service experiences that will foster excellence and stimulate improvements in teaching and leadership practices in Christian, public, and private schools. The programs are designed for teacher candidates and school leaders who are preparing to work in kindergarten, elementary, and middle school, as well as high school and college settings. Those wishing to pursue careers in middle school, or high school teaching may do so in the following areas: biology, business, computer science, English, family and consumer sciences, history/social sciences, and mathematics. Comprehensive licensure may be completed in the following areas: music (vocal or instrumental), theatre, health/physical education, Spanish, special education, and teaching English as a second language.

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.

The following disclaimer pertains to Liberty's online Education Licensure/Certification programs from the Kentucky Council on Postsecondary Education:

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/>.

Department of Graduate Education

Russell Claxton, B.S., M.Ed. Ed.S, Ed.D

Chair - Leadership/Advanced Programs

Associate Professor of Education

Master of Arts in Teaching (M.A.T.)

The Master of Arts in Teaching degree program is designed for the purpose of initial teacher licensure.

PURPOSE

Liberty University strives to produce educators who model high academic, moral, and spiritual standards before their peers, and who have dedicated their lives to educational leadership. Concurrent with this goal, the graduate programs offered by the School of Education are designed to prepare candidates for effective educational leadership in Christian, public, and private schools.

PROGRAM LEARNING OUTCOMES

A graduate of the Initial Licensure Master of Arts in Teaching program:

- A. **Knows** Christian values, moral dimensions, and ethical implications synthesized with academic knowledge
 1. Demonstrates a broad base of professional and general knowledge.
 2. Demonstrates knowledge of content in the endorsement area.
- B. **Implements** skills as a gift from God, because teaching is a calling from God
 1. Integrates skills in speaking, writing, reading, and listening for effective classroom communication, peer leadership, and professional involvement.
 2. Designs and selects a variety of instructional strategies based on the developmental levels and individual needs of the learner.
 3. Applies knowledge of content areas and curriculum goals to design and supervise appropriate instruction.
 4. Enhances the success of all diverse learners, providing for special needs and diverse backgrounds.
 5. Manages classroom climate and procedures to motivate students and maximize learning.
 6. Integrates a variety of assessment strategies to improve student learning.
 7. Integrates appropriate technology and resources to support instruction and to facilitate professional development opportunities.
 8. Provides evidence of student learning at the grade level and content appropriate for the endorsement.
- C. **Believes** and practices personal integrity, social responsibility, sensitivity to the needs of others, and the

betterment of humanity consistent with our mission to prepare competent professionals with a biblical worldview for Christian, public, and private schools

1. Models personal integrity and sensitivity to human needs.
2. Demonstrates behaviors of a reflective practitioner and seeks opportunities for collaboration and professional development.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

Programs that Lead to Initial Licensure

In addition to the general admission procedures, specific admission requirements for the **Master of Arts in Teaching (M.A.T.)** program are:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. GPA of at least a 3.00 on a 4.00 scale (cautionary admission is an option if the candidate has at least a 2.50).
3. TOEFL Scores for candidates who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

TRANSFER OF CREDIT

All graduate transfer credits are subject to the approval of the School of Education (SOE) Graduate Committee. Such courses must carry a grade of at least a B- and be comparable to Liberty University graduate courses. Transfer credit will only be considered from institutions or schools accredited by an accrediting agency recognized by the U.S. Department of Education. With approval, up to 18 hours may be transferred into the M.A.T. programs. It is the responsibility of each applicant to supply official transcripts along with a written request to have credit applied to the degree program. Transfer credits must have been completed within the previous five years.

Credit for life experience and for correspondence courses will not be awarded at the graduate level. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in the Liberty University Catalog, M.A.T. candidates must meet the following requirements:

1. Complete a minimum of 36 semester hours for the M.A.T.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Maintain a 3.00 GPA to remain in the program with no more than two C's permitted (includes grades of C+ & C-). While all course grades are averaged into the GPA, course credit toward degree completion will not be granted for a grade of D (or D+/D-) or F.
4. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
5. Additional requirements may be necessary depending upon the student's academic background. All contracts made between the SOE Program Director and the student upon acceptance into the degree program must be satisfied before the degree will be awarded.
6. The M.A.T. must be completed within five years.
7. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

LICENSURE GUIDELINES

The Educator Preparation Program is designed to meet licensure requirements of the Commonwealth of Virginia in the candidate's approved specialization. In addition, candidates who complete the Educator Preparation Program are eligible for the Association of Christian Schools International certificate.

The Educator Preparation Program has been officially approved by the Virginia Department of Education and is accredited under NCATE standards through the CAEP Accreditation System. Approved programs include all initial licensure M.A.T. programs in Elementary, Middle, Secondary, or Special Education. Candidates entering the M.A.T. program must indicate their intention to pursue Virginia licensure when they apply for candidacy in the graduate program. Each concentration has licensure requirements beyond the master's degree. Upon completion of all requirements, the candidate must submit the licensure application and fee to Liberty's Teacher Licensure Office. Liberty's Coordinator of Teacher Licensure Records will submit the candidate's application packet to the Virginia Department of Education.

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.

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: University Admission and Declaration of Major

Gate 2: Program Status Check

Gate 3: Program Admission/Student Teaching Application

Gate 4: Program Exit/ Licensure Application

Please visit www.liberty.edu/advisingguide for specific requirements at each gate.

Please see the [VDOE website](#) to see the list of questions that will be asked of each applicant.

Initial Elementary, Middle, Secondary, and Special Education

The candidate must:

1. Hold a bachelor's degree in a liberal arts area (or equivalent) from an institution that is accredited by an agency that is recognized by the U.S. Department of Education. Secondary licensure requires a major (or equivalent) in the endorsement area and the successful completion of the Praxis Subject Assessment content exam for the area of endorsement;
2. Successfully complete Liberty's M.A.T. in Elementary, Middle Grades, Secondary, or Special Education;
3. Obtain passing scores on all tests required for Virginia licensure; and
4. Complete a student teaching experience in the endorsement area.

Time Limit for School Licensure

1. Candidates must have completed all requirements necessary for school licensure within 5 years after completion of the graduate degree;
2. Candidates who have completed Liberty's M.A.T. and wish to return to Liberty University to complete the student teaching or internship required for licensure will be subject to the same five-year timeframe; and

3. Each case will be evaluated on an individual basis according to transcripts, program changes, time elapsed from completion of coursework, and recent experiences in the field of education.

Licensure in Other States

Candidates who have completed Liberty's M.A.T. may be eligible for licensure in other states by interstate agreement. Verification that the candidate has completed a state-approved program may be required for reciprocity with other states; therefore, it may be necessary for the candidate to complete the additional requirements listed above for Virginia licensure in order to qualify for reciprocity. Liberty's Teacher Licensure Office has addresses for the licensing agencies in other states and will assist in completing the appropriate forms. Some states require a state-specific course or test but will grant a provisional license so that the applicant can be employed while completing the additional requirements. It is the candidate's responsibility to obtain the appropriate forms from other states to submit to LU's Licensure Office.

For further licensure information e-mail: gate4@liberty.edu; fax (434) 582-2468.

MASTER OF ARTS IN TEACHING (M.A.T.) COGNATES

- Elementary Education
- Middle Grades Education
- Secondary Education
- Special Education

	<u>Semester Hours</u>
Core Courses	12
Cognate Courses	12
Professional Courses	12*
TOTAL	36*

*Additional hours may be required for Virginia Licensure

¹ 30 hours for the MAT in Secondary Education 5th year option

Programs of Study

Delivery Format: Online Only

(Select optional intensives available)

[Master of Arts in Teaching \(M.A.T.\) - Elementary Education](#)

[Master of Arts in Teaching \(M.A.T.\) - Middle Grades Education](#)

[Master of Arts in Teaching \(M.A.T.\) - Secondary Education](#)

[Master of Arts in Teaching \(M.A.T.\) - Special Education](#)

NOTE: Candidates seeking licensure as secondary teachers should have completed a bachelor's degree with a major in the intended endorsement area, or a degree in a related field with courses similar to that required for a bachelor's degree in the field of study. Any deficiencies in course requirements must be addressed prior to student teaching. See Content Competencies for subject area. In addition, candidates must successfully complete the appropriate Subject Assessment content exam in the area of endorsement prior to student teaching.

Candidates seeking licensure at the middle school level should have completed a bachelor's degree with a strong background in one or more of the following four subject areas: English, History/Social Science, Mathematics, or Science. Any deficiencies in course requirements must be addressed prior to student teaching. [See Content Competencies for elementary/middle education.] In addition, candidates must successfully complete the appropriate Praxis II middle school content exam in the area(s) of endorsement prior to student teaching.

Master of Education (M.Ed.)

PURPOSE

Liberty University strives to produce educators and school leaders who model high academic, moral, and spiritual standards before their peers, and who have dedicated their lives to educational leadership. Concurrent with this goal, the graduate programs offered by the School of Education are designed to prepare candidates for effective leadership in Christian, public, and private schools.

PROGRAM LEARNING OUTCOMES

A graduate of the **Master of Education** program:

- A. ***Knows*** Christian values, moral dimensions, and ethical implications synthesized with academic knowledge
 1. Demonstrates a broad base of professional and general knowledge.
 2. Conceptualizes a broad spectrum of educational precepts, generalizations, practices, dispositions, points of view, and resources.
- B. ***Implements*** skills as a gift from God, because teaching/ leadership is a calling from God
 1. Integrates skills in speaking, writing, reading, and listening for effective classroom communication, peer leadership, and professional involvement.
 2. Designs and selects a variety of instructional strategies based on the developmental levels and individual needs of the learner.
 3. Applies knowledge of content areas and curriculum goals to design and supervise appropriate instruction.
 4. Manages classroom climate and procedures to motivate students and maximize learning.
 5. Integrates a variety of assessment strategies to improve student learning.
 6. Integrates appropriate technology and resources to support instruction and to facilitate professional development opportunities.
 7. Demonstrates competence as a consumer of research findings and other information technology resources.
 8. Demonstrates skill in critical thinking, problem solving, decision making, and interpersonal skills.
- C. ***Believes*** and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity consistent with our mission to prepare competent professionals with a biblical worldview for Christian, public, and private schools
 1. Models personal integrity and sensitivity to human needs.
 2. Enhances the success of all diverse learners, providing for special needs and diverse backgrounds.
 3. Demonstrates behaviors of a reflective practitioner and seeks opportunities for collaboration and professional development.
 4. Exerts confident leadership as well as accepts responsibility in the broad field of education.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

M.Ed. in Administration/Supervision, Math Specialist Endorsement, and Reading Specialist Endorsement

Required for Programs that Lead to Licensure:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)

2. GPA of at least a 3.00 on a 4.00 scale (cautionary admission is an option if the candidate has at least a 2.50).
3. TOEFL Scores for candidates who speak English as a second language (score of 600 paper –based test; 250 computer-based test, 80 internet-based test).

The following programs do not lead to licensure:

M.Ed. in Curriculum and Instruction Cognates:

Early Childhood Education, Educational Technology and Online Instruction, Elementary Education, English, General Education, Gifted Education, History, Leadership, Middle Grades, Special Education, and Student Services.

M.Ed. in Higher Education Cognates:

Educational Leadership and Instructional Design and Technology.

Required for programs that do not lead to licensure:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. GPA of at least a 3.00 on a 4.00 scale (cautionary admission is an option if the candidate has at least a 2.00).
3. TOEFL Scores for candidates who speak English as a second language (score of 600 paper –based test; 250 computer-based test, 80 internet-based test)

TRANSFER OF CREDIT

All graduate transfer credits are subject to the approval of the School of Education (SOE) Graduate Committee. Such courses must carry a grade of at least a B- and be comparable to Liberty University graduate courses. Transfer credit will only be considered from institutions or schools accredited by an accrediting agency recognized by the U.S. Department of Education. With approval, up to 18 hours may be transferred into the M.Ed. programs. It is the responsibility of each applicant to supply official transcripts along with a written request to have credit applied to the degree program. Transfer credits must have been completed within the previous 10 years.

Credit for life experience and for correspondence courses will not be awarded at the graduate level. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

1. Complete a minimum of 36 semester hours for M.Ed.;
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Candidates in the licensure programs must maintain a 3.00 GPA to remain in the program with no more than two C's permitted (includes grades of C+ & C-). Candidates in the M.Ed. in Curriculum and Instruction must maintain a 2.50 GPA to remain in the program with no more than two C's permitted (includes grades of C+ and C-).
4. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
5. Additional requirements may be necessary depending upon the candidate's academic background. All contracts made between the Program Director and the candidate upon acceptance into the degree program must be satisfied before the degree will be awarded.
6. No residence courses are required for the M.Ed. in Curriculum and Instruction.

7. The M.Ed. must be completed within five years.
8. Submission of Graduation Application must be completed within the last semester of a candidate's anticipated graduation date.

LICENSURE GUIDELINES

The Licensure Programs are designed to meet requirements of the Commonwealth of Virginia in the candidate's approved specialization. In addition, candidates who complete the Educator Preparation Program may be eligible for the Association of Christian Schools International certificate. The Educator Preparation Program has been officially approved by the Virginia Department of Education and is accredited under NCATE Standards through the CAEP Accreditation System. Approved programs for licensure for support personnel may be earned in the program through Administration/Supervision, Math Specialist Endorsement, and Reading Specialist Endorsement. Candidates entering the Master of Education program must indicate their intention to pursue Virginia licensure when they apply to the graduate program. Each concentration has licensure requirements beyond the master's degree. Upon completion of all requirements, the candidate must submit the licensure application and fee to Liberty's School of Education Licensure Office. Liberty's Coordinator of Licensure Records will submit the candidate's application packet to the Virginia Department of Education. 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.

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: University Admission and Declaration of Major

Gate 2: Program Status Check

Gate 3: Program Admission/Student Teaching Application

Gate 4: Program Exit/ Licensure Application

Please visit www.liberty.edu/advisingguide for specific requirements at each gate.

NOTE: The M.Ed. program in Curriculum and Instruction is not a licensure program. It is meant for individuals who are already licensed, or for those who are not pursuing licensure.

Please see the [VDOE website](http://www.vdoe.org) to see the list of questions that will be asked of each applicant.

Administration and Supervision

The candidate must:

1. Complete three years of successful full-time experience as a classroom teacher in an accredited nonpublic or public school. (Work experience form required.);
2. Successfully complete Liberty's M.Ed. in Administration /Supervision;
3. Complete an internship as a school principal and
4. Obtain a passing score on all tests required for Virginia licensure.

Math Specialist Endorsement or Reading Specialist Endorsement

The student must:

1. Complete three years of successful classroom teaching in which the teaching in the specialty area was/is an important responsibility. (Work experience form required.); and

2. Successfully complete Liberty's M.Ed. in Reading Specialist Endorsement or Math Specialist Endorsement, which includes an internship.
3. Obtain passing scores on all tests required for Virginia licensure.

Time Limit for School Licensure

1. Candidates must have completed all requirements necessary for school licensure within 5 years after completion of the graduate degree;
2. Candidates who have completed Liberty's M.Ed. and wish to return to Liberty University to complete the student teaching or internship required for licensure will be subject to the same five-year timeframe; and
3. Each case will be evaluated on an individual basis according to transcripts, program changes, time elapsed from completion of coursework, and recent experiences in the field of education.

Licensure in Other States

Candidates who have completed Liberty's M.Ed. may be eligible for licensure in other states by interstate agreement. Verification that the candidate has completed a state-approved program may be required for reciprocity with other states; therefore, it may be necessary for the candidate to complete the additional requirements listed above for Virginia licensure in order to qualify for reciprocity. Liberty's School of Education Licensure Office has addresses for the licensing agencies in other states and will assist in completing the appropriate forms. Some states require a state-specific course or test but will grant a provisional license so that the applicant can be employed while completing the additional requirements. It is the candidate's responsibility to obtain the appropriate forms from other states to submit to Liberty University's Licensure Office.

For further licensure information e-mail: gate4@liberty.edu; fax (434) 582-2468.

Master of Education (M.Ed.)

PROGRAMS OF STUDY:

- Administration/Supervision Cognate
- Math Specialist Endorsement Cognate
- Reading Specialist Endorsement Cognate

COURSE REQUIREMENTS

	<u>Semester Hours</u>
Core Courses	15
Concentration/Cognate Courses	12
Professional Courses	9*
TOTAL	36*

*Additional hours may be required for Virginia Licensure

Programs of Study

Delivery Format: Online Only

[Master of Education \(M.Ed.\) - Administration & Supervision](#)
[Master of Education \(M.Ed.\) - Math Specialist Endorsement](#)
[Master of Education \(M.Ed.\) - Reading Specialist Endorsement](#)

Master of Education (M.Ed.)

Curriculum and Instruction Cognates

(Non-Licensure):

- Early Childhood Education*
- Educational Law – Open to currently enrolled Liberty University School of Law students and Liberty

University School of Law alumni only. *Please see the School of Law Dual Degree section of this Catalog.*

- Educational Technology and Online Instruction
- Elementary Education
- English
- General Education
- Gifted Education*
- History
- Leadership
- Middle Grades Education
- Special Education
- Student Services

* Candidates who complete the Early Childhood Education or Gifted Education program may be eligible for the add-on endorsement. This means that the graduate already possesses a standard state teaching license and the endorsement is added to the initial teaching license.

Programs of Study – Non Licensure

Delivery Format: Online Only

[Master of Education in Curriculum & Instruction \(M.Ed.\) - Early Childhood Ed. \(add-on endorsement\)](#)

[Master of Education in Curriculum & Instruction \(M.Ed.\) - Educational Technology & Online Instruction](#)

[Master of Education in Curriculum & Instruction \(M.Ed.\) - Elementary Education](#)

[Master of Education in Curriculum & Instruction \(M.Ed.\) - English](#)

[Master of Education in Curriculum & Instruction \(M.Ed.\) - General Education](#)

[Master of Education in Curriculum & Instruction \(M.Ed.\) - Gifted Education \(add-on endorsement\)](#)

[Master of Education in Curriculum & Instruction \(M.Ed.\) - History](#)

[Master of Education in Curriculum & Instruction \(M.Ed.\) - Leadership](#)

[Master of Education in Curriculum & Instruction \(M.Ed.\) - Middle Grades](#)

[Master of Education in Curriculum & Instruction \(M.Ed.\) - Special Education](#)

[Master of Education in Curriculum & Instruction \(M.Ed.\) - Student Services](#)

Master of Education (M.Ed.)

Higher Education Cognates

(Non-Licensure):

- Instructional Design and Technology
- Educational Leadership

Delivery Format: Online Only

[Master of Education in Higher Education \(M.Ed.\) - Educational Leadership](#)

[Master of Education in Higher Education \(M.Ed.\) - Instructional Design & Technology](#)

Education Specialist (Ed.S.)

PURPOSE

The Education Specialist degrees are designed to prepare competent effective leaders with a biblical worldview who will model high standards and assume a leadership role in the field of education. Leaders in the field of education are seen as those who assume a facilitating role in accomplishing the goals and objectives of an education system whether it is as a teacher, superintendent, principal, curriculum director, instructional supervisor, college instructor, or university administrator.

PROGRAM LEARNING OUTCOMES

A graduate of the Educational Specialist (Ed.S.) program:

- A. ***Knows research competencies synthesized with Christian values, moral dimensions, and ethical implications.***
 1. Makes broad distinctions between research philosophies and approaches.
 2. Demonstrates an understanding of the practices that inform site-based research by interpreting and designing research.
 3. Interprets how practitioners carry out inquiry and the issues faced, and can make inferences about research implications.
- B. ***Implements leadership, teaching and learning competencies as a gift from God because teaching/learning is a calling from God***
 1. Integrates skills in speaking, writing, reading, and listening for effective communication in educational settings.
 2. Models citizenship through moral leadership and sensitivity to human needs.
 3. Collaborates with various educational stakeholders in a variety of settings.
 4. Selects appropriate technology and resources to support educational goals.
 5. Utilizes highly effective educational strategies based on individual needs.
 6. Uses a variety of assessment strategies to improve student learning.
- C. ***Believes foundation competencies consistent with our mission to prepare competent professionals with a biblical worldview for Christian, public, and private schools***
 1. Upholds high standards of competence and integrity, exercises sound judgment in the practice of the profession, and participates in activities of professional organizations relevant to their field.

REQUIREMENTS

Ed.S. candidates have the option of completing cognates in the areas of Educational Leadership, Educational Law* or Curriculum and Instruction. General requirements are as follows:

	Semester Hours
Foundation of Education Core	9
Research and Evaluation Core ¹	6
Cognate Courses	<u>15</u>
TOTAL	30

*The Educational Law Cognate is open to currently enrolled Liberty University School of Law students and Liberty University School of Law alumni only. Please see the School of Law Dual Degree section of this Catalog for more information.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, specific admission requirements for the Ed.S. are listed below. The following items must be submitted to the Office of Graduate Admissions prior to registering for any graduate courses. Where noted, forms are available online at www.luonline.com.

1. **Academic Records.** Applicants must submit an official transcript indicating successful completion of a master's degree program from an institution accredited by an accrediting agency recognized by the U.S. Department of Education. Transcripts should be sent directly to the Office of Graduate Admissions from all schools previously attended.
2. TOEFL Scores for candidates who speak English as a second language (score of 600 paper –based test; 250 computer-based test, 80 internet-based test)

TRANSFER OF CREDIT

All graduate transfer credits are subject to the approval of the School of Education (SOE) Graduate Committee. Such courses must carry a grade of at least a B- and be comparable to Liberty University graduate courses. Transfer credit will only be considered from institutions or schools accredited by an accrediting agency recognized by the U.S. Department of Education. With approval, up to six hours may be transferred into the Ed.S. program. It is the responsibility of each applicant to supply official transcripts along with a written request to have credit applied to the degree program. Transfer credits must have been completed within the previous 10 years.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation, as stated in the Liberty University Catalog, Ed.S. graduates must:

1. Complete a minimum of 30 semester hours beyond the Master's degree.
2. Complete a minimum of 24 semester hours through Liberty, not to include credits from a prior degree earned through Liberty.
3. A maximum of six (6) hours of transfer credit may be applied to the degree.
4. Maintain a 3.00 GPA to remain in the program, with no more than one C permitted in program courses (includes grades of C+ & C-). While all course grades are averaged in the GPA, course credit toward degree completion is not granted for a grade of D (or D+/D-) or F.
5. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
6. Certain additional requirements may be necessary depending upon the candidate's academic background. Any and all contracts made between the SOE Graduate Committee and the candidate at the time of acceptance into the degree program must be satisfied before the degree will be awarded.
7. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

There are no on-campus residency requirements for the Ed.S. degree. **NOTE:** For candidates who plan to continue with the Ed.D. program beyond the Ed.S. Although one C is permitted toward completion of the Ed.S. program, Grades lower than B will not count toward completion of the Ed.D.

TIME LIMITS FOR DEGREE COMPLETION

The time limit for completing the degree from the date of admission to the program is five years. Only in unusual circumstances may the candidate be granted an extension. Granting of an extension of time may result in additional requirements.

Any candidate who does not complete coursework within the permissible time limit for any reason, including discontinued enrollment, must reapply for admission. A candidate may reapply only once, and will be subject to the current standards and curriculum if readmitted. The SOE Graduate Committee will determine if any previous courses are sufficiently time sensitive and must be repeated. *Beginning* with the date of readmission, the candidate's time limit for degree completion is determined by the number of hours remaining.

Programs of Study**Delivery Format: Online Only**

(Select optional intensives available)

[Education Specialist in Curriculum & Instruction \(Ed.S.\)](#)

[Education Specialist in Curriculum & Instruction \(Ed.S.\) - Elementary Education](#)

[Education Specialist in Curriculum & Instruction \(Ed.S.\) - Middle Grades Education](#)

[Education Specialist in Curriculum & Instruction \(Ed.S.\) - Secondary Education](#)

[Education Specialist in Curriculum & Instruction \(Ed.S.\) - Special Education](#)

Delivery Format: Online Only

(Select optional intensives available)

[Education Specialist in Educational Leadership \(Ed.S.\)](#)

DUAL DEGREE – EDUCATION LAW COGNATE

To view the degree completion plan for the Education Specialist - Educational Law Cognate Dual Degree Program (15 hrs) (Ed.S.), please see the School of Law section in this catalog.

Education Specialist in Higher Education Administration (Ed.S.)**PURPOSE**

The Education Specialist in Higher Education Administration is designed to prepare effective leaders with a biblical worldview who will model high standards and assume a leadership role within the context of Higher Education. Leaders in the field of higher education are seen as those who assume a role in shaping the future direction of the policies, goals, and objectives of an education system.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate elements of the historical and philosophical influences pertaining to governance, administration, and leadership in institutions of higher education.
2. Integrate theoretical knowledge with practical skills necessary for advanced career positions in higher education.
3. Evaluate, interpret and synthesize research in higher education.
4. Defend a biblical worldview throughout analysis of literature, readings, and research in higher education.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission requirements, specific admission procedures for the Ed.S. are listed below. Submit the

following items to the Office of Graduate Admissions prior to registering for any graduate courses. Where noted, forms are available online at: <http://www.liberty.edu/apply>.

- A. **Academic Records.** Applicants must submit an official transcript indicating successful completion of a master's degree program from an institution accredited by an accrediting agency recognized by the U.S. Department of Education. Transcripts should be sent directly to the Office of Graduate Admissions from all schools previously attended.
- B. Ed.S. applicants must have a cumulative GPA of 3.00 or above on graduate degree required for entrance to the program.

TRANSFER OF CREDIT

All graduate transfer credits are subject to the approval of the School of Education (SOE) Graduate Committee. Such courses must carry a grade of at least a B- and be comparable to Liberty University graduate courses. Transfer credit will only be considered from institutions or schools accredited by an accrediting agency recognized by the U.S. Department of Education. With approval, up to six hours may be transferred into the Ed.S. program. It is the responsibility of each applicant to supply official transcripts along with a written request to have credit applied to the degree program. Transfer credits must have been completed within the previous ten years to be eligible for transfer to the Ed.S.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation, as stated in the Liberty University catalog, Ed.S. students must meet the following requirements:

1. Complete 30 hours.
2. A minimum of 24 hours must be completed through Liberty University, not to include credits from a prior degree earned through Liberty.
3. A maximum of 6 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
4. Maintain a 3.00 GPA.
5. No more than two grades of C may be applied to the degree (includes grades of C+ and C-)
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. No grade of D or below may be applied to the degree (includes of D+ and D-)
8. Degree must be completed within 5 years.
9. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plans**Delivery Format: Online Only**

[Education Specialist in Higher Education Administration \(Ed.S.\)](#)

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

The Doctor of Education is designed to prepare competent effective leaders with a biblical world view who will model high standards and assume a leadership role in the field of education. Leaders in the field of education are seen as those who assume a facilitating role in accomplishing the goals and objectives of an education system whether it be as a superintendent, principal, curriculum director, instructional supervisor, college instructor, teacher, or university administrator.

PROGRAM LEARNING OUTCOMES

A graduate of the Doctor of Education (Ed.D.) program:

- A. ***Knows research competencies synthesized with Christian values, moral dimensions, and ethical implications.***
 1. Makes broad distinctions between research philosophies and approaches.
 2. Demonstrates an understanding of the practices that inform site-based research by interpreting and designing research.
 3. Interprets how practitioner's carry out inquiry and the issues faced, and can make inferences about research implications.
- B. ***Implements leadership, teaching and learning competencies as a gift from God because teaching/learning is a calling from God***
 1. Integrates skills in speaking, writing, reading, and listening for effective communication in educational settings.
 2. Models citizenship through moral leadership and sensitivity to human needs.
 3. Collaborates with various educational stakeholders in a variety of settings.
 4. Selects appropriate technology and resources to support educational goals.
 5. Utilizes highly effective educational strategies based on individual needs.
 6. Uses a variety of assessment strategies to improve student learning.
- C. ***Believes foundation competencies consistent with our mission to prepare competent professionals with a biblical worldview for Christian, public, and private schools***
 1. Upholds high standards of competence and integrity, exercises sound judgment in the practice of the profession, and participates in activities of professional organizations relevant to their field.

COURSE REQUIREMENTS

Ed.D. candidates have the option of completing concentrations in the areas of Educational Law*, Educational Leadership or Curriculum and Instruction. General requirements are as follows:

	Semester Hours
Leadership Core	12
Research and Evaluation Core ¹	12
Concentration Area	24
Dissertation	<u>12</u>
TOTAL	60

*The Educational Law Concentration is open to currently enrolled Liberty University School of Law students and Liberty University School of Law alumni only. Please see the School of Law Dual Degree section of this Catalog for more information.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission requirements, specific admission procedures for the Ed.D. are listed below. Submit the following items to the Office of Graduate Admissions prior to registering for any graduate courses. Where noted, forms are available online at: <http://www.liberty.edu/apply>.

- A. **Academic Records.** Applicants must submit an official transcript indicating successful completion of a master's degree program from an institution accredited by an accrediting agency recognized by the U.S. Department of Education. Transcripts should be sent directly to the Office of Graduate Admissions from all schools previously attended.

- B. Ed.D. applicants must have a cumulative GPA of 3.00 or above on graduate degree required for entrance to the program.
- C. Professional Vita. Include degrees earned, educational experience, and career goals.
- D. TOEFL Scores for candidates who speak English as a second language (score of 600 paper –based test; 250 computer-based test, 80 internet-based test)
- E. Contact information for two recommendations may be requested as an additional requirement on a case-by-case basis. When these are required, the two individuals should be qualified to answer questions concerning the applicant's professional, technical, academic, and personal qualifications for graduate studies in education.

TRANSFER OF CREDIT

All graduate transfer credits are subject to the approval of the School of Education (SOE) Graduate Committee. Such courses must carry a grade of at least a B- and be comparable to Liberty University graduate courses. Transfer credit will only be considered from institutions or schools accredited by an accrediting agency recognized by the U.S. Department of Education. With approval, up to six hours may be transferred into the Ed.S. program and up to 15 semester hours may be transferred into the Ed.D. program. It is the responsibility of each applicant to supply official transcripts along with a written request to have credit applied to the degree program. Transfer credits must have been completed within the previous seven (7) years to be eligible for transfer to the Ed.D. Credit for life experience and for correspondence courses will not be awarded at the graduate level.

Applicants who have previously completed an Educational Specialist (Ed.S.) or equivalent degree from an institution or school accredited by an agency recognized by the U.S. Department of Education will be considered for advanced standing in the Ed.D. program. This may include credit for up to 24 hours of actual coursework toward satisfaction of Ed.D. requirements. Where previous courses from an Ed.S. degree are appropriate, this entails credit for up to half of the actual courses required for the Ed.D.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation, as stated in the Liberty University catalog, Ed.D. students must meet the following requirements:

1. Complete a minimum of 60 semester hours beyond the master's degree for Ed.D. (including dissertation).
2. A minimum of 45 semester hours of coursework must be taken through Liberty.
3. Applicants who have previously completed an Education Specialist (Ed.S.) or equivalent degree from an institution accredited by an agency recognized by the U.S. Department of Education will be considered for advanced standing (up to 24 hours) in the Ed.D. program.
4. Maintain a 3.00 GPA to remain in the program, with no grade lower than B-.
5. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
6. Satisfy all contracts made between the SOE Graduate Committee and the student upon acceptance into the degree program must be satisfied before the degree will be awarded.
7. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

DISSERTATION

Candidates (doctoral candidates) are allowed to register for EDUC 989 (Dissertation Proposal and Research) up to three times before successful completion of an approved dissertation proposal. In addition, candidates have a limit of a total of nine times registering for EDUC 989. Exceeding either of these limits will result in removal from the Ed.D. program.

Before beginning data collection, the doctoral dissertation committee and Institutional Review Board (IRB) must approve the research proposal. The dissertation is expected to exhibit scholarship, reflect mastery of technique, and make a distinctive contribution to the field of knowledge in which the candidate has specialized. A faculty committee of at least two (2) members, comprising a chair and a methodologist, and an optional additional approved committee member, is responsible for the general supervision of the doctoral dissertation. A formal defense of the dissertation is required for final approval.

Once candidates enter the dissertation phase of their degree (beginning with EDUC 980), they must maintain continuous enrollment (Fall, Spring, and Summer semesters) until they complete all degree requirements. If they do not, they will break enrollment, and will be required to apply for readmission if/when they wish to resume the pursuit of their degree. They will have to complete their degree under the Degree Completion Plan (DCP) in effect at the time of their readmission.

TIME LIMITS FOR DEGREE COMPLETION

The time limit for completing the degree from the date of admission to the program is seven years for the Ed.D. Only in unusual circumstances may the candidate be granted an extension. Granting of an extension of time may result in additional requirements.

There will be a time limit of five years for completion of the Ed.D. for candidates who were granted 18 hours or more of advanced standing from a previously completed Ed.S. or equivalent degree.

Any candidate who does not complete coursework within the permissible time limit, for any reason including discontinued enrollment, must reapply for admission. A candidate may reapply only once, and will be subject to the current standards and curriculum. The SOE Graduate Committee will determine if any previous courses are sufficiently time sensitive and must be repeated. Beginning with the date of readmission, the candidate's time limit for degree completion is determined by the number of hours remaining.

Programs of Study – Degree Completion Plans

Delivery Format: Online Only

(Select optional intensives available)

[Doctor of Education in Curriculum & Instruction \(Ed.D.\)](#)

[Doctor of Education in Curriculum & Instruction \(Ed.D.\) - Elementary Education](#)

[Doctor of Education in Curriculum & Instruction \(Ed.D.\) - Middle Grades Education](#)

[Doctor of Education in Curriculum & Instruction \(Ed.D.\) - Secondary Education](#)

[Doctor of Education in Curriculum & Instruction \(Ed.D.\) - Special Education](#)

Delivery Format: Online Only

(Select optional intensives available)

[Doctor of Education in Educational Leadership \(Ed.D.\)](#)

DUAL DEGREE – EDUCATION LAW CONCENTRATION

To view the degree completion plan for the Doctor of Education - Educational Law Concentration Dual Degree Program (24 hrs) (Ed.D.), please see the School of Law section in this catalog.

Doctor of Philosophy in Education (Ph.D.)

PURPOSE

The Doctor of Philosophy in Education is designed to prepare competent researchers, effective leaders, and skills educators with a biblical worldview who will model high standards and assume leadership roles within various organizations in the context of education. Researchers and leaders in the field of education are seen as those who assume a role in shaping the future direction of policies, goals, and objectives within an educational setting whether it be in K-12, business, or state or federal government.

PROGRAM LEARNING OUTCOMES

A graduate of the Doctor of Philosophy in Education (Ph.D.) program:

- A. *Knows research competencies synthesized with Christian values, moral dimensions, and ethical implications.*
 1. Evaluate education theories for application in both a professional and academic setting.
- B. *Implements leadership, teaching and learning competencies as a gift from God because teaching/learning is a calling from God.*
 1. Analyze pedagogical concepts and approaches based upon research and knowledge of the discipline.
 2. Design and conduct original research that adds to the knowledge base of the discipline.
- C. *Believes foundation competencies consistent with our mission to prepare competent professionals with a biblical worldview for Christian, public, and private schools.*
 1. Integrate a biblical worldview through decision making within the field of education.

Curriculum and Instruction Concentration:

The student will be able to evaluate the process of designing curriculum and implementing instructional practices.

Organizational Leadership Concentration:

The student will be able to develop integrative approaches to strategic leadership problems utilizing scholarly research.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission requirements, specific admission procedures for the Ph.D. are listed below. Submit the following items to the Office of Graduate Admissions prior to registering for any graduate courses. Where noted, forms are available online at: <http://www.liberty.edu/apply>.

- A. **Academic Records.** Applicants must submit an official transcript indicating successful completion of a master's degree program from an institution accredited by an accrediting agency recognized by the U.S. Department of Education. Transcripts should be sent directly to the Office of Graduate Admissions from all schools previously attended.
- B. Ph.D. applicants must have a cumulative GPA of 3.00 or above on graduate degree required for entrance to the program.

TRANSFER OF CREDIT

All graduate transfer credits are subject to the approval of the School of Education (SOE) Graduate Committee. Such courses must carry a grade of at least a B- and be comparable to Liberty University graduate courses. Transfer credit will only be considered from institutions or schools accredited by an accrediting agency recognized by the U.S. Department of Education. With approval, up to 15 hours may be transferred into the Ph.D. program. It is the responsibility of each applicant to supply official transcripts along with a written request to have

credit applied to the degree program. Transfer credits must have been completed within the previous seven (7) years to be eligible for transfer to the Ph.D.

Students who have earned an Education Specialist in Curriculum and Instruction degree through Liberty are permitted to apply up to 27 hours (as applicable) from that degree toward the Ph.D. in Education - Curriculum and Instruction.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation, as stated in the Liberty University catalog, Ph.D. candidates must meet the following requirements:

1. Complete 60 hours.
2. A minimum of 45 hours must be completed through Liberty University, not to include from a prior degree earned through Liberty.
3. A maximum of 15 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
4. Maintain a 3.00 GPA.
5. No grades lower than a B- may be applied to the degree.
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Successful defense of dissertation.
8. Degree must be completed within 7 years.
9. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

DISSERTATION

Candidates (doctoral candidates) are allowed to register for EDUC 988 (Dissertation Proposal and Research) up to three times before successful completion of an approved dissertation proposal. In addition, candidates have a limit of a total of six times registering for EDUC 989. Exceeding either of these limits will result in removal from the Ph.D. program.

Before beginning the dissertation research, the doctoral dissertation committee must approve the research proposal. The dissertation is expected to exhibit scholarship, reflect mastery of technique, and make a distinctive contribution to the field of knowledge in which the candidate has specialized. A faculty committee of at least two (2) members, comprising a chair and a methodologist, and an optional additional approved committee member, is responsible for the general supervision of the doctoral dissertation. A formal defense of the dissertation is required for final approval.

Once candidates enter the dissertation phase of their degree (beginning with EDUC 980: Dissertation Prospectus), they must maintain continuous enrollment (Fall, Spring, and Summer semesters) until they complete all degree requirements. If they do not, they will break enrollment, and they will be required to apply for readmission if/when they wish to resume the pursuit of their degree. They will have to complete their degree under the Degree Completion Plan (DCP) in effect at the time of their readmission.

TIME LIMITS FOR DEGREE COMPLETION

The time limit for completing the degree from the date of admission to the program is seven years for the Ph.D. Only in unusual circumstances may the candidate be granted an extension. Granting of an extension of time will usually result in additional requirements.

Any candidate who does not complete coursework within the permissible time limit, for any reason including discontinued enrollment, must reapply for admission. A candidate may reapply only once, and will be subject to the current standards and curriculum. The SOE Graduate Committee will determine if any previous courses are sufficiently time sensitive and must be repeated. Beginning with the date of readmission, the candidate's time limit for degree completion is determined by

the number of hours remaining.

Programs of Study – Degree Completion Plans

Delivery Format: Online Only

[Doctor of Philosophy in Education \(Ph.D.\) - Curriculum & Instruction](#)

[Doctor of Philosophy in Education \(Ph.D.\) - Instructional Design & Technology](#)

[Doctor of Philosophy in Education \(Ph.D.\) - Organizational Leadership](#)

[Doctor of Philosophy in Education \(Ph.D.\) - Special Education](#)

Doctor of Philosophy in Higher Education Administration (Ph.D.)

PURPOSE

The Doctor of Philosophy in Higher Education Administration degree is designed to prepare competent researchers and effective leaders with a biblical worldview who will model high standards and assume a leadership role within the context of higher education. Researchers and leaders in the field of higher education are seen as those who assume a role in shaping the future direction of the policies, goals, and objectives of an education system whether it be in the college and university, business, or government setting.

PROGRAM LEARNING OUTCOMES

A graduate of the Doctor of Philosophy in Higher Education Administration (Ph.D.) program:

- Knows** research competencies synthesized with Christian values, moral dimensions, and ethical implications.
 1. Evaluate elements of the historical and philosophical influences pertaining to governance, administration, and leadership in institutions of higher education.
- Implements** leadership, teaching and learning competencies as a gift from God because teaching/learning is a calling from God
 3. Synthesize organizational theories and models to create and lead effective higher education organizations.
 4. Integrate theoretical knowledge with practical skills necessary for advanced career positions in higher education.
 5. Evaluate, interpret and synthesize research in higher education.
 6. Construct original research that contributes meaningfully to the existing body of knowledge.
- Believes** foundation competencies consistent with our mission to prepare competent professionals with a biblical worldview for Christian, public, and private schools
 2. Defend a biblical worldview throughout analysis of literature, readings and research in higher education.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission requirements, specific admission procedures for the Ph.D. are listed below. Submit the following items to the Office of Graduate Admissions prior to registering for any graduate courses. Where noted, forms are available online at: <http://www.liberty.edu/apply>.

- Academic Records.** Applicants must submit an official transcript indicating successful completion of a master's degree program from an institution accredited by an accrediting agency recognized by the U.S. Department of

Education. Transcripts should be sent directly to the Office of Graduate Admissions from all schools previously attended.

- D. Ph.D. applicants must have a cumulative GPA of 3.00 or above on graduate degree required for entrance to the program.

TRANSFER OF CREDIT

All graduate transfer credits are subject to the approval of the School of Education (SOE) Graduate Committee. Such courses must carry a grade of at least a B- and be comparable to Liberty University graduate courses. Transfer credit will only be considered from institutions or schools accredited by an accrediting agency recognized by the U.S. Department of Education. With approval, up to 15 hours may be transferred into the Ph.D. program. It is the responsibility of each applicant to supply official transcripts along with a written request to have credit applied to the degree program. Transfer credits must have been completed within the previous seven (7) years to be eligible for transfer to the Ph.D.

Students who have earned an Education Specialist in Higher Education Administration degree through Liberty are permitted to apply up to 27 hours (as applicable) from that degree toward the Ph.D. in Higher Education Administration.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation, as stated in the Liberty University catalog, Ph.D. candidates must meet the following requirements:

1. Complete 60 hours.
2. A minimum of 45 hours must be completed through Liberty University, not to include from a prior degree earned through Liberty.
3. A maximum of 15 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
4. Maintain a 3.00 GPA.
5. No grades lower than a B- may be applied to the degree
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Successful defense of dissertation.
8. Degree must be completed within 7 years.
9. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

DISSERTATION

Candidates (doctoral candidates) are allowed to register for EDUC 988 (Dissertation Proposal and Research) up to three times before successful completion of an approved dissertation

proposal. In addition, candidates have a limit of a total of six times registering for EDUC 989. Exceeding either of these limits will result in removal from the Ph.D. program.

Before beginning the dissertation research, the doctoral dissertation committee must approve the research proposal. The dissertation is expected to exhibit scholarship, reflect mastery of technique, and make a distinctive contribution to the field of knowledge in which the candidate has specialized. A faculty committee of at least two (2) members, comprising a chair and a methodologist, and an optional additional approved committee member, is responsible for the general supervision of the doctoral dissertation. A formal defense of the dissertation is required for final approval.

Once candidates enter the dissertation phase of their degree (beginning with EDUC 980: Dissertation Prospectus), they must maintain continuous enrollment (Fall, Spring, and Summer semesters) until they complete all degree requirements. If they do not, they will break enrollment, and they will be required to apply for readmission if/when they wish to resume the pursuit of their degree. They will have to complete their degree under the Degree Completion Plan (DCP) in effect at the time of their readmission.

TIME LIMITS FOR DEGREE COMPLETION

The time limit for completing the degree from the date of admission to the program is seven years for the Ph.D. Only in unusual circumstances may the candidate be granted an extension. Granting of an extension of time will usually result in additional requirements.

Any candidate who does not complete coursework within the permissible time limit, for any reason including discontinued enrollment, must reapply for admission. A candidate may reapply only once, and will be subject to the current standards and curriculum. The SOE Graduate Committee will determine if any previous courses are sufficiently time sensitive and must be repeated. Beginning with the date of readmission, the candidate's time limit for degree completion is determined by the number of hours remaining.

Programs of Study – Degree Completion Plans **Delivery Format: Online Only**

[Doctor of Philosophy in Higher Education Administration \(Ph.D.\) - Educational Leadership](#)

Graduate Certificates

The School of Education offers graduate certificates in several areas of study through Liberty University Online.

ADMISSION REQUIREMENTS

Please refer to the Admissions Requirements Matrix for Certificates in the Graduate Admissions section of this Catalog.

CERTIFICATE COMPLETION REQUIREMENTS

1. A minimum of 9 total hours (the Graduate Certificate in Gifted Education requires 12 hours. The Executive Certificate in Curriculum and Instruction, as well as the Executive Certificate in Higher Education Administration require 21 hours).
2. All courses must be completed through Liberty University.
3. 2.00 GPA
4. No grade of D (includes grades of D+ & D-) may be applied to the certificate.
5. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
6. Certificate must be completed within 3 years.
7. Submission of Certificate Completion Application must be completed within the last semester of a student's anticipated graduation date.

Note: Students who want to apply certificate courses to a graduate or seminary degree program will have to abide by the GPA and grade requirements of that degree program.

Graduate Certificates

Delivery Format: Online Only

[Autism Education](#)

[Educational Technology & Online Instruction](#)

[Executive Curriculum & Instruction](#)

[Executive Higher Education Administration](#)

[Gifted Education](#)

[Middle Grades](#)

[Preschool](#)

[School Leadership](#)

Helms School of Government

Administration

Ronald Miller, B.A., M.S.

*Interim Dean, Helms School of Government
Assistant Professor of Government*

Stephen M. Parke, B.A., J.D., LL.M.

*Associate Dean, Helms School of Government
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. The entire roster can also be viewed online at <https://www.liberty.edu/index.cfm?action=faculty&PID=19959&CATID=32> where faculty can be searched for by Department.

Master of Arts in Public Policy (M.A.P.P.)

PURPOSE

The Master of Arts in Public Policy (MAPP) is a joint venture of Liberty University School of Law and Liberty University's Helms School of Government.

Graduate level training pointedly designed to "impact the world" by training Christ-centered statesmen, leaders, scholars and policy makers, the MAPP will train its graduate to effectively shape policy in governmental, legislative, political, communications, managerial, academic, and international relations areas.

The Master of Arts in Public Policy provides access to faculty who are statesmen, leaders and policy makers and embody a Christ-centered philosophy that Liberty University ascribes to and imparts to a world in need of Christ's directed influence.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission requirements, specific requirements for admission to the Master of Arts in Public Policy (MAPP) are as follows:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale).
3. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status.

TRANSFER CREDIT

Students may transfer up to 18 hours of graduate-level credit from an accredited institution. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within 10 years of the start date of the student's program at Liberty University. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate public policy initiatives in the political context.

2. Evaluate the impact of various political stakeholders in the public policy context.
3. Synthesize various theoretical and philosophical models as they relate to the public policy context.
4. Apply a model of Christian statesmanship to the public policy context.
5. Apply knowledge of the literature in the public policy context.

PROGRAM FORMAT

The Master of Arts in Public Policy (MAPP) will be offered both residentially and online. The residential MAPP is offered with the base or foundational Master of Arts in Public Policy (MAPP) with a thesis or non-thesis option. The online major offers a degree with a thesis or non-thesis option and six cognates: Public Administration, Middle East Affairs, International Affairs, Policy Studies, Leadership and Campaigns and Elections. The online major may also be augmented with a few optional residential intensive sessions typically, during times when the Liberty University School of Law is not in session, such as during the breaks or summer months.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in this Catalog, Master of Arts in Public Policy (MAPP) graduates must:

1. Complete 36 total hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Maintain a minimum cumulative GPA of 3.00.
4. No more than two (2) grades of C may be applied to the degree (includes grades of C+ & C-).
5. No grades of D may be applied to the degree (includes grades of D+ & D-).
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Students must complete all work for the degree within five years of initial enrollment of the program.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

The faculty may change the requirements for the receipt of the Master of Arts in Public Policy, as well as the courses offered, at any time. A student will be subject to the graduation requirements of the Catalog at the time of the student's enrollment. To maintain enrollment, students must enroll in at least one course during the academic year (from fall to summer).

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Master of Arts in Public Policy \(M.A.P.P.\)](#)

Delivery Format: Online Only

[Master of Arts in Public Policy \(M.A.P.P.\) - Campaigns & Elections](#)

[Master of Arts in Public Policy \(M.A.P.P.\) - International Affairs](#)

[Master of Arts in Public Policy \(M.A.P.P.\) - Leadership](#)

[Master of Arts in Public Policy \(M.A.P.P.\) - Middle East Affairs](#)

[Master of Arts in Public Policy \(M.A.P.P.\) - Policy Studies](#)

[Master of Arts in Public Policy \(M.A.P.P.\) - Public Administration](#)

Master of Science in Criminal Justice (M.S.)

PURPOSE

The purpose of this Master's degree is to offer Criminal Justice professionals an advanced degree which focuses on both the Criminal Justice context and professional administration therein. The online context will allow these professionals to advance their careers by completing the degree while still working fulltime. Additionally, those students who seek a terminal degree in Criminal Justice or Public Administration will find this Master's degree to be a helpful stepping stone.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission requirements, specific requirements for admission to the Master of Science in Criminal Justice (M.S.) are as follows:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale).
3. TOEFL Scores for students who speak English as a second language (score of 600 paper –based test; 250 computer-based test, 80 internet-based test)

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status.

TRANSFER CREDIT

Students may transfer up to 18 hours of graduate-level credit from an accredited institution. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within 10 years of the start date of the student's program at Liberty University. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

Public safety professionals who graduate from a national or regional command college and who have received graduate credit from a regionally accredited sponsoring university, and who have not previously used such credit for a degree, may transfer up to 12 hours of graduate credit associated with the command college to the Master of Science in Criminal Justice as Prior Learning Assessment (PLA) credit.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Synthesize best practices and knowledge of Criminal Justice organization literature.
2. Integrate solid Christian Worldview principles into ethical and legal decision making in a criminal justice context.
3. Apply solutions to leadership challenges in the justice organization context.
4. Evaluate theoretical and applied research in the context of Criminal Justice Organizations.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in this Catalog, M.S. in Criminal Justice graduates must:

1. Complete 36 total hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Maintain a cumulative GPA of 3.00.
4. No more than two (2) grades of C may be applied to the degree (includes grades of C+ & C-).

5. No Grade of D may be applied to the degree (includes grades of D+ & D-).
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Students must complete all work for the degree within five years of initial enrollment in the program.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plans

Delivery Format: Online Only

[Master of Science in Criminal Justice \(M.S.\)](#)

[Master of Science in Criminal Justice \(M.S.\) - Forensic Psychology](#)

[Master of Science in Criminal Justice \(M.S.\) - Homeland Security](#)

[Master of Science in Criminal Justice \(M.S.\) - Public Administration](#)

Master of Science in International Relations (M.S.)

PURPOSE

The Master of Science in International Relations seeks to equip graduates with a solid understanding of the philosophical and Biblical influences impacting international relations and global governance. Students are given a multidisciplinary approach to international relations, addressing history, philosophy, governing structures and processes, and comparative politics. The knowledge of international relations gained through this program is constructed on a solid biblical foundation, advancing global statesmanship in the name of Jesus Christ.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission requirements, specific requirements for admission to the Master of Science in International Relations (M.S.) are as follows:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale).
3. TOEFL Scores for students who speak English as a second language (score of 600 paper –based test; 250 computer-based test, 80 internet-based test)

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status.

TRANSFER CREDIT

Students may transfer up to 18 hours of graduate-level credit from an accredited institution. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within 10 years of the start date of the student's program at Liberty University. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate current research and knowledge of the international relations discipline.
2. Apply a Christian worldview to aspects of the international relations context.

- Evaluate the impact of various political stakeholders in the international relations context.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in this Catalog, M.S. in International Relations graduates must:

- Complete 36 total hours.
- A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
- Maintain a cumulative GPA of 3.00.
- No more than two (2) grades of C may be applied to the degree (includes grades of C+ & C-).
- No Grade of D may be applied to the degree (includes grades of D+ & D-).
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Students must complete all work for the degree within five years of initial enrollment in the program.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Science in International Relations \(M.S.\)](#)

Master of Science in Political Science (M.S.)

PURPOSE

The Master of Sciences in Political Science seeks to equip graduates 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 SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission requirements, specific requirements for admission to the Master of Science in Political Sciences (M.S.) are as follows:

- Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
- An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale).
- TOEFL Scores for students who speak English as a second language (score of 600 paper –based test; 250 computer-based test, 80 internet-based test)

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status.

TRANSFER CREDIT

Students may transfer up to 18 hours of graduate-level credit from an accredited institution. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within 10 years of the start date of the student's program at Liberty University. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

PROGRAM LEARNING OUTCOMES

The student will be able to:

- Evaluate current research and knowledge of the political science discipline.
- Apply a Christian worldview to aspects of the political science context.
- Evaluate the impact of various political stakeholders in the political science context.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in this Catalog, M.S. in Political Science graduates must:

- Complete 36 total hours.
- A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
- Maintain a cumulative GPA of 3.00.
- No more than two (2) grades of C may be applied to the degree (includes grades of C+ & C-).
- No Grade of D may be applied to the degree (includes grades of D+ & D-).
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Students must complete all work for the degree within five years of initial enrollment in the program.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Science in Political Science \(M.S.\) - General](#)

Master of Public Administration (M.P.A.)

PURPOSE

The Master of Public Administration seeks to equip graduates with a solid understanding of the philosophical and Biblical influences impacting the leadership of public and non-profit organizations. Students are challenged to see how various political and financial factors influence the policy analysis and implementation process. 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 SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission requirements, specific requirements for admission to the Master of Public Administration (M.P.A.) are as follows:

- Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
- An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale).
- TOEFL Scores for students who speak English as a second language (score of 600 paper –based test; 250 computer-based test, 80 internet-based test)

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status.

TRANSFER CREDIT

Students may transfer up to 18 hours of graduate-level credit from an accredited institution. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have

been completed within 10 years of the start date of the student's program at Liberty University. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate knowledge of public administration policies.
2. Synthesize best practices and research in the public administration context.
3. Apply a model of Christian statesmanship to the public administration context.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in this Catalog, Master of Public Administration (M.P.A.) graduates must:

1. Complete 36 total hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Maintain a cumulative GPA of 3.00.
4. No more than two (2) grades of C may be applied to the degree (includes grades of C+ & C-).
5. No Grade of D may be applied to the degree (includes grades of D+ & D-).
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Students must complete all work for the degree within five years of initial enrollment in the program.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plans

Delivery Format: Online Only

[Master of Public Administration \(M.P.A.\) - General](#)
[Master of Public Administration \(M.P.A.\) - Business & Government](#)
[Master of Public Administration \(M.P.A.\) - Disaster Management](#)
[Master of Public Administration \(M.P.A.\) - Healthcare](#)
[Master of Public Administration \(M.P.A.\) - Law & Public Policy](#)
[Master of Public Administration \(M.P.A.\) - Public & Non-Profit Management](#)

Doctor of Philosophy in Criminal Justice (Ph.D.)

PURPOSE

The purpose of the Ph.D. in Criminal Justice is to prepare law enforcement professionals for senior leadership roles in criminal justice organizations at all levels of government, and graduate students seeking careers in criminal justice education in order to instruct, inspire and motivate the law enforcement professionals of the future.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission requirements, specific requirements for admission to the Doctor of Philosophy in Criminal Justice (Ph.D.) are as follows:

1. Earned master's degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. A cumulative GPA of 3.00 or above (on a 4.00 scale).

3. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test)

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status.

TRANSFER CREDIT

Students may transfer up to 15 hours of graduate-level credit from an accredited institution. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within 7 years of the start date of the student's program at Liberty University. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Critique the theories within the fields of criminology, justice policy, and criminal justice administration.
2. Construct innovative change proposals to policies that address crime problems.
3. Integrate a Christian Worldview into the analysis of crime and crime policy.
4. Design and conduct independent research that makes an original contribution to the criminal justice field.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in this Catalog, Ph.D. in Criminal Justice graduates must:

1. Complete 60 total hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Maintain a cumulative GPA of 3.00.
4. No grades lower than a B- may be applied to the degree.
5. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
6. Liberty University course work that is more than seven years old may not be applied toward this degree. Students are required to repeat the course if it has exceeded the age limit.
7. Students must complete all work for the degree within five years of initial enrollment in the program.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plans

Delivery Format: Online Only

[Doctor of Philosophy in Criminal Justice \(Ph.D.\)](#)
[Doctor of Philosophy in Criminal Justice \(Ph.D.\) - Homeland Security](#)
[Doctor of Philosophy in Criminal Justice \(Ph.D.\) - Leadership](#)

Doctor of Philosophy in Public Policy (Ph.D.)

PURPOSE

The purpose of the Ph.D. in Public Policy is to prepare public policy professionals for senior leadership roles at all levels of government and in every sector of society, and to equip graduate students seeking careers in public policy research or education in order to instruct, inspire and motivate the public policy leaders, researchers and scholars of the future.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission requirements, specific requirements for admission to the Doctor of Philosophy in Public Policy (Ph.D.) are as follows:

1. Earned master's degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. A cumulative GPA of 3.00 or above (on a 4.00 scale).
3. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test)

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status.

TRANSFER CREDIT

Students may transfer up to 15 hours of graduate-level credit from an accredited institution. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within 7 years of the start date of the student's program at Liberty University. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate the theories within the fields of politics and public policy.
2. Construct innovative change proposals to policies that address public needs and problems.
3. Synthesize a Christian model of statesmanship that incorporates a Biblical worldview in the analysis and execution of public policy.
4. Design and conduct independent research that makes an original contribution to the public policy field.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in this Catalog, Ph.D. in Public Policy graduates must:

1. Complete 60 total hours.
2. A maximum of 15 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
3. Maintain a cumulative GPA of 3.00.
4. No grades lower than a B- may be applied to the degree.
5. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
6. Students must complete all work for the degree within 7 years of initial enrollment in the program.
7. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plans

Delivery Format: Online Only

[Doctor of Philosophy in Public Policy \(Ph.D.\)](#)

[Doctor of Philosophy in Public Policy \(Ph.D.\) - Economic Policy](#)

[Doctor of Philosophy in Public Policy \(Ph.D.\) - Education Policy](#)

[Doctor of Philosophy in Public Policy \(Ph.D.\) - Foreign Policy](#)

[Doctor of Philosophy in Public Policy \(Ph.D.\) - National Security Policy](#)

[Doctor of Philosophy in Public Policy \(Ph.D.\) - Social Policy](#)

Graduate Certificates

The Helms School of Government offers a graduate certificate in several areas of study through Liberty University Online.

ADMISSION REQUIREMENTS

Please refer to the Admissions Requirements Matrix for Certificates in the Graduate Admissions section of this Catalog.

CERTIFICATE COMPLETION REQUIREMENTS

1. 9 total hours ([The Advanced Graduate Certificate in Criminal Justice and Advanced Graduate Certificate in Public Policy require 21 hours](#)).
2. All courses must be completed through Liberty University.
3. 2.00 GPA
4. No grade of D (includes grades of D+ & D-) may be applied to the certificate.
5. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
6. Certificate must be completed within 3 years.
7. Submit a Certificate Completion Application to the Registrar's Office at the beginning of the final semester.

Note: Students who want to apply certificate courses to a graduate or seminary degree program will have to abide by the GPA and grade requirements of that degree program.

Graduate Certificates

Delivery Format: Online Only

[Advanced Criminal Justice](#)

[Advanced Public Policy](#)

[Criminal Justice](#)

[Public Administration](#)

[Public Policy](#)

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 and Community Health

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. The entire roster can also be viewed online at <https://www.liberty.edu/index.cfm?action=faculty&PID=19959&CID=32> where faculty can be searched for by Department.

PURPOSE

The School of Health Sciences provides students graduate education and skill development opportunities in Biomedical Sciences, Exercise Science, and Public Health with an emphasis on the Christian worldview.

Department of Biology and Chemistry

David A. DeWitt, B.S., Ph.D.

Chair, Department of Biology & Chemistry

Professor of Biology

PURPOSE

The Department offers a residential Master's of Science in Biomedical Sciences as well as an online Master of Arts in Medical Sciences. Cognates available for the MA in Medical Sciences includes Biopsychology, Business Management, Health Informatics, Molecular Medicine, and Public Health. The department also offers a doctoral level degree program which is the Ph.D. in Anatomy and Cell Biology. 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.

Master of Arts in Medical Sciences (M.A.)

PURPOSE

The Master of Art in Medical Sciences is a 34-hour graduate level program that serves to improve students' academic preparedness for admission to medical school and other professional programs as well as provide a broad-based advanced training in the basic medical sciences needed to work in the expanding biotechnology and healthcare industries – this is accomplished by these five cognates; Public Health, Health Informatics, Molecular Medicine, Biopsychology and Business Management. The program is delivered in the online format which provides flexibility for students of varying backgrounds and experiences. Courses are taught from a biblical worldview and the program includes a required course in biomedical ethics.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Apply scientific knowledge to problem solving in the medical sciences.

2. Synthesize and interpret information from the medical science literature.
3. Defend ethical decisions in biomedicine based on Biblical principles.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the General Admission Procedures outlined in this Catalog, applicants to the Master of Arts in Medical Sciences program must have:

1. An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.);
2. Official college transcript documenting the minimum GPA requirement and course prerequisites should be submitted. Minimum GPA is 2.75.

Prerequisite courses include:

- a. two semesters of general biology with lab or two semesters of A&P with lab
 - b. two semesters of general chemistry with lab
 - c. one semester organic chemistry with residential lab (2 semesters recommended)
3. Accept on caution
 - a. For all new online graduate applicants who apply to the M.A. in Medical Sciences program and who do not meet the GPA or test score requirement, a cautionary status can be considered on a case-by-case basis (by the department) for a student who has a GPA between 2.50 – 2.74.

TRANSFER CREDIT

Students may transfer up to 15 hours of graduate course work from an accredited institution. In order to be eligible for transfer, course work must have a minimum grade of B-, and must have been completed in the past 10 years. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

1. Satisfactory completion of 34 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. 3.00 GPA
4. No grades lower than B- may be applied to the degree.
5. Degree must be completed within 5 years.
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan Delivery Format: Online Only

[Master of Arts in Medical Sciences \(M.A.\) - Biopsychology](#)

[Master of Arts in Medical Sciences \(M.A.\) - Business Management](#)

[Master of Arts in Medical Sciences \(M.A.\) - Health Informatics](#)

[Master of Arts in Medical Sciences \(M.A.\) - Molecular Medicine](#)

[Master of Arts in Medical Sciences \(M.A.\) - Public Health](#)

Master of Science in Biomedical Sciences (M.S.)

PURPOSE

The Master of Science in Biomedical Sciences is a 39-hour graduate level program that serves primarily as a post-baccalaureate academic enhancement program to improve students' academic record and increase their chances for admission to medical school and other professional programs. The program has two delivery formats: a one-year residential format and a two-year residential format. The one-year program can be completed in 2 semesters (fall, spring) or 3 semesters (summer, fall, spring). Courses are taught from a biblical worldview and the program includes a required course in biomedical ethics.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Apply scientific knowledge to problem solving in the biomedical sciences.
2. Synthesize and interpret information from the biomedical science literature.
3. Defend ethical decisions in biomedicine based on biblical principles.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the General Admission Procedures outlined in this Catalog, applicants to the Master of Science in Biomedical Sciences program must have:

1. An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.);
2. Official college transcript documenting the minimum GPA requirement and course prerequisites should be submitted. Minimum GPA for the one-year program is 2.75 and the minimum GPA for the two-year program is 2.75.

Prerequisite courses include:

- a. one year of general chemistry with lab
- b. one year of biology with lab
- c. one semester organic chemistry with residential lab (2 semesters recommended)
- d. one semester physics with residential lab (2 semesters recommended)
- e. At least four of the following courses;
 - i. One year of Anatomy/ Physiology OR One semester of Physiology OR One semester of Anatomy
 - ii. One semester of Genetics
 - iii. One semester of Microbiology
 - iv. One semester of Cell Biology
 - v. One semester of Biochemistry
 - vi. One semester of Biostatistics is recommended but not required
- f. Students who have not completed four of the courses in (e.) will be required to enroll in *BIOM 500 Introduction to Biomedical Science* and receive a minimum grade of B-.

3. Accept on caution (Residential)
 - a. For all new graduate applicants who apply to the 1-year Biomedical Sciences track and who do not meet the GPA, test score or prerequisite requirements, a cautionary status can be considered on a case-by-case basis (by the department) for a student who has a GPA between 2.50-2.74. If accepted, these students will be required to successfully complete BIOM 500 as a prerequisite for BIOM 515.

- b. For all new graduate applicants who apply to the 2-year Biomedical Sciences track and who do not meet the GPA, test score or prerequisite requirements, a cautionary status can be considered on a case-by-case basis (by the department) for a student who has a GPA between 2.50-2.74. If accepted, these students will be required to successfully complete BIOM 500 as a prerequisite for BIOM 515.
4. Students must submit one of the following tests with a minimum score
 - a. MCAT - New scoring system (2015 and later): composite score of 490; Old scoring system (prior to 2015): score of 18 for the two-year program. MCAT - New scoring system (2015 and later): composite score of 493; Old scoring system (prior to 2015): score of 20 for the one-year program
 - b. GRE Verbal 140, Quantitative 145; or
 - c. DAT – 14.5 average
 - d. PCAT – 50th percentile or higher
 5. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

**Acceptance to the one year M.S. in Biomedical Science track may be granted based on a recommendation from Liberty University's College of Osteopathic Medicine.*

Note: Students intending to apply for admission to Liberty University's College of Osteopathic Medicine (LUCOM) will need to meet LUCOM's admission standards.

TRANSFER CREDIT

Students may transfer up to 18 hours of graduate course work from an accredited institution. In order to be eligible for transfer, course work must have a minimum grade of B-, and must have been completed in the past 10 years. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

1. Satisfactory completion of 39 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level. (For this degree program, the maximum is 19 hours.)
3. 3.00 GPA
4. No grades of C or D (including +/- grades) may be applied to the degree.
5. Students may earn one grade of C+/C-/C-, which must be repeated for a grade of B- or higher.
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Degree must be completed within 5 years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan ***Delivery Format: Residential Only*** [*Master of Science in Biomedical Sciences \(M.S.\)*](#)

Doctor of Philosophy in Anatomy and Cell Biology (Ph.D.)

PURPOSE

The Doctor of Philosophy in Anatomy and Cell Biology is to prepare men and women to serve as teaching faculty in universities and medical and professional schools.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Create and deliver professional lectures in anatomy and cell biology.
2. Critically evaluate the literature of the discipline and report their findings to a scientific audience.
3. Conduct original research that adds to the knowledge base of the discipline.
4. Defend ethical decisions in biomedicine using the Biblical worldview

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the General Admission Procedures outlined in this Catalog, applicants to the Doctor of Philosophy in Anatomy and Cell Biology program must have:

1. B.S. or M.S. in biomedical sciences related field from an accredited university. (Degrees in biology, biochemistry, cell biology, molecular biology, biopsychology, etc.)
2. Official college transcript documenting the minimum GPA requirement. Minimum GPA for the program is 3.00.
3. Students must submit one of the following tests with a minimum score (This requirement is waived if student has an M.S. in a biomedical sciences related field.)
 - a. MCAT: above or equal to the 60th percentile or Conferred MS GPA of 3.0 or higher
 - b. GRE: above a 300 combined verbal and quantitative or Conferred MS GPA of 3.0 or higher
4. Three faculty/professional recommendations documenting the ability of the student to pursue doctoral level work submitted electronically.
5. Personal statement describing career goals, prior experience and motivation for pursuing a Ph.D., Christian commitment and origins views. (100-1500 words)
6. Successful candidates are expected to have prior research experience but it is not required.

TRANSFER CREDIT

Students may transfer up to 39 hours of graduate course work from an accredited institution. In order to be eligible for transfer, course work must have a minimum grade of B-, and must have been completed in the past 5 years. Non-transferable course are as followed: BIOM 700, 710, 750, 889, and 890. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

1. Satisfactory completion of 96 hours.
2. A maximum of 39 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
3. 3.00 GPA
4. No grades lower than B- may be applied to the degree.
5. Degree must be completed within 5 years.
6. Students who earn more than two grades of C+/C/C- or more than one grade of D+ or lower will be subject to administrative dismissal from the program.

7. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Doctor of Philosophy in Anatomy & Cell Biology \(Ph.D.\)](#)

Department of Allied Health Professions

James Schoffstall, B.S., M.S.Ed., Ed.D., CSCS, EP-C, RCEP, FACSM

*Chair, Department of Allied Health Professions
Professor of Health Professions*

PURPOSE

The Department of Allied Health Professions faculty members are committed to preparing students in three areas: Athletic Training, Exercise Science, and Kinesiology. Each area leads to a Bachelor of Science degree; additionally the department offers a Master of Science degree in Exercise Science. 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.

Master of Science in Exercise Science and Wellness (M.S.)

PURPOSE

The Master of Science in Exercise Science and Wellness is an advanced degree designed to broaden understanding of nutrition, wellness, fitness, and performance in a variety of populations. This program gives students the opportunity to further their knowledge in the core of exercise science and wellness (exercise physiology, fitness assessment and programming, nutrition, statistics, and research methods), while specializing in one of two concentration areas: 1) Fitness and Performance and 2) Nutrition and Wellness.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate and explain the concepts in all core curricular areas of exercise science and wellness.
2. Synthesize research data utilizing knowledge of the exercise science and wellness literature and other scientific writings.
3. Understand and display ethical choices and professional practices in the exercise science and wellness sectors from a Christian worldview.

Fitness and Performance Concentration

The student will be able to develop programming that will enhance fitness and performance parameters of general, athletic, or occupational performance sectors.

Nutrition and Wellness Concentration

The student will be able to develop wellness programming that will enhance the health and wellness of the general, below averagely fit, and averagely fit populations.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the general admission requirements, admission to the *Master of Science in Exercise Science and Wellness* program requires:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale)
3. Self-Certification Form (for students in the final term of their bachelor's degree)
4. Additional admission requirements for International Students. See International Admission section in this catalog.

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status. Students who have less than an undergraduate 2.50 GPA will not be admitted to the program.

TRANSFER CREDIT

Students may transfer up to 15 hours from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within 10 years of the start date of the program. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

1. Satisfactory completion of 33 total hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Students must complete all courses with a 3.00 or higher cumulative grade point average.
4. No more than two grades of "C" may be applied to the degree (includes grades of C+ & C-).
5. No grades of "D" or below may be applied to the degree (includes grades of D+ & D-).
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Liberty University course work that is more than 10 years old may not be applied toward this degree. Students are required to repeat the course if it has exceeded the age limit.
8. Degree must be completed within 5 years.
9. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Master of Science in Exercise Science & Wellness \(M.S.\) - Fitness & Performance](#)

[Master of Science in Exercise Science & Wellness \(M.S.\) - Nutrition & Wellness](#)

Master of Science in Human Performance (M.S.)

PURPOSE

The Master of Science in Human Performance is an advanced degree designed to broaden understanding of health, wellness, and performance in a variety of client populations. This program gives students the opportunity to further their knowledge in the core of exercise science (exercise physiology, biomechanics, sports nutrition, statistics and research methods), while specializing in one of four cognate areas: human performance, nutrition, clinical, or community physical activity.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate and explain the concepts in all core curricular areas of exercise science.
2. Interpret scientific information in the area of exercise science.
3. Synthesize research data and scientific writings in the area of exercise science.
4. Develop programming that will enhance health and performance parameters of general, athletic, or clinical populations.
5. The student will be able to evaluate ethical choices and professional practices in exercise science from a Christian worldview.

COURSE REQUIREMENTS

The Master of Science in Human Performance is a 35-hour program that offers four cognates: Clinical, Fitness and Wellness, Strength Training and Conditioning, and Nutrition. Students complete 17 core hours in five disciplines: exercise physiology, biomechanics, sports nutrition, statistics and research methods, with labs in exercise physiology and biomechanics. These classes are combined with 12 credit hours in one of the four cognate areas and 6 credit hours of either thesis or internship.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the general admission requirements, admission to the *Master of Science in Human Performance* program requires:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale)
3. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test)
4. Program Undergraduate Class Prerequisites: A class in each of the following subjects must be completed prior to enrolling in most graduate-level exercise science courses (EXSC 510, 520, and 550). This requirement may be met via previously completed undergraduate coursework or by enrolling in the missing courses or *EXSC 505 Foundation in Human Performance* after admission to the program:
 - Physiology or Exercise Physiology*
 - Biomechanics or Physics*
 - Statistics*

*Students who do not have any or all of the above undergraduate prerequisite classes must enroll in EXSC 505 prior to enrolling in EXSC 510, 520 and 550.

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status. Students who have less than an undergraduate 2.50 GPA will not be admitted to the program.

TRANSFER CREDIT

Students may transfer up to 15 graduate credit hours from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within 10 years of the start date of the program. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

1. Satisfactory completion of 35 total hours.

2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level. (For this degree program, the maximum is 17 hours.)
3. Students must complete all courses with a 3.00 or higher cumulative grade point average.
4. No more than two grades of "C" may be applied to the degree (includes grades of C+ & C-).
5. No grades of "D" may be applied to the degree (includes grades of D+ & D-).
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Degree must be completed within 5 years.
8. Liberty University course work that is more than 10 years old may not be applied towards this degree. Students are required to repeat the course if it has exceeded the age limit.
9. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plans ***Delivery Format: Residential and Online***

[Master of Science in Human Performance \(M.S.\) - Clinical](#)

[Master of Science in Human Performance \(M.S.\) - Fitness & Wellness](#)

[Master of Science in Human Performance \(M.S.\) - Nutrition](#)

[Master of Science in Human Performance \(M.S.\) - Strength](#)

[Training & Conditioning](#)

Department of Public and Community Health

Annette Florence, B.S., M.P.H., Dr.P.H., M.C.H.E.S.

Chair, Department of Public and Community Health
Associate Professor of Public and Community Health

Ashley Tharpe, B.S., M.A., Ed.D., C.H.E.S.

Chair, Department of Public and Community Health
Assistant Professor 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 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).

Master of Public Health (M.P.H.)

PURPOSE

The Master of Public Health program is for individuals wishing to impact the world for Christ through the ministry of health. The degree can enhance the professional preparedness of a

recent college graduate or the seasoned professional. Physicians, nurses, health educators, lawyers and social workers are among the many professionals who have benefitted by augmenting their knowledge and skill base with an MPH degree.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Determine population health status, needs, and resources using appropriate assessment and analytical methods.
2. Develop, implement, and evaluate effective public health programs and policies to address identified population determinants of health.
3. Demonstrate effective written, oral, and electronic methods of communicating health information and advocating for health with diverse audiences.
4. Develop public health interventions that address disparities and inequalities in health access and health status in the context of culture, race, gender, and economics.
5. Engage community constituencies in collaborative relationships to develop and employ community capacity for health.
6. Describe the scientific basis for public health problems and apply public health solutions to address them.
7. Describe public health philosophy and organization, including infrastructure, funding, delivery, and fiscal and workforce management in the U.S. and globally.
8. Apply principles of public health leadership, including systems thinking, group process, social justice, and ethics.
9. Describe health from the perspective of God's purposes for humanity in creation, fall, and redemption.

Epidemiology Concentration

The student will be able to identify data needs and evaluate analytic methods for calculating standard epidemiological measures.

Global Health Concentration

The student will be able to apply public health strategies in cross-cultural settings.

Health Promotion Concentration

The student will be able to apply Health Education best practices to public health.

Nutrition Concentration

The student will be able to apply best practices in human nutrition for diverse populations.

COURSE REQUIREMENTS

The Master of Public Health is a 42 hour program that offers four concentrations: Epidemiology, Global Health, Health Promotion, and Nutrition. Students complete 18 core hours in five disciplines: biostatistics, epidemiology, environmental health sciences, health policy and management, and social and behavioral sciences. These classes are combined with 24 credit hours in one of four concentrations: Epidemiology, Nutrition, Health Promotion, or Global Health.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the general admission requirements, admission to the ***Master of Public Health*** program requires:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. An undergraduate cumulative GPA of **2.5** or above (on a 4.00 scale)

- TOEFL Scores for students who speak English as a second language (score of 600 paper –based test; 250 computer-based test, 80 internet-based test).

The Master of Public Health program uses a gate system to monitor student progress during preparation for a career in public health. Upon admission to the Graduate School students will be advised to complete HLTH 501(biostatistics) as the first course in the MPH program. Students will be invited to apply for degree candidacy after successful completion of HLTH 501 with a grade of C or better. A total of 9 credit hours may be attempted prior to making application for candidacy. This gate is used to verify student desire and competencies to complete the MPH degree. Additional gates, including a cumulative competency exam and electronic portfolio, have been established to ensure all degree requirements are completed at the appropriate stage of student development.

TRANSFER CREDIT

Students may transfer up to 21 graduate credit hours from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within 10 years of the start date of the program. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

- Satisfactory completion of 42 total hours.

- A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
- Students must complete all courses with a 3.00 or higher cumulative grade point average.
- No more than two grades of “C” may be applied to the degree (includes grades of C+ & C-).
- No grades of “D” may be applied to the degree (includes grades of D+ & D-).
- For information regarding the repeat policy, please refer to “Course Repeat Policy” in the Academic Information and Policies section of this Catalog.
- Degree must be completed within five years.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Master of Public Health \(M.P.H.\) - Epidemiology](#)

[Master of Public Health \(M.P.H.\) - Global Health](#)

[Master of Public Health \(M.P.H.\) - Health Promotion](#)

[Master of Public Health \(M.P.H.\) - Nutrition](#)

Graduate Certificates

Three certificates in Health Science corresponding to the current concentration areas in the Master of Public Health degree are available to students wanting to broaden their understanding of an additional concentration area or explore a particular concentration area without obtaining an MPH degree.

ADMISSION REQUIREMENTS

Please refer to the Admissions Requirements Matrix for Certificates in the Graduate Admissions section of this Catalog.

CERTIFICATE COMPLETION REQUIREMENTS

- 15 total credit hours corresponding to the concentration area on the Master of Public Health degree completion plans.
- All courses must be completed through Liberty University
- 2.00 GPA
- No grade of D (includes grades of D+ & D-) may be applied to the certificate.
- For information regarding the repeat policy, please refer to “Course Repeat Policy” in the Academic Information and Policies section of this Catalog.
- Certificate must be completed within 3 years.
- Submit a Certificate Completion Application to the Registrar’s Office at the beginning of the final semester.

Note: Students who want to apply certificate courses to a graduate or seminary degree program will have to abide by the GPA and grade requirements of that degree program.

Graduate Certificate in Global Health

Delivery Format: Residential and Online

[Global Health](#)

Graduate Certificate in Health Promotion

Delivery Format: Residential and Online

[Health Promotion](#)

Graduate Certificate in Nutrition

Delivery Format: Residential and Online

[Nutrition](#)

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., C.P.A., ChFC®, J.D.

*Associate Dean for Academic Affairs, School of Law
Professor of Law*

J. Bryan Boyd, B.A., J.D.

Associate Dean for Administration and Student Development

Lisa M. Lucena, B.S., M.S., J.D.

Associate Dean for Admissions and Financial Aid

Timothy R. Spaulding, B.S., J.D.

Associate Dean for External Relations

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. The entire roster can also be viewed online at <https://www.liberty.edu/index.cfm?action=faculty&PID=19959&CatID=32> 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.

DISTINCTIVES

An emphasis on mastery of foundational legal subjects and skills. The objective of the School of Law is to equip and prepare students for success as legal professionals. Thus, there is an expectation by administration and faculty that students devote themselves with particular diligence to the subjects and skills identified as critical to professional excellence.

An emphasis on a rigorous and well-rounded intellectual life. Students are challenged intellectually at Liberty, not only with the technical aspects of law, but with a comprehensive and interdisciplinary approach to education and knowledge rooted in the Christian intellectual tradition. We firmly believe an educated lawyer should be thoroughly acquainted with the great thinkers and shapers of Western civilization and the Western legal tradition. Liberty University School of Law trains students to think analytically, a skill that can be developed properly only through an interdisciplinary approach to analyzing ideas.

An emphasis on understanding the significance of constitutional government with a special emphasis on the history and meaning of the United States Constitution and other foundational organic documents.

An emphasis on clear and persuasive writing. Liberty University School of Law requires six lawyering skills courses.

Liberty graduates must excel in writing—one of the lawyer's most powerful skills.

An emphasis on influential oral advocacy skills. A lawyer must be able to communicate effectively using the spoken word whether or not a litigation practice is an ultimate goal. Leaders in the legal profession know how to convincingly communicate with an audience. At Liberty, students focus on advocacy in many contexts and take part in demanding lawyering skills courses designed to develop oral communication skills.

An emphasis on teaching/mentoring. Liberty is a teaching law school. Members of the faculty are expected to display the highest degree of professional proficiency and scholarly research while prioritizing the teaching/mentoring role. Proficiency in teaching students is the Liberty law professor's first priority.

ACCREDITATION

Liberty University School of Law is approved by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association; 321 North Clark Street; Chicago, IL 60654-7598; 312.988.6738.

The American Bar Association (ABA) approval process is a thorough and careful process intended to ensure that law schools awarded approval meet all of the requirements set by the ABA to ensure a quality legal education.

Liberty University School of Law opened in August 2004 and completed the required full academic year to be eligible to apply for provisional approval by the ABA. On February 13, 2006, provisional approval was awarded. In March 2009, following the required two-year provisional approval time frame, Liberty applied for full approval. On August 5, 2010, Liberty University School of Law was approved by the ABA.

Liberty University School of Law is one of 205 ABA approved law schools in the United States.

CURRICULUM GOALS

The overarching goal of the faculty in designing and adopting the curriculum is to further the Mission of the School of Law, that is to "equip future leaders in law with a superior legal education in fidelity to the Christian faith expressed through the Holy Scriptures."

The particular goals of the faculty in designing and adopting the curriculum are to:

1. Reflect the fundamental values upon which our legal system is based:
 - a. that there is a *corpus juris*, a body of law, in which courses are related to one another as a logically consistent, comprehensive whole;
 - b. that a government of laws is possible only where law reflects the truths that God has revealed to man and to which man is accountable; and
 - c. that the preservation of the rule of law requires skillful and committed legal practitioners who are much more than mere technicians.
2. Require courses that develop the body of knowledge, set of skills and professional values in which every lawyer must be grounded.
3. Offer a range of electives that allows students to gain an introduction to various areas of law or to develop particular areas of competence.
4. Prepare leaders for success in the two main phases of their professional lives, the study and practice of law.
5. Prepare students to pass bar examinations in the states of their choice.

Juris Doctor (J.D.)

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate mastery of foundational legal subjects.
2. Demonstrate proficiency in written skills required for legal practice.
3. Demonstrate proficiency in oral advocacy and communication skills required for legal practice.
4. Critically analyze and resolve legal issues.
5. Demonstrate an understanding of the significance of constitutional government, including the U.S. Constitution and other foundational organic documents.
6. Demonstrate professional behavior grounded in the biblical worldview in accordance with accepted legal standards.
7. Critically analyze legal issues from a distinctively Christian worldview.

SPECIFIC ADMISSION REQUIREMENTS

Admission to the Juris Doctor program at Liberty University School of Law is explained under separate cover in the law school's roadbook, which can be requested through law@liberty.edu and is also located online at <http://law.liberty.edu>.

GRADUATION REQUIREMENTS

The faculty may change the requirements for receipt of the Juris Doctor (J.D.) degree, as well as the courses offered, at any time. A student will be subject to the credit hours of course work requirement in force at the time of the student's enrollment or re-enrollment.

The law school confers the J.D. degree upon its graduates. The J.D. degree has not been conferred on a student until the law school has issued a final transcript marked "Degree Awarded." Students shall graduate upon satisfying the following requirements, which are not subject to variance or waiver unless otherwise provided in the Academic Policies and Procedures:

1. The successful completion of 90 credit hours of course work, which shall include successful completion of all required courses and satisfaction of the Rigorous Writing Requirements;
2. The maintenance of a cumulative grade point average of at least 2.00; and
3. The completion of six semesters in residence (or equivalent) as a full-time student. For purposes of the Policies and Procedures, "semester" excludes both summer and interterm sessions.
4. The maximum period of time for a full-time law student to complete the requirements for the J.D. degree shall be 84 months.
5. Of the 90 credits required for graduation, no more than 12 credits may be acquired through independent studies, clinics, externships, and co-curricular activities.
6. There shall be no unresolved report of violation of the Academic Honor Code or Personal Code of Honor, no pending conduct review committee proceedings, and no unremedied violation of the Academic Honor Code or Personal Code of Honor.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Juris Doctor \(J.D.\) Degree](#)

Juris Master in International Legal Studies (J.M.)

PURPOSE

The Juris Master in International Legal Studies (J.M.) exists to equip non-lawyers with knowledge of fundamental legal norms and principles to increase their effectiveness and intellectual abilities to address issues which have legal components in their respective professional fields.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Construct legal analyses using proper interpretation of international legal norms.
2. Evaluate foundational concepts as they relate to international legal regimes.
3. Integrate a Christian worldview in the context of international law.
4. Conduct legal research and writing in an international law context.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

An applicant must complete the following steps:

1. Complete an application for admission through the Liberty University Online by completing each section. All questions must be answered completely.
2. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
3. A curriculum vitae or résumé must be included in the application.
4. Pay the non-refundable application fee (\$50) to Liberty University.
5. Undergraduate GPA of at least a 3.00 on a 4.00 scale
6. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status.

TRANSFER CREDIT

Students may transfer up to 15 hours of graduate-level credit from an accredited institution. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within 10 years of the start date of the student's program at Liberty University. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in this Catalog, the Juris Master in International Legal Studies (J.M.) graduates must satisfy the following requirements:

1. The successful completion of 30 credit hours of course work, which shall include successful completion of all required courses and satisfaction of the rigorous writing requirement.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. The maintenance of a cumulative grade point average of at least 3.0.
4. No more than two grades of C may be applied to the degree (includes grades of C+ and C-).

- No grade of D or below may be applied to the degree (includes grades of D+ and D-).
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Degree must be completed within 5 years.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Juris Master in International Legal Studies \(J.M.\)](#)

Juris Master in American Legal Studies (J.M.)

PURPOSE

The Juris Master in American Legal Studies (J.M.) exists to equip non-lawyers with knowledge of fundamental legal norms and principles to increase their effectiveness and intellectual abilities to address issues which have legal components in their respective professional fields.

PROGRAM LEARNING OUTCOMES

The student will be able to:

- Construct legal analyses using proper interpretation of United States legal norms.
- Evaluate foundational concepts as they relate to United States legal regimes.
- Integrate a Christian worldview in the context of United States law.
- Conduct legal research and writing in a United States law context.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

An applicant must complete the following steps:

- Complete an application for admission through the Liberty University Online by completing each section. All questions must be answered completely.
- Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
- A curriculum vitae or résumé must be included in the application.
- Pay the non-refundable application fee (\$50) to Liberty University.
- Undergraduate GPA of at least a 3.00 on a 4.00 scale
- TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status.

TRANSFER CREDIT

Students may transfer up to 15 hours of graduate-level credit from an accredited institution. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within 10 years of the start date of the student's program at Liberty University. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in this Catalog, the Juris Master in American Legal Studies (J.M.) graduates must satisfy the following requirements:

- The successful completion of 30 credit hours of course work, which shall include successful completion of all required courses and satisfaction of the rigorous writing requirement.
- A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
- The maintenance of a cumulative grade point average of at least 3.0.
- No more than two grades of C may be applied to the degree (includes grades of C+ and C-).
- No grade of D or below may be applied to the degree (includes grades of D+ and D-).
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Degree must be completed within 5 years.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Juris Master in American Legal Studies \(J.M.\)](#)

Master of Laws in International Legal Studies (LL.M.)

PURPOSE

The Master of Laws in International Legal Studies (LL.M.) exists to equip lawyers with relevant knowledge, in the context of the 21st century, to address international legal issues consistent with fundamental principles of justice and the rule of law.

PROGRAM LEARNING OUTCOMES

The student will be able to:

- Construct legal analyses using proper interpretations of international legal norms.
- Evaluate foundational concepts as they relate to international legal regimes.
- Integrate a Christian worldview into the practice of international law.
- Produce international legal research and writing analyses of thesis quality.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

For admission to the LL.M. program, an applicant must have a J.D. (Juris Doctor) from an accredited U.S. law school or a first law degree (LL.B. or the equivalent) from a foreign law school.

An applicant must complete the following steps:

- Complete an application for admission through the Law School Admission Council (LSAC) by completing each section, which includes the Personal Statement. All questions must be answered completely.
- Subscribe to the LL.M. Document Assembly Service and submit copies of all undergraduate, graduate, and law/professional school transcripts to LSAC. International students must also subscribe to the International Transcript Authentication and Evaluation Service via LSAC.
- Submit two letters of recommendation. The LSAC Letter of Recommendation Service must receive them.

4. A curriculum vitae or résumé must be included in the application.
5. Pay the non-refundable Document Assembly Service fee (\$85) and Law School Report fee (\$30) online at LSAC's website. If subscribing to the International Transcript Authentication and Evaluation Service, pay the \$135 fee (LSAC).

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status.

TRANSFER CREDIT

Students may transfer up to six (6) hours of graduate-level credit from an accredited institution. In order to transfer credit, students must have earned the minimum grade of B- , and courses must have been completed within 10 years of the start date of the student's program at Liberty University. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in this Catalog, the Master of Laws in International Legal Studies (LL.M.) graduates must satisfy the following requirements:

1. The successful completion of 24 credit hours of course work, which shall include successful completion of all required courses and satisfaction of the rigorous writing requirement.

2. The maintenance of a cumulative grade point average of at least 3.0.
3. A minimum of 18 credit hours must be completed through Liberty University School of Law, not to include credits from a prior degree earned through Liberty.
4. A maximum of six (6) hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
5. No more than two grades of C may be applied to the degree (includes grades of C+ and C-).
6. No grade of D or below may be applied to the degree (includes grades of D+ and D-).
7. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
8. Degree must be completed within 5 years.
9. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Laws in International Legal Studies \(L.L.M.\)](#)

Joint Degree Program with Helms School of Government

Shawn D. Akers, B.A., M.A., J.D.
Dean, Helms School of Government
Associate Professor of Government

Stephen M. Parke, B.S., J.D., LL.M.
Associate Dean, Helms School of Government
Associate Professor of Criminal Justice

B. Keith Faulkner, B.S., M.B.A., J.D.
Dean, School of Law
Professor of Law

Yuri G. Mantilla, LL.B., M.A., LL.M., Ph.D.
Professor of Law
Director of Online Programs and Global Initiatives

Master of Arts in Public Policy (M.A.P.P.)

PURPOSE

The Master of Arts in Public Policy (MAPP) is a joint venture of Liberty University School of Law and Liberty University's Helms School of Government.

Graduate level training pointedly designed to "impact the world" by training Christ-centered statesmen, leaders, scholars and policy makers, the MAPP will train its graduate to effectively shape policy in governmental, legislative, political, communications, managerial, academic, and international relations areas.

The Master of Arts in Public Policy provides access to faculty who are statesmen, leaders and policy makers and embody a Christ-centered philosophy that Liberty University ascribes to and imparts to a world in need of Christ's directed influence.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Analyze, plan, and develop public policies and/or public policy initiatives for national, state, and local governmental organizations, international organizations, private entities, and/or non-governmental agencies.
2. Conduct quantitative and qualitative research on issues affecting federal, state and/or local legislative bodies.
3. Analyze impact of existing or proposed public policies on individuals, institutions, American society and/or international relations.
4. Analyze structure and operations of governments, corporations, for-profit, non-profit entities and the judiciary as they relate to public policy.
5. Apply appropriate analysis skills.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission requirements, specific requirements for admission to the Master of Arts in Public Policy (MAPP) are as follows:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale).
3. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

Students who do not meet the minimum GPA requirement may be admitted on Academic Caution status.

TRANSFER CREDIT

Students may transfer up to 18 hours of graduate-level credit from an accredited institution. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within 10 years of the start date of the student's program at Liberty University. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in this Catalog, M.A. in Public Policy graduates must:

1. Complete 39 total hours
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Maintain a minimum cumulative GPA of 3.00
4. No more than two (2) grades of C may be applied to the degree (includes grades of C+ & C-)
5. No grades of D may be applied to the degree (includes grades of D+ & D-)
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Students must complete all work for the degree within five years of initial enrollment of the program
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date

The faculty may change the requirements for the receipt of the M.A. in Public Policy, as well as the courses offered, at any time. A student will be subject to the graduation requirements of the Catalog at the time of the student's enrollment. To maintain enrollment, students must enroll in at least one course during the academic year (from Fall to Summer).

PROGRAM FORMAT

The Master of Arts in Public Policy will be offered entirely online with a few optional residential intensive sessions typically during times when the Liberty University School of Law is not in session, such as during the breaks or summer months.

Programs of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Arts in Public Policy \(M.A.P.P.\)](#)

[Master of Arts in Public Policy \(M.A.P.P.\) - Campaigns & Elections](#)

[Master of Arts in Public Policy \(M.A.P.P.\) - International Affairs](#)

[Master of Arts in Public Policy \(M.A.P.P.\) - Leadership](#)

[Master of Arts in Public Policy \(M.A.P.P.\) - Middle East Affairs](#)

[Master of Arts in Public Policy \(M.A.P.P.\) - Policy Studies](#)

[Master of Arts in Public Policy \(M.A.P.P.\) - Public Administration](#)

Dual Degree Programs

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. The dual degree programs with Liberty University prepare students for desired specializations that are natural corollaries to the study of law. This enhances the law graduate's ability to integrate their gifts, skills and interests into an expanding world.

DUAL DEGREE PROGRAMS

The following Liberty University degree programs are available for dual enrollment to qualified applicants who are students pursuing the J.D. program at Liberty University School of Law or alumni of the Liberty University School of Law. The master's level programs will recognize, under certain circumstances, advanced standing or will accept select law school courses to meet certain academic requirements. See the section below on *Admission Requirements* for more information.

College of Arts and Sciences

Department of History

- Master of Arts in History (M.A.), Thesis or Comprehensive

School of Behavioral Sciences

Department of Counselor Education and Family Studies

- Master of Arts in Human Services Counseling (M.A.) Children, Families, and the Law Cognate

Alton W. and Lois H. Overton Graduate School of Business

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

School of Divinity

- Master of Arts in Religion (M.A.R.) Law Studies Cognate

School of Education

- Masters of Education in Teaching and Learning (M.Ed.) Educational Law Cognate
- Education Specialist (Ed.S.) Educational Law Cognate
- Doctor of Education (Ed.D.) Educational Law Concentration

SCHOOL OF LAW DEGREE SEQUENCING

To pursue non-law courses in the dual degree programs during fall and spring semesters requires approval of the School of Law's Registrar and the Associate Dean for Academic Affairs.

A Liberty Law student is able to pursue the non-law courses in a dual degree during Liberty University's winter sessions and summer sessions.

First-year law students are not permitted to take non-JD courses. It is the purview of the administration to limit a dual-degree participant's academic load while actively pursuing a J.D. if the current course load hinders the participant's course of study in the J.D. For further questions about the sequencing of a dual degree program see the School of Law's Registrar and the Associate Dean for Academic Affairs.

ADMISSIONS REQUIREMENTS

The dual degree programs are available for enrollment to students pursuing the J.D. program in the Liberty University School of Law or alumni of the Liberty University School of Law. The applicant must apply to and be accepted by the appropriate Liberty University Graduate School entity having met all that school's admission requirements for the non-J.D. degree. As each department will have a distinct set of admission requirements, consult the School of Law's Registrar for details on specific criteria. The

applicant makes application for a particular dual degree through the School of Law's Registrar.

PROGRAM COSTS

Current Liberty University School of Law students pay a flat fee for fall and spring semester classes. This currently includes non-J.D. courses taken in one of the dual degree programs up to an 18-hour cap. Taking non-J.D. courses during a fall and/or spring semester requires approval from the School of Law's Registrar and the Associate Dean for Academic Affairs.

Students enrolled in non-J.D. courses during the winter and/or summer terms will pay the tuition rate for the non-J.D. dual degree program as published in the Expenses and Financial Policy section of this Catalog. Courses taken during the winter and/or summer terms are not covered by the School of Law tuition rate.

Dual Degree Programs of Study & Degree Completion Plans

College of Arts and Sciences

Delivery Format: Residential Only

[Master of Arts in History \(M.A.\) - Comprehensive](#)

[Master of Arts in History \(M.A.\) - Thesis](#)

School of Behavioral Sciences

Department of Community Care and Counseling

Delivery Format: Online Only

[Master of Arts in Human Services Counseling \(M.A.\) - Children, Families and the Law](#)

Alton W. and Lois H. Overton Graduate School of Business

Delivery Format: Residential and Online

[Master of Business Administration \(M.B.A.\) - 36-hour](#)

Rawlings School of Divinity

Delivery Format: Residential and Online

[Master of Arts in Religion \(M.A.R.\) - Law Studies](#)

School of Education

Delivery Format: Online Only

[Master of Education in Teaching and Learning \(M.Ed.\) - Educational Law](#)

[Education Specialist \(Ed.S.\) - Educational Law](#)

[Doctor of Education \(Ed.D.\) - Educational Law](#)

ADDITIONAL INFORMATION

For more information on program requirements, program learning outcomes, and course descriptions, please see the respective sections of this Catalog for the College of Arts and Sciences, School of Behavioral Sciences, Alton W. and Lois H. Overton Graduate School of Business, School of Divinity, School of Education, or Helms School of Government.

School of Music

Administration

Vernon M. Whaley, B.A., M.C.M., M.A., D.Min., D.W.S., Ph.D.
Dean, School of Music
Professor of Music and Worship

Sean Beavers, B.M., M.M., D.M.
Associate Dean, Center for Graduate and Online Music Studies
Professor of Music and Guitar

Stephen W. Müller, B.M., M.M., D.Min.
Associate Dean, Center for Music and the Performing Arts
Professor of Music and Worship

Paul Rumrill, B.A., M.M., M.A., D.M.
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
Associate 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

Rebecca Watson, B.M., M. M., D.M.A.
Chair, Department of Music Education
Assistant Professor of Music Education and Woodwind

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 and commercial musicians 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 marketplace. 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 Christ. [Community and Mission]
5. 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:

1. A quality, world-class education experience. [Quality Education]
2. Opportunity to grow in their aptitude and ability and performance skill in their instrument of choice. [Personal Growth]
3. 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]
4. Opportunity to discover potential through mentoring and discipleship experiences. [Opportunity to Discovery and Creativity]

5. 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. The entire roster can also be viewed online at <https://www.liberty.edu/index.cfm?action=faculty&PID=19959&CATID=32> where faculty can be searched for by Department.

PURPOSE

The purpose of the *Graduate Music Studies Division* is to train highly skilled musicians to serve as music and worship practitioners, music educators and ethnomusicologists specifically for and in the evangelical community. These purposes are accomplished through curricula development, student internship and apprenticeships, local church ministry, professional teaching opportunities, publishing and recording, artist development and empirical research.

PROGRAMS OF STUDY

Graduate programs offered by the Graduate Music Studies Division prepares students to meet the challenge of their profession with skill, insight, and intentionality.

Master of Arts in Ethnomusicology (M.A.) (Online Music Degree)

PURPOSE

The *Master of Arts in Ethnomusicology* equips students to work in a diverse global society using the medium of music, including: foundational scholarship (history and theory), skill development (analysis and technology), performance of non-Western music, and practical application through field experience and independent research. The program at Liberty University fits well with the institution's emphasis on intercultural studies and its stated aim to "contribute to a knowledge and understanding of other cultures". Music is a universal form of expression in which cultures of the world capture the essence of their worldview, and it is the system of memory in which cultural history and religious belief is recorded. The Master of Arts in Ethnomusicology provides musicians, social scientists, and worship leaders, music educators, ministers of music and church leaders an understanding of ethnic music culture that facilitates the use of indigenous music in cross-cultural communication, ministry, and research.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Synthesize Christian principles into the use of indigenous music in worship, discipleship and evangelism.
2. Analyze non-Western systems of music through the application of ethnomusicological theory and method.
3. Evaluate literature and research of the discipline for application through practical field experience and research.

COURSE REQUIREMENTS

The *Master of Arts in Ethnomusicology* requires the completion of 42 hours of graduate coursework. Students complete their course of study using a blended delivery system of 16-week online courses combined with on campus summer intensives. Students who do not have an undergraduate course in world music

must complete ETHM 511 – *Introduction to Ethnomusicology* in addition to the 42 hours required.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the General Admission Procedures outlined in this Catalog, applicants to our *Master of Arts in Ethnomusicology* program must have:

1. An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. An undergraduate cumulative GPA of at least 3.00 (on a 4.00 scale). Applicants who do not meet this requirement may be considered for enrollment in the program on a cautionary basis. The cautionary range will begin at a GPA of 2.5 through 2.99.
3. Contact information for one recommendation.
4. Students seeking admission to the program must perform an audition that demonstrates musical proficiency sufficient to meet the requirements of the degree.
5. An interview with the Program Director of MA in Ethnomusicology Degree. During the interview with the Program Director, the student must provide evidence of proficiency in at least one foreign language.
6. Statement-of-purpose essay.
7. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

TRANSFER CREDIT

Transfer students will be required to submit transcripts for evaluation as per the normal process established by the University. Students may transfer up to 21 hours of coursework from an accredited institution. In addition, transfer students will be required to perform an entrance interview and audition with the Coordinator of Ethnomusicology.

In order to be eligible for transfer, course work must have a minimum grade of B-, and must have been completed within the past 10 years. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

1. Successful completion of all course and thesis requirements (42 semester hours).
2. Students must complete all courses with a 3.00 or higher cumulative GPA.
3. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
4. No more than two (2) grades of C may be applied to the degree (includes grades of C+ & C-).
5. No grade of D may be applied to the degree (includes grades of D+ & D-).
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Degree must be completed within seven years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Arts in Ethnomusicology \(M.A.\)](#)

Master of Arts in Music Education (M.A.) ***(Resident and Online Music Degree Options)***

PURPOSE

The *Master of Arts in Music Education* is a unique degree offering among colleges and universities, both private and public. The 39 hour graduate degree program is designed to provide four essentials needed for successful development of music education: Foundational Studies (9 hours); Professional Concentration: Music Studies, Conducting, or Performance (18 hours); Music Education Studies (9 hours); and Research (3 hours).

The degree is designed to meet the needs of four distinct groups:

1. Those currently working in the profession as music educators. Many states require that public and private school teachers continue to develop themselves educationally, often toward receiving advanced degrees.
2. Students currently completing their B.M., B.A., or B.S. in Music, B.M. in Music Performance, B.M. in Music with a Teacher Licensure, or B.M. in Music Education, who desire to continue their studies, better preparing them for the job market. The M.A. in Music Education also establishes academic credential for those teaching on the primary, secondary, or college level.
3. Teachers employed in public or private schools looking for educational alternatives that allow them to remain active in their current career. These teachers are often required to fulfill mandates for continuing education for the purpose of remaining current in the discipline, but are concerned about the realities of resigning from their job and relocating to an on-campus program of study.
4. Students desiring to complete a Ph.D. in Music. The M.A. in Music Education allows students who have a B.M., B.S., or B.A. in other music disciplines (performance, worship, commercial music, songwriting, etc.) to be prepared to enter a Ph.D. program for Music Education.

The M.A. in Music Education helps students evaluate historical, philosophical, and methodological issues related to music education through a grid rooted in and formulated by a Christian worldview; and, demonstrates the "mission-centered integration of teaching and research." Further, this degree program is designed to prepare students as scholars in the field of Music Education.

CONCENTRATION OPTIONS

Three professional concentration options are available for the M.A. in Music Education: Music Studies, Conducting, or Performance. The Music Studies Concentration is available for resident and on-line students. This concentration focuses on the broader application of music to the teaching profession.

The Conducting and Performance Concentrations are available for resident graduate students only. Both of these concentrations focus on sharpening musical skills necessary for presentation in applied music classroom situations.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Synthesize Christian worldview with a music education philosophy and methodology.
2. Create strategies for music education through curricular design or research.
3. Evaluate literature of the discipline and theories of music education for application to professional practices in the classroom.
4. Direct a music ensemble using effective rehearsal strategies and advanced conducting competency.

5. Analyze, arrange, and conduct diverse musical styles.
6. Play an instrument or sing at an advanced skill level in solo or ensemble context.

Conducting Concentration

The student will be able to:

1. Lead music ensemble with advanced conducting competency.
2. Teach a music ensemble using effective rehearsal strategies.

Music Studies Concentration

The student will be able to:

1. Analyze and arrange and conduct music in traditional and contemporary styles with the appropriate use of technology.

Performance Concentration

The student will be able to:

1. Play an instrument or sing at an advanced skill level in solo or ensemble context.
2. Teach instrumental or vocal skills in solo or ensemble contexts.

PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the general admission procedures, applicants to the *Master of Arts in Music Education* must meet the following requirements:

1. Completion of an earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education e.g., SACSCOC, TRACS, ABHE, etc.) in one of the following areas: B.A./ B.S./B.M. in Music Education; Bachelor of Music Education; Bachelor of Music; B.A./ B.S. in Worship Studies; B.A./ B.S. in Music and Worship; or equivalent in music, music education, or music and worship.
2. An undergraduate cumulative GPA of at least 3.00 (on a 4.00 scale). Applicants who do not meet this requirement may be considered for enrollment in the program on a cautionary basis. The cautionary range will begin at a GPA of 2.5 through 2.99.
3. TOEFL Scores for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

TRANSFER CREDIT

Transfer students will be required to submit transcripts for evaluation as per the normal process established by the University. Students may transfer up to 18 hours of coursework from an accredited institution. In order to be eligible for transfer, course work must have a minimum grade of B-, and must have been completed within the past 10 years. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

1. Successful completion of all course, comprehensive exam and thesis or research project requirements (39 semester hours).
2. Students must complete all courses with a 3.00 or higher cumulative GPA.
3. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.

4. No more than two (2) grades of C may be applied to the degree (includes grades of C+ & C-).
5. No grade of D may be applied to the degree (includes grades of D+ & D-).
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Degree must be completed within five years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Residential and Online

[Master of Arts in Music Education \(M.A.\) - Music Studies](#)

Delivery Format: Residential Only

[Master of Arts in Music Education \(M.A.\) - Conducting](#)

[Master of Arts in Music Education \(M.A.\) - Performance](#)

Master of Arts in Music and Worship (M.A.) (Resident and Online Music Degree Options)

PURPOSE

The *Master of Arts in Music and Worship* is a 42-hour graduate vocational degree that equips and trains skilled musicians as worship pastors. It provides students opportunity to study and practice 1) context-specific biblical and theological competencies in worship; 2) identify and develop music theories and skills through "praxis" experiences; 3) worship theories practical to the local church; and, 4) empirical research that enhance individual leadership roles in music and worship. Students also receive training in qualitative and quantitative research methods. The end goal is to develop the student's knowledge and expertise to excel in a variety of music and worship cultures and contexts within the evangelical community.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Create a worship strategy based on biblical, theological, and philosophical foundations of worship.
2. Synthesize principles of critical contextualization for application to current issues confronting worship leaders in the evangelical tradition.
3. Evaluate literature and research of the discipline for application to the professional practices of worship leaders in the evangelical tradition.
4. Lead a music ensemble using effective rehearsal strategies and advanced conducting competency.

Commercial Music Performance Concentration (Resident Students Only)

The student will be able to play an instrument or sing at an advanced skill level in commercial music styles.

Conducting Concentration (Resident & Online Students)

The student will be able to lead a music ensemble with advanced conducting competency.

Worship Music Studies Concentration (Resident Students Only)

The student will be able to lead worship using appropriate musical techniques and skills.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, applicants to the **Master of Arts in Music and Worship** program must meet the following requirements:

1. Completion of an earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education e.g., SACSCOC, TRACS, ABHE, etc.) in one of the following areas: B.A./ B.S. in Music Education; Bachelor of Music Education; Bachelor of Music; B.A./ B.S. in Worship Studies; B.A./ B.S. in Music and Worship; or equivalent in music, music education, or music and worship.
2. An undergraduate cumulative GPA of at least 3.00 (on a 4.00 scale). Applicants who do not meet this requirement may be considered for enrollment in the program on a cautionary basis. The cautionary range will begin at a GPA of 2.5 through 2.99.
3. TOEFL Scores for students who speak English as a second language (score of 600 paper –based test; 250 computer-based test, 80 internet-based test).

TRANSFER CREDIT

Transfer students will be required to submit transcripts for evaluation as per the normal process established by the University. Students may transfer a maximum of 21 hours of coursework from an accredited institution. In order to be eligible for transfer, course work must have a minimum grade of B-, and must have been completed within the past 10 years. Credits from a degree on the same academic level previously earned through Liberty University are considered transfer credits.

The following courses are not eligible for transfer credit: WMUS 525 and WRSP 690.

GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, graduates of the *Master of Arts in Music and Worship* program must meet the following requirements:

1. Complete 45 hours.
2. A maximum of 50% of the program hours may be transferred if approved an allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Required 3.00 GPA.
4. No more than two (2) grades of C may be applied to the degree (includes grades of C+ and C-).
5. No grade of D may be applied to the degree (includes grades of D+ & D-).
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Degree must be completed within 5 years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Residential and Online

[Master of Arts in Music & Worship \(M.A.\) - Worship Music Studies](#)

Delivery Format: Residential Only

[Master of Arts in Music & Worship \(M.A.\) - Commercial Music Performance](#)

[Master of Arts in Music & Worship \(M.A.\) - Conducting](#)

Master of Arts in Worship Studies (M.A.) (Non-Music Degree)

PURPOSE

The *Master of Arts in Worship Studies* is a 42-hour non-music graduate program that provides students opportunity to study and practice: 1) context-specific biblical and theological competencies in worship; 2) worship theories practical to the local church; and 3) career specific principles as applied to leadership, worship techniques, Pastoral counseling or ethnomusicology. The goal is to develop student knowledge and expertise to excel in a variety of worship cultures and contexts within the evangelical community.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Create a worship strategy based on biblical, theological, and philosophical foundations of worship.
2. Synthesize principles of critical contextualization for application to current issues confronting worship leaders in the evangelical tradition.
3. Evaluate literature and research of the discipline for application to the professional practices of worship leaders in the evangelical tradition.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, applicants to the *Master of Arts in Worship Studies* program must meet the following requirements:

1. Completion of an earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education e.g., SACS, TRACS, ABHE, etc.).
2. An undergraduate cumulative GPA of at least 3.00 (on a 4.00 scale). Applicants with a GPA of 2.00 to 2.99 (on a 4.00 scale) may be considered for admission on Academic Caution.
3. TOEFL Scores for students who speak English as a second language (score of 600 paper –based test; 250 computer-based test, 80 internet-based test).

TRANSFER CREDIT

Transfer students will be required to submit transcripts for evaluation as per the normal process established by the University. Students may transfer a maximum of 21 hours of coursework from an accredited institution. In order to be eligible for transfer, course work must have a minimum grade of C-, and must have been completed within the past 10 years. Credits from a degree on the same academic level previously earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, graduates of the *Master of Arts in Worship Studies* program must meet the following requirements:

1. Complete 42 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Required 2.00 GPA.
4. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
5. Degree must be completed within 5 years.

6. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plan

Delivery Format: Residential and Online

[Master of Arts in Worship Studies \(M.A.\) - Ethnomusicology](#)

[Master of Arts in Worship Studies \(M.A.\) - Leadership](#)

[Master of Arts in Worship Studies \(M.A.\) - Worship Techniques](#)

Delivery Format: Online Only

[Master of Arts in Worship Studies \(M.A.\) - Pastoral Counseling](#)

Doctor of Worship Studies (D.W.S.) (Non-Music Degree)

PURPOSE

The *Doctor of Worship Studies* is a 45-hour post-graduate, non-music, professional, non-terminal doctorate (commensurate to the Doctor of Ministry) that places emphasis on practical application of worship studies to the ministry. It is primarily targeted to the career minister of music/worship pastor constituent and provides theological, philosophical and practical studies based on the demands of the 21st evangelical worship ministry. Built on a graduate degree in music, church music or worship, the DWS provides an option for advanced studies at the professional doctorate level for worship practitioners desiring to expand their skill set to reflect a rapidly changing worship culture. As with all graduate degrees in the School of Music, the end goal is to develop knowledge and expertise to function in a variety of music and worship cultures and contexts within the evangelical community.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Examine the pastoral and worship leader roles in evangelical worship.
2. Synthesize the historical development and relationship of worship to the Christian Church.
3. Evaluate contextual approaches for worship leading.
4. Analyze trends in worship theology, philosophy and methodology.
5. Investigate the pedagogical role of the worship leader in evangelical worship.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, applicants to the *Doctor of Worship Studies* must meet the following requirements:

1. An earned master's degree in music or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.). Master degrees qualifying for entrance into the Doctor of Worship Studies degree may include:
 - a. Master of Divinity in Worship Studies
 - b. Master of Arts in Worship Studies
 - c. Master of Arts in Music and Worship
 - d. Master of Arts in Worship Leadership
 - e. Master of Arts in Ethnomusicology
 - f. *Master of Arts in Church Music
 - g. *Master of Music in Church Music
 - h. *Master of Church Music

- i. *Master of Music
- j. *Master of Arts in Music
- k. *Master of Worship Studies
- l. *Master of Arts or Master of Science in Related Degrees

**Applicants must finish the equivalent of 45 graduate hours of which at least 9 of these hours must successfully be completed with a minimum of a "B" grade in: WRSP 635 Building a Theology of Worship, WRSP 510 Biblical Foundations of Worship, and WRSP 502 History and Philosophy of Worship.*

- 2. Contact information for two recommendations from a pastor and/or college or university professor may be requested as an additional requirement on a case-by-case basis.
- 3. A graduate GPA of at least 3.00 (on a 4.00 scale).
- 4. Consideration will be given to those without a master level degree in music or worship [or equivalent] upon completion of an interview with and recommendation from the Program Director of the Doctor of Worship Studies degree.
- 5. Professional vita showing three years of experience in full-time ministry
- 6. Applicants must submit a 1000-to-1500-word Statement of Purpose that answers the following questions:
 - a. How has your previous education and/or work experience prepared you for doctoral studies at Liberty University?
 - b. What is your goal with regard to pursuing doctoral education at Liberty University?
 - c. Please describe the character and values you possess that will help you succeed in your desired field.
- 7. Interview and recommendation from the Doctor of Worship Studies Degree Program Director.
- 8. TOEFL Scores for students who speak English as a second language (score of 600 paper –based test; 250 computer-based test, 80 internet-based test).

TRANSFER CREDIT

Transfer students will be required to submit transcripts for evaluation as per the normal process established by the University.

Students may transfer a maximum of 12 hours of coursework from an accredited institution. In order to be eligible for transfer credit, course work must have a minimum grade of B-, and must have been completed within the past seven (7) years. Credits from a degree on the same academic level previously earned through Liberty University are considered transfer credits.

The following courses are not eligible for transfer credit: WMUS 525 and WRSP 890.

GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, graduates of the *Doctor of Worship Studies* program must meet the following requirements:

- Complete 45 hours.
- A minimum of 33 hours must be completed through Liberty University, not to include credits from a prior degree earned through Liberty.
- A maximum of 12 hours of transfer credit, including credits from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
- Required 3.00 GPA.
- No more than two grades of C may be applied to the degree (includes grades of C+/C-).
- No grade of D or lower may be applied to the degree (includes grades of D+/D-).
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Degree must be completed within 7 years.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

Doctor of Worship Studies (D.W.S.)

Graduate Certificates

The School of Music offers graduate certificates in two areas of study through Liberty University Online.

ADMISSION REQUIREMENTS

Please refer to the Admissions Requirements Matrix for Certificates in the Graduate Admissions section of this Catalog.

CERTIFICATE COMPLETION REQUIREMENTS

1. 9 total hours
2. All courses must be completed through Liberty University.
3. 2.00 GPA
4. No grade of D (includes grades of D+ & D-) may be applied to the certificate.
5. Certificate must be completed within 3 years.
6. Submit a Certificate Completion Application to the Registrar's Office at the beginning of the final semester.

Note: Students who want to apply certificate courses to a graduate or seminary degree program will have to abide by the GPA and grade requirements of that degree program.

Graduate Certificate in Music in World Cultures – Ethnomusicology

Delivery Format: Online Only

[Music in World Cultures - Ethnomusicology](#)

Graduate Certificate in Worship Studies

Delivery Format: Online Only

[Worship Studies](#)

School of Nursing

Administration

Shanna W. Akers, R.N., B.S.N., M.S.N./M.B.A.-H.C., Ed.D. CNE
Dean, School of Nursing
Associate Professor of Nursing

Sharon J. Kopis, R.N., B.S.N., M.S., Ed.D., CNE, FNP-C
Chair, DNP Programs
Professor of Nursing

Diane C. Bridge, R.N., B.S.N., M.S.N., Ed.D.
Chair of Online Undergraduate and Graduate Nursing Programs
Associate 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. The entire roster can also be viewed online at <https://www.liberty.edu/index.cfm?action=faculty&PID=19959&CATID=32> where faculty can be searched for by Department.

PURPOSE

In accordance to the missions of the University and the School of Nursing, the purpose of the Nursing Graduate Programs is to prepare nursing leaders, nurse educators, and advanced practice nurses to transform the nursing profession through character development, leadership, and scholarship. Grounded in Biblical values, the Nursing Graduate Programs focus on the care of the whole person; body, mind, and spirit.

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

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

PURPOSE

Liberty University's *Master of Science in Nursing* program is founded on a Christian worldview and designed to prepare competent men and women in the field of nursing education and nursing administration. The program prepares students as nurse educators and faculty members in schools of nursing, and nurse administration/leaders. Graduates are equipped with the critical thinking skills, leadership, and knowledge needed to promote the profession of nursing through clinical practice, teaching, research, program development and implementation, and scholarship

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Integrate research and scholarship into advanced nursing practice (AACN/CCNE I, IV, NLN 7, ANA-Admin. 10, 13, 15).
2. Influence nursing practice by integrating policy criteria and advocacy skills (AACN/CCNE VI, NLN 8, ANA-Admin. 16).
3. Employ quality improvement, safety standards, and outcomes management to support best practices in nursing (AACN/CCNE III, IX, NLN 6, ANA-Admin. 7).
4. Collaborate with members of interprofessional teams to promote culturally competent population health care and clinical prevention in a variety of settings (AACN/CCNE VII, VIII, ANA-Admin 5b, 10, 11).
5. Utilize innovative health care technologies in a variety of practice settings (AACN/CCNE V, NLN1, ANA-Admin. 14).
6. Apply Christian Worldview and ethical decision making to Advanced Nursing Practice (LU mission, AACN/CCNE IX, NLN 6, ANA-Admin 12).
7. Demonstrate leadership in a variety of professional practice and educational settings (AACN/CCNE II, IX, NLN 5, 8, ANA-Admin. 3, 15).

Community Health Concentration – Available Spring 2019

The student will be able to:

1. Evaluate how various organizations, positions and roles contribute to carrying out public health's core functions and essential services.
2. Apply principles derived from the basic public health sciences to planning, implementing and evaluating public health interventions, disaster preparedness, and emergency response activities.

Health Policy Concentration – Available Spring 2019

The student will be able to:

1. Evaluate the role of political actors in the analysis, formation and implementation of health policy and the impact of law and regulation on health policy.
2. Analyze specific health policy decisions and related issues that shape the organization, finances, and implementation of healthcare services and delivery systems.

Nursing Administration Concentration

The student will be able to:

1. Demonstrate consultation and collaboration with interdisciplinary teams to direct health care systems delivery of nursing services and professional practice (ANA-Admin. 5c, 11, 10).
2. Provide health care systems management utilizing the nursing process* to perform strategic planning, fiscal and resource management and evaluation of outcomes (ANA-Admin. 1-6, 14).
3. Utilize evidence to create a culture of safety and quality based on nursing values, advocacy, current nursing practice, legal ethical and regulatory compliance (ANA-Admin. 7, 8, 9, 12).

*Assessment, diagnosis/data analysis, outcomes identification, planning, implementation, and outcomes evaluation.

Nurse Educator Concentration

The student will be able to:

1. Design nursing curricula that reflects student learning needs, innovative teaching strategies, assessment and

- evaluation of learning outcomes that support a positive learning environment (NLN competencies 3 and 4).
- Construct a learning environment based on educational theory and evidence-based practice which promotes individual learner needs (NLN competency 1).
 - Demonstrates the knowledge, skills, and abilities in creating a learning environment that supports individual goals and diverse student needs (NLN competency 2).

Nursing Informatics Concentration

The student will be able to:

- Design nursing informatics solutions to reach a community need, resolve a healthcare issue, or improve an outcome in the healthcare setting (ANA-Nursing Inform. 1, 4, 5).
- Collaborate with key stakeholders in the healthcare setting to create strategies for informatics solutions (ANA-Nursing Inform. 6, 11, 13).
- Synthesize available data, information, evidence, and knowledge to create a culture of safety and quality based on legal, ethical, and regularly compliance (ANA-Nursing Inform. 1, 7, 10, 15).

ACCREDITATION

The Master of Science in Nursing program at Liberty University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

CERTIFICATION

The Master of Science in Nursing – Nurse Educator Concentration may meet the educational requirements of the National League of Nursing's Nurse Educator Certification. The Nurse Administration concentration may meet the educational requirements of the American Nurse Credentialing Center's Nurse Executive/ Nurse Executive Advanced Certification.

Note: Certification and eligibility requirements are changed periodically by credentialing bodies and are out of the control of the academic institution. Credentialing bodies such as the National League of Nursing and the American Nurse Credentialing Center make the final determination to sit for any exams they may offer.

PROGRAM SPECIFIC ADMISSION PROCEDURES

All policies and procedures for admission to graduate programs as stated in this Catalog apply unless otherwise stated. The following criteria are established to encourage applications from qualified students who are highly motivated, self-directed, and academically competent to ensure selection of individuals who possess abilities that will enable them to successfully pursue graduate study in nursing. Each applicant must submit documentation to the Office of Graduate Admissions gradadmissions@liberty.edu that addresses the following criteria:

- Graduate of a nationally accredited nursing program/school or its equivalent. Accrediting bodies include: Commission on Collegiate Nursing Education (CCNE).
- Bachelor of Science in Nursing (B.S.N.) or a bachelor's degree in another discipline. Non-B.S.N. applicants with an RN license may be admitted to the M.S.N. program but must satisfy requirements for the following undergraduate bridge courses: NURS 225, *Research in Nursing*; NURS 440, *Strategies for Community Health*; NURS 445 *Population Health*; NURS 490, *Leadership/Management in Nursing* and NURS 491 *Nursing Management*. Bridge courses are not a prerequisite to admission into the M.S.N. program, but must be completed within the first year of admission to the M.S.N. program.

- Introductory statistics course (math preferred) and an undergraduate course in health assessment are required. For those who did not complete these courses in their undergraduate programs, they may fulfill these requirements during the first two semesters of the M.S.N. program and must complete a undergraduate statistics course and an undergraduate nursing research course prior enrollment in NURS 500, *Research*; the undergraduate course for health assessment must be fulfilled prior to enrollment in NURS 505, *Advanced Health/Physical Assessment*.
- Minimum cumulative undergraduate GPA of 3.00 on a scale of 4.00.
- Ability to meet the Liberty School of Nursing Statement of Essential Attributes.
- Nurses educated outside of the United States must submit the following documentation in order to be considered for admission:
 - Proof of valid and current RN licensure based on review by the Commission on Graduates for Foreign Nursing Schools (CGFNS) International [+1(215) 222-8454] (must hold a valid registered nurse license issued in one of the fifty States. See #6.)
 - Pass the NCLEX Readiness Exam (offered by the CGFNS)
 - Undergraduate transcript evaluation report from the World Education System (WES) or the National Association of Credential Evaluation Services (NACES). This evaluation is required to determine equivalency of the applicant's nursing and baccalaureate degrees to nursing education programs offered by schools in the U.S.
- TOEFL Scores for students who speak English as a second language (score of 600 paper –based test; 250 computer-based test, 80 internet-based test). Additionally, the School of Nursing will require a TOEFL score for all students education outside of the United States regardless of the nursing degree obtained
- Current and active nursing license to practice as a registered nurse in your current state of residency.
- RN's will self-verify a minimum of one year of nursing practice. This can be collected verbally by a call center agent or via email from the student to LUO Admissions Verification.
- Must have one year of nursing practice as a registered nurse.
- All students must be fully admitted into the MSN program to enroll in classes.
- Nurse Educator: NURS 617, 618, 619, 620; and Nursing Administration: NURS 623, 624, 625, 626 require a practicum, which must be completed within the United States.
- Recommender contact information.

EVALUATION OF TRANSFER CREDITS

With approval from the School of Nursing Graduate Faculty Committee, students may transfer up to 21 credit hours from an appropriately accredited institution. In order to transfer credit hours, the student must have earned the minimum grade of B-, and the courses must have been completed within five years of the start date of the program. Students may receive transfer credit for graduate courses that were required for another completed master's degree. No correspondence or life experience study will be accepted for credit in the M.S.N. program. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

COURSE REQUIREMENTS

The Master of Science in Nursing offers nurse educator and nurse administration concentrations. With faculty guidance students develop a program of study and practicum that reflects their nursing education or administrative interests. Full and part-time options are available. Each student should obtain an up-to-date copy of the *Graduate Nursing Student Handbook* (available online at Liberty University's M.S.N. website), for information about matriculation and progression in the M.S.N. program. The application information and forms are also available online.

PRACTICUM REQUIREMENTS

Documentation that verifies current American Heart Association CPR card immunization status (i.e., measles, mumps and rubella (MMR), tuberculosis (TB) testing, Varicella titer or immunity, Hepatitis B & Influenza), HIPAA and Bloodborne Pathogens, a Criminal Background Check, and 10 Panel Drug Screen must be submitted prior to students enroll in courses that include a practicum component. Additional requirements may be requested by the student-selected practicum facility sites. Students are responsible to assume all costs associated with practicum requirements.

PROGRAM DISMISSAL

Automatic dismissal without the options for extensions, to repeat courses, or to reapply to the MSN program occurs when students:

- Earn more than three (3) graduate grades of C+ or lower.
- Earn more than one (1) graduate grade of D+ or lower.
- Earn a GPA lower than 3.0 for two consecutive semesters.
- Fail to report any changes, sanctions, or other updates to their RN license to the MSN program Chair.
- Are in violation of the Liberty University Online honor Code.

GRADUATION REQUIREMENTS

1. Complete 42 hours,
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. 3.0 GPA.
4. No grades lower than a B- may be applied to the degree.
5. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
6. Liberty coursework more than 5 years old must be repeated.
7. Degree must be completed within 5 years.
8. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Science in Nursing \(M.S.N.\) - Community Health](#)

[Master of Science in Nursing \(M.S.N.\) - Health Policy](#)

[Master of Science in Nursing \(M.S.N.\) - Nurse Educator](#)

[Master of Science in Nursing \(M.S.N.\) - Nursing Administration](#)

[Master of Science in Nursing \(M.S.N.\) - Nursing Informatics](#)

Doctor of Nursing Practice (D.N.P.)

PURPOSE

The purpose of the Liberty University School of Nursing's Doctor of Nursing Practice program is to prepare nurses for advanced nursing practice roles with a commitment to Christian ethical standards to transform healthcare through leadership and clinical practice.

ACCREDITATION

The Doctor of Nursing Practice program at Liberty University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW Suite 750, Washington, DC, 20001.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

Admission to the Doctor of Nursing Practice program is a competitive process. The applicants who meet the admission requirements are not guaranteed acceptance. The program has two pathways, Post-BSN DNP with Family Nurse Practitioner specialization and Post-MSN DNP. The DNP program also offers a Post-MSN DNP Psychiatric Mental Health Nurse Practitioner program and a Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate program for MSN or doctoral prepared licensed and certified nurse practitioners.

Admission standards for Post - BSN DNP Family Nurse Practitioner include:

1. Complete a Graduate School Application form
2. Graduate of a nationally accredited school of nursing (National League of Nursing Accrediting Commission) (NLNAC) or the Commission on Collegiate Nursing Education (CCNE).
3. Earned Bachelor of Science Degree in Nursing, or Master of Science Degree in Nursing (for students seeking DNP with Family Nurse Practitioner specialty certification.)
4. Current, unencumbered RN license issued in the Commonwealth of Virginia. Please submit a copy of your RN license to luoverify@liberty.edu.
5. (If applicable) Advanced practice license and associated certification. Advanced practice Licenses must be current and unencumbered and issued in Virginia. A copy of certification must be also provided in addition to license.
6. If past sanction or disciplinary action exists on a professional license, the applicant may be contacted by the Nursing Admissions Review Committee for further explanation.
7. If student has an advanced practice certification: Verification of professional certification as an advanced practice nurse (Nurse Practitioner, Nurse, Clinical Nurse Specialist) *Nurse Leaders may hold national certification in Nursing Administration, not required but preferred.
8. GPA 3.0 or above in most current nursing program completed (BSN or MSN).
9. Official transcripts from all post-secondary institutions
10. Contact information for three recommendations: Academic-professor, Professional-physician or nurse manager, Personal-pastor, colleague or friend.
11. Curriculum Vitae
12. One-year professional nursing experience prior to enrollment in practicum courses.
13. Undergraduate statistics course.
14. Undergraduate research methods course.
15. Undergraduate health assessment course.
16. Writing Sample (not to exceed 3,000) words – A document discussing introduction and world view, professional experience/ goals, and vision for professional practice including scholarly project.
17. TOEFL if applicable.

18. CPR Certification American Heart Association BLS for Health Care Providers with AED.
19. Interview with nursing faculty (in person, telephone or electronic).
20. Background check, drug and finger print screening.
21. Immunization/Physical Exam Form.
22. Ability to meet Essential Attributes Requirements.

Admission standards for Post – MSN DNP include:

1. Complete a Graduate School Admission Application form.
2. Graduate of a nationally accredited school of nursing (National League of Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE).
3. Earned Master of Science Degree in Nursing, specialty in an advanced practice role ■ Family Nurse Practitioner or Clinical Nurse Specialist, or Nurse Leader.
4. Current, unencumbered RN license issued in one of the fifty United States. Please submit a copy of your RN license to luoverify@liberty.edu.
5. Current, unencumbered APRN license issued in one of the fifty United States (if applicable). Please submit a copy of your APRN license to luoverify@liberty.edu.
6. If a past sanction or disciplinary action exists on a professional license, the applicant may be contacted by the Nursing Admissions Review Committee for further explanation.
7. Verification of professional certification as an advanced practice nurse (Nurse Practitioner, Nurse, Clinical Nurse Specialist) *Nurse Leaders may hold national certification in Nursing Administration, not required but preferred.
8. GPA 3.0 or above in all previous graduate course work.
9. Official Transcripts from all post-secondary institutions.
10. If advanced practice nurse must have a graduate level health assessment course, graduate level pathophysiology course and graduate level pharmacology course.
11. Writing Sample (not to exceed 3000) words – A document discussing introduction world view, professional experience goals and vision for personal practice including scholarly project.
12. Verification of practicum hours from graduate program director.
13. TOEFL if applicable.
14. CPR Certification American Heart Association BLS for Health Care Providers with AED
15. Background, drug and finger print screening
16. Immunization/Physical Exam Form
17. Ability to meet Essential Attributes Requirements.

Note: All students enrolled in both pathways must also hold current American Heart Association CPR certification, and complete a background check, physical examination and immunizations, OSHA training and HIPPA training and/or other requirements as designed by specific practicum sites.

FAST TRACK:

Admission criteria for Fast Track Post – MSN DNP include:

1. Graduate School Application (waive fee)
2. Graduate from the Liberty University MSN program within the past one year
3. Writing Sample
4. Contact information for one recommendation – professional/academic/personal
5. Supplemental admission requirements – maintain compliance in CastleBranch

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Integrate nursing science, theory research and scholarship into advanced nursing practice.
2. Design effective health care environments to improve quality, cost-effectiveness and outcomes.
3. Apply evidence and clinical scholarship to support clinical/systems decision making, policy and advocacy.
4. Utilize information systems and technology to support decision-making and improve outcomes.
5. Extend knowledge of clinical prevention, population health, and policy through application of evidence and collaboration with stakeholders and professionals.
6. Apply evidence-based advanced clinical decision-making and culturally competent care to individuals, families and populations.
7. Integrate the Christian World view into the delivery of care of diverse populations.

Admission standards for Post – MSN DNP Psychiatric **Mental Health Nurse Practitioner Program include:**

1. Complete a Graduate School Admission Application form.
2. Graduate of a nationally accredited school of nursing (National League of Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE).
3. Earned Master of Science Degree in Nursing with specialty as nurse practitioner: population foci such as family, pediatrics, acute, adult/gero
4. Current, unencumbered RN license issued in one of the fifty United States. Please submit a copy of your RN license to luoverify@liberty.edu.
5. Current, unencumbered APRN Nurse Practitioner license issued in one of the fifty United States Please submit a copy of your APRN license to luoverify@liberty.edu.
6. If a past sanction or disciplinary action exists on a professional license, the applicant may be contacted by the Nursing Admissions Review Committee for further explanation.
7. Verification of professional certification as an advanced practice nurse (Nurse Practitioner), submit to luoverify@liberty.edu.
8. GPA 3.0 or above in all previous graduate course work.
9. Official Transcripts from all post-secondary institutions.
10. Contact information for one recommendation- professional/academic/personal.
11. Must have completed a graduate level health assessment course, graduate level pathophysiology course and graduate level pharmacology course, all taught across the life span.
12. Writing Sample (not to exceed 3000) words – A document discussing introduction world-view, professional experience goals and vision and scholarly project.
13. Verification of practicum hours from graduate program director.
14. TOEFL if applicable.
15. CPR Certification American Heart Association BLS for Health Care Providers with AED
16. An interview may be requested for selected applicants. Please note that not all applicants will be requested to interview with the school of nursing. Interviews can be conducted remotely, as needed.
17. Background, drug and finger print screening
18. Immunization/Physical Exam Form
19. Ability to meet Essential Attributes Requirements.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Integrate nursing science, theory research and scholarship into advanced nursing practice.
2. Design effective health care environments to improve quality, cost-effectiveness and outcomes.
3. Apply evidence and clinical scholarship to support clinical/systems decision making, policy and advocacy.
4. Utilize information systems and technology to support decision-making and improve outcomes.
5. Extend knowledge of clinical prevention, population health, and policy through application of evidence and collaboration with stakeholders and professionals.
6. Apply evidence-based advanced clinical decision-making and culturally competent mental health care to individuals, families and populations.
7. Integrate the Christian World view into the delivery of care of diverse populations.

GRADUATION REQUIREMENTS FOR POST – BSN DNP

1. Complete 78 hours.
2. A minimum of 72 hours must be completed through Liberty University, not to include credits from a prior degree earned through Liberty.
3. A maximum of 6 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
4. 3.0 GPA
5. Students must complete all coursework with a GPA of 3.0 or greater and maintain an overall GPA of 3.0. Students must maintain a GPA of 3.0 to remain in the program, with no grade lower than a B. All course grades averaged into the GPA course work towards degree completion must be B or above. Students may repeat one grade of B-, C+, C or C-. The most recent grade will be calculated in the GPA. A grade of B-, C+, C or C- received in a second course or any grade below C- will result in dismissal from the program. Any grade of B- or below will not be applied to the degree. There shall be no unresolved reports of the Academic or Personal Honor Code, or pending reviews.
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Successful completion of Comprehensive Exam.
8. Successful completion of 1,232 Practicum hours.
9. Degree must be completed within 5 years.
10. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

GRADUATION REQUIREMENTS FOR POST – MSN

FAMILY NURSE PRACTITIONER DNP

1. Complete 41 hours.
2. A minimum of 35 hours must be completed through Liberty University, not to include credits from a prior degree earned through Liberty.
3. A maximum of 6 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
4. 3.0 GPA.
5. Students must complete all coursework with a GPA of 3.0 or greater and maintain an overall GPA of 3.0. Students must maintain a GPA of 3.0 to remain in the program, with no grade lower than a B. All course grades averaged into the GPA course work towards degree completion must be B or above. Students may repeat one grade of B-, C+, C or C-. The most recent grade will be calculated in the GPA. A grade of B-, C+, C or C- received in a second course or any grade below C- will result in dismissal from

the program. Any grade of B- or below will not be applied to the degree. There shall be no unresolved reports of the Academic or Personal Honor Code, or pending reviews.

6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Successful completion of 560 Practicum hours.
8. Degree must be completed within 5 years.
9. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

*Commission on Collegiate Nursing Education (CCNE) requires all DNP students to complete at least 1,000 practicum hours post-BSN. Student must complete at least 560 DNP practicum hours, additional hours may be required to support the 1,000 hours post-BSN depending on the number of practicum hours considered from the MSN program.

GRADUATION REQUIREMENTS FOR POST – MSN

PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER DNP

1. Complete 57 hours.
2. A minimum of 51 hours must be completed through Liberty University, not to include credits from a prior degree earned through Liberty.
3. A maximum of 6 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
4. 3.0 GPA.
5. Students must complete all coursework with a GPA of 3.0 or greater and maintain an overall GPA of 3.0. Students must maintain a GPA of 3.0 to remain in the program, with no grade lower than a B. All course grades averaged into the GPA course work towards degree completion must be B or above. Students may repeat one grade of B-, C+, C or C-. The most recent grade will be calculated in the GPA. A grade of B-, C+, C or C- received in a second course or any grade below C- will result in dismissal from the program. Any grade of B- or below will not be applied to the degree. There shall be no unresolved reports of the Academic or Personal Honor Code, or pending reviews.
6. For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
7. Successful completion of 1024 practicum hours (includes PMHNP and DNP practicum hours).
8. Degree must be completed within 5 years.
9. Degree must be completed within 5 years.
10. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.
11. Successful completion of Comprehensive Exam.

*Commission on Collegiate Nursing Education (CCNE) requires all DNP students to complete at least 1,000 practicum hours post-BSN.

Programs of Study – Degree Completion Plan

Delivery Format: Resident and Online

[Doctor of Nursing Practice \(D.N.P.\) - Family Nurse Practitioner](#)

Delivery Format: Online Only

[Doctor of Nursing Practice \(D.N.P.\)](#)

[Doctor of Nursing Practice \(D.N.P.\) - Psychiatric Mental Health Nurse Practitioner](#)

Students who are interested in teaching nursing are encouraged to take the Nurse Educator Elective Sequence.

Dual Degree Programs

RN-BSN-MSN

Bachelor of Science in Nursing (B.S.N.) for RNs: Post-Licensure — Master of Science in Nursing (M.S.N.)

PURPOSE

The RN-BSN-MSN program will sharpen students' knowledge, skills, and abilities as they manage in the capacity of a healthcare professional.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

Admission to the Bachelor of Science in Nursing (BSN) and a Master of Science in Nursing (MSN) program is a competitive process.

Admission standards for RN-BSN-MSN include:

1. Graduation from an NLN-Accredited Associate Degree or Diploma nursing program.
2. Current and Active Registered Nurse license.
3. Documentation of the ability to meet the Essential Attributes of Nursing.
4. If a student makes a C -/+ in NURS 500 or NURS 503, the student is required to take the undergraduate equivalents course (NURS 225 or NURS 445) prior to retaking the graduate course for transcript adjustment.
5. Prior to taking NURS 500 (Research), the student must successfully complete an undergraduate statistics course with a grade of C or above.
6. Progression to the MSN program following BSN completion is dependent upon earning a grade of B- or higher in all graduate courses.
7. If the student makes a D or less in either NURS 500 or NURS 503, the student will be administratively dismissed from the RN-BSN-MSN program. He or she would remain eligible to continue in the RN-BSN program.
8. Students in the RN to BSN to MSN track must maintain a GPA of 3.0 or higher. RN to BSN to MSN track students with GPA's between 2.0 and 2.9 will be admitted on caution, but should maintain a current GPA 3.0 or higher. If the student is unable to maintain this GPA, he or she may remain in the RN to BSN track if meeting RN to BSN progression policies.
9. The gate course in the RN-BSN program is NURS 492 (capstone course). This course must be completed prior to taking any 500 or 600 level nursing class, except for NURS 500 and NURS 503.
10. NURS 220 is the entry nursing course. Students will be informed that this is their chance to transfer to the dual degree, afterwards, the students will not be eligible to transition into the dual degree program.
11. UG pre-reqs should be completed by NURS 492.
12. MSN requirements will lead for admission and graduation.
13. After completing NURS 492, progression policies of the Graduate School apply.

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.
8. Integrate research and scholarship into advanced nursing practice (AACN/CCNE I, IV, NLN 7, ANA-Admin. 10, 13, 15).
9. Influence nursing practice by integrating policy criteria and advocacy skills (AACN/CCNE VI, NLN 8, ANA-Admin. 16).
10. Employ quality improvement, safety standards, and outcomes management to support best practices in nursing (AACN/CCNE III, IX, NLN 6, ANA-Admin. 7).
11. Collaborate with members of interprofessional teams to promote culturally competent population health care and clinical prevention in a variety of settings (AACN/CCNE VII, VIII, ANA-Admin. 5b, 10, 11).
12. Utilize innovative health care technologies in a variety of practice settings (AACN/CCNE V, NLN 1, ANA-Admin. 14).
13. Apply Christian Worldview and ethical decision making to Advanced Nursing Practice (LU mission, AACN/CCNE IX, NLN 6, ANA-Admin. 12).
14. Demonstrate leadership in a variety of professional practice and educational settings (AACN/CCNE II, IX, NLN 5, 8, ANA-Admin. 3, 15).

Nurse Educator Concentration

The student will be able to:

1. Design nursing curricula that reflects student learning needs, innovative teaching strategies, assessment and evaluation of learning outcomes that support a positive learning environment (NLN competencies 3 and 4).
2. Construct a learning environment based on educational theory and evidence-based practice which promotes individual learner needs (NLN competency 1).
3. Demonstrate the knowledge, skills, and abilities in creating a learning environment that supports individual goals and diverse student needs (NLN competency 2).

Nursing Administration Concentration

The student will be able to:

1. Demonstrate consultation and collaboration with interdisciplinary teams to direct health care systems delivery of nursing services and professional practice (ANA-Admin. 5c, 11, 10).
2. Provide health care systems management utilizing the nursing process to perform strategic planning, fiscal and resource management and evaluation of outcomes (ANA-Admin. 1-6, 14).

- Utilize evidence to create a culture of safety and quality based on nursing values, advocacy, current nursing practice, legal ethical and regulatory compliance (ANA-Admin. 7, 8, 9, 12)

Nursing Informatics Concentration

The student will be able to:

- Design nursing informatics solutions to reach a community need, resolve a healthcare issue, or improve an outcome in the healthcare setting (ANA-Nursing Inform. 1,4,5)
- Collaborate with key stakeholders in the healthcare setting to create strategies for informatics solutions (ANA-Nursing Inform. 6, 11, 13).
- Synthesize available data, information, evidence, and knowledge to create a culture of safety and quality based on legal, ethical, and regulatory compliance (ANA-Nursing Inform. 1, 7, 10, 15).

GRADUATION REQUIREMENTS FOR RN-BSN-MSN

- Complete 151 hours.
- 120 Credit hours must be 100-400 level courses (NURS 500 & 503 included)
- 3.0 GPA
- 30 credit hours of undergraduate courses must be upper-level (300-400 level)
- Grade of 'C' minimum required for all undergraduate courses in the major
- Grade of 'B' or higher required for all graduate courses
- 46% of the undergraduate courses in majors must be taken through Liberty University
- 30 credit hours of undergraduate courses must be taken through Liberty University
- Coursework taken through Liberty University and is more than 5 years old may not be applied towards this degree. Students are required to repeat the course if it has exceeded the age limit.
- Degree must be completed within 5 years.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plan

Delivery Format: Online Only

[Bachelor of Science in Nursing for RNs: Post Licensure and Master of Science in Nursing: Nursing Administration \(B.S.N. to M.S.N.\)](#)

[Bachelor of Science in Nursing for RNs: Post Licensure and Master of Science in Nursing: Nurse Educator \(B.S.N. to M.S.N.\)](#)

[Bachelor of Science in Nursing for RNs: Post Licensure and Master of Science in Nursing: Nursing Informatics \(B.S.N. to M.S.N.\)](#)

Master of Science in Nursing (M.S.N.) and Master of Business Administration (M.B.A.)

PURPOSE

The MSN/MBA program will sharpen students' knowledge, skills, and abilities as they manage in the capacity of a healthcare professional. Students will learn how to be successful in the health care organization, manage operations and personnel, ensure quality,

and maintain compliance with laws that affect healthcare providers, administrators, and organizations.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

Admission to the Master of Science in Nursing (MSN) / Master of Business Administration (MBA) program is a competitive process.

Admission standards for MSN/MBA include:

- An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.);
- Introductory statistics course (math preferred) and an undergraduate course in health assessment are required. For those who did not complete these courses in their undergraduate programs, they may fulfill these requirements during the first two semesters of the M.S.N. program and must complete a undergraduate statistics course and an undergraduate nursing research course prior enrollment in NURS 500, *Research*; the undergraduate course for health assessment must be fulfilled prior to enrollment in NURS 505, *Advanced Health/Physical Assessment*.
- Minimum cumulative undergraduate GPA of 3.00 on a scale of 4.00.
- Current registered nurse license in good standing without any sanctions or restrictions, actual or pending issued in one of the fifty United States.
- Must have one year of nursing practice as a registered nurse.
- Students with RN license and bachelor's degree in a discipline other than Nursing must take NURS 225, 440, 490, and 491 within the first year of the program.
- One Recommendation from a Nurse Manager.

PROGRAM LEARNING OUTCOMES

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

The student will be able to:

- Integrate research and scholarship into advanced nursing practice (AACN/CCNE I, IV, NLN 7, ANAAdmin. 10, 13, 15).
- Influence nursing practice by integrating policy criteria and advocacy skills (AACN/CCNE VI, NLN 8, ANA-Admin. 16).
- Employ quality improvement, safety standards, and outcomes management to support best practices in nursing. (AACN/CCNE III, IX, NLN 6, ANA-Admin 7).
- Collaborate with members of Inter-professional teams to promote culturally competent population health care and clinical prevention in a variety of settings. (AACN/CCNE VII, VIII, ANAAdmin Sb, 10, 11).
- Utilize innovative health care technologies in a variety of practice settings. (AACN/CCNE V, NLN 1, ANA-Admin. 14).
- Apply Christian Worldview and ethical decision making to Advanced Nursing Practice (LU mission, AACN/CCNE IX, NLN 6, ANA-Admin 12).
- Demonstrate leadership in a variety of professional practice and educational settings. (AACN/CCNE II, IX, NLN 5, 8, ANA-Admin. 3, 15).

Nurse Administration Concentration

The student will be able to:

- Demonstrate consultation and collaboration with interdisciplinary teams to direct healthcare systems

delivery of nursing services and professional practice (ANA-Admin 1-6, 14).

2. Provide health care systems management utilizing the nursing process* to perform strategic planning, fiscal and resource management and evaluation of outcomes (ANA-Admin 1-6, 14).
3. Utilize evidence to create a culture of safety and quality based on nursing values; advocacy; current nursing practice; legal, ethical, and regulatory compliance (ANA-Admin. 7, 8, 9, 12).

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

The student will be able to:

1. Incorporate Christian worldview perspectives when solving business ethical dilemmas.
2. Evaluate and present scholarship relevant to business contexts.
3. Solve complex business issues within various contexts.

PROGRAM DISMISSAL

Automatic dismissal without the options for extensions, to repeat courses, or to reapply to the MSN – MBA program occurs when students:

- Earn more than three (3) graduate NURS grades of C+ or lower.
- Earn more than one (1) graduate NURS grade of D+ or lower.
- Earn a GPA lower than 3.0 for two consecutive semesters.
- Fail to report any changes, sanctions, or other updates to their RN license to the MSN program Chair.
- Are in violation of the Liberty University Online honor Code.

GRADUATION REQUIREMENTS FOR MSN/MBA

1. Complete 60 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. 3.0 GPA
4. No grades lower than a B- may be applied to the degree.
5. Liberty University coursework that is more than 5 years old may not be applied towards that degree. Students are required to repeat the course if it has exceeded the age limit.
6. Degree must be completed within 5 years.
7. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Science in Nursing \(M.S.N.\) and Master of Business Administration \(M.B.A.\)](#)

Master of Science in Nursing (M.S.N.) and Master of Science in Healthcare Administration (M.S.)

PURPOSE

The MSN/MS program will sharpen students' knowledge, skills, and abilities as they manage in the capacity of a healthcare professional. Students will learn how to be successful in the health care organization, manage operations and personnel, ensure quality,

and maintain compliance with laws that affect healthcare providers, administrators, and organizations.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

Admission to the Master of Science in Nursing (MSN) / Master of Science in Healthcare Administration (MS) program is a competitive process.

Admission standards for MSN/MS include:

1. An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.);
2. Introductory statistics course (math preferred) and an undergraduate course in health assessment are required. For those who did not complete these courses in their undergraduate programs, they may fulfill these requirements during the first two semesters of the M.S.N. program and must complete a undergraduate statistics course and an undergraduate nursing research course prior enrollment in NURS 500, *Research*; the undergraduate course for health assessment must be fulfilled prior to enrollment in NURS 505, *Advanced Health/Physical Assessment*.
3. Minimum cumulative undergraduate GPA of 3.00 on a scale of 4.00.
4. Current registered nurse license in good standing without any sanctions or restrictions, actual or pending issued in one of the fifty United States.
5. Must have one year of nursing practice as a registered nurse.
6. Students with RN license and bachelor's degree in a discipline other than Nursing must take NURS 225, 440, 490, and 491 within the first year of the program.
7. One Recommendation from a Nurse Manager.

PROGRAM LEARNING OUTCOMES

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

The student will be able to:

1. Integrate research and scholarship into advanced nursing practice (AACN/CCNE I, IV, NLN 7, ANAAdmin. 10, 13, 15).
2. Influence nursing practice by integrating policy criteria and advocacy skills (AACN/CCNE VI, NLN 8, ANA-Admin. 16).
3. Employ quality improvement, safety standards, and outcomes management to support best practices in nursing. (AACN/CCNE III, IX, NLN 6, ANA-Admin 7).
4. Collaborate with members of Inter-professional teams to promote culturally competent population health care and clinical prevention in a variety of settings. (AACN/CCNE VII, VIII, ANAAdmin Sb, 10, 11).
5. Utilize innovative health care technologies in a variety of practice settings. (AACN/CCNE V, NLN 1, ANA-Admin. 14).
6. Apply Christian Worldview and ethical decision making to Advanced Nursing Practice (LU mission, AACN/CCNE IX, NLN 6, ANA-Admin 12).
7. Demonstrate leadership in a variety of professional practice and educational settings. (AACN/CCNE II, IX, NLN 5, 8, ANA-Admin. 3, 15).

Nurse Administration Concentration

The student will be able to:

1. Demonstrate consultation and collaboration with interdisciplinary teams to direct healthcare systems

delivery of nursing services and professional practice (ANA-Admin Sc, 11, 10).

2. Provide health care systems management utilizing the nursing process* to perform strategic planning, fiscal and resource management and evaluation of outcomes (ANA-Admin 1-6, 14).
3. Utilize evidence to create a culture of safety and quality based on nursing values; advocacy; current nursing practice; legal, ethical, and regulatory compliance (ANA-Admin. 7, 8, 9, 12).

Master of Science in Healthcare Administration (M.S.)

The student will be able to:

1. Provide solutions that align with a biblical worldview to problems associated with cost, access, and quality of care.
2. Evaluate environmental factors impacting the management of healthcare organizations.
3. Design strategic planning initiatives that incorporate financial analysis, human capital management, operational improvement, marketing, and legal/regulatory compliance based upon knowledge of current literature and industry best practices.

PROGRAM DISMISSAL

Automatic dismissal without the options for extensions, to repeat courses, or to reapply to the MSN – MS program occurs when students:

- Earn more than three graduate course grades of C plus or lower (>3 C's, or >2 C's and 1 D, F or FN)
- Earn more than one graduate course grade of D plus, D, D minus, F, or FN
- Earn a GPA lower than 3.0 for two consecutive semesters.
- Fail to report any changes, sanctions, or other updates to their RN license to the MSN program Chair.
- Are in violation of the Liberty University Online Honor Code).

GRADUATION REQUIREMENTS FOR MSN/MS

1. Complete 60 hours.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. 3.0 GPA
4. No grades lower than a B- may be applied to the degree.
5. Liberty University coursework that is more than 5 years old may not be applied towards that degree. Students are required to repeat the course if it has exceeded the age limit.
6. Degree must be completed within 5 years.
7. Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Programs of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Science in Nursing \(M.S.N.\) and Master of Science in Healthcare Administration \(M.S.\)](#)

Post Graduate Certificates

Psychiatric Mental Health Nurse Practitioner

The School of Nursing offers a post graduate certificate in Psychiatric Mental Health Nurse Practitioner.

ADMISSION REQUIREMENTS

Admission Standards for Post – Graduate Psychiatric Mental Health Nurse Practitioner Certificate Program include:

1. Complete a Graduate School Admission Application form.
2. Graduate of a nationally accredited school of nursing National League of Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE).
3. Earned Master of Science Degree in Nursing or Doctorate Degree with specialty as nurse practitioner: population foci such as family, pediatrics, acute, adult/gero
4. Current, unencumbered RN license issued in one of the fifty United States. Please submit a copy of your RN license to luoverify@liberty.edu.
5. Current, unencumbered APRN Nurse Practitioner license issued in one of the fifty United States Please submit a copy of your APRN license to luoverify@liberty.edu.
6. If a past sanction or disciplinary action exists on a professional license, the applicant may be contacted by the Nursing Admissions Review Committee for further explanation.
7. Verification of professional certification as an advanced practice nurse (Nurse Practitioner), submit to luoverify@liberty.edu
8. GPA 3.0 or above in all previous graduate course work.
9. Official Transcripts from all post-secondary institutions.
10. Contact information for one recommendation-professional/academic/personal.
11. Must have completed a graduate level health assessment course, graduate level pathophysiology course and graduate level pharmacology course, all taught across the life span.
12. Writing Sample (not to exceed 3000) words – A document discussing introduction world-view, professional experience goals and vision.
13. Verification of practicum hours from graduate program director.
14. TOEFL if applicable.
15. CPR Certification American Heart Association BLS for Health Care Providers with AED
16. An interview may be requested for selected applicants. Please note that not all applicants will be requested to interview with the school of nursing. Interviews can be conducted remotely, as needed.
17. Background, drug and finger print screening
18. Immunization/Physical Exam Form
19. Ability to meet Essential Attributes Requirements.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Provide integrated mental health care including substance use, and co-morbid physical and mental disorders through screening, assessment diagnosis, treatment/management for clients across the lifespan.
2. Lead interprofessional collaborative practice initiatives to provide mental health care services, advocacy, and policy to promote awareness of mental health care disorders and illnesses to improve client safety and quality of care.
3. Utilize technology and information literacy to apply a scientific foundation to professional mental health care practice.
4. Integrate the Christian world view into ethical standards to deliver mental health care to diverse populations.

CERTIFICATE COMPLETION REQUIREMENTS FOR Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate Program

1. Complete 17 hours.
2. A minimum of 17 hours must be completed through Liberty University, not to include credits from a prior degree earned through Liberty.
3. No transfer credit accepted
4. 3.0 GPA.
5. No Grades lower than a B may be applied to the degree.
6. Successful completion of 504 practicum PMHNP hours
7. Certificate must be completed within 2 years.
8. Submit a Graduation Application to the Registrar's Office at the beginning of the final semester.
9. Successful completion of Comprehensive Exam
10. *Commission on Collegiate Nursing Education (CCNE) requires all DNP students to complete at least 1,000 practicum hours post-BSN.

Delivery Format: Online Only

[Psychiatric Mental Health Nurse Practitioner](#)

School of Visual & Performing Arts

Administration

Scott M. Hayes, B.F.A., M.F.A.

*Dean, School of Visual & Performing Arts
Professor of Theatre Arts*

Kevin Rawls, B.S., M.A.R., M.B.A., Ph.D.

Associate Dean, LUO

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. The entire roster can also be viewed online at <https://www.liberty.edu/index.cfm?action=faculty&PID=19959&CATID=32> 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 graduate degrees in order to prepare artists and scholars in the practice and theory of the visual and performing arts. Degrees, by department, include Studio & Digital Arts: MFA in Studio Art, MFA in Graphic Design, and M.A. in Visual Communication Design.

GRADUATION REQUIREMENTS

The faculty may change the requirements for the receipt of the degrees listed below, as well as the courses offered, at any time. A student **who does not break enrollment** will be subject to the graduation requirements of the Catalog at the time of the student's enrollment.

BREAKING ENROLLMENT

For resident students, a break in enrollment occurs when the student fails to enroll in either the Fall or Spring semesters. For online students, 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.

Department of Studio & Digital Arts

A. Todd Smith, B.A., B.S., M.F.A.

*Chair, Department of Studio and Digital Arts
Professor of Studio and Digital Arts*

Master of Arts in Visual Communication Design (M.A.)

FORMAT

This program is delivered online.

PURPOSE

The purpose of the program 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.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Generate visual communication design solutions using a variety of graphic technologies.
2. Assess the efficacy of visual communication design in relation to its content.
3. Formulate research based visual communication solutions based on knowledge of the literature/artifacts of the discipline.
4. Apply aesthetic and visual design principles to original compositions.

PROGRAM SPECIFIC ADMISSION PROCEDURES

The *Master of Arts in Visual Communication Design* program will follow the standard admission, curriculum and graduation requirements as stated in the Liberty University Graduate Catalog with the following specific admission procedures:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.)
2. Applicants should hold a 3.00 GPA for undergraduate study; applicants with a 2.0 GPA will be admitted on caution.

TRANSFER CREDIT

Students may transfer up to 15 hours from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within 10 years of the start date of the program. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

- Complete 30 hours.
- A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
- Maintain a minimum cumulative GPA of 3.00.
- No more than two grades of C may be applied to the degree (includes grades of C+ & C-).
- No grade of D or below may be applied to the degree (includes grades of D+ & D-).
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Liberty course work that is more than 10 years old must be repeated.
- Degree must be completed within 5 years.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Master of Arts in Visual Communication Design \(M.A.\)](#)

Master of Fine Arts in Graphic Design (M.F.A.)

FORMAT

This program is delivered both in residence and online.

PURPOSE

The purpose of the program is to provide professional training for students who wish to pursue a variety of careers in the field of art, as working artists and designers, critics, managers and directors, or in

the field of education as teachers and researchers. The MFA in Graphic Design will provide students with the opportunity to build significant skills in the history, research, practice, and discourse of art and design. A creative atmosphere that encourages and challenges student interests is promoted. The goal is to create a community in which evaluation, critique, and open exchange stimulates artistic excellence and innovation. The program is designed to encourage individual graduate work augmented by faculty input.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Develop design solutions that address design problems at various scales of complexity.
2. Assess the efficacy of design in relation to its context.
3. Formulate research based design solutions based on knowledge of the literature/artifacts of the discipline.
4. Integrate aesthetic and visual design principles into original compositions.
5. Create design solutions that balance form and function.

PROGRAM SPECIFIC ADMISSION PROCEDURES

The MFA program will follow the standard admission, curriculum and graduation requirements as stated in the Liberty University Graduate Catalog with the following specific admission procedures:

1. Regionally or nationally accredited bachelor's degree with at least a 3.00 GPA (on a 4.00 scale) for acceptance in good standing.
2. Students with a GPA of 2.50 to 2.99 (on a 4.00 scale) may be considered for admission on Academic Caution.
3. **TOEFL scores** for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test; 80 internet based test)
4. Artist Statement
5. -The artist statement should include your artistic background, area(s) of specialty, and the intended direction of your work. This is your opportunity to provide context for your art and design.
6. Master of Fine Arts Portfolio
 - The successful portfolio should include no less than 20 images that best depict the applicant's abilities and interests in their desired field of study. (Please note: applications for the online MFA will only be considered in the area of graphic design).
 - Submitted images should be professionally photographed/ composed and be "client" ready.
 - Neat and professional presentation, layout, and image quality should be considered by the applicant when submitting his/her work for review. The submitted work samples should clearly demonstrate the applicant's strong design skills, aesthetic style, and potential for success in the program.
 - All submitted images should be original creative artifacts designed by the applicant. Credit must be given when collaborative works are included.
 - This will be submitted via SlideRoom, this is a \$10 Non-refundable fee.
 - Provide 20 items.
 - Images (up to 5MB each)
 - Video (up to 250MB each)
 - PDFs (up to 10MB each)
 - Models (Sketchfab)
 - The portfolio requirement is waived for applicants who transfer in at least 30 credit hours into the program.

TRANSFER CREDIT

Students may transfer up to 30 credit hours from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within 10 years of the start date of the program. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

- Complete 60 hours.
- A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
- Maintain a minimum cumulative GPA of 3.00.
- No more than two grades of C may be applied to the degree (includes grades of C+ & C-).
- No grade of D or below may be applied to the degree (includes grades of D+ & D-).
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Successful completion of the Oral Examination.
- Thesis/Portfolio Artifact & Exhibit required.
- Degree must be completed within 7 years.
- All Resident students are required to enroll in and pass GRST 500 in their first semester.
- All Online students admitted on Academic Caution are required to enroll in and pass GRST 500 in their first semester.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan ***Delivery Format: Residential and Online***

[Master of Fine Arts in Graphic Design \(M.F.A.\)](#)

Master of Fine Arts in Studio Arts (M.F.A.)

FORMAT

This program is delivered in the resident format only.

PURPOSE

The purpose of the program is to provide professional training for students who wish to pursue a variety of careers in the field of art, as working artists and designers, critics, managers and directors, or in the field of education as teachers and researchers. The MFA in Studio Art will provide students with the opportunity to build significant skills in the history, research, practice, and discourse of art and design. A creative atmosphere that encourages and challenges student interests is promoted. The goal is to create a community in which evaluation, critique, and open exchange stimulates artistic excellence and innovation. The program is designed to encourage individual graduate work augmented by faculty input.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Generate conceptual artistic solutions using a variety of media.
2. Assess the efficacy of design in relation to its context.
3. Integrate aesthetic and visual design principles into original compositions.
4. Develop a cohesive artistic body of work.
5. Formulate research based artistic solutions based on knowledge of the literature/artifacts of the discipline.

PROGRAM SPECIFIC ADMISSION PROCEDURES

The MFA program will follow the standard admission, curriculum and graduation requirements as stated in the Liberty University Graduate Catalog with the following specific admission procedures:

1. Regionally or nationally accredited bachelor's degree with at least a 3.00 GPA (on a 4.00 scale) for acceptance in good standing.
2. Students with a GPA of 2.50 to 2.99 (on a 4.00 scale) may be considered for admission on Academic Caution. Students admitted on Academic Caution are required to take and pass GRST 500 Intro to Graduate Writing in their first semester.
3. Departmental Approval
4. **TOEFL scores** for students who speak English as a second language (score of 600 paper-based test; 250 computer-based test; 80 internet based test)
5. Artist Statement
 - The artist statement should include your artistic background, area(s) of specialty, and the intended direction of your work. This is your opportunity to provide context for your art and design.
6. Master of Fine Arts Portfolio
 - The successful portfolio should include no less than 20 images that best depict the applicant's abilities and interests in their desired field of study. (Please note: applications for the online MFA will only be considered in the area of graphic design).
 - Submitted images should be professionally photographed/composed and be "client" ready.
 - Neat and professional presentation, layout, and image quality should be considered by the applicant when submitting his/her work for review. The submitted work samples should clearly demonstrate the applicant's strong design skills, aesthetic style, and potential for success in the program.
 - All submitted images should be original creative artifacts designed by the applicant. Credit must be given when collaborative works are included.
 - This will be submitted via SlideRoom, this is a \$10 Non-refundable fee.
 - Provide 20 items.
 - Images (up to 5MB each)
 - Video (up to 250MB each)
 - PDFs (up to 10MB each)

- Models (Sketchfab)

TRANSFER CREDIT

Students may transfer up to 30 credit hours from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum grade of B-, and courses must have been completed within 10 years of the start date of the program. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

GRADUATION REQUIREMENTS

- Complete 60 hours.
- A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
- Maintain a minimum cumulative GPA of 3.00.
- No more than two grades of C may be applied to the degree (includes grades of C+ & C-).
- No grade of D or below may be applied to the degree (includes grades of D+ & D-).
- For information regarding the repeat policy, please refer to "Course Repeat Policy" in the Academic Information and Policies section of this Catalog.
- Successful completion of the Oral Examination.
- Thesis/Portfolio Artifact & Exhibit required.
- Degree must be completed within 7 years.
- All Resident students are required to enroll in and pass GRST 500 in their first semester.
- All Online students admitted on Academic Caution are required to enroll in and pass GRST 500 in their first semester.
- Submission of Graduation Application must be completed within the last semester of a student's anticipated graduation date.

Program of Study – Degree Completion Plan**Delivery Format: Residential Only****Master of Fine Arts in Studio Art (M.F.A.)**

Courses of Instruction – Graduate Programs

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.*

Some courses may have additional fees. For a list of course fees please refer to <http://www.liberty.edu/registrar>

ACCOUNTING

ACCT 511 *Advanced Business Law for Accountants* 3 hours

Prerequisite: **ACCT 211, 212, 301, 302, 311, 401, 404, or 412**

This advanced course seeks to equip the student with an in-depth understanding of business law specifically as it relates to the legal issues that are encountered by certified public accountants. This course is designed to further the students' knowledge and understanding of the law in such areas as the Uniform Commercial Code, contracts, securities regulation, organizational structure and formation, ethics, the Sarbanes-Oxley Act, property and insurance, and other forms of government regulation of business.

ACCT 521 *Advanced Cost Accounting* 3 hours

Prerequisite: **(ACCT 511 and ACCT 531 and BMAL 590 or CPC1 code) or (BUSI 532 and BMAL 590 or CPC1 code)**

This course will examine the importance of analyzing and managing costs; activity-based management, process costing and cost allocation; planning and decisions making, and evaluating and managing performance. This course is designed primarily for accounting/finance majors who seek careers or are already employed in for profit corporations or not for profit organizations as public (such as CPAs) or private (such as controllers and/or CMAs or CFMs) accounting/business leaders in a fast changing, highly technically oriented society.

ACCT 531 *Accounting Information Systems* 3 hours

Prerequisites: **ACCT 211, 212, 301, 302, 311, 404, 401, or 412**

This course builds upon the student's existing basic knowledge of how accounting information systems function in today's business environment. It strongly emphasizes the internal control features necessary to provide accurate and reliable accounting data as it looks at how accounting information is recorded, summarized, and reported in both manual and computerized systems. Internal control as it applies to production processes as required by Rule 404 of the Sarbanes-Oxley Act of 2002 is part of this course.

ACCT 612 *Tax Research and Jurisprudence* 3 hours

Prerequisites: **ACCT 511 and 531; BMAL 590 or CPC1**

This innovative course seeks to equip the student with an in-depth understanding of the best tax research methods while providing the student with the opportunity to analyze the statutory and judicial doctrines that collectively give rise to the conceptual framework of tax law. The students will engage in tax research that will give them the opportunity to understand, analyze, and apply these familiar tax doctrines to a host of sophisticated and contemporary fact patterns.

ACCT 614 *Estate, Trust, and Gift Taxation* 3 hours

Prerequisites: **(ACCT 511 and 531; BMAL 590 or CPC1) OR (BUSI 532; BMAL 590 or CPC1)**

This course explores the taxation of estates, trusts, and gift returns, with focus on estate planning.

ACCT 616 *Advanced Topics in Individual and Pass-through Taxation* 3 hours

Prerequisites: **ACCT 511 and 531; BMAL 590 or CPC1**

This course examines the various taxation implications of pass-through entities, particularly as they apply to an individual's personal tax return.

ACCT 618 *Advanced Topics in Corporate Taxation* 3 hours

Prerequisites: **ACCT 531 and ACCT 511 and (BMAL or CPC1 code)**

This course explores current topics within the field of corporate taxation, as well as the impact of corporate taxes on shareholders.

ACCT 622 *Advanced Auditing* 3 hours

Prerequisite: **ACCT 511 and 531; BMAL 590 or CPC1**

This advanced course provides students with actual applications of auditing procedures by exploring cases in which auditing was prominent and includes: Auditor's Ethical Responsibilities, Auditor's Responsibility to Detect Fraud, Event leading to creation of the Public Company Accounting Oversight Board (PCAOB) and Classic Court Cases affecting auditors.

ACCT 632 *Advanced Financial Accounting Theory* 3 hours

Prerequisite: **ACCT 511, 521, 531, 612, and 622**

This advanced course in financial accounting theory presents an in-depth analysis of the historical development of accounting theory and its application to current and future accounting issues. The course utilizes a case approach that provides a blend of theory, practice, and research. The course enhances critical thinking skills by synthesizing the professional accountant's understanding and knowledge of accounting theory with the resolution of real world accounting problems. The course incorporates a global perspective with respect to the development and analysis of accounting standards.

ACCT 635 *Advanced Research for Financial Reporting* 3 hours

Prerequisites: **ACCT 531 and ACCT 511 and (BMAL 590 or CPC1 code)**

This course explores current issues within the field of financial reporting by examining recent pronouncements from the Financial Accounting Standards Board (FASB), and how those pronouncements will affect financial reporting.

ACCT 642 *Accounting Ethics* 3 hours

Prerequisites: **ACCT 511, 521, 531, 612, and 622**

This course evaluates accounting ethics research in the context of a Christian world view perspective and in relation to the development of the profession's code of professional conduct. The course examines the major ethical systems that exist today and distinguishes those that are compatible with a Christian world view to enable the student to develop a sound framework for ethical decision making. The course present an in-depth analysis of the two prevailing ethical systems (rule deontology and utilitarianism) advocated for the accounting profession and examines their appropriateness in resolving accounting ethics dilemmas as they relate to the profession's code of conduct. The course also presents an ethical decision making model based on the profession's code of professional conduct that is compatible with a Christian worldview.

ACCT 650 *Corporate Governance and Fraudulent Financial Reporting* 3 hours

Prerequisites: **ACCT 511 and 531; BMAL 590 or CPC1**

This course examines corporate fraudulent financial reporting and the impact on corporate governance issues.

ACCT 654 *Fraud Examination* 3 hours

Prerequisites: **ACCT 511 and 531; BMAL 590 or CPC1**

This course provides an overview of the field of fraud examination, and discusses potential techniques to prevent fraud.

ACCT 660 *Information Technology and Fraud* 3 hours

Prerequisites: **ACCT 511 and 531; BMAL 590 or CPC1**

This course explores how information technology may be utilized as a tool to prevent and detect fraud.

ACCT 697 *Special Topics in Accounting* 3 hours

Topics of special interest not included in the regular department offerings. May be taken more than once, but no topic may be repeated.

APOLOGETICS**APOL 500 *Introduction to Apologetics* 3 hours**

This course surveys the basic issues in apologetics such as apologetic method, the biblical basis for apologetics, and the relationship between faith and reason. Then it turns to consideration of various apologetic issues, including the inerrancy of the Bible, the resurrection of Jesus Christ, and the existence of God. Finally, the student will be exposed to major worldviews extant today and will consider responses to modern apologetic challenges to Christianity, such as postmodernism, and religious pluralism.

APOL 520 *History of Christian Apologetics* 3 hours

A survey of the history of Christian apologetics. The course will offer a contextualized study of key apologists in the history of Christianity, including Justin Martyr, Irenaeus, Origen, Augustine, Anselm, Thomas Aquinas, John Calvin, Blaise Pascal, William Paley, B.B. Warfield, and C.S. Lewis. The study will focus upon the contribution of each apologist to Christian thought.

APOL 525 *Pluralism and World Religions* 3 hours

A contrast between the truth-claims of the major world religions and the uniqueness of Christian theistic apologetics, both in content and method. (Formerly APOL 560)

APOL 550 *Faith and Reason* 3 hours

Prerequisite: APOL 500

An introduction to basic issues in the intersection between faith and reason. The course will provide an introduction to the use of logic in apologetics and will consider key issues such as the nature of God, the definition of faith, religious epistemology, the nature of man and the human mind, and divine providence.

APOL 610 *Miracles* 3 hours

Presents a detailed study of contemporary denials of miracles, emphasizing the resurrection of Jesus and the part it plays in Christian apologetics and theology.

APOL 620 *Evil, Suffering, and Hell* 3 hours

Prerequisite: APOL 550

An advance study of the differing forms of the problem of evil and suffering. The course will explore the problem and investigate various theodicies and responses to the problem. Attention will also be given to the issue of hell and eternal damnation.

APOL 630 *Current Issues in Apologetics* 3 hours

Prerequisite: APOL 500

An investigation of current issues and trends in apologetics, such as intersection of science and religion, the problem of evil, atheism, or secularism.

APOL 679 *Apologetics Capstone* 3 hours

Prerequisite: Must complete at least 24 semester hours toward the Master of Arts in Christian Apologetics degree

The student should be able to demonstrate an ability to reflect, integrate and apply apologetics knowledge to a specific problem facing Christianity. Apologetic reflection should be transformational, in that it influences, motivates, and empowers the student to live for Christ and further His kingdom.

APOL 695 *Directed Research in Apologetics* 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of Apologetics.

APOL 697 *Seminar in Apologetics* 1 to 3 hours

An intensive study in a specific subject of Apologetics. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

APOL 810 *Miracles, the Resurrection, and Christian Ministry* 3 hours

Prerequisites: Admission to the DMIN Program

This course examines the apologetic value of the miraculous, giving special emphasis to the resurrection of Jesus, as it bears on

Christian theology and the life and mission of the Church (Available to DMIN Students only).

APOL 820 *Cultural Apologetics* 3 hours

Prerequisites: Admission to the DMIN Program

This course equips students to understand, evaluate, and engage cultural trends from a Christian ministerial perspective. Students will learn a biblical theology of culture which they will use to evaluate strategies for church engagement in the culture. Particular emphasis will be placed on the intersections that exist between ecclesial ministry, cultural influences in the western world, and apologetics (Available to DMIN students only).

APOL 900 *Reading Seminar in Apologetics* 3 hours

A reading seminar which focuses on the basic literature in the field.

APOL 910 *Apologetic Method* 3 hours

A seminar critically examining various methods and taxonomies of apologetics. A detailed study of major Christian apologetic methodologies, as espoused by representative thinkers, from New Testament times to the present. Emphasis is placed on the structure and defense of various systems, including the formulation of a personal apologetic strategy.

APOL 920 *Miracles* 3 hours

A seminar examining classic and modern arguments against the miraculous with special attention to the resurrection of Jesus Christ.

APOL 930 *The Problem of Evil, Pain and Suffering* 3 hours

A seminar examining the problem of evil in classical theology and apologetics. Theodicies from the time of the Church Fathers down through the modern era, as well as serious challenges to Christian theism, from both philosophy and apologetics, will be critically examined.

APOL 940 *Modern Apologetic Issues* 3 hours

A seminar examining current issues in apologetics, including pluralism, open theism, the validity/historicity of the biblical documents, and the validity of religious truth claims.

APOL 950 *Global Apologetics* 3 hours

A seminar on apologetic approaches to major religions.

APOL 965 *Apologetics in the Church* 3 hours

A course especially designed to deal with current issues in Christian evidences, so that the pastor can apply the results to preaching, teaching and evangelism.

APOL 995 *Directed Research in Apologetics* 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of Apologetics.

APOL 997 *Seminar in Apologetics* 1 to 3 hours**ARTS****ARTS 501 *Character Design* 3 hours**

This graduate course stresses individual direction and achievement in illustration/character design. At this advanced level the student is expected to be self-motivated in the pursuit of illustration/character design and working toward that end. Graduate students are also expected to research the work of other artists who work in a similar manner. May be taken twice.

ARTS 502 *Sequential Art* 3 hours

This course covers the development and fundamentals of sequential art in its many forms: comics, comic books, and introduces the graphic novel design. The work may be in any style and genre preferred by the student, but a graduate student is expected to produce at a higher aesthetic level than undergraduates. At this advanced level the student is expected to be self-motivated in the pursuit of sequential art and working toward that end. Graduate Students enrolled in the class will schedule meetings every two weeks with the professor to report on their progress and get any necessary assistance. Graduate students

are also expected to research the work of other artists who work in a similar manner. May be taken twice.

ARTS 503 *Advanced Studies in Baroque Art* 3 hours

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.

ARTS 504 *Advanced Studies in Medieval Art* 3 hours

This course will present an intensive study 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.

ARTS 506 *Advanced Studies in Arts of East Asia* 3 hours

This course presents an overview of the visual arts and culture of East Asia, with a focus on the art of China and Japan. The course examines works from various traditions, with particular attention to formal styles, mutual developmental influences, and aesthetic principles. Contextualization of visual culture remains a primary methodological component of art history. Accordingly, we shall examine the political, social, and religious backgrounds that gave rise to the arts of East Asia.

ARTS 507 *Advanced Studies in Arts in Latin America* 3 hours

This graduate course provides a critical study of Latin America art from Spanish military conquest of the New World to the development of conceptual art (1521 to ca. 1980). We will 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. The student will research collectively and individually aspects of each and present.

ARTS 508 *Advanced Studies in Italian and Northern Renaissance Art* 3 hours

This graduate 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. The student will research collectively and individually aspects of each and present.

ARTS 511 *Graduate Drawing Topics* 3 hours

A studio for drawing with an emphasis on human anatomy, advanced drawing techniques, and observation. At the graduate level students are expected to be self-motivated in the pursuit of their personal artistic interests. Meetings will be scheduled with the professor each week to report on progress of personal projects and research.

ARTS 512 *Graduate Life Drawing* 3 hours

A concentration on the methods and techniques used when drawing from life. This course further explores the benefits of working from life. Moreover, this graduate course demonstrates the value of the sketch as opposed to the time intensive efforts of studio work. It is understood that the graduate student is expected to produce at a higher aesthetic level than undergraduates. At this advanced level the student is expected to be self-motivated in the pursuit of technically sound artistic work. The work may be in any medium preferred by the student. Graduate Students enrolled in the class will schedule meetings weekly with the professor to report on their progress and get any necessary assistance. Graduate students are also expected to research the work of other artists who work in a similar manner. May be taken twice.

ARTS 515 *Issues in Contemporary Art* 3 hours

This course presents an opportunity to conduct an in-depth graduate level study of issues in contemporary art as it relates to the Christian artist's perspective. The precise subject matter and parameters of this course will be supplied as appropriate by the professor.

ARTS 521 *Graduate Painting Topics* 3 hours

An advanced approach to direct painting: the use of paint with an emphasis on the representation of the artistic image through form and color. This hands-on, graduate studio course promotes creativity and technical excellence. Individual direction is emphasized as the graduate student is expected to produce artwork at a higher aesthetic level than undergraduates. Meetings will be scheduled with the professor each week to report on progress of personal projects and research. Graduate students may work in any medium(s) preferred as they work toward a proposed body of work.

ARTS 524 *Advanced Typography* 3 hours

This course is an advanced study of typography. Students are expected to develop an original body of work reflecting their personal artistic interests in graphic design. Graduate level students are expected to approach their work conceptually while demonstrating aesthetic excellence. May be taken twice.

ARTS 531 *Advanced Sculpture Topics* 3 hours

The purpose of this course is to explain and demonstrate traditional and contemporary sculptural practices in a studio environment. This graduate course stresses individual direction, achievement, and creativity in sculpture. The first week of class the student will propose the work he plans to make during the semester. The work may be in any medium preferred by the student. It may be conceptual or object making but a graduate student is expected to produce at a higher aesthetic level than undergraduates. Students are required to make weekly appointments to meet with their professors regarding the direction of their work.

ARTS 532 *Vector Illustration* 3 hours

This graduate course stresses individual direction and achievement in vector illustration. The student will propose the work he/she plans to create during the semester and will develop a schedule for completion with the professor. Design projects may be conceptual, decorative, collaborative, or experimental but the finished product, both in production and presentation, must be more aesthetically sophisticated than undergraduate work. May be taken twice.

ARTS 533 *Graduate Metal Sculpture* 3 hours

Introduction to current and emerging metal art technologies and processes as a medium in functional, skill-based and conceptual 3D artwork. This hands-on, graduate studio course promotes technical excellence applied to processional endeavors. May be taken twice.

ARTS 534 *Graduate Jewelry I* 3 hours

This graduate course investigates advanced materials, processes, and styles relating to the creative production of jewelry forms. May be taken twice.

ARTS 535 *Graduate Wood Sculpture* 3 hours

The graduate course further explores woodworking techniques and profession working methods. This graduate course addresses processes of subtractive and additive methods of wood sculpture coupled with the individual direction taken by the graduate student.

ARTS 540 *Publication Design* 3 hours

This course stresses individual direction and achievement in publication design. Students will research the vital role of visual communication and will examine the processes involved in creating and coordinating images and typography through both verbal and visual content across multiple and emerging media. Through readings, research, and assignments, students will explore the role of the designer in visual storytelling and will develop a body of work that attempts to influence and shape culture. May be taken twice.

ARTS 542 Digital Imaging 3 hours

This is a directed study of the creation of images utilizing digital and other tools for the purpose creating digital images. Students will choose one of five areas of concentration within the course: digital painting for fine art, digital illustration for commercial design, interactive media prototype development, digital photographic processes, imaging and compositing, special topics suggested by the student. This study will comprise of a series of four (4) special project modules that are related in a thematic or serial manner. There will be a written research module to investigate thoroughly the concentrated area. The projects will culminate in a formal presentation at the end of the semester with work properly presented accompanied by a verbal presentation. May be taken twice.

ARTS 544 Graduate Jewelry II: Design and Fabrication 3 hours

This graduate course further investigates materials, processes, and styles relating to the creative production of the jewelry forms. May be taken twice.

ARTS 555 Graduate Advanced Jewelry 3 hours

The course investigates advanced materials, processes, and styles relating to the creative production of jewelry forms. This hands-on, graduate studio course promotes creative and professional excellence. Graduate students may work with any jewelry methods preferred as they work toward a proposed body of work.

ARTS 557 Graduate Digital Application for 3D Arts 3 hours

This graduate course stresses individual direction in 3D Arts and 3D scanning. The work may be in any digital medium preferred by the student. It may be conceptual or skill based but a graduate student is expected to produce at a higher aesthetic level than undergraduates. At this advanced level the student is expected to be self-motivated in the pursuit of 3D Arts directed artwork. Graduate Students enrolled in the class will schedule meetings weekly with the professor to report on their progress and get any necessary assistance. Graduate students are also expected to research the work of other artists they are interested in studying. May be taken twice.

ARTS 561 Digital Photography 3 hours

This course will provide the graduate student with a basic knowledge of digital photograph and 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.

ARTS 566 Mixed Media 3 hours

A graduate level studio course that involves advanced 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.

ARTS 570 Graduate Printmaking 3 hours

This course aims to further expose the graduate student to printmaking in creating traditional artwork in a context of their choosing. This hands-on approach to printmaking promotes creativity and professional excellence. Graduate students may work in any medium(s) preferred as they work toward a proposed body of work.

ARTS 571 Advanced Graphic Design 3 hours

Advanced Graphic Design 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 and presentation. May be taken twice.

ARTS 573 3D Graphics 3 hours

This graduate course stresses individual direction and achievement in 3D graphics. The first week of class the student will propose the work he/she plans to make during the semester. At this advanced level the student is expected to be self-motivated in the pursuit of 3D graphics and working toward that end. Graduate students are also expected to research the work of other artists who work in a similar manner. May be taken twice.

ARTS 574 Interactive Game Design 3 hours

Students will explore and pursue areas of interest through research related to interactive game development in regards to theoretical framework, building aesthetics, environments, and game engines with implementation of process and execution of interactive games in an appropriate platform. May be taken twice.

ARTS 576 Graduate Ceramics 3 hours

Advanced studies and experiences in hand-building processes and wheel throwing techniques, including experimentation with glazes and surface decoration on creative ceramic works. This level of study is expected to be more self-directed, as graduate students develop a proposed body of work that reflects experimentation and advanced craftsmanship under the supervision of the major professor.

ARTS 578 Interactive Design 3 hours

Students will pursue areas of interest through research related to interactive design and apply advanced visual theories to construct design systems in an interactive user centered environment. Advanced understanding and theory of interactive technology and application in contextual frameworks in relation to the user are explored and developed. May be taken twice.

ARTS 580 Interactive Publication 3 hours

This graduate course stresses individual direction and achievement in interactive and digital publication design. Students will research the vital role of visual communication and will examine the processes involved in creating and coordinating images and typography through both verbal and visual content across multiple and emerging media. Through readings, research, and assignments, students will explore the role of the designer in visual storytelling and will develop a body of work that attempts to influence and shape culture. At this advanced level the student is expected to be self-motivated and produce work that is deeper conceptually and is at a much higher aesthetic level than undergraduates. May be taken twice.

ARTS 582 Graduate Gallery/Museum Fundamentals 3 hours

This graduate course continues to explore the professional activities, which occur in galleries and museums. This hands-on, graduate studio course requires students to utilize professional gallery/museum standards in various contexts. Graduate students are required to produce at least one original work of art in the medium of their choice as they build their graduate portfolio.

ARTS 594 Graduate Arts and Crafts 3 hours

Advanced studies and application of several universal craft disciplines for utilitarian and expressive purposes. This level of study is expected to be more self-directed, as graduate students develop a proposed body of work that reflects experimentation and advanced craftsmanship under the supervision of the major professor.

ARTS 596 Teaching Art in Higher Education 3 hours

This course introduces graduate MFA students to the teaching of art at the post-secondary level. May be taken twice.

ARTS 597 Special Topics 3 hours

This course stresses individual direction and achievement in the medium that the student is concentrating on for their program. At this advanced level the student is expected to be self-motivated in the pursuit of a direction and working toward that end. Graduate

students are also expected to research the work of other artists who work in a similar manner.

ARTS 598 Practicum 3 hours

Prerequisites: Minimum of 15 hours of Fine Arts core successfully completed.

An opportunity for students to pursue additional learning outcomes beyond studio courses, this course will further develop understanding of the principles of visual arts (e.g. form and content) through hands-on projects as approved by instructor of record.

ARTS 599 Internship 3 hours

Prerequisites: 40% of major course work successfully completed.

Practical application of knowledge under the supervision of a practicing artist or related professional approved by the internship coordinator for SADA. Application procedures processed through the Career Center. Must apply semester prior to internship.

ARTS 600 Web and New Media 3 hours

Through research and independent work, the student will explore areas of web and new media in relation to human centered/human driven design and development. The student will propose a topic to research and create an execution based on research findings. May be taken twice.

ARTS 603 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. Students will be required to do topic related projects that will demonstrate their understanding. The final presentation will demonstrate the integration of historical styles with present design trends.

ARTS 604 Visualization Illustration 3 hours

This graduate course stresses individual direction, exploration, and achievement in visualization/ illustration. The student will propose the work he/she plans to create during the semester and will develop a schedule for completion with the professor. Design projects may specialize in 2D 3D Product, architectural, environmental, data, or experimental visualization/illustration. May be taken twice.

ARTS 611 Graduate Drawing Topics 3 hours

A studio for drawing with an emphasis on human anatomy, advanced drawing techniques, and observation. At the graduate level students are expected to be self-motivated in the pursuit of their personal artistic interests. Meetings will be scheduled with the professor each week to report on progress of personal projects and research.

ARTS 621 Graduate Painting Topics 3 hours

This course presents the maturing artist the opportunity to hone and perfect the technical and conceptual aspects of a personal creative direction in the field of painting, with the express purposes will be refinement and development, culminating in work of exhibition quality. Further, a verbal and critical elaboration of the artist's intent will be required in the form of a formal artist's statement.

ARTS 631 Advanced Sculpture Topics 3 hours

The purpose of this course is to explain and demonstrate traditional and contemporary sculptural practices in a studio environment. This graduate course stresses individual direction, achievement, and creativity in sculpture. The first week of class the student will propose the work he plans to make during the semester. The work may be in any medium preferred by the student. It may be conceptual or object making but a graduate student is expected to produce at a higher aesthetic level than undergraduates. Students are required to make weekly appointments to meet with their professors regarding the direction of their work.

ARTS 635 Graduate Wood Sculpture 3 hours

The graduate course further explores woodworking techniques and profession working methods. This graduate course addresses processes of subtractive and additive methods of wood sculpture coupled with the individual direction taken by the graduate student.

ARTS 655 Graduate Advanced Jewelry 3 hours

The course investigates advanced materials, processes, and styles relating to the creative production of jewelry forms. This hands-on, graduate studio course promotes creative and professional excellence. Graduate students may work with any jewelry methods preferred as they work toward a proposed body of work.

ARTS 661 Advanced Digital Photography 3 hours

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 graduate 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.

ARTS 670 Graduate Printmaking 3 hours

This course aims to further expose the graduate student to printmaking in creating traditional artwork in a context of their choosing. This hands-on approach to printmaking promotes creativity and professional excellence. Graduate students may work in any medium(s) preferred as they work toward a proposed body of work.

ARTS 676 Graduate Ceramics 3 hours

Advanced studies and experiences in hand-building processes and wheel throwing techniques, including experimentation with glazes and surface decoration on creative ceramic works. This level of study is expected to be more self-directed, as graduate students develop a proposed body of work that reflects experimentation and advanced craftsmanship under the supervision of the major professor.

ARTS 694 Graduate Arts and Crafts 3 hours

Advanced studies and application of several universal craft disciplines for utilitarian and expressive purposes. This level of study is expected to be more self-directed, as graduate students develop a proposed body of work that reflects experimentation and advanced craftsmanship under the supervision of the major professor.

ARTS 695 Directed Research 3 hours

Directed research to create a body of work with substantial independence under the direction of the instructor. The body of work can be theoretical or practical and formal. The work may be created in a variety of media. Instructor will guide the student when an appropriate area of study is chosen. There will be a written research component with the course. May be taken twice.

ARTS 697 Special Topics 3 hours

This course stresses individual direction and achievement in the medium that the student is concentrating on for their program. At this advanced level the student is expected to be self-motivated in the pursuit of a direction and working toward that end. Graduate students are also expected to research the work of other artists who work in a similar manner.

ARTS 698 Practicum 3 hours

Prerequisites: Minimum of 15 hours of Fine Arts core successfully completed.

An opportunity for students to pursue additional learning outcomes beyond studio courses, this course will further develop understanding of the principles of visual arts (e.g. form and content) through hands-on projects as approved by instructor of record.

ARTS 699 Internship 3 hours

Prerequisites: 40% of major course work successfully completed.

Practical application of knowledge under the supervision of a practicing artist or related professional approved by the internship coordinator for SADA. Application procedures processed through the Career Center. Must apply semester prior to internship.

ARTS 700 The Photography Studio 3 hours

This course will assist the student in discovering and developing their own personal photographic style from within a historical context of fine art studio photography. The student will develop an extensive and cohesive body of personal work that will

be available for display upon course completion. This course will directly equip the student to work in a variety of studio settings. May be taken twice.

ARTS 711 Graduate Drawing Topics 3 hours

A studio for drawing with an emphasis on human anatomy, advanced drawing techniques, and observation. At the graduate level students are expected to be self-motivated in the pursuit of their personal artistic interests. Meetings will be scheduled with the professor each week to report on progress of personal projects and research.

ARTS 721 Graduate Painting Topics 3 hours

This course serves to facilitate advanced painting topics with the intention of developing in the graduate student a highly professional approach and achievement in his art. The work may be in any medium preferred by the student. It may be conceptual or technically driven but a graduate student is expected to produce at a higher aesthetic level than undergraduates, thus the artwork created should excel to a professional level. Graduate students are required to meet with their professor each week to report on progress of personal projects and research.

ARTS 731 Advanced Sculpture Topics 3 hours

The purpose of this course is to explain and demonstrate traditional and contemporary sculptural practices in a studio environment. This graduate course stresses individual direction, achievement, and creativity in sculpture. The first week of class the student will propose the work he plans to make during the semester. The work may be in any medium preferred by the student. It may be conceptual or object making but a graduate student is expected to produce at a higher aesthetic level than undergraduates. Students are required to make weekly appointments to meet with their professors regarding the direction of their work.

ARTS 735 Graduate Wood Sculpture 3 hours

The graduate course further explores woodworking techniques and profession working methods. This graduate course addresses processes of subtractive and additive methods of wood sculpture coupled with the individual direction taken by the graduate student.

ARTS 755 Graduate Advanced Jewelry 3 hours

The course investigates advanced materials, processes, and styles relating to the creative production of jewelry forms. This hands-on, graduate studio course promotes creative and professional excellence. Graduate students may work with any jewelry methods preferred as they work toward a proposed body of work.

ARTS 770 Graduate Printmaking 3 hours

This course aims to further expose the graduate student to printmaking in creating traditional artwork in a context of their choosing. This hands-on approach to printmaking promotes creativity and professional excellence. Graduate students may work in any medium(s) preferred as they work toward a proposed body of work.

ARTS 776 Graduate Ceramics 3 hours

Advanced studies and experiences in hand-building processes and wheel throwing techniques, including experimentation with glazes and surface decoration on creative ceramic works. This level of study is expected to be more self-directed, as graduate students develop a proposed body of work that reflects experimentation and advanced craftsmanship under the supervision of the major professor.

ARTS 789 Thesis/Portfolio Research 3 hours

This course provides an opportunity for the graduate student to pursue specialized supervised independent creative or scholarly research toward the thesis and exhibition.

ARTS 790 Thesis/Portfolio Project 1-6 hours

The written thesis should be an in depth description of the student's artwork and studio practice, clearly delineating its underlying concepts and ideas, and provide a context for the work within the field of art, design and cultural history. The MFA thesis is meant to frame and defend work that culminates in the thesis

exhibit. The paper has many of the demands of a traditional thesis but with less writing, generally 20-25 written pages plus documentation of work.

ARTS 794 Graduate Arts and Crafts 3 hours

Advanced studies and application of several universal craft disciplines for utilitarian and expressive purposes. This level of study is expected to be more self-directed, as graduate students develop a proposed body of work that reflects experimentation and advanced craftsmanship under the supervision of the major professor.

ARTS 797 Special Topics 3 hours

This course stresses individual direction and achievement in the medium that the student is concentrating on for their program. At this advanced level the student is expected to be self-motivated in the pursuit of a direction and working toward that end. Graduate students are also expected to research the work of other artists who work in a similar manner.

BIOCHEMISTRY

BCHM 551 Biochemistry 4 hours

Prerequisites: BIOM 513 and 515

A survey of the structure and reactivity of bioorganic molecules within biological systems. Emphasis is placed on: 1) organic functional groups within carbohydrates, proteins, lipids, and nucleic acids; 2) mechanisms and regulation of enzyme catalyzed equilibria; 3) energy generation and utilization by anabolic and catabolic metabolism; 4) membrane dynamics, transport and signaling; and 5) the flow of biological information from nucleic acids to protein synthesis.

BIBLICAL STUDIES

BIBL 810/ Theology of the Gospel 3 hours
THEO 810

Prerequisites: Admission to the DMIN Program

An examination of the gospel and its implications for ministry and the Christian life with special focus on understanding the gospel in the context of the entire biblical narrative, cultivating a gospel-centered life, and viewing ministry through the lens of the good news of Jesus Christ (Available to DMIN students only).

BIBL 820 Theology of the Gospel 3 hours

Prerequisites: Admission to the DMIN Program

An examination of the various approaches to biblical theology, including historical, worldview, canonical, and theological, with a focus on how biblical theology shapes ministry practice today.

BIBL 830 The Bible and the Pastor 3 hours
(or Uses of Scripture in Pastoral Ministry)

Prerequisites: Admission to the DMIN Program

An examination of the function of the Bible within pastoral ministry with a specific focus on the Bible in preaching/teaching, counseling, church administration and the pastor's devotional life. The class will examine the unique purpose of the Bible in each setting and a methodology for applying the Bible in each context (Available to DMIN Students only).(Available to DMIN Students only).

BIOLOGY

BIOL 515 Cell Biology 4 hours
(3 hours lecture; 3 hours lab)

Prerequisites: BIOL 200, 207, 208, 301 and CHEM 301

A study of the organization and function of living matter at the cellular level. Special emphasis will be given to the integration of molecular and cellular interactions for the maintenance of life.

BIOL 518 Vertebrate Natural History 4 hours
(3 hours lecture; 3 hours lab)

Prerequisites: BIOL 200, 207 and 208

A study of the life history of the vertebrates with special emphasis on their taxonomy, life cycles, and ecological relationships. Vertebrates native to central Virginia will receive special attention.

BIOL 595 *Special Problems in Biology* 1 to 4 hours
Prerequisites: Sixteen hours of Biology and consent of instructor and Department Chairman.

The preparation of a paper based on library, laboratory, and/or field research of a problem selected after consultation with the Biology faculty. Limited to students planning to pursue graduate studies in Biology. Only 4 hours may count toward the Biology major.

BIOL 597 *Special Topics in Biology* 1 to 3 hours

BIOMEDICAL SCIENCES

BIOM 500 *Introduction to Biomedical Sciences* 3 hours
Prerequisites: BIOM 513 and 515

This course employs the exploration of the molecular, genetic, biochemical and cellular basis of human oncogenesis, tumor metastasis, cancer detection and therapeutic advances as a comprehensive background for understanding and engaging the field of biomedicine. It provides a solid foundation in the basic biomedical principles that serve as the framework for advancing medical science including genetics, cellular anatomy, metabolism and cell signaling.

BIOM 503 *Human Genetics* 3 hours
Prerequisites: BIOM 513 and 515

A study of the molecular causes of human disease with an emphasis on the specific gene perturbations that influence human health. Specific modes of genetic assault (e.g., mutations, epigenetic mechanisms, nutritional factors, and viral infections) will be discussed.

BIOM 513 *Human Gross Anatomy* 5 hours
(4 hours lecture/3 hours lab)

This is an intensive course that covers all aspects of human anatomy through lectures, followed by practical application using cadavers. In addition, imaging techniques including CT scans and x-ray radiography are used to introduce the student to the physician's perspective.

BIOM 515 *Human Physiology* 5 hours
(4 hours lecture/3 hours lab)

This is a concentrated, comprehensive course that provides the student with a high level of understanding of the physiological basis of medicine. The essential concepts of physiology and mechanisms of body function are presented at various levels of organization, ranging from cellular and molecular to tissue and organ system levels. Emphasis is placed on understanding the integrated regulation of various body processes among the major systems.

BIOM 523 *Human Gross Anatomy Lecture* 4 hours

This is an intensive course that covers all aspects of human anatomy through lectures. Students will be shown how imaging techniques including CT scans and x-ray radiography are viewed from the physician's perspective. This course precedes BIOM 524 Human Anatomy Cadaver Lab which includes the use of human cadavers. BIOM 523 and 524 are equivalent to BIOM 513.

BIOM 524 *Human Anatomy Cadaver Lab* 1-2 hours
Prerequisites: BIOM 523

A laboratory study of the structure and function of the human body using a regional approach with emphasis on the detailed osteology, musculature, vasculature and innervation of each region along with an understanding of the interrelationship between organ systems. This course follows BIOM 523 Human Gross Anatomy Lecture. BIOM 523 and 524 are equivalent to BIOM 513.

BIOM 525 *Human Physiology Lecture* 4 hours

This is a concentrated, comprehensive course that provides the student with a high level of understanding of the physiological basis of medicine. The essential concepts of physiology and mechanisms of body function are presented at various levels of organization ranging from cellular and molecular to tissue and

organ systems levels. Emphasis is placed on understanding the integrated regulation of various body processes among the major systems. This course precedes BIOM 526 Human Physiology Lab. BIOM 525 and 526 are equivalent to BIOM 515.

BIOM 526 *Human Physiology Lab* 1 hour
Prerequisites: BIOM 525

Human physiology is the study of the functions of the body and how it maintains homeostasis. This lab course practically examines systematic functions using human subjects and simulated case studies. It also allows students to independently develop and test hypothesis about homeostatic control mechanisms in health and disease. Special attention is placed on medically vital systems including the nervous, cardiovascular, respiratory, digestive, endocrine systems and the effects of exercise, altitude and depth on these. BIOM 525 and 526 are equivalent to BIOM 515.

BIOM 600 *Biomedical Ethics* 3 hours

An in-depth ethical analysis and evaluation of present and emerging biomedical technologies in the 21st century. While not ignoring other ethical schools of thought, the focus of this course will be on the Hippocratic and Judeo-Christian traditions with their emphasis on the inherent dignity and worth of humanity as a whole, as well as the individual patient. This ethical foundation will serve as the primary framework for discussing medical decision making and practice.

BIOM 610 *Human Neurology and Neuroanatomy* 3 hours
Prerequisites: BIOM 513 or BIOM 523/524, BIOM 515 or BIOM 525/526

This course will provide an introduction to the structural and functional features of the nervous system. Topics covered will include the gross anatomy of the brain and spinal cord, cellular and molecular neurobiology, sensory and motor systems, the major neurotransmitter systems, and brain regulation of behavior and body physiology.

BIOM 613 *Human Gross Anatomy II* 3 hours
Prerequisite: BIOM 513

A continuation of BIOM 513 with additional and more advanced dissections of human cadavers.

BIOM 615 *Advanced Cell Biology* 4 hours
Prerequisites: BIOM 513 and 515

Advanced study on the structure, function and organization of the cell. Major topics include structure and function of cellular organelles, the cytoskeleton and extracellular matrix; cell signaling; membrane transport; protein targeting, vesicular transport, and cell division.

BIOM 620 *Advanced Immunology* 3 hours
Prerequisites: BIOM 513 and BIOM 515

A detailed study of the cells and molecules that result from an immune response to disease. The course will include antigen presentation, cytokine networks, vaccines and vaccine development, immunodeficiency diseases, tumor immunity, tolerance, autoimmunity and contemporary topics in immunology.

BIOM 623 *Human Developmental Biology* 3 hours
Prerequisites: BIOM 513 and BIOM 515

A discussion of the molecular mechanisms involved in human development across the lifespan. Topics include formation of the body plan, cell fate, stem cells, and organogenesis. Vertebrate model systems will be emphasized.

BIOM 625 *Microbial Pathogenesis and Virology* 3 hours
Prerequisite: BIOM 620 or concurrently

A comprehensive study of the viruses that cause human disease and the basic principles of microbial pathogenesis, including the molecular basis of infectious disease, how microbes establish infections, gain nutrients, cause damage to the host and disease, evade host defense mechanisms. The course will also include case studies.

BIOM 630 *Principles of Pathology* 3 hours
Prerequisites: BIOM 513, 515 and 615 or 615 concurrently

This course reviews basic pathology principles including: Inflammation, Infection, Repair, Thrombosis, Hemostasis,

Hyperplasia, Hypertrophy, Neoplasia, and Apoptosis. In addition, the pathophysiology of disease applied to various organ systems is covered in depth. Correlations with appropriate laboratory results and physical findings will elucidate the basis for signs and symptoms of various common diseases. Both diagnostic features of diseases and critical thinking skills will be stressed.

BIOM 633 *Advanced Histology* 4 credits
Prerequisite: BIOM 513

This course provides a detailed orientation to the structure and organization of cells and tissues. Students will learn a variety of techniques involved in the preparation of histological slides (including use of the microtome, vibratome and cryostat) and staining specimens. Students will assist undergraduate students in tissue preparation.

BIOM 700 *Anatomy and Cell Biology Seminar* 1 credit
Faculty and students will present and discuss papers from the literature on a topic in anatomy & cell biology. This course may be repeated up to eight times with different faculty and different topics.

BIOM 710 *Anatomy and Cell Biology Teaching Practicum* 1 credit

Students will gain experience teaching in the laboratory and classroom by serving as teaching fellows in undergraduate and graduate/medical courses for a minimum of 6 semesters.

BIOM 750 *Research Rotation* 1 credit

Guided research with a faculty member from the Anatomy & Cell Biology Ph.D. program. Students will learn a variety of experimental techniques and apply them. Students will complete a poster or oral presentation highlighting the results obtained. This course may be repeated with up to 3 different faculty members.

BIOM 889 *Dissertation Research* 33 hours
Prerequisite: BIOM 750

Students will design and carry out independent research that expands knowledge. May be repeated until successful defense of the dissertation.

BIOM 890 *Dissertation Defense* 1 hour
Prerequisite: BIOM 889

Students will publicly defend the dissertation research project.

BUSINESS MANAGEMENT AND LEADERSHIP

BMAL 500 *Organizational Behavior* 3 hours

Prerequisites: **ACCT 511 or BMAL 590 or BUSI 561, or CPC1 test code**

This course discusses managerial competence in understanding the human output of organizations from the viewpoints of individual, group, and organizational systems levels. Emphasis is given to assessing one's personality and values and to applying course material to one's work environment. (Formerly BUSI 500)

BMAL 501/ *Executive Leadership and Management* 3 hours
BMIS 501

This course provides a comprehensive perspective on leadership and management, from both an historical and current practices perspective. The link between management and leadership is examined and the application of leadership theory is explored. (Formerly BUSI 501)

BMAL 504 *Leading Organizational Change* 3 hours

This course examines the concepts and practices of both leadership and followership in order to create successful change.

BMAL 530 *Accounting for Non-Financial Managers* 3 hours

Students will study the crucial aspects of financial analysis and management so that they will have an understanding of the requirements to identify, measure, and communicate financial information. Topics in this course include: financial reporting, underlying accounting assumptions, performance measures, ratio analysis, cash flow, time value of money and budgeting.

BMAL 550 *Effective Executive Communication* 3 hours

Prerequisites: **BMAL 590 or BMAL 530 and BMAL 560 or CPC1 test code**

Executives in professional organizations are expected to solve problems and make decisions, but ultimately, they must communicate them effectively to a variety of stakeholders. This course is designed to integrate knowledge of the pervasive impact of computer and other information technologies with time-honored communications principles to enable students to maximize their effectiveness in diverse and technologically dynamic business environments. (Formerly BUSI 550)

BMAL 560 *Corporate Responsibility* 3 hours

Prerequisites: **BMAL 501 or BUSI 561**

This course is designed to provide the student with a working knowledge of issues such as the role of business in society, the nature of corporate responsibility, business ethics practices, and the complex roles of government and business in the global economic community. That is, it presents the "non-economic" strategy that a company must have to survive in tomorrow's business world. Underlying this, of course, is the importance of personal character and the Christian worldview. (Formerly BUSI 560)

BMAL 570 *Ethical Leadership* 3 hours

Prerequisites: **BMAL 504 and BMAL 530 and BMAL 550**

This course focuses upon ethical issues and dilemmas faced by leaders. Definitions of ethical leadership are reviewed as they relate to values and culture. The theory and practice of ethical leadership is evaluated as it pertains to a biblical worldview.

BMAL 590 *Business Common Professional Core* 3 hours

This course is designed to give students a Common Professional Core foundation of the common professional components necessary to understand the graduate level business concepts in the MBA. Students who pass each component will demonstrate proficiency in each of the following: Marketing, Business Finance, Accounting, Management, Legal Environment of Business, Business Ethics, Global Dimensions of Business, Information Management Systems, Quantitative Techniques/Statistics, Business Integration and Strategic management. This course is required for admission to the MBA for all students who do not have an undergraduate degree in business or accounting.

BMAL 602 *Nonprofit Management* 3 hours

Leaders of nonprofit organizations must understand their role in the diverse political, social and economic contexts in which they will lead. This course provides a comprehensive understanding of how to lead a nonprofit organization. Students will examine governance, key concepts and the stakeholders involved in nonprofit management. (Formerly BUSI 602)

BMAL 603 *Entrepreneurship* 3 hours

This course is directed toward preparing those considering starting or acquiring a business. Students will examine the managerial, technical and financial challenges of entrepreneurship. In-depth studies of the entrepreneurial requirements for success and the methods of entering a business are covered. (Formerly BUSI 603)

BMAL 604 *Managing and Leading Across Cultures* 3 hours

Prerequisites: **BMAL 501**

The purpose of this course is to provide an overview of the similarities and differences of managing and leading across cultures.

BMAL 700 *Orientation to Doctoral Programs* 3 hours

Introduction to doctoral studies, which provides Information regarding the Doctor of Management and Strategic Leadership program and philosophy, as well as the Graduate School of Business and University resources.

BMAL 702 *Leadership Theory and Practice* 3 hours

This course evaluates the concept of leadership and management from the perspective of theories and applied biblical integration.

BMAL 703 *Striking the Balance: Management* 3 hours

& Leadership

This course provides a comprehensive perspective on leadership and management, from both an historical and current practices perspective.

BMAL 704 Strategic Organizational Change 3 hours

Prerequisite: **BMAL 700 or EDUC 710**

This course examines the theories and practice of leading and managing in order to create successful change.

BMAL 706 Strategic Global Leadership 3 hours

Prerequisite: **BMAL 700 or EDUC 710**

This course examines the similarities and differences of managing and leading across cultures.

BMAL 710 Designing Strategic Management Solutions 3 hours

Prerequisite: **BMAL 700 or EDUC 710**

Review managerial competence in understanding the human output of organizations from the viewpoints of individual, group, and organizational systems levels.

BMAL 714 Strategic Risk Management Process and Practice 3 hours

Prerequisite: BMAL 702, BMAL 703, BMAL 704, BMAL 706

This course provides an analysis of risk management principles with a focus on the processes of risk management, planning risk management, critical success factors for effective risk management, and performing qualitative and quantitative risk analysis.

BMAL 716 Research Implications 3 hours

Prerequisite: BMAL 703, BMAL 704, BMAL 706

An overview of the assumptions, theories and processes of applied research methods, with an emphasis on blending them into Investigate practice-oriented research problems.

BMAL 720 Strategic Data Analytics and Decision Making 3 hours

Prerequisite: BMAL 703, BMAL 704, BMAL 706

This course will focus on analytics and forecasting skills essential for organizational leaders.

BMAL 727 Leading and Managing Effective Teams 3 hours

Prerequisite: BMAL 710, BMAL 714, BMAL 716

This course provides an analysis of effective team-based leadership practices in a project environment with a focus on creating high-performance teams, managing team conflict, motivating teams, and empowering teams for the successful completion of projects.

BMAL 755 Current Topics in Coaching Theories and Practice 3 hours

Prerequisite: BMAL 710, BMAL 714, BMAL 716

Comprehensive overview of business coaching theory, methodology and techniques, including organizational coaching theories and frameworks, coaching skills and techniques and executive coaching, resulting in an experiential and individualized leader development process that builds a leader's capability to achieve short- and long-term organizational goals.

BMAL 770 Ethical Leadership 3 hours

Prerequisite: BMAL 710, BMAL 714, BMAL 716

This course focuses upon ethical issues and dilemmas faced by leaders. Definitions of ethical leadership are reviewed as they related to values and culture. The theory and practice of ethical leadership is evaluated as it pertains to a biblical worldview.

BMAL 785 Applied Research Project Design 3 hours

Prerequisite: BMAL 720, BMAL 727, BMAL 755, BMAL 770

The study of diverse methods of applied research design to improve applied research practice. Students will apply the knowledge and skills developed in previous research and related course work to the Research Project process. Students will be required to apply scholarly writing skills and an understanding of expectations of the scholarly project to develop a scholarly proposal and must successfully defend the proposal at the end of the course. In addition, students must pass the comprehensive exam that will be given during the course.

BMAL 888 Applied Research Project I 4 hours

Prerequisite: BMAL 785

Students will further their proposal by continuing a focused study of the problem, purpose, significance, theoretical framework, biblical integration, and Important literature relevant to the proposed project. Students will finalize their literature review and also progress through the IRB process, in preparation for researching their project.

BMAL 889 Applied Research Project II 4 hours

Prerequisite: BMAL 888

This course is the second step to actualize the student's research project and provide a focused study of the integration of theory and practice.

BMAL 890 Applied Research Project III 4 hours

Prerequisite: BMAL 889

This course is in the event the student must extend their research project. It may be repeated up to two times.

BUSINESS INFORMATION SYSTEMS**BMIS 501/ Executive Leadership and Management** 3 hours

This course provides a comprehensive perspective on leadership and management, from both an historical and current practices perspective. The link between management and leadership is examined and the application of leadership theory is explored.

BMIS 510 Enterprise Models 3 hours

Prerequisites: BMAL 590 or 27 hrs. in Business, MATH 121 or higher, MATH 201 or BUSI 230 or higher, and CSIS 212 or equivalent

This course provides a process-oriented view of the organization and its relationships with suppliers, customers, and competitors. Topics include using processes as vehicles for achieving strategic objectives and transforming an organization; process analysis, design, implementation, control, and monitoring; processes as a means of achieving compliance. The role of enterprise resource planning (ERP), supply chain management (SCM), and customer relationship management (CRM) systems will also be explored.

BMIS 520 IT Infrastructure 3 hours

Prerequisites: BMAL 590 or 27 hrs. in Business, MATH 121 or higher, MATH 201 or BUSI 230 or higher, and CSIS 212 or equivalent OR CSIS 505, BMAL 590 or 27 hrs. in Business, MATH 121 or higher, MATH 201 or BUSI 230 or higher/equivalent, CSIS 212 or equivalent, CSIS 312 or equivalent, and CSIS 330 or CSIS 331 or equivalent

This course explores the design, implementation, and management of digital networks. Topics will include telecommunications fundamentals, server architecture, as well as cluster and grid computing. The course will explore the development of an integrated technical architecture (hardware, software, networks, and data) to serve organizational needs in a rapidly changing and competitive technological environment.

BMIS 530 Systems Analysis, Modeling, and Design 3 hours

Prerequisites: BMIS 520, BMAL 590 or 27 hrs. in Business, MATH 121 or higher, MATH 201 or BUSI 230 or higher/equivalent, and CSIS 212 or equivalent OR BMIS 520, BMAL 590 or 27 hrs. Business, MATH 121 or higher, MATH 201 or BUSI 230 or higher/equivalent, CSIS 212 or equivalent, CSIS 312 or equivalent, and CSIS 330 or CSIS 331 or equivalent, OR INFO 535, BMAL 590 or 27 hrs. of Business, MATH 121 or higher, MATH 201 or BUSI 230 or higher, and BIOL 102, HLTH 221 or equivalent

This course will provide a practical look at the current methodologies and design techniques necessary for system implementation, operation, and maintenance. These include the systems development life cycle (SDLC), rapid application development (RAD), agile development, object-oriented analysis

and design, prototyping, visual development, and the human computer interface (HCI).

BMIS 570 *Ethics and Legal Issues* 3 hours

This course explores the ethical and legal implications of the digitization of data, information, and communications on organizations and society. These areas are examined in regard to information privacy, accessibility, property rights, and accuracy. The proliferation of computer crime and its ramifications as well as the legal and regulatory environment will be examined. The course will also look at the impact of globalization, sourcing, technology workforce, and the digital divide.

BMIS 580 *Human Computer Interaction and Emerging Technologies* 3 hours

Prerequisites: BMIS 510, 520

This course addresses emerging technologies, how they evolve, and how to identify them. Topics covered in the course include accuracy of past forecasts and how to improve them, international perspectives on emerging technologies, future organizational and customer trends, and forecasting methodologies. It further explores human characteristics and their impacts on developing human-centered information systems. Finally, emerging trends in human interaction with mobile applications, internet applications, social networking technology, cloud computing, and stand-alone applications will be explored.

BMIS 590/ *Business Common Professional* 3 hours

BMAL 590 *Components*

This course is designed to give students a foundation of the common professional components necessary to understand the graduate level business concepts in the MSIS. Students who pass each component will demonstrate proficiency in each of the following: Marketing, Business Finance, Accounting, Management, Legal Environment of Business, Business Ethics, Global Dimensions of Business, Information Management Systems, Quantitative Techniques/Statistics, Business Integration and Strategic management. This course is required for admission to the MSIS for all students who do not meet the necessary accounting, business, or economics foundational hours.

BMIS 601 *Decision Making and Executive Information Systems* 3 hours

Prerequisites: BMIS 510, 520, 530

This course will provide students with an understanding of computer-based information systems and their role in modern global organizations and society as a whole. Topics will explore the capabilities and limitations of information systems based on their design and configurations. Databases will be a focus of this course, considering the central role they play in the information systems strategies of most organizations.

BMIS 603 *Business Simulation and Modeling* 3 hours

Prerequisites: BMIS 510, BMIS 520, BMIS 530, BMIS 601

This course introduces students to the concepts of business process improvement and principles of Service Oriented Architecture (SOA) thinking. This course will address the use of business process modeling. Students will learn to analyze and simulate the organization in terms of business processes and how to use that knowledge to improve organizational effectiveness and efficiency.

BMIS 650/ *Operations Management* 3 hours

BUSI 650

This course provides graduate-level instruction regarding the concepts and analytic methods that are useful in understanding the management of a firm's operations. Special emphasis will be placed on familiarizing the student with the problems and issues confronting operations managers, and providing the student with language, concepts, insights and tools to deal with these issues in order to gain competitive advantage through operations. Because the course deals with the management of "processes," it applies to both for-profit and nonprofit organizations, to both service and manufacturing organizations, and to virtually any functional area or industry. (Cross-list with BUSI 650)

BMIS 662 *Telecommunications and Network Security* 3 hours

Prerequisites: BMIS 510, 520

This course develops a managerial level review of technical knowledge and terminology for data, voice, image, and video communications and computer networks to effectively communicate with technical, operational, and management people in telecommunications. The course will cover the Telecommunications and Network Security domain which encompasses topics to include: access control network structure, transmission methods, transport formats, and security measures used to maintain the integrity, availability, authentication, and confidentiality of the transmitted information over both private and public communication networks. The course will also give an overview of network security and the basics of cryptography. Additional topics include but are not limited to: threat models, authentication and authorization mechanisms and standards, public key infrastructure, electronic mail security, network layer security, transport layer and web security, packet filtering, firewalls, intrusion detection, and virtual private networks.

BMIS 663 *Secure Enterprise Design and Development* 3 hours

Prerequisite: BMIS 530

This course includes studies in security architecture and applications security. A detailed look will be given at the concepts, principles, structures, and standards used to design, implement, monitor, and secure operating systems, equipment, networks, and applications. The course will explore controls used to enforce various levels of confidentiality, integrity, and availability.

BMIS 664 *Information Forensics, Compliance and Risk Management* 3 hours

Prerequisites: BMIS 510, BMIS 520, BMIS 663

This course covers a diverse set of topics in information security and incident response. Risk Management domain involves the identification of an organization's information assets and the development, documentation, and implementation of policies, standards, procedures, and guidelines that ensure confidentiality, integrity, and availability. The Legal, Regulations, Investigations, and Compliance domains addresses computer crime laws and regulations, the investigative measures and techniques which can be used to determine if a crime has been committed, and methods to gather evidence. Incident handling provides the ability to react quickly and efficiently to malicious technical threats or incidents.

BMIS 665 *Information Operations and Security* 3 hours

Prerequisites: BMIS 510, BMIS 520, BMIS 530, BMIS 662

Operations Security is used to identify the controls over hardware, media, and the operators with access privileges to any of these resources. This course will look at the mechanisms, tools, and facilities that permit the identification of security events and subsequent actions that follow identification. The course will address the threats, vulnerabilities, and countermeasures that can be utilized to physically protect an enterprise's resources and sensitive information. A study of Business Continuity and Disaster Recovery Planning addresses the preservation of the business in face of major disruptions to normal business operations will also be included. The preparation, testing, and updating of specific actions to protect critical business processes from the effects of major system and network failures will be explored.

BMIS 680/ *Advanced IT Project Management I* 3 hours

BUSI 680

Prerequisite: BUSI 611, 613, or 650

This course is designed to provide students with the essential tools needed for leading and managing information technology (IT) projects. These include the traditional processes related to initiating, planning, executing, controlling, reporting and closing a project, with a focus on the unique challenges that information technology presents. These challenges include: software application size and cost estimations, assigning work to

development teams, version control and managing the organizational change process. Other topics include the changing role of the IT manager in customer and partner relationship management, outsourcing and external contracts.

**BMIS 681 *Advanced IT Project Management II* 3 hours
BUSI 681**

This course explores the organizational aspects of information technology (IT) program management with the aim of providing knowledge, skills and exposure to issues in managing information and utilizing information technology as an asset in organizations. Students completing this course will be better equipped to be managers engaged in defining and implementing information systems opportunities and solutions or as leaders in an Information Systems department. Major topics include: information asset management, strategic information systems planning, information services organization issues, best practices for service level management, IT personnel selection and management, IT Procurement/request for proposal development/vendor selection, and contract negotiation principles.

BMIS 690 *Integrated Capstone* 3 hours
Prerequisites: BMIS 510, 520, 530, 603, 681 -OR- BMIS 510, 520, 530, 664, 665

This capstone course focuses on the design and management of an overall organizational system consisting of three interacting subsystems: (1) the enterprise itself - its structure, core processes, and relationships with external entities such as customers, suppliers, and outsourcers; (2) the IS function and its role in marshaling information technologies and information assets to support the strategy of the organization, and (3) the information technology architecture consisting of the organization's networks, hardware, data, and applications. The student will learn how to integrate and synthesize these three aspects of the enterprise, how IT must be aligned with the strategy of the organization, and how to make appropriate choices about architecture in relationship to overall organization goals.

BUSINESS

BUSI 502 *Servant Leadership* 3 hours

This course examines the concept of servant leadership from the perspective of leadership theory and applied biblical integration. The course will impart the philosophy of servant leadership.

BUSI 503 *Leadership Theory* 3 hours
Prerequisite: BUSI 502

This course broadly surveys the body of leadership literature with heavy emphasis on the major practical theories. All leadership theories are evaluated in the light of biblical reasoning.

BUSI 504 *Leading Organizational Change* 3 hours
Prerequisite: BUSI 503

Students in this course will study the impact of change on an organization and stakeholders and the dynamics of change in order to lead organizational change efforts. The course reviews the literature for the best practices relating to organizational change and organizational learning.

BUSI 506 *Legal and Ethical Issues for Health Professionals* 3 hours

An examination of contemporary legal and ethical issues encountered by health professionals in the provision and delivery of healthcare products and services. Topics explored include but not limited to patient-caregiver relationships, high-tech medicine, regulatory compliance, healthcare ethics, criminal aspects of healthcare, corporate structure, patient rights, medical records, and disclosure of patient information in healthcare.

BUSI 511 *Healthcare Administration* 3 hours

Explores the field of healthcare management, specifically related to the management of global healthcare systems in

technological societies and the need for innovation and creativity in healthcare administration. This course will provide an introduction to the principles of management and leadership as the foundations for the administration of healthcare products and service delivery. Topics explored include but not limited to a historical overview, theoretical foundations, major developments and characteristics of global healthcare systems; types of healthcare providers; cost, access and quality of care; and the future of health services delivery.

BUSI 520 *Strategic Marketing Management* 3 hours

This course is designed to provide the student with a working knowledge of the steps involved in the analytical and decision-making processes involved in formulating, implementing and controlling a strategic marketing program for a product market entry.

BUSI 523 *Financial Analysis and Decision Making in Healthcare* 3 hours

Focused on financial analysis and decision making in healthcare, this course will provide exposure to the design and operation of healthcare financial and reimbursement systems. Examines the current system of financing healthcare and the factors affecting it. Students will examine topics related to the revenue cycle, disbursement, budgeting/forecasting, internal control, financial reporting, and contract management aspects of the healthcare organization.

BUSI 528 *Strategic Management and Marketing for Health Professionals* 3 hours

Focused on creating strategies and exploring models for gaining a competitive edge in the healthcare marketplace. Students will explore the importance of strategic planning in healthcare; internal and external environmental assessment; marketing healthcare services; strategy formulation, implementation, evaluation, and long term control.

BUSI 530 *Managerial Finance* 3 hours

A treatment of the theory and practice of financial decision making in the firm, with emphasis on the practical application of financial analysis, the course is based on the principle that a firm should be managed to increase the wealth of its shareholders. The target audience is managers, at all levels and in all functional areas. Beginning with an overview of financial analysis, the course topics include financial management, capital investment decisions, financing decisions, and managing for value creation. Importance is placed on the concept of the time value of money.

BUSI 532 *Advanced Financial Statement Analysis* 3 hours

This course examines advanced techniques for evaluating the financial stability of a company through its financial statements, and how the financial statements may be used for strategic planning and decision making.

BUSI 534 *Business Valuation* 3 hours

Prerequisites: ACCT 211, 212, BUSI 320 and CPC1 or BMAL 590

This course examines the various techniques used to evaluate businesses from a theoretical and practical standpoint.

BUSI 535 *Biblical Financial Planning* 3 hours

Prerequisites: BUSI 532, BUSI 534 & BUSI 536

This course provides the framework for biblical stewardship with regard to financial planning. Successful completion of this course allows for students to take the Certified Kingdom Advisors (CKA) exam.

BUSI 536 *Mergers & Acquisitions* 3 hours

Prerequisites: ACCT 211, 212, BUSI 320 and CPC1 or BMAL 590

This course explores the concepts of mergers and acquisitions from a financial resources need perspective, determining appropriate acquisitions, and analyzing the restructuring of companies.

BUSI 538 *Investments & Derivatives* 3 hours

Prerequisites: ACCT 211, 212, BUSI 320 and CPC1 or BMAL 590

This course explores the framework from which a company makes investment decisions, provides a foundation for the study

of derivative products, and how companies may effectively use investments and derivatives to make wise financial decisions.

BUSI 561 *Legal Issues in Business* 3 hours

This course provides the student with a foundational knowledge of the legal issues that both start-up and established business enterprises face. Armed with this wisdom, the student will assess an organization's need for competent legal advice from an experienced professional in matters of contracts, corporations, employment, insurance, intellectual property, international trade, leases, limited liability organizations, partnerships, and homeland security concerns.

BUSI 600 *Business Research Methods* 3 hours

Business research is a systematic inquiry whose objective is to provide information to solve managerial problems. This course is an introduction on how to do business research with an emphasis on applied problem solving. It has a major focus on problem identification and analysis, problem solving strategies and communication skills.

BUSI 601 *Accounting for Decision Making* 3 hours

Prerequisite: BUSI 600 or co-req of ACCT 531

This is a graduate level course in cost management with a strategic cost emphasis. The course presents an in-depth study of contemporary management techniques used by managers in a contemporary business environment. The balanced scorecard, critical success factors, and strategic analysis are emphasized and integrated with other decision making techniques in this accounting course.

BUSI 604 *International Business* 3 hours

The purpose of the course is to prepare managers to compete successfully in the global economy. The rapidly changing economic, political, technological and cultural environments will be studied as a foundation for understanding how to compete in differing environments, utilizing the resources available to the enterprise in managing the various functional areas of business.

BUSI 605 *Environment of International Business* 3 hours

Prerequisite: BUSI 604

The course provides in-depth perspectives concerning the nature of international business and the environment in which it is conducted, including international trade, foreign direct investment, the relationship between international organizations and international business, the international monetary system, and international environmental forces (socio-cultural, natural resources, economic, political, legal, financial, labor).

BUSI 606 *Global Financial Markets* 3 hours

Prerequisite: BUSI 605

This course provides an overview of international financial markets and how they operate and interrelate. The structure, characteristics, and issues for markets in the Americas, Europe, Africa/Middle East, and Asia/Pacific will be identified.

BUSI 607 *Developing Global Markets* 3 hours

Prerequisite: BUSI 605

This course provides an organizational analysis framework within which a firm's market-based global operations can be analyzed, understood, and undertaken. Particular focus will be placed on international competitive strategy, the assessment of global markets, modes of entry, workforce planning and development, and global operations and supply chain management.

BUSI 610 *Organizational Design and Structure* 3 hours

Prerequisite: BUSI 600 or acceptance into DBA Leadership or DBA Strategic Management

This course provides graduate-level instruction regarding the design, redesign, and implementation of effective organizations. Special emphasis is placed on the analysis, planning, implementation, and evaluation of both the social and technical systems of organizations with emphasis on the structural changes necessary to improve and maintain productivity and quality of work life.

BUSI 611 *Operations Management for Health Organizations* 3 hours

A study of the operational challenges and opportunities facing medical and health services managers and the value added areas where resources are transformed into goods and services. The exploration of operations management for health organizations will involve some complexity as various quantitative management tools are examined and applied.

BUSI 612 *Marketing Promotions* 3 hours

Prerequisite: **BUSI 520 and [BMAL 590 OR the CPC 1 code OR BUSI 700]**

This course guides students in understanding and the application of key promotional theories, strategies and tactics associated with organizations whose unique product mix demands the highest levels of promotions. Students will get a solid foundation of the theory, design and application of promotion techniques and practices that are dedicated to increasing brand awareness and top line sales growth.

BUSI 613 *Supply Chain Management and Logistics* 3 hours

Prerequisite: **BMAL 590 OR the CPC 1 code OR BUSI 700**

This course will provide learners with a solid foundation of the theory and application of supply chain management techniques and practices that are dedicated to providing customers with superior value. Course topics include supply chain network design, facility planning, capacity planning, globalization and outsourcing, information technology, and global issues in supply chain management.

BUSI 614 *Marketing Research* 3 hours

Prerequisite: **BUSI 520 and [BMAL 590 OR the CPC 1 code OR BUSI 700]**

This course will provide learners with a solid foundation of the theory, evaluation and application of marketing research techniques and practices. Students will apply marketing research through the use of tools and techniques to include data collection and report-generation software.

BUSI 619 *Quality Assessment and Evidence Based Decision Making* 3 hours

Historically, the healthcare industry has been based mostly on clinical experience and judgment. Advances in communication, innovation in information technology, and other recent improvements have increased the promise of evidence-based decision making. This course will examine how evidence-based decision making provides a framework for addressing healthcare quality assessment and improvement in the provision and management of patient care.

BUSI 620 *Global Economic Environment* 3 hours

Prerequisite: BUSI 600

This course covers the tools of microeconomics useful in the analysis of producer and consumer behavior. The economics of demand, production and cost, and pricing and output decisions in a market system form the core of an approach adapted to the challenges faced by managers in the private, public, and nonprofit sectors of the economy. The coverage is from the domestic, as well as global perspectives.

BUSI 629 *Economic Analysis in Healthcare* 3 hours

Focused on the economics of healthcare, this course will explore how healthcare economics is unique. Students will be exposed to different techniques used for economic assessment of economic evaluation studies and related publications. For-profit and not-for-profit provider firms, information problems in healthcare markets, regulation, financing of health care, and health care reform issues will be explored.

BUSI 635 *Advanced Research for Financial Reporting* 3 hours

This course explores current issues within the field of financial reporting by examining recent pronouncements from the Financial Accounting Standards Board (FASB), and how those pronouncements will affect financial reporting.

BUSI 642 *Contemporary Issues in Human Resource Management* 3 hours

Prerequisite: BUSI 620

A practical approach designed for the general manager that provides a knowledge base in basic human resource topics, as well as an in-depth analysis of important current issues in the field. Through text readings, case studies, experiential exercises, Internet activities, and research, students will learn to synthesize and integrate theory with application and evaluate the effectiveness of an organization's human resources.

BUSI 643 Workforce Planning and Employment 3 hours

This course will examine the changing nature of the labor market, including conceptual, operational, and the legal issues. Discussion and activities will focus on the legal, ethical, and economic factors affecting recruitment, selection, placement, and appraisal. Students will learn to synthesize theory with application and evaluate the effectiveness of an organization's workforce planning and employment strategies. Understanding strategic organizational considerations and developing decision-making skills related to the staffing process will be emphasized through text readings, case studies, experiential exercises, and secondary research.

BUSI 644 Human Resources Development 3 hours

This course integrates theory with a practical approach to the topic of human resources development (HRD) with a focus on the design, implementation, and management of employee orientation, training, and career development programs. A comprehensive view of the concepts, processes, and philosophies of training and development is presented in this course. Emphasis is placed on current trends and research related to the various aspects of the human resource development function. Students will discuss the history and future of HRD, strategies, methods, materials, and measurement of training programs, as well as apply the processes involved in designing, developing, and implementing appropriate and effective training programs.

BUSI 645 Compensation Management 3 hours

The course will focus on the critical issues related to the strategic management of the organization's compensation and benefit system. Topics discussed will include the components and strategic analysis of compensation systems, bases for pay, designing compensation systems, legally required and discretionary employee benefits, and contemporary strategic compensation challenges. Students will learn to apply tools for decision-making complex, compensation related environments, as well as design, develop, and implement compensation strategies that achieve value-added results, thereby enabling organizations to more effectively and efficiently achieve their goals.

BUSI 646 Managing Human Capital in Healthcare 3 hours

Focused on strategically managing human capital in the healthcare environment, students will focus on evaluating human resource management concepts from the perspective of the manager's role in creating and maintaining a productive health workforce. Students will explore human resource management theory and practice of managing the employment relationship through conducting in-depth analyses of current issues (i.e., recruitment, compensation, motivation, performance, and talent management) related to the strategic management of human capital within the healthcare setting.

BUSI 650 Operations Management 3 hours

Prerequisite: BUSI 620

This course provides graduate-level instruction regarding the concepts and analytic methods that are useful in understanding the management of a firm's operations. Special emphasis will be placed on familiarizing the student with the problems and issues confronting operations managers, and providing the student with language, concepts, insights and tools to deal with these issues in order to gain competitive advantage through operations. Because the course deals with the management of "processes," it applies to both for-profit and nonprofit organizations, to both service and manufacturing organizations, and to virtually any functional area or industry.

BUSI 680 Advanced Project Management I 3 hours

Prerequisite: BUSI 611, 613, or 650

This is the first of a two-course series covering advanced topics in Project Management, cross-referenced with PMBOK concepts. Topical coverage includes: project selection and definition, aligning projects with organizational strategy/structure/culture, estimating project times and costs, developing the project plan, managing risk, and scheduling resources and costs.

BUSI 681 Advanced Project Management II 3 hours

Prerequisite: BUSI 680

This is the second of a two-course series covering advanced topics in Project Management, cross-referenced with PMBOK concepts. Topical coverage includes: reducing project duration, leading and managing project teams, outsourcing, progress and performance measurement and evaluation, project closure, and agile project management.

BUSI 682 Global Project Management 3 hours

Prerequisite: BUSI 680 and 681

Advanced coverage of Project Management concepts and techniques as applied to various political, cultural, and geographic settings. Topical coverage may include: outsourcing initiatives, the global integrated logistics support process, virtual global software projects, developing multinational teams, risk assessment in global projects, and program/project portfolio management.

BUSI 683 Money & Capital Markets 3 hours

Prerequisite: BUSI 530 and (BUSI 687 or ECON 614)

This course focuses on the U.S. financial system and its major participants, including discussions regarding objectives and procedures for evaluating opportunities and pricing risk. Topics include the role and functions of the Federal Reserve System and the various dynamics of the financial system.

BUSI 684 Financial Modeling 3 hours

Prerequisite: BUSI 687 and BUSI 530

This course provides exposure to financial modeling techniques for business analysis application. Topics include theoretical development, modeling approaches, financial analysis, and applications of financial modeling.

BUSI 685 Financial Management 3 hours

Prerequisite: BUSI 687 and BUSI 530 or BUSI 535 or ACCT 614

This course focuses on the firm's opportunities and resulting potential impact on shareholder value based on the considered risk level. Topics include investments, capital structure and re-structuring, budgeting, financial markets, policy, and portfolio management.

BUSI 686 Financial Planning 3 hours

Prerequisite: BUSI 687

An overview of personal financial decision-making, emphasizing each phase of life. Topics covered include career planning, budgeting, use of credit, insurance, investments, retirement planning and income tax planning.

BUSI 687 Insurance & Risk Management 3 hours

Prerequisite: BUSI 532, BUSI 534, BUSI 536 and BUSI 538

This course focuses on assessing and mitigating risk in the financial industry while integrating insurance considerations to manage both risk and return. Topics include business and personal risk, corporate investments, diversification, ownership and property, and legal liability.

BUSI 688 Retirement Planning 3 hours

Prerequisite: BUSI 687

This course provides a comprehensive overview of retirement planning needs and analysis for effective planning strategies. Topics include qualified retirement plan design, Social Security, Medicare, group life health and disability insurance, and nonqualified deferred compensation.

BUSI 689 Capstone in Financial Planning 3 hours

Prerequisite: BUSI 686 and BUSI 688

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.

BUSI 690 *Policy and Strategy in Global Competition* 3 hours

Prerequisite: BUSI 520, BUSI 530, BUSI 601, BUSI 610

This capstone course integrates the concepts, techniques) and knowledge of all areas of business administration. This course may not be substituted for or transferred in from another institution. This course is the capstone course and must be taken in the final term of enrollment.

BUSI 691 *Healthcare Administration Capstone* 3 hours

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.

BUSI 692 *Capstone in Financial Management* 3 hours

Prerequisite: BUSI 532, BUSI 534, BUSI 536, BUSI 538, and BUSI 687

This course will allow the student to draw from previous coursework to craft a unique solution to a stated, real, or hypothetical defined topic approved by the course instructor. The comprehensive research project could touch on issues such as alternative financing between debt and equity, alternative financing between short term debt, inventory management, accounts receivable management, compensation structures, corporate governance, and alternatives for creation of equity valuation.

BUSI 697 *Special Topics in Business* 3 hours

Topics of special interest not included in the regular department offerings. May be taken more than once, but no topic may be repeated.

BUSI 700 *Doctor of Business Administration Orientation* 3 hours

Co-requisite: BUSI 710

Introduction for new DBA students to provide information about the DBA program and philosophy, as well as the Graduate School of Business and university resources (week-long residential intensive only).

BUSI 710 *Advanced Business Research Methods* 3 hours

Co-requisite: BUSI 700

An overview of the assumptions, theories and processes of qualitative and quantitative contemporary applied business research methods, with an emphasis on blending them to investigate practice-anchored research problems.

BUSI 715 *Qualitative and Case Study Methods for Business Research* 3 hours

Prerequisite: BUSI 710

This doctoral level course examines the qualitative method used in business research, with a focus on five qualitative designs: narrative, phenomenological, grounded theory, ethnographic, and case study. Underpinning philosophical assumptions are presented in context with the selected qualitative designs. The course also covers data collection, analysis, and validation measures appropriate for qualitative research.

BUSI 720 *Quantitative Research Methods* 3 hours

Prerequisite: BUSI 715

The advanced study of methods of business forecasting and modeling that are useful for managers in making better plans and decisions in the uncertain environment. Microsoft Excel is used throughout the course for examples and illustrations.

BUSI 730 *Strategic Allocation of Financial Resource* 3 hours

The advanced study of accounting and financial decision making techniques and models that are useful in the translation of strategic and operational goals related to resource allocation into specific budgetary expectations of revenue, expenses, capital expenditures, and needs for external funding, including analysis of the effects of contingencies that might cause financial outcomes to vary from budgeted expectations.

BUSI 740 *Strategic Supply Chain Management* 3 hours

A comprehensive study of the concepts, processes, and strategies used in the development and management of global supply chains. Topical coverage will include: supply chain metrics; primary tradeoffs

in making supply chain decisions; tools for effective and efficient supply chain management, production planning and inventory control, order fulfillment and supply chain coordination; and global supply chain design, logistics, and outsourcing.

BUSI 750 *Human Resource Development* 3 hours

Prerequisite: BUSI 740

An advanced study of the integrated use of training, organizational development, and career development efforts to improve individual, group, and organizational effectiveness. Coverage is designed to develop ethical, competent professional leaders with the KSA's needed to perform effectively in critical HRD roles.

BUSI 755 *Organizational and Executive Coaching* 3 hours

Comprehensive overview of business coaching theory, methodology, and techniques, including organizational coaching theories and frameworks, coaching skills and techniques, and executive coaching, resulting in an experiential and individualized leader development process that builds a leader's capability to achieve short- and long-term organizational goals.

BUSI 760 *Quality Management and Productivity* 3 hours

Prerequisite: BUSI 755

The advanced study of the concepts of continuous improvement and quality management, viewing quality as a systematic process that improves customer satisfaction. Coverage includes methods and technologies that will aid managers in assuring that the organization's quality system is effectively meeting the organization's continuous improvement goals.

BUSI 770 *Strategic Thinking for Decision- Making* 3 hours

Prerequisite: BUSI 760

The advanced study of the process of business strategy (for both profits and nonprofits), including the decision traps to avoid and the most effective ways to develop and implement strategy.

BUSI 785 *DBA Colloquium* 3 hours

Prerequisite: BUSI 770

This course will focus on students completing a comprehensive exam, preparing a Concept Paper, and preparing students for their applied doctoral research project. This course requires a one-week residency.

BUSI 988 *Dissertation I* 5 hours

Prerequisite: BUSI 785

Dissertation I is the initial step for DBA students and faculty to actualize the student's research project. It provides a focused study of the problem, purpose, significance, theoretical framework, biblical integration, and important literature relevant to the proposed project. (Formerly BUSI 788)

BUSI 989 *Dissertation II* 5 hours

Prerequisite: BUSI 988

This course is the second step for DBA students and faculty to actualize the student's dissertation. It provides a focused study of the methodology that will be employed in the dissertation, and allows students to finalize their literature review. Students will also progress through the IRB process, in preparation for conducting their project. (Formerly BUSI 789)

BUSI 990 *Dissertation III* 5 hours

Prerequisite: BUSI 989

This course is the last step in the dissertation process. Students will conduct their analysis, present their findings, comments, and recommendations, defend their dissertation in residency, and finalize their dissertation manuscript for publication. (Formerly BUSI 790)

CHURCH HISTORY

CHHI 510 *Survey of the History of Christianity* 3 hours

Presents a "big picture" perspective on the history of Christianity. The focus is upon the major developments in Christian history from the earliest believers to the present.

Includes an emphasis on the rich diversity of global Christianity. Attention will be paid to the major issues, persons, and developments that have shaped Christianity.

CHHI 520 *History of Christianity I* 3 hours

A study of the first fifteen centuries of historical Christianity. Includes the rise of the church under persecution, orthodoxy vs. heresy, doctrinal developments, the rise of the Roman Papacy and opposition to it during the Middle Ages, and the events leading up to the Protestant Reformation.

CHHI 525 *History of Christianity II* 3 hours

A study of historical Christianity from the Sixteenth Century to the present. Includes the major personalities, events, and results of the Protestant Reformation, the rise of modern denominationalism, modern Roman Catholicism, the ecumenical movement and current developments. Special attention is given to the development of American Christianity.

CHHI 610 *Historical Development of Christian Theology* 3 hours

Prerequisite: CHHI 520 or CHHI 525

This course explores the historic expansion of global Christianity from the first century to the present day. Attention will be given to cultural contexts, key personalities, and movements that contributed to the spread and identity of global Christianity.

CHHI 620/ *History of Global Christianity* 3 hours
GLST 605

This course explores the historic expansion of global Christianity from the first century to the present day. Attention will be given to cultural contexts, key personalities, and movements that contributed to the spread and identity of global Christianity.

CHHI 635 *Patristic and Ancient Heresy* 3 hours

Prerequisite: CHHI 520

A study of the rise of the Christian movement through the first six centuries (A.D. 30-600). Includes periods of persecutions, heretical developments and attempts to preserve doctrinal purity, the determination of the canon, ecclesiastical developments, the union of church and state, the role of church councils, and the expansion of the authority of the bishop of Rome.

CHHI 650 *Classical Reformation* 3 hours

Prerequisite: CHHI 525

A study of the magisterial phase of Protestant Reformation, especially as promoted in Germany, Switzerland, Scotland and England. Special emphasis will be placed on one of its major personalities: Luther, Zwingli, Calvin, Knox or the Anglicans and Puritans.

CHHI 655 *Free Church History and Thought* 3 hours

Prerequisite: CHHI 525

A survey of the background, development, personalities, issues and results of the Anabaptist phase of the Reformation of the Sixteenth Century and its particular impact on the rise of the English Baptists.

CHHI 660 *American Christianity* 3 hours

Prerequisite: CHHI 510 or CHHI 525

A study of the beginnings of Christianity in America to the present. Includes the European background, colonial Christianity, the first Great Awakening, the rise of the United States, the separation of church and state, the second Great Awakening, the development of religious diversity, the impact of the Civil War on religion, denominational development, the impact of immigration and industrialization, and the modern period.

CHHI 665 *History of Baptists* 3 hours

Prerequisite: CHHI 525

A survey of the background and rise of English Baptists, including their progress from the seventeenth century in England until the present day. Includes a survey of the rise of Baptists in America in the seventeenth century and their progress to the present. Includes various Baptist groups, large and small, of differing theological persuasions, denominational and independent.

CHHI 670 *History of Evangelicalism* 3 hours

Prerequisite: CHHI 510 or CHHI 525

This course is designed to explore the development of Evangelicalism in the 20th century. This course includes the major issues that gave rise to Evangelicalism, such as its background, beliefs, and major personalities, the development of the Evangelical movement in America in the 20th century, fundamentalism, and the current state of Evangelicalism today. (Formerly CHHI 686)

CHHI 695 *Directed Research* 1 to 3 hours

CHHI 697 *Seminar in Church History* 3 hours

An intensive study in a specific subject of Church History. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

CHHI 940 *Seminar in American Fundamentalism and Evangelicalism* 3 hours

This course offers a historical and theological investigation into the origins, theological trends, major issues and figures, and institutions of American Fundamentalism and Evangelicalism. American Fundamentalism and Evangelicalism will be examined in relation to theological liberalism, modernism, postmodernism, Pentecostalism, and Roman Catholicism. The course will attempt to place American Fundamentalism and Evangelicalism in the context of various theological, political, and social tensions of the twentieth century and to reveal their current shape in the 21st Century.

CHHI 941 *Augustine* 3 hours

A seminar that would consider Augustine's life, philosophy, theology, and legacy. His ministry in the context of 4th-5th century Roman Africa (with its politics, philosophy, social movements) will be explored. While readings would comprise some key secondary sources (Brown, Frend), a key component would be interacting with primary sources (Confessions, City of God, On the Trinity, Letters and Sermons).

CHHI 942 *Patristic Exegesis* 3 hours

A seminar studying the approach to Scripture of the church fathers in the first five centuries. While reading sermons and commentaries from exegetes like Origen, Ambrose, Augustine, Basil, Gregory of Nyssa, Gregory of Nazianzus, Athanasius and Augustine, the Alexandrian and Antiochene schools of interpretation will be considered.

CHHI 943 *The Latin Fathers* 3 hours

A concentrated study into the work and theology of the Latin church fathers including Lactantius, Tertullian, Cyprian, Ambrose, Augustine and Jerome, among others.

CHHI 945/ *Seminar in Modern Theologies and* 3 hours
THEO 945 *Theologians*

This seminar focuses on the work of select theologians and theological movements since the 18th Century. This seminar may be repeated as subject matter varies.

CHHI 948 *Reading Seminar in Historical Theology* 3 hours

A seminar focused on reading classic texts in Historical Theology.

CHHI 995 *Directed Research* 1 to 3 hours

CHHI 997 *Seminar in Church History* 3 hours

An intensive study in a specific subject of Church History. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

CHURCH MINISTRIES

CHMN 679 *Capstone* 3 hours

Prerequisites: Must have completed 50 hours of the program which will include all Core Courses

This course will require students to resource knowledge acquired from the entirety of coursework completed in the MDIV degree program. The core competencies and knowledge from each

major area of the degree will be resourced in a comprehensive project that outlines a broad understanding in divinity.

CHMN 699 Internship 3 hours

Prerequisites: Must have completed 24 hours of coursework

In order to complete this internship, students must be currently working and/or serving in a local church. The church, mentor, and nature of involvement must be approved beforehand by the professor. Internship involves supervised work in an applied ministry setting. Students continue to apply, adapt, and improve their skills in specialized ministry situations. Students work under the supervision of a qualified church leader. Students must complete a minimum of 120 hours of internship approved by the professor.

CHAPLAINCY MINISTRY

CHPL 500 Introduction to Chaplaincy Ministry 3 hours

Examines the theological and cultural issues of a formal and informal ministry setting. Explores the similarities and differences among the various types of chaplaincies. Gives attention to ministry in religiously pluralistic, multicultural and multi-staff environments. Emphasizes skills, strategies and character traits necessary for effective ministry.

CHPL 598 Spiritual and Professional Development of the Chaplain 3 hours

Prerequisite: CHPL 500

This course addresses the professional and spiritual formation of chaplains. Students will observe and evaluate, first-hand, various chaplain ministries. Attention is given to the biblical nature of chaplain ministry and its practical application within the secular and pluralistic contents of the military, healthcare, and community chaplain settings. Special emphasis is given to formation of godly character necessary for successful chaplain ministry.

CHPL 615 Chaplain Ethics for Advisement and Pastoral Care 3 hours

Prerequisites: CHPL 500 and CHPL 598

This course provides a study of the methodology and practice of biblical ethics applied within the secular and pluralistic contexts in which chaplains serve. Attention is given to chaplain ethical advisement of leaders and followers within the military, healthcare, and community chaplain environments. The course will prepare chaplains for ethical dilemmas through the development of an ethical decision model and personal code of ethics. Additionally, the course will address the ethics of evangelism and exercising ones faith in a pluralistic culture.

CHPL 640 Chaplain Leadership for Religious Freedom 3 hours

Prerequisites: CHPL 500 and CHPL 598

This course is a comprehensive study of chaplain leadership as it pertains to providing for the free exercises of religion and defending that constitutional liberty. This study will evaluate the chaplain's calling to servant leadership, examine biblical models of servant leadership, discern the internal and external dangers of chaplain leadership, and explore the unique opportunities and challenges chaplains face while seeking to provide spiritual ministry in secular and pluralistic settings. Special attention will be given to the spiritual leadership traits necessary for successful chaplain ministry.

CHPL 645 Chaplain Resilient Leaders 3 hours

This course will examine in depth a biblical model for resiliency and resilient spiritual leadership for chaplains, introducing key characteristics and competencies which allow chaplain leaders to be resilient and set the conditions for successful performance, to lead through inevitable crises along the way, and to help individuals and organizations rebound from downturns to a brighter future. As well, the course addresses how resilient leaders stand the test of time, avoiding burnout and establishing essential disciplines of replenishment.

CHPL 655 Chaplain Evangelism and Discipleship 3 hours

This course will focus on the biblical imperative of evangelism and various methods of witnessing in the pluralistic cultures in which chaplains serve. Particular emphasis will be given to wisely sharing the Gospel in military, healthcare, and community settings. Additionally, attention will be given to evangelism follow-up, discipleship, and scripture memorization.

CHPL 665 Crisis and Short Term Counseling 3 hours

This course is an examination of the theory and practice of crisis intervention and approaches to short term pastoral counseling focused on the ministry of chaplains.

CHPL 680 Military Chaplaincy 3 hours

Prerequisites: CHPL 500 and CHPL 598

This course examines the theological, historical, constitutional, and cultural basis for professional military chaplains, and addresses the chaplain's opportunity to provide spiritual leadership, pastoral care, and advise commanders in order to best care for the warrior's soul. Attention is given to scriptural and military mandates for chaplains to provide spiritual warrior care, spiritual leadership, and spiritual counsel to military leaders. Finally, the skills, strategies, and character traits necessary for effective chaplain ministry within military pluralistic culture will be explored.

CHPL 681 Healthcare Chaplaincy 3 hours

Prerequisites: CHPL 500 and CHPL 598

This course examines a biblical approach to theodicy, suffering and redemption, demonstrating the foundation for evangelical ministry in a healthcare environment. Attention is given to providing Christocentric spiritual care to patients and staff within pluralistic and secular settings.

CHPL 682 Community Chaplaincy 3 hours

Prerequisites: CHPL 500 and CHPL 598

This course examines a biblical approach to providing chaplain ministry in pluralistic and secular community settings. Attention is given to providing Christocentric chaplain leadership and spiritual care within the context of corporations, colleges, sports organizations, first response teams, and prison systems.

CHPL 699 Chaplaincy Internship 3 hours

Prerequisites: CHPL 680,681,682; CHPL 655; and HOMI 605

A practical field experience in military, healthcare or community chaplaincy under the supervision of an approved mentor. The field, mentor, and nature of service must be approved beforehand by the professor. To receive 3 hours credit, students must spend a minimum of 150 field hours.

CHPL 810 Practical Theology of Chaplaincy 3 hours

Prerequisites: Admission to the DMIN Program

The course provides a practical study of the theology of chaplaincy, as well as the application of the chaplain's theology in the secular and pluralistic contexts. Emphasis is given to the tension that exists for chaplains ministering to individuals from broad theological backgrounds. The course will prepare the chaplain to minister in pluralistic contexts, as well as, advise and mentor chaplains from a diversity of theologies.

CHPL 820 Practical Theology of Chaplaincy 3 hours

Prerequisites: Admission to the DMIN Program

The course provides a study in chaplain strategic leadership, focusing on the authority and responsibility of the chaplain to lead prophetically with godly character, insight, and wisdom within secular and religious contexts. Special emphasis is placed on the chaplain's position and opportunity to influence critical decisions and lives within military, healthcare, and community contexts.

CHPL 830 Ethics for Chaplain Leaders 3 hours

Prerequisites: Admission to the DMIN Program

This course is a study of theoretical and applied ethical leadership for chaplains serving as religious representatives and leaders in primarily secular, pluralistic environments. It will broadly explore the field of ethics from theological and philosophical perspectives providing the student with insights to critique them against biblical truth. The course will prepare chaplains to engage ethical problems through the development and application of a

This course focuses on the interdependency of organizations and agencies in the criminal justice system. Specifically, the course will examine the competing roles of law enforcement, courts, prosecution, defense counsel, etc., in the pursuit of justice.

This course is designed to familiarize the student with the theoretical and practical management perspectives embraced by the American criminal justice system. This will address the nature of criminal justice organizations, individual and group behavior within those organizations, processes inherent in those organizations, and areas of criminal justice reform.

This class will emphasize applying the theoretical knowledge discussed in class lectures to “real world” situations and events important to human resources management in criminal justice. The student will be expected to demonstrate their knowledge of human resources management in a criminal justice setting through various reading and written exercises. General objectives for students are to learn and be able to apply general management principles and techniques in a public agency office setting. The role of personnel manager in a criminal justice setting is stressed throughout the course, to define and clarify responsibilities, areas of authority, decision-making, and technical knowledge of services, systems, and procedure. While the subject primarily targets personnel managers, all supervisors and managers benefit from effective personnel management skills, knowledge of services, systems, and procedures. While the subject primarily targets personnel, managers, all supervisors and managers benefit from effective personnel management skills, knowledge and abilities.

This course focuses upon contemporary topics and trends in the criminal justice arena. Topics will include: substantive and procedural changes in criminal law from a federal perspective utilizing case law, professional law enforcement organization reviews, and law review articles. Additionally, the course will identify and evaluate research trends of the National Institute of Justice, i.e., corrections, technology development, homeland security, and white collar/financial crime.

Prerequisites: CJUS 500, 520, 530, 550

This course has two primary focuses. First, in today's environment of Evidence Based Policing, proper program evaluation is necessary. This class builds the student's skill set to conduct and understand criminal justice program evaluation. Second, as a sub-component of program evaluation and as a major component of CompStat, statistical analysis should be understood by the criminal justice leader. This course addresses the understanding of the measurement of crime.

Prerequisite: CJUS 601 (can be taken concurrently)

Ethical Leadership is a foundational principle in building an excellent organization and developing and maintaining public trust. This class focuses not only on ethical principles; it focuses on ethical leadership with a Christian Worldview.

This course will introduce the student with an understanding of psychology's use in assisting the law with clinical forensic cases. Focus will involve both practical and research applications in clinical and social-cognitive psychology. Additional topics will

include admissibility of psychologists to provide expert testimony in the courts; assessment of various mental states to meet legal requirements for competency, insanity, abuse syndromes, and various other psychological harm; working in the criminal justice system; and child custody and dependency issues.

This course will introduce the student to crisis theory, concepts, intervention and strategies required for criminal justice first responders. The student will learn how to develop and implement organizational programs for crisis intervention including: recognition of threat levels, active listening, effective mediation strategies and negotiation strategies of mentally unstable persons.

This course applies the methods and theories of psychology to the criminal justice (legal) system. Specifically, students will gain and understanding of how the field of psychology and psychological research has been applied in law enforcement the judicial process, and the corrections process. Issues of morality, the criminal personality, eyewitness testimony, the use of psychological evaluation, jury selection, criminal profiling, child custody evaluation, police and inmate counseling are among topics covered. Since this course focuses on the criminal justice system, it will not include civil litigation.

This course applies the methods and theories of psychology to the criminal justice (legal) system. Specifically, students will gain an understanding of how the field of psychology and psychological research has been applied in law enforcement, the judicial process, and the corrections process. Issues of morality, the criminal personality, eyewitness testimony, the use of psychological evaluation, jury selection, criminal profiling, child custody evaluation, police and inmate counseling are among topics covered. Since this course focuses on the criminal justice system, it will not include civil litigation.

Prerequisite: Completion of 30 hours of coursework toward the Master of Science in Criminal Justice

This course is designed to help students complete their master's thesis in Criminal Justice. It is expected that research for the thesis project will be relevant to the student's study in the master's program and will make an academic contribution to the research in criminal justice.

Prerequisite: CJUS 689 and consent of instructor

Intended to demonstrate a student's ability to carry out original research. Thesis may be designed to answer practical research questions, or address theoretical or ethical issues of interest to scholars and professionals in the field of criminal justice. Credit is not awarded until the thesis has been accepted.

CJUS 700	<i>Theories of Crime</i>	3 hours
-----------------	---------------------------------	---------

This course offers an advanced exploration of the theories of crime causation. Biological, psychological, sociological, cultural, and political theories may be examined using a "cause of crime" perspective. Emphasis is placed around the key concepts used in theories of crime and the multidisciplinary source of these concepts, how they are applied to criminological theory, and their importance for understanding the present state of criminological theory.

Prerequisite: CJUS 700

Typically, undergraduate and master's programs examine criminal justice from the United States lens. This course is an advanced in-depth analysis of the various courts, corrections, and law enforcement systems worldwide.

Prerequisite: CJUS 700

This course provides a comprehensive overview of the origin, philosophy and objectives of the juvenile justice system. An

extensive and systematic analysis of juvenile justice policies and practices will be undertaken, especially those reflecting any recent philosophical shifts. Students will be challenged to critically examine present policy and propose practical new policies related to juvenile justice.

CJUS 703 *Advanced Corrections Policy* 3 hours
Prerequisite: CJUS 700

This course provides a comprehensive overview of the origin, philosophy and objectives of the prison system. As an advanced corrections course, students explore the far-reaching impacts of prisons policy on society. Policies related to prisons, rehabilitation, re-entry, alternative court, community corrections, recidivism and other recent relevant topics may be explored. Additionally, students will prepare new evidence-based practice corrections policy.

CJUS 730 *Advanced Criminal Justice Leadership* 3 hours
Prerequisite: CJUS 801

To be an organizational leader demands an understanding of the basic principles and practices underlying the management of large and diverse organizations. The contrast of management of stability and control with the management of chaos and instability suggests different techniques of leadership and management. Modelling, inspiring, challenging, enabling, and encouraging subordinates toward the organization mission is key to solid organizational leadership. Additionally, having tools to make leadership decisions in extreme situations is necessary for all criminal justice leaders. This course covers sound leadership principles necessary for an ethical high performing law enforcement organization by student self-reflection, peer feedback, and subordinate feedback. Additionally, students are challenged to create sound leadership policies necessary for a high performing criminal justice organization.

CJUS 732 *Strategic Planning in Criminal Justice* 3 hours
Prerequisite: CJUS 730

This course studies strategic planning models, forecasting methods, trend analysis, systems thinking, and futuring. Participants will learn how to manage growth, change, and organizational innovation. The use of strategic planning tools such as scenarios, systems thinking, and change strategies will be presented through case studies and projects that utilize the principles of problem-based learning. Students will have the opportunity to design a mock strategic plan and develop scenarios to apply principles learned in this course.

CJUS 734 *Human Resource Law and Civil Rights in Criminal Justice* 3 hours

Prerequisite: CJUS 732

This course studies human resource law associated with leading a criminal justice organization. Advanced topics of selection, discipline, retention, criminal investigations, and internal investigations will be investigated. Additionally, this course studies the recent relevant internal and external implications of 42 U.S.C. 1983. Participants will focus on creating an ethical organizational environment with respect to HR Law and 42 U.S.C. 1983.

CJUS 736 *Advanced Human Resources Development in Criminal Justice* 3 hours

Prerequisite: CJUS 701, 702, 703, 734

This course provides advanced human resource development techniques for criminal justice organizations. Topics include skills needed for planning, organizing, staffing, directing and controlling, communicating, motivating, decision-making, priority setting and time management toward effective objectives and organizational goals. Focused areas include job performance, employee development, management of a diverse work force, employment law, harassment and health issues, and disabilities and discrimination in the workplace.

CJUS 740 *Advanced Research Design* 3 hours
Prerequisite: CJUS 700

The overall purpose of this class is to familiarize the student with the language and major issues confronting criminal justice

research and researchers. As such, students will learn the basic rudiments of social science inquiry with special focus on how one conceptualizes a problem, uses theory to structure research questions, designs a method to examine the problem and answer the questions of interest, and implements that research approach. This is the first of a required multi-course sequence. The mastery of SPSS will be required in this class. Students will demonstrate competency through the design of a brief research project.

CJUS 745 *Quantitative Methods of Research* 3 hours
Prerequisite: CJUS 740

This course will introduce concepts and methods in descriptive and inferential statistics. The course is designed to provide students with the statistical background required for doctoral level applied research. Application of statistics educational and human service research will be emphasized. Areas of study will include estimation, probability, variables, normal distribution, t-distribution, chi-square distribution, F-distribution, confidence intervals, hypotheses testing, and correlation. This course will provide the skills necessary to properly apply descriptive and inferential statistics by helping students understand the role of statistics in scientific research. Further, the assignments were designed to help students identify and implement the correct statistical procedure for a research question through data analysis, using a computer (e.g., SPSS). Students will gain the requisite knowledge necessary to learn more complex statistical/research procedures and become more critical of various statistical presentations in academic journals and the mass media.

CJUS 750 *Qualitative Methods of Research* 3 hours
Prerequisite: CJUS 740

This course will suggest the kinds of phenomena for which qualitative approaches are most apt to be useful, and equip students with the skills necessary in order to successfully conduct rigorous and ethical studies. The epistemological bases for such approaches and the complimentary aspects of qualitative approaches will be explored in great detail. Emphasis will be on a hands-on approach on how to do field research, case studies, interviews, etc.

CJUS 801 *Criminal Justice Program Evaluation* 3 hours
Prerequisites: CJUS 740, 475, 750

This course will examine key concepts, methods, and approaches in the field of program evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practices across a number of substantive areas. The comprehensive range of activities involved in designing, implementing, and assessing the utility of criminal justice programs. Evidence based practice will be one of the focal points of this class.

CJUS 810 *Transnational Organized Crime* 3 hours
Prerequisites: CJUS 700, 701

This course provides a comprehensive review of organized crime and gangs. This course will review gang organizational traits, traditions, criminal activities, violence, origin and structure. Students will examine organized crime in the US, organized crime in other countries, and/or transnational organized crime networks. An exploration in the connectedness between organized crime, gangs, and terror organizations will be conducted.

CJUS 820 *Advanced Topics in Terrorism and Intelligence* 3 hours

Prerequisites: CJUS 700, 701, 740

This course will focus on terrorism and the law, including topics such as anti-terrorism legislation, terrorism investigations and prosecutions, the Classified Information Procedures Act, the Foreign Intelligence Surveillance Act, and military detention and prosecution of suspected terrorists. There may be comparative analysis of other countries' anti-terrorism laws.

CJUS 830 *Criminal Justice Organizational Conflict* 3 hours
Prerequisites: CJUS 701, 702, 703, 736

This course examines the nature, varieties, causes, and manifestation of criminal justice organizational conflict. The focus of this course is internal organizational conflict. Students will research organizational issues and apply alternative resolution techniques and

transformational leadership at the organizational level.

CJUS 840 *Stress Management in Criminal Justice* 3 hours
Prerequisites: CJUS 700, 736

This course provides an in depth review of stress management in law enforcement. The course will cover the physiological and psychological basis of the stress response. The physical, emotional, mental, rational, and spiritual signs of distress will be examined. Understanding, recognizing, and coping with the stressors associated with modern policing helps prevent maladaptive responses such as domestic violence and suicide. Participants will develop an original brief stress management program for law enforcement personnel.

CJUS 980 *Dissertation Prospectus* 5 hours
Prerequisite: Completion of all Ph.D. CJUS Course Requirements

This course provides the student with an opportunity to examine the dissertation process. The course focuses on structure and design of a concept for PhD dissertation research that includes peer/collegial review and scholarly discourse leading to a draft of Chapter one of the proposal development. A comprehensive examination must be taken and successfully completed prior to enrollment in CJUS 989.

CJUS 989 *Proposal and Research* 5 hours
Prerequisite: CJUS 980

This course provides the student with a continuation of the dissertation process. The course focuses on structure and design of PhD dissertation research that includes chairperson review and scholarly discourse leading to proposal development. Students shall register for this class in two consecutive terms. Any student who is not ready for enrollment in CJUS 990 after completing the second enrollment in CJUS 989 may be required, as determined by the student's dissertation chair, to repeat CJUS 989 until deemed ready for enrollment in CJUS 990.

CJUS 990 *Dissertation Defense* 5 hours
Prerequisite: CJUS 989

Students enroll in this course after successfully completing CJUS 989 and before they receive final dissertation approval from their dissertation committee. This class requires the defense of the dissertation. If the student does not successfully defend their dissertation they shall re-enroll in CJUS 990.

CHRISTIAN LEADERSHIP

CLED 700 *Biblical & Theological Foundations of Leadership* 3 hours

Prerequisites: Enrollment in the School of Divinity Ed.D. in Christian Leadership

This course is a study of the biblical and theological foundations of leadership as evidenced within Scripture. Learners examine theological themes and biblical assumptions that directly impact one's philosophy and practiced of leadership. Students learn to think theologically about issues, and concepts drawn from the discipline of leadership.

CLED 715 *Ecologies of Christian Formation* 3 hours
Prerequisites: Enrollment in the School of Divinity Ed.D. in Christian Leadership

This course will examine an ecological model of spiritual formation that attends to the role of God's people, the body of Christ in fostering individual and corporate growth. The course will also include an analysis of the function of Christian social networks in promoting evangelism to non-Christians and facilitating edification in the church.

CLED 720 *Biblical & Theological Foundations of Education* 3 hours

Prerequisites: Enrollment in the School of Divinity Ed.D. in Christian Leadership, CLED 700

This course builds on CLED 700 and is a study of the biblical and theological foundations of leadership as evidenced within Scripture. Learners examine theological themes and biblical

assumptions that directly impact one's philosophy and practice of leadership. Students learn to think theologically about issues and concepts drawn from the discipline of leadership. A framework for biblically-based integrative thinking is developed and practiced with regards to relationship between education, leadership, and theology.

CLED 730 *Research Methods for Christian Leadership I* 3 hours

Prerequisites: Enrollment in the School of Divinity Ed.D. in Christian Leadership, CLED 700

As the first of six sequenced research courses, this course provides an overview of the dissertation research and writing process. Students develop the foundational knowledge, skills, and disposition necessary for critical inquiry, research design, dissertation preparation, data analysis, data interpretation, and the evaluation of research results. The course focuses on the critical evaluation of research quality. Students learn to deconstruct dissertations as a way to understand the process.

CLED 745 *Leadership & Cultural Contextualization* 3 hours
Prerequisites: Enrollment in the School of Divinity Ed.D. in Christian Leadership, CLED 700, CLED 720

This course assists leaders in defining "a vision for a preferred future that is culturally and contextually appropriate. The course involves an analysis of the leader's role as a communicator within and outside the organizational structure. It includes a focus on the role of public and private communication channels in moving the vision and mission of the organization forward. The course looks at communication success and failure in the context of cultural, crisis and change. Skill sets are developed for leading people within the culture and ministry leadership context.

CLED 765 *Trends & Issues of Contemporary Leadership* 3 hours

Prerequisites: Enrollment in the School of Divinity Ed.D. in Christian Leadership, CLED 700, CLED 720

In this course students will research and present contemporary issues and trends relevant to the fields of leadership and education. Current literature and research is presented and discussed. Each topic is then examined biblically and theologically. Topics are determined in consultation with course professors as the student begins to develop a line of research that eventually leads to the development of the dissertation topic and research questions.

CLED 770 *Research Methods for Christian Leadership II* 3 hours

Prerequisites: CLED 700, CLED 720 & CLED 745

As the second of six sequenced research courses, this course acquaints the students quantitative, qualitative, and mixed-methods methodologies and the role of statistical analysis in the evaluation of research results. Students are introduced to the resources and tools available to the doctoral level researcher. Additionally, this course addresses the steps needed to successfully defend the dissertation. Lastly, students will choose their research topic for their doctoral research.

CLED 780 *Change, Power, and Conflict in Leadership* 3 hours
Prerequisites: Enrollment in the School of Divinity Ed.D. in Christian Leadership, CLED 700, CLED 720 & CLED 745

This course provides an analysis of dynamics surrounding the innovation and strategic change process. While innovation and change are essential to the progress of any organization, they often produce conflict situations. This course looks at how Innovation brings valuable disruption to an organization. Students learn how to lead change effectively while leveraging the benefits of the disruption and conflict that innovative change creates. Leaders learn to capture and capitalize on the opportunities of new technologies, creative methods, and strategic initiatives to move their church or organization forward. Additionally, this course explores the role of entrepreneurial leadership in the development

of strategic initiatives within a faith-based organization and strategic partnerships outside a faith-based organization.

CLED 800 Theological Anthropology in Leadership & Education 3 hours

Prerequisites: Enrollment in the School of Divinity Ed.D. in Christian Leadership, CLED 700, CLED 720, CLED 745 & CLED 780

This course examines the implications of the doctrine of the image of God in all persons as the central concept for the development of a philosophy, theory, and practice of leadership and education. Building upon this study of the *imago dei* (Image of God), this course further consider factors that define and distinguish a Christian view of leadership and educational practice that are consistent with a belief that all persons are created in the image of God.

CLED 805 Research Methods for Christian Leadership III 3 hours

Prerequisites: Enrollment in the School of Divinity Ed.D. in Christian Leadership, CLED 700, CLED 720, CLED 745 & CLED 780

This is the third course in a series of six research methods seminars. This course is designed to develop research proficiency necessary for the creation of the first chapter of the research prospectus. Students will gain a further understanding of the research process including the identification of a research problem and initial steps in the development of a literature review. Students will submit a working draft of chapter 1 "Introduction to the Research Problem."

CLED 815 Character & Ethics in Leadership & Education 3 hours

Prerequisites: Enrollment in the School of Divinity Ed.D. in Christian Leadership, CLED 700, CLED 720, CLED 745 & CLED 780

This course builds on the CLED 800. Building upon this study of the *imago dei* (Image of God), this course further studies the essential character qualities of effective biblical servant leaders, and the principles for ethical influence, communication, instruction, problem-solving, and decision-making. Ethical dilemmas will be considered in case study format to aid students in applying ethics to leadership and education decisions.

CLED 820 Leadership and Management Theory 3 hours

Prerequisites: Enrollment in the School of Divinity Ed.D. in Christian Leadership, CLED 800

This course provides a critical examination of historic and contemporary leadership theories, principles and practices. This course also includes an analysis of each theory's worldview assumptions, scientific worthiness and potential contribution to the leadership and management of faith-based organizations. Authentic, transformational, and servant leadership theories are studied in light of biblical examples, principles, and theological understandings of leadership.

CLED 830 Research Methods for Christian Leadership IV 3 hours

Prerequisites: Enrollment in the School of Divinity Ed.D. in Christian Leadership, CLED 700, CLED 720, CLED 745 & CLED 780

This course is the fourth in a series of six research methods seminars. This course is designed to develop research proficiency necessary for the creation of the second chapter of the research prospectus. Students will development of a literature review and begin design of research study. In this seminar, students continue work on the prospectus and submit a working draft of chapter 2 "Literature Review."

CLED 835 Organizational Theory and Development 3 hours

Prerequisites: Enrollment in the School of Divinity Ed.D. in Christian Leadership, CLED 800

This course provides a review of theoretical understandings of organizations and their development. Students gain skills in the analysis of organizational culture, the formation of an organization culture, and the role of staff training in the transmission of an organizational culture. The unique factors shaping faith-based organizations are considered.

CLED 845 Group and Team Dynamics: 3 hours

Theory and Practice in Leadership

Prerequisites: CLED 800 & CLED 820

This course is a study of group theory and team processes and their application to faith-based organizational leadership. Team dynamics, team development and the role of the team leader are examined.

CLED 855 Teaching and Learning: Theory and Practice in Leadership 3 hours

Prerequisites: CLED 800 & CLED 820

This course integrates a study of teaching and learning theory in relationship to leading the faith-based organization. The course develops an understanding of the role of teaching and learning in the processes of both leader and follower development. Major theories of learning are considered, critically and theologically evaluated, and applied.

CLED 900 Research Methods for Christian Leadership V 3 hours

Prerequisites: CLED 745, CLED 770, CLED 805 & CLED 820

This course is designed to develop research proficiency necessary for the creation of the third chapter of the research prospectus. The course will include content on population and sampling procedures, instrument design and validation, data collection and analysis, and data reporting, as these concepts apply to quantitative and qualitative research. As part of this course, students will complete the comprehensive exam requirement of the program, details of which are found in the program handbook.

CLED 905 Research Methods for Christian Leadership VI 3 hours

Prerequisites: CLED 745, CLED 770, CLED 805, CLED 820 & CLED 900

This course is the final course in a six course sequence on research methodology. Students continues in a guided mentorship begun in CLED 900 as the student continues to prepare for the submission of dissertation prospectus under the supervision of the faculty member. During this course, students will develop and submit the full prospectus (comprised of chapters 1-3) for approval. Upon successful supervisor and IRB approval of the prospectus, students will then enter the field research phase of the dissertation process.

CLED 989 Dissertation Research & Writing 3 hours

Prerequisites: CLED 745, CLED 770, CLED 805, CLED 820, CLED 900 & CLED 905

This course exists so that the student can conduct approved dissertation research, analyze research findings, and compile conclusions based on the research.

CLED 990 Dissertation Defense 3 hours

Prerequisites: CLED 989

This course exists for students to defend the methodology of the research design, the gathering of the research data, the analysis of the research findings, and the conclusions derived from the research.

CLINICAL MENTAL HEALTH COUNSELING

CMHC 500 Orientation to Counselors Professional Identity and Function 3 hours

This course introduces students to concepts regarding the professional functioning of licensed professional counselors and marriage and family therapists, including history, roles, professional organizations, standards, and credentialing. Current issues in the practice of counseling and marriage and family therapy in a variety of professional settings are explored. Students are also introduced to program policies, graduate level writing and APA style.

CMHC 501 Ethical and Legal Issues in Counseling 3 hours

This course introduces students to concepts regarding ethical and legal issues encountered by licensed professional counselors and marriage and family therapists, including ethical principles, professional codes of ethics, identifying and resolving ethical dilemmas, ethical decision-making models, and legalities of the

profession. Current issues in therapeutic practice in a variety of professional settings are explored.

CMHC 502 *Human Growth and Development* 3 hours

This course explores individuals throughout the lifespan in the areas of cognitive, personality, physical, and social development specifically through the examination of various theories. Understanding development crises, specific interventions, an optimal wellness are key content areas within this course. Additionally, this course provides a framework for understanding the impact of various situational, environmental, and sociocultural factors on individuals and their families and communities.

CMHC 504 *Multicultural Counseling* 3 hours
Prerequisite: CMHC 500, 501

This course focuses on the multiple dimensions related to competent multicultural counseling. Major ethnic groups are studies along with the counseling, social justice, and advocacy approaches appropriate to each. In a similar fashion, the overarching cultural context or relationships, including factors such as age, race, gender, sexual orientation, religious and spiritual values, mental and physical characteristics, education, family values, socioeconomic status, and within group as well as between group cultural differences are examined. Theories of multicultural counseling, identity development, pluralist trends, and systems-oriented intervention strategies (couple, family, groups, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.

CMHC 505 *Counseling Techniques and the Helping Relationship* 3 hours
Prerequisites: CMHC 500, 501 and 502

This course provides training in essential interview and counseling skills with an orientation towards wellness and prevention. Students will learn how personal characteristics and behaviors that influence the helping process as well as how counseling theory, including family systems, influences case conceptualization and interventions. Students will learn basic counseling skills for crisis intervention and suicide prevention and the role of the counselor in consultation.

CMHC 506 *Integration of Spirituality and Counseling* 3 hours
Prerequisite: CMHC 500, 501

Students critically examine how a Christian worldview and a client's spirituality impact the assessment, diagnosis, and treatment planning process in counseling. Ethical, diagnostic, and assessment issues relevant to the use of Christian spiritual interventions with appropriately religious individuals, couples, and families are considered, along with current research related to spirituality and counseling.

CMHC 510 *Theories of Counseling* 3 hours
Prerequisites: CMHC 500, 501; all undergraduate prerequisites must be taken before student can progress from this point

This course provides in-depth exploration of selected theories of counseling and psychotherapy, including empirically supported treatment modalities. Through this course, students learn about the nature and process of therapy, and begin to learn how to conceptualize client presentations and select appropriate interventions while considering issues of diversity. Students are encouraged to begin to define their own theoretical approach to their work with individuals, couples, and families.

CMHC 512 *Group Counseling* 3 hours
Prerequisites: CMHC 500, 501, 502, 504, 505, and 510

This course provides in-depth training in group counseling methods including group counselor orientations and behaviors, group theories, principles of group dynamics, group process factors of group work, and program design and evaluation. Group counseling skills, appropriate selection criteria and methods, as well as leadership approaches, characteristics, and styles are studies. Ethical and legal considerations of group counseling are also explored. An experiential component is required in this course

where students participate in small groups as members and/or leaders for a minimum of 10 clock hours.

CMHC 515 *Research and Program Evaluation* 3 hours
Prerequisite: CMHC 500, 501, 502, 504, 505, 510; MATH 201 or PSYC 355

Students learn the importance of scientific inquiry in the fields of clinical mental health counseling and marriage and family therapy. Emphasis is on research methods (designs, statistical analysis, needs assessment, and program evaluation) and locating, interpreting, and evaluating research and program evaluation articles that inform evidence based practice. Ethical and cultural relevance as well as ethically appropriate integration is also addressed.

CMHC 521 *Assessment Techniques in Counseling* 3 hours

Prerequisites: CMHC 500, 501, 502, 504, 505 and 510

This course is designed to provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. Comprehension and application of basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, inventory methods, psychological testing, and behavioral observations are examined. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations are discussed. Identification of applicable ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling are evaluated.

CMHC 522 *Career Development and Counseling* 3 hours
Prerequisites: CMHC 500, 501, 502, 505, 510, 598, and 646

This course provides students an understanding of career development and related life factors. Students study career development theory and decision-making models, procedures for planning and conducting effective job searches, assessment instruments and techniques relevant to career planning and decision-making, and the use of career information. Emphasis is placed on understanding the interrelationships between career development and career decision-making and such factors as faith, values, personality, family, socio-economic status, leisure, individual interests and abilities, and other life roles.

CMHC 601 *Marriage and Family Counseling I* 3 hours
Prerequisites: CMHC 500, 501, 502, 504, 505, 510 and 512

This course considers the dynamics of marriage and family relationships from a systems perspective. The emphasis is on understanding family and other systems theories, the structure and function of marriage, various aspects of the marital relationship and family systems, and models of family and systemic interventions. Considerations from a historical perspective are presented along with current developments within marriage and family systemic models.

CMHC 602 *Marriage and Family Counseling II* 3 hours
Prerequisites: CMHC 500, 501, 502, 598, and 601

This course is an experiential exploration of selected, major treatment approaches utilized in marital and family counseling. The development of practical skills and techniques constitutes the primary focus. The intent is to make practical application of family counseling theories and awareness presented in COUN 601. Students will have significant engagements in diagnosis, treatment planning, and role-play of clinical practice of various marriage and family therapy methods. Additionally, the impact of addiction, crisis, disasters, and other trauma-causing events on diagnosis and treatment planning in marriage and family therapy will be addressed.

CMHC 603 *Premarital and Marital Counseling* 3 hours
Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 521, 601; 602 or 667

Corequisites: CMHC 646

This course introduces students to a variety of approaches that have been developed for thorough premarital counseling. The course also teaches students a conceptual model for understanding the variety of ways marriages can become dysfunctional, and

introduces them to short-term methods that can be used when those kinds of problems develop.

CMHC 604 Crisis Counseling 3 hours

Prerequisites: CMHC 500, 501, 502, 505, 510, 598, 646

This course provides students with foundational knowledge of the impact of crises, disasters, and other trauma-causing events on people as well as the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. The appropriate use of diagnosis during crisis, disaster, or other trauma causing events and the differentiation between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events will be examined. Students will learn specific crisis intervention practices, including procedures for assessing and managing suicide risk, suicide prevention models, and the use of psychological first aid strategies. The counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a crisis, disaster or other trauma-causing event and the operation of emergency management systems will be studied.

CMHC 610 Human Sexuality 3 hours

Prerequisites: CMHC 500, 501, 502, 505, 510, 598, and 646

An analysis of the physiological, psychological, cultural, and religious aspects of a wide range of topics in the area of human sexuality. Emphasis is on the development of an understanding and appreciation of the role of sexuality in individuals, couples, and families throughout the various phases of the life cycle.

CMHC 620 Counseling Children, Adolescents and Their Families 3 hours

Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 521, 601, and 646

This course examines the developmental and psychological needs and problems of children, and the transitions of adolescence emphasizing family, social, spiritual/moral, and physical issues. Counseling theories and practices for working with children, adolescents, and their families are explored. Crisis interventions with children, adolescents, and their families will be addressed.

CMHC 630 Gerontology and Counseling 3 hours

Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646 and 667

This course introduces students to the concepts of aging and mental health. Normal and abnormal physiological, psychological, and social changes related to the aging adult are covered. Students will learn basic assessment and counseling strategies with the elderly and will have an opportunity to practice what they are learning. Community resources and advocacy for the elderly will also be explored.

CMHC 646 Psychopathology and Counseling 3 hours

Prerequisites: CMHC 500, 501, 502, 505, 510 and 512

This course studies psychological disorders and normalcy across the lifespan. Students are prepared to responsibly and competently assess, diagnose, conceptualize, and counsel clients as defined by the Diagnostic Statistical Manual classification system. Concepts and constructs, assessment process, etiology, cultural factors, differential diagnosis, decision-making, and evidence-based therapeutic approaches are emphasized. Clinical and biopsychosocial spiritual lens to understand and treat mental disorders.

CMHC 667 Clinical Diagnosis and Treatment Planning 3 hours

Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 515, 521, 522 and 646

Students become knowledgeable of the principles and practice of clinical diagnosis and the development of treatment plans using the current edition of the Diagnostic and Statistical Manual. Emphasis is also placed on mental status, substance use, and risk assessment. Consideration is given to ethical, dimensional, relational, multicultural, and systemic issues important in diagnosis and treatment planning.

CMHC 670 Comprehensive Exam – CPCE 0 hours

Prerequisites: CMHC 500, 501, 502, 504, 505, 506, 510, 512, 515, 521 and 522; CMHC 667 or CMHC 602

The Comprehensive Exam – CPCE must be taken no earlier than completion of the prerequisite courses listed. The Comprehensive Exam – CPCE must be successfully completed prior to degree conferral. Exam fee of \$45 will be billed to the student's account, due to outside institution administrative fee.

CMHC 671 Comprehensive Exam – Integration 0 hours

Prerequisites: CMHC 500, 501, 502, 504, 505, 506, 510, 512, 515, 521 and 522; CMHC 667 or CMHC 602

The Comprehensive Exam – Integration must be taken no earlier than completion of the prerequisite courses listed. The Comprehensive Exam – Integration must be successfully completed prior to degree conferral. This is no charge for the Integration part.

CMHC 691 Substance Abuse: Diagnosis, Treatment, and Prevention 3 hours

Prerequisite: COUN 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, and 646

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

CMHC 698 Counseling Practicum 3 hours

Prerequisites: CMHC 501, 502, 503, 505, 506, 507, 510, 512, 521, 601, 646, 667

Corequisites: CMHC 522; CMHC 667 or CMHC 602

This course involves a highly supervised experience of professional counseling at an approved clinical site in the counseling community. This supervision includes both individual and group supervision. Students are required to complete a total of 100 hours of counseling and related services, 40 of which are direct client contact hours. Written and oral presentations are a basic part of the group supervisory process with a Liberty faculty member via technology. Additionally, the class will focus on the development of counseling related skills, ethics, and professionalism based on observation and exposure to the counseling field.

CMHC 699 Counseling Internship 3 hours

Prerequisites: CMHC 500, 501, 502, 503/515, 504, 505, 506, 510, 512, 521, 522, 646, and 698; CMHC 667 or CMHC 602

This course involves an intensely supervised experience in the student's designated program area at an approved site. Students are required to complete a total of 600 clock hours of counseling and related services, 240 of which are direct client contact hours. While gaining direct service experience with clients, students regularly meet with an approved supervisor. Student counseling performance is evaluated throughout the internship. Written and oral presentations are a basic part of the group supervisory process with a Liberty faculty member via technology. The student's professional development along with the dynamics of the counseling relationship, diagnosis, treatment, and legal/ethical issues are primary areas of focus.

CMHC 691 Substance Abuse: Diagnosis, Treatment and Prevention 3 hours

Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522 and 646

This course is designed to introduce the student to current theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment. The identification of standard screening and assessment instruments for substance use disorders and process addictions are practiced, as well as screening for aggression, and danger to self and/or others, as well as co-occurring mental disorders are reviewed. The course also describes appropriate counseling strategies when working with clients with addiction and co-occurring disorders in a multicultural society.

CMHC 711 Diagnosis and Treatment of Addictive Behaviors 3 hours

Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522 and 646

The biopsychosocial and spiritual effects of various substance and process addictions are examined, along with current information about the effects that addictive substances, behaviors, and patterns have on individuals, couples, and families. Emphasis is placed on current diagnostic issues, stages of change, and treatment techniques from individual, relational, and systemic perspectives.

CHILDREN'S MINISTRY

CMIN 500 Foundations for Children's Ministry 3 hours

This course addresses the underlying principles and the essential practices of an effective ministry to children, from evangelism to edification and discipleship.

CMIN 600 Nurture and Formation of Children 3 hours

As ministers to children, today's Christian educators in home, church, and school can benefit from an exploration of these formative components of a child's life. This course will help the student to understand and facilitate these dimensions of growth and development and assist him or her in shaping strategies for instructing children in the nurture and admonition of the Lord.

CMIN 610 Discipleship and Education of Children 3 hours

This course is an examination of the procedures and processes utilized to impress the life of God and the lifestyle it fosters upon the community's youngest members. The course will focus first upon child evangelism strategies, then will proceed to a discussion of educational philosophy and psychology, teaching methods and materials, and instructional resources for promoting growth and development in our youngest disciples.

CMIN 650 Administration of Children's Ministries 3 hours

Building upon biblical models of leadership and extracting principles and practices from contemporary examples of efficient and effective management, this course will provide the children's minister with the tools necessary to administer a program for church, school, camp, or club, etc.

CMIN 660 Resources for Children's Ministries 3 hours

Children's ministers today must equip and provide themselves with the necessary "tools of the trade." This course will expose the student to a wide-range of ministry resources and tools – from curricular plans to ministry programs to equip and prepare ministers for their service to children.

CMIN 698 Children's Ministry Practicum 1 to 3 hours

COMMUNICATION STUDIES

COMS 520 Communication Theory and Practices 3 hours

Intensive study of current theories, research, and trends applied in the field of communication.

COMS 522 Interpersonal Communication Theory and Practices 3 hours

Analysis of theories and practices in interpersonal communication in such areas as self-concept, gender, culture, language, paralanguage, and competence in interpersonal relationships.

COMS 524 Problem Solving and Collaborative Communication 3 hours

Analysis of theories and practices of small groups and teams in organizational and societal contexts.

COMS 526/ Strategic Storytelling 3 hours

STCO 526

Investigative journalism in the digital age. (Formerly COMS 526)

COMS 532/ Media Technologies and 3 hours

STCO 532 Communication Strategies

Study of established and emerging media technologies used by various organizations in communicating specific messages to diverse audiences.

COMS 534/ Strategic Media Analysis 3 hours

STCO 534

Analysis of the use of sight and sound to affect audiences.

COMS 542 Communication in Nonprofit and Christian Ministry 3 hours

A practical and theoretical course designed to strengthen communication competencies in Christian ministry environments.

COMS 546/ Effective Social Analysis 3 hours

STCO 546

Using social media platforms to build a competitive advantage. Involves extensive integration and application of social media technologies.

COMS 550 Creativity in Teaching Communication 3 hours

The theories and skills necessary to manage communication in the education or training environment.

COMS 552 Leadership Communication 3 hours

An examination of leadership practice and theory. Students will analyze and discuss the role of communication in leadership practices and theory in personal and professional contexts.

COMS 554 Persuasive Reasoning 3 hours

A practical application of current rhetorical, psychological and sociological theories of persuasion designed to facilitate understanding and change of attitudes, beliefs, and behaviors in various contexts including media, marketing, public relations, politics, and education.

COMS 558 Listening and Nonverbal Communication 3 hours

An analysis of theories and research of 1) listening and factors that influence competence and 2) various modes of nonverbal communication. Emphasis on skill development in listening and nonverbal communication.

COMS 560 Conflict Analysis and Resolution 3 hours

Analysis and application of theories and research of the role of communication in conflict in interpersonal, group, organizational, and societal contexts.

COMS 612 Rhetorical Theory and Criticism 3 hours

An examination of the major contributions to rhetorical theory and their critical application in the assessment of symbols in human communication.

COMS 622/ Organizational Communication 3 hours

STCO 622

Analysis of theories and practices that assist individuals in success in organizations. Students develop the ability to add value to employing organizations and enhance individual careers.

COMS 624 International and Intercultural Communication 3 hours

Analysis of theories and practices of communication between people from various generational, racial, ethnic, regional, and international cultures.

COMS 630 Professional Communication and Nonprofit Development 3 hours

Explores the communicative preparation and planning for community relations and develops corporate communication functions to lead, motivate, persuade and inform various publics. Teaches theoretically based skills as communication professionals for management, development, crises, public relations in nonprofit and corporate organizations.

COMS 639/ The Transmedia Organization 3 hours

STCO 639

Principles and practice to strategically manage digital interactive and Transmedia organizations.

COMS 640 Event Planning and Donor Relations 3 hours

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.

COMS 652 Organizational Communication 3 hours

Consulting

Analysis of theories and research of consulting practices within organizations. Emphasis on establishing a consultant-client relationship, the investigation of communication within an organization, the design of descriptive evaluations and prescriptive applications, the development and presentation of written and oral proposals, and the facilitation of seminars, workshops, and other activities.

COMS 656 Media Strategies 3 hours

A study of the historic and futuristic uses of mass communication. Students will design strategies for potential applications of print and electronic media.

COMS 658/ Strategic Communication Campaigns 3 hours

STCO 658 for the Digital Age

An exploration of the use of integrated marketing communication for strategic movement of organizations, products and services toward growth.

COMS 562/ Using Emerging Trends in 3 hours

STCO 562 Strategic Communication

Developing the ability to grow organizations through online market-making and strategy. Hands –on experience with radical new digital and interactive tools for achieving relationships and spreading ideas.

COMS 622/ Organizational Communication 3 hours

STCO 622

Analysis of theories and practices that assist individuals in success in organizations. Students develop the ability to add value to employing organizations and enhance individual careers.

COMS 670/ Comprehensive Exam 3 hours

STCO 670

Prerequisites: At least 27 hours of required courses in program must be completed prior to registration and minimum of 3.0 GPA

The comprehensive exam is a written examination with a practical component and serves as a culminating activity for the MA in Strategic Communication. Student's comprehensive exam will be based on courses taken in their academic program.

COMS 680 Communication Research 3 hours

The study and practice of the research design, interpretation, and evaluation of audiences, strategies, and issues.

COMS 689 Thesis/Project Proposal and Research 3 hours

Research and information-gathering.

COMS 690/ Thesis Defense 3 hours

STCO 690

Intended to demonstrate a student's ability to carry out original research using one of three class research methods: historical-critical (qualitative), descriptive (qualitative and quantitative), or experimental (quantitative). Thesis may be designed to answer practical research questions, theoretical, or ethical issues of interest to scholars and professionals in the communication field.

COMS 691/ Project 3 hours

STCO 691

Project may be designed to answer practical research questions, theoretical, or ethical issues of interest to scholars and professionals in the communication field. Demonstrates the ability of a student to conduct research and exhibit expertise in communication.

COMS 695 Independent Study/Directed Research 1-3 hours

COMS 697 Special Topics 3 hours

Topics of special interest not included in the regular department offerings. May be taken more than once, but no topic may be repeated.

COMS 699 Internship 3-6 hours

Offers students supervised, on-site training in the marketplace.

COUNSELING**COUC courses are open to Ph.D. students only**

COUC 700 Theology and Counseling 3 hours

This is a study of evangelical, theological and ethical perspectives and their impact on pastoral and professional counseling. Particular emphasis is placed on biblical themes related to human nature, its ideal vs. its present condition, and the divine design for its restoration, health, and destiny.

COUC 701 Statistics 3 hours

Introduction to descriptive and inferential statistics, probability, probability distributions, estimation, tests of hypotheses, and visual displays of data with applications in counseling research and practice.

COUC 705 Philosophy of Religion and the Helping Professions 3 hours

This course examines several issues that are commonly addressed in both philosophy of religion and counseling, like the problem of evil, the nature of persons, and the issue of religious doubt.

COUC 710 Advanced Group Counseling 3 hours

Students review counseling leadership styles in task-oriented and personal growth groups. Current research on group counseling models and application is critiqued. Emphasis is placed upon leadership behaviors that are most facilitative to the group process.

(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)

COUC 711/ Diagnosis and Treatment of 3 hours

COUN 711 Addictive Behaviors

Prerequisites: Ph.D. student or M.A. student who has completed COUN 500, 501, 502, 505, 510, 598, 648

The psychological and psychosocial effects of various drugs are examined, along with current information about the effects of addictive patterns and behaviors on individuals, couples, and families. Emphasis is placed on counseling skills and techniques from individual, relational, and systemic perspectives in working with various types of addictive behaviors. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 712 Psychopharmacology 3 hours

Prerequisite: Ph.D. student or M.A. student who has completed COUN 646 or CMHC 646

This course is a study of neurology, brain-behavioral relationships, diseases, injuries, and psycho-pharmacology. The effects of psychotropic drugs on individuals are examined and Pastoral Care and Counseling treatments are developed. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 713 Community Systems Counseling: Programs and Practice 3 hours

Prerequisites: Ph.D. student or M.A. student who has completed COUN 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, and 646

Principles of service delivery in community agencies is reviewed, including roles and functions of counselors, trends in community systems, problems, and special populations.

COUC 714 Supervision and Consultation 3 hours

COUC 715 Applied Counseling Theories 3 hours

A review and critique of counseling theories. Research regarding counseling theory constructs, along with their application in different settings and populations, is reviewed. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 716 Consultation and Counseling 3 hours

Prerequisites: Ph.D. student or M.A. student who has completed COUN 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, and 646

Consultation strategies in working with individuals and groups are surveyed. Topics, problems, and research are taken

from counseling, adult education, community service agencies, and instructional technology.

COUC 720 *Advanced Family, Systems and Development* 3 hours

A review of family therapy models, with special emphasis placed upon family change issues over the life span. Specifically, research is reviewed on family assessment, the family life cycle, and family pathology in the developmental context. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 725 *Counseling Religious Clients* 3 hours

Counseling issues and special needs of religious clients are discussed, including philosophical and value differences and ethical issues. Students are encouraged to review techniques and therapy styles for different religious groups.

COUC 730 *Issues in Integration* 3 hours

Current trends and themes in integration literature are reviewed. Special emphasis is given to current philosophical, theological, and psychological bases of integration, models of integration, and future themes. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 740 *Advanced Research Design* 3 hours

A review of the process and method of developing and conducting research. Emphasis will be placed upon the application of methods for development and preparation of the doctoral proposal. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 745 *Advanced Multivariate Statistics and Quantitative Research* 3 hours

An examination of both quantitative and qualitative designs for research to assist the student in preparing a research proposal for discussion and critique in class. Each student will submit a formal written proposal. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 747 *Instruction in Counselor Education* 3 hours

Prerequisites: COUC 969 or by permission of Ph.D. Program Director

This course explores contemporary andragogy, course design, adult learning theory, course delivery, and evaluation methods in the field of counselor education. This exploration is both applied in focus and grounded in the empirical research on these subjects. Students synthesize their own philosophy of teaching and incorporate it practically in residential and online instructional contexts. Cultural, ethical, historical, and legal aspects of counseling instruction are examined. Teaching Christian spirituality as a subspecialty area in a counseling program is also considered. (Formerly COUN 747) *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 750 *Qualitative Research* 3 hours

Qualitative research helps advance our understanding of effective solutions to the complex problems addressed in counseling. Therefore, counseling doctoral students need to understand the main qualitative methods of inquiry and when/how to appropriately use them. This course promotes understanding of the main qualitative research methods and their application to the counseling field. Selected qualitative research methods are explored, appropriate problems for qualitative inquiry delineated, and rigorous, ethical, and effective qualitative research strategies are applied to problems addressed in the field of counseling. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 797 *Counseling Seminar* 3 hours

An intensive study in a specific subject of Professional Counseling. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting

professors. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 800 *Advanced Assessment* 3 hours

Prerequisites: COUN 521, 646 or CMHC 521, 646

Use and application of personality assessment instruments are discussed, including projective tests with individuals. Students learn testing procedures as well as application of results and use in diagnosis and treatment planning. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 805 *Advanced Psychopathology and its Treatment* 3 hours

This course presents a comprehensive examination of the major psychiatric disorders contained in the Diagnostic and Statistical Manual of Mental Disorders, including Personality Disorders and Character Flaws. Students will learn multi-axial diagnosis and develop treatments for these disorders. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 806 *Cognitive-Behavioral Therapy* 3 hours

An overview of the theoretical foundations of cognitive-behavioral therapy. Students learn the assessment, conceptual framework, strategic focus, and technical details of how cognitive-behavioral therapy is conducted. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 810 *Dissemination of Research and Scholarship in Counseling* 3 hours

Prerequisites: COUC 715, 730, 740, 745, and COUC 969

This course offers an orientation to writing and disseminating presentations and publications to the field of counseling in a variety of venues. Principles of research and scholarly writing are reviewed and skills are emphasized that provide readiness for manuscript preparation, submission, review, editorial, and presentation processes. The skills developed in this course will equip budding scholars to make a difference for Christ as expert writers and presenters in their chosen areas of counseling specialization.

COUC 815 *Empirically Supported Treatments for Adults* 3 hours

Evidence-based or empirically supported practice involves "the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences" (APA, 2005). In this course, students will explore and understand how science informs clinical practice in the field of counseling with the goal of translating learning into ethical, effective, and biblically grounded clinical practice. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 820 *Empirically Supported Treatments for Children and Adolescents* 3 hours

This course is designed to prepare professional counselors to assess and treat a wide range of childhood disorders using developmentally informed, systemically sensitive, and empirically-supported treatment methods and strategies. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 850 *Advanced Career Counseling* 3 hours

A thorough grounding in current career development theories and application is provided. Special attention is given to career development, career counseling with special populations, and decision-making models. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 860 *Counseling Leadership and Advocacy* 3 hours

Prerequisites: COUC 715, 730, 740, 745, and COUC 969

This doctoral level seminar course is designed to foster professional identity as a counselor educator and

leadership/service to the counseling profession. There is a focus on leadership principles and theories, including their application to counselor education. Students will work from a self-reflective model in order to discover and assess their own leadership skills and potential and to consider how that potential can be applied to the field of counselor education. Professional, ethical, social, spiritual, and religious advocacy issues are also addressed throughout this course.

COUC 870 Advanced Research Seminar 3 hours

This course is designed to assist doctoral students in clarifying, developing, and completing their dissertations by examining both the methodological and practical issues involved in research designs and advanced data analysis procedures. Under the supervision of the instructor, students will present their own dissertation research ideas to the seminar participants for discussion, critique, and advice. Specific attention will be given to insuring that students craft research questions that build upon previous research and select an appropriate research design and analytic strategy. Concerns about research quality and rigor will be addressed in detail. Additionally, institutional guidelines regarding thesis and dissertation policies and procedures, the Human Research Review Committee application, publication options, timelines, committee membership, etc., will be reviewed. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 871 Qualitative Research Seminar 3 hours

The course is designed to assist dissertators in clarifying, developing, and completing their thesis by examining both the philosophical and methodological issues of qualitative research. Under the supervision of the instructor, students will present their own work to the seminar participants for discussion, critique, and advice. Additionally, institutional guidelines regarding thesis and dissertation policies and procedures, the Human Research Review Committee application, publication options, timelines, committee membership, etc., requirements will be reviewed. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 969 Qualifying Exam 0 hours

(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)

COUC 970 Teaching Internship 0 hours

Prerequisites: Student must have passed COUC 715, 730, 740, 745, 969, and 998 as well as have a 3.0 GPA or above. In addition, prior to starting the Teaching Internship, student must complete COUC 747.

The doctoral internship is designed to provide students with supervised experiences that reflect the activities of a regularly employed professional in the field of counselor education. All doctoral interns must have internship experiences in teaching, supervision, and one additional doctoral competency (counseling, research, or leadership/advocacy). Under the guidance of faculty, the primary focus of the teaching internship is to help doctoral students develop the knowledge, skills, and dispositions required for ethical and competent practice in their role of educating counselor trainees in the field of counselor education.

COUC 980 Supervision Internship 0 hours

Prerequisites: Student must have passed COUC 715, 730, 740, 745, 969, and 998 as well as have a 3.0 GPA or above. In addition, prior to starting the Supervision Internship, student must complete COUC 747.

The doctoral internship is designed to provide students with supervised experiences that reflect the activities of a regularly employed professional in the field of counselor education. All doctoral interns must have internship experiences in teaching, supervision, and one additional doctoral competency (counseling, research, or leadership/advocacy). Under the guidance of faculty, the primary focus of the supervision internship is to help doctoral students develop the knowledge, skills, and dispositions required

for ethical and competent practice in their role of educating counselor trainees in the field of counselor education.

COUC 989 Dissertation Proposal and Research 6 hours

Preparation for research and writing of the Dissertation. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 990 Dissertation Defense 3 hours

(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)

COUC 997 Counseling Seminar 3 to 6 hours

Prerequisite: COUN 646

An intensive study in a specific subject of Professional Counseling. This course allows variation in the approach and content of the regular curriculum, and often will be used by visiting professors. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 998 Advanced Practicum 3 hours

Prerequisite: Completion of qualifying exam

Supervised practice of counseling. Focus is on the skills and development of the counselor under the supervision and guidance of staff in that setting. Students will actively participate in counseling situations with individuals and groups. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUC 999 Internship in Counseling 6 hours

Prerequisite: Internship can be taken any time after the Practicum, COUC 747, and COUC 714 are passed with a grade of "B" or better

The doctoral internship is designed to provide students with supervised experiences that reflect the activities of a regularly employed professional in the field of counselor education. All doctoral interns must have internship experiences in supervision, teaching, and one additional doctoral competency (counseling, research, or leadership/advocacy). Under the guidance of faculty and supervisors, the primary focus of this internship is to help doctoral students develop the knowledge, skills, and dispositions required for ethical and competent practice as a counselor educator in counseling, research, or leadership and advocacy. *(Must be enrolled in the following program: Doctor of Philosophy in Counselor Education and Supervision)*

COUNSELING

COUN 500 Orientation to Counselors Professional Identity and Function 3 hours

This course introduces students to concepts regarding the professional functioning of licensed professional counselors and marriage and family therapists, including history, roles, professional organizations, standards, and credentialing. Current issues in the practice of counseling and marriage and family therapy in a variety of professional settings are explored. Students are also introduced to program policies, graduate level writing and APA style.

COUN 501 Ethical and Legal Issues in Counseling 3 hours

This course introduces students to concepts regarding ethical and legal issues encountered by licensed professional counselors and marriage and family therapists, including ethical principles, professional codes of ethics, identifying and resolving ethical dilemmas, ethical decision-making models, and legalities of the profession. Current issues in therapeutic practice in a variety of professional settings are explored.

COUN 502 Human Growth and Development 3 hours

This course explores individuals throughout the lifespan in the areas of cognitive, personality, physical, and social development specifically through the examination of various theories. Understanding development crises, specific interventions, an optimal wellness are key content areas within this course. Additionally, this course provides a framework for understanding

the impact of various situational, environmental, and sociocultural factors on individuals and their families and communities.

COUN 504 *Multicultural Counseling* 3 hours
Prerequisite: COUN 500, 501

This course focuses on the multiple dimensions related to competent multicultural counseling. Major ethnic groups are studied along with the counseling, social justice, and advocacy approaches appropriate to each. In a similar fashion, the overarching cultural context or relationships, including factors such as age, race, gender, sexual orientation, religious and spiritual values, mental and physical characteristics, education, family values, socioeconomic status, and within group as well as between group cultural differences are examined. Theories of multicultural counseling, identity development, pluralist trends, and systems-oriented intervention strategies (couple, family, groups, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.

COUN 505 *Counseling Techniques and the Helping Relationship* 3 hours

Prerequisites: COUN 500, 501 and 502

This course provides training in essential interview and counseling skills with an orientation towards wellness and prevention. Students will learn how personal characteristics and behaviors that influence the helping process as well as how counseling theory, including family systems, influences case conceptualization and interventions. Students will learn basic counseling skills for crisis intervention and suicide prevention and the role of the counselor in consultation.

COUN 506 *Integration of Spirituality and Counseling* 3 hours
Prerequisite: COUN 500, 501

Students critically examine how a Christian worldview and a client's spirituality impact the assessment, diagnosis, and treatment planning process in counseling. Ethical, diagnostic, and assessment issues relevant to the use of Christian spiritual interventions with appropriately religious individuals, couples, and families are considered, along with current research related to spirituality and counseling.

COUN 507 *Theology and Spirituality in Counseling* 3 hours

An examination of the content, comprehensiveness, and validity of several counseling theories that have been developed by prominent Christian counselors.

COUN 510 *Theories of Counseling* 3 hours
Prerequisites: COUN 500, 501;

This course provides in-depth exploration of selected theories of counseling and psychotherapy, including empirically supported treatment modalities. Through this course, students learn about the nature and process of therapy, and begin to learn how to conceptualize client presentations and select appropriate interventions while considering issues of diversity. Students are encouraged to begin to define their own theoretical approach to their work with individuals, couples, and families.

COUN 512 *Group Counseling* 3 hours
Prerequisites: COUN 500, 501, 502, 504, 505, and 510

This course provides in-depth training in group counseling methods including group counselor orientations and behaviors, group theories, principles of group dynamics, group process factors of group work, and program design and evaluation. Group counseling skills, appropriate selection criteria and methods, as well as leadership approaches, characteristics, and styles are studied. Ethical and legal considerations of group counseling are also explored. An experiential component is required in this course where students participate in small groups as members and/or leaders for a minimum of 10 clock hours.

COUN 515 *Research and Program Evaluation* 3 hours
Prerequisite: COUN 500, 501, 502, 504, 505, 510; MATH 201 or PSYC 355

Students learn the importance of scientific inquiry in the fields of clinical mental health counseling and marriage and family therapy. Emphasis is on research methods (designs, statistical analysis, needs assessment, and program evaluation) and locating, interpreting, and evaluating research and program evaluation articles that inform evidence-based practice. Ethical and cultural relevance as well as ethically appropriate integration is also addressed.

COUN 521 *Assessment Techniques in Counseling* 3 hours
Prerequisites: COUN 500, 501, 502, 504, 505 and 510

This course is designed to provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. Comprehension and application of basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, inventory methods, psychological testing, and behavioral observations are examined. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations are discussed. Identification of applicable ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling are evaluated.

COUN 522 *Career Development and Counseling* 3 hours
Prerequisites: COUN 500, 501, 502, 505, 510, 598, and 646

This course provides students an understanding of career development and related life factors. Students study career development theory and decision-making models, procedures for planning and conducting effective job searches, assessment instruments and techniques relevant to career planning and decision-making, and the use of career information. Emphasis is placed on understanding the interrelationships between career development and career decision-making and such factors as faith, values, personality, family, socio-economic status, leisure, individual interests and abilities, and other life roles.

COUN 597 *Seminar* 1 to 3 hours

COUN 598 *Counseling Practicum* 3 hours
Prerequisites: 500, 501, 502, 505, 510, and 646

Students will complete a supervised counseling-related experience in a professional setting. The primary focus is on the introduction to the counseling environment and the development of counseling related skills, ethics, and professionalism based on observation and exposure to the counseling field.

COUN 601 *Marriage and Family Counseling I* 3 hours
Prerequisites: COUN 500, 501, 502, 504, 505, 510, and 512

This course considers the dynamics of marriage and family relationships from a systems perspective. The emphasis is on understanding family and other systems theories, the structure and function of marriage, various aspects of the marital relationship and family systems, and models of family and systemic interventions. Considerations from a historical perspective are presented along with current developments within marriage and family systemic models.

COUN 602 *Marriage and Family Counseling II* 3 hours
Prerequisites: COUN 500, 501, 502, 598, and 601

This course is an experiential exploration of selected, major treatment approaches utilized in marital and family counseling. The development of practical skills and techniques constitutes the primary focus. The intent is to make practical application of family counseling theories and awareness presented in COUN 601. Students will have significant engagements in diagnosis, treatment planning, and role-play of clinical practice of various marriage and family therapy methods. Additionally, the impact of addiction, crisis, disasters, and other trauma-causing events on diagnosis and treatment planning in marriage and family therapy will be addressed.

COUN 603 *Premarital and Marital Counseling* 3 hours

Prerequisites: COUN 500, 501, 502, 504, 505, 510, 512, 515, 521, 601; 602 or 667

Corequisites: COUN 646

This course introduces students to a variety of approaches that have been developed for thorough premarital counseling. The course also teaches students a conceptual model for understanding the variety of ways marriages can become dysfunctional, and introduces them to short-term methods that can be used when those kinds of problems develop.

COUN 604 Crisis Counseling 3 hours

Prerequisites: COUN 500, 501, 502, 505, 510, 598, 646

This course provides students with foundational knowledge of the impact of crises, disasters, and other trauma-causing events on people as well as the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. The appropriate use of diagnosis during crisis, disaster, or other trauma causing events and the differentiation between diagnosis and developmentally appropriate reaction during crises, disasters, and other trauma-causing events will be examined. Students will learn specific crisis intervention practices, including procedures for assessing and managing suicide risk, suicide prevention models, and the use of psychological first aid strategies. The counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a crisis, disaster or other trauma-causing event and the operation of emergency management systems will be studied.

COUN 605 Community and Agency Counseling 3 hours

This course provides an overview of the theory and practice of counseling in human services agencies and other community settings. Emphasis is given to principles and practices of community outreach, intervention, education, consultation, and client advocacy in multicultural settings.

COUN 607/ Counseling Individuals with 3 hours

COUN 707 PTSD/Combat-Related PTSD

Prerequisites: 18 Hours in Graduate Counseling course work including COUN 646

As shown throughout recorded history, individuals at times are tested by various types of trauma beyond what they may process, leading to what currently is termed Post-traumatic Stress Disorder (PTSD). This course will examine in-depth 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.

COUN 608/ Counseling Survivors of 3 hours

COUN 708 Sexual Trauma

Prerequisites: 18 Hours in Graduate Counseling course work including COUN 646

This course is an advanced study of various types of sexual trauma, (childhood sexual abuse, sexual assault, sex trafficking, prostitution, etc.) including causes, effects on various populations and options for counseling solutions from both Christian and traditional professional perspectives. It will assist the student in understanding the potential intervention options that may be used to deal with post-trauma situations encountered in a professional or personal capacity. An understanding of the theoretical foundation as well as an overview of general and position dependent intervention strategies are central.

COUN 609/ Counseling Survivors of Violence 3 hours

COUN 709

Prerequisites: 18 Hours in Graduate Counseling course work including COUN 646

This course is an advanced study of the effects of trauma resulting from various forms of violence. Areas to be covered include domestic violence, terrorism, general crime-related, gang-related, school bullying, workplace violence, stalking, hate crimes, and substance initiated violence. In addition to precipitating causes and their effect on various populations,

options for counseling solutions from both Christian and traditional professional perspectives will be examined. An understanding of the theoretical foundation as well as an overview of general and position dependent intervention strategies are central.

COUN 610 Human Sexuality 3 hours

Prerequisites: COUN 500, 501, 502, 505, 510

An analysis of the physiological, psychological, cultural, and religious aspects of a wide range of topics in the area of human sexuality. Emphasis is on the development of an understanding and appreciation of the role of sexuality in individuals, couples, and families throughout the various phases of the life cycle.

COUN 620 Counseling Children, Adolescents, and Their Families 3 hours

Prerequisites: COUN 500, 501, 502, 504, 505, 510, 512, 521 and 646

This course examines the developmental and psychological needs and problems of children, and the transitions of adolescence emphasizing family, social, spiritual/moral, and physical issues. Counseling theories and practices for working with children, adolescents, and their families are explored. Crisis interventions with children, adolescents, and their families will be addressed.

COUN 625 Psychopharmacology and Counseling 3 hours

Prerequisites: COUN 500, 501, 502, 510, 512, 515, and 601

This course is designed to teach the prospective counselor about the history and development of psychopharmacologic agents, the biochemical nature of the central nervous system and its relationship to psychopharmacology. The legitimate use of medications and their importance for treatment are also examined.

COUN 630 Gerontology and Counseling 3 hours

Prerequisites: COUN 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646, and 667

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

COUN 646 Psychopathology and Counseling 3 hours

Prerequisites: CMHC 500, 501, 502, 505, 510, and 512

This course studies psychological disorders and normalcy across the lifespan. Students are prepared to responsibly and competently assess, diagnose, conceptualize, and counsel clients as defined by the Diagnostic Statistical Manual classification system. Concepts and constructs, assessment processes, etiology, cultural factors, differential diagnosis, decision-making, and evidence-based therapeutic approaches are emphasized. Clinical and scientific research is integrated through the course with a biblical worldview so that students will have a robust biopsychosocial-spiritual lens to understand and treat mental disorders.

COUN 667 Clinical Diagnosis and Treatment Planning 3 hours

Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 515, 521, 522 and 646

Corequisites: COUN 667 or COUN 602

Students become knowledgeable of the principles and practice of clinical diagnosis and the development of treatment plans using the current edition of the Diagnostic and Statistical Manual. Emphasis is also placed on mental status, substance use, and risk assessment. Consideration is given to ethical, dimensional, relational, multicultural, and systemic issues important in diagnosis and treatment planning.

COUN 668 Capstone Project 3 hours

Prerequisites: Students in the 30-hour track may enroll in COUN 668 only during their final semester of studies

COUN 670 Comprehensive Exam – CPCE 0 hours

Prerequisites: COUN 500, 501, 502, 504, 505, 506, 510, 512, 515, 521, 522, and 646

Corequisites: COUN 667 or COUN 602

The Comprehensive Exam – CPCE must be taken no earlier than completion of the prerequisite courses listed. The Comprehensive Exam – CPCE must be successfully completed prior

to degree conferral. Exam fee of \$45 will be billed to the student's account, due to outside institution administrative fee.

COUN 671 Comprehensive Exam – Integration 0 hours
Prerequisites: COUN 500, 501, 502, 504, 505, 506, 510, 512, 515, 521, 522, and 646

Corequisites: COUN 667 or COUN 602

The Comprehensive Exam – Integration must be taken no earlier than completion of the prerequisite courses listed. The Comprehensive Exam – Integration must be successfully completed prior to degree conferral. This is no charge for the Integration part.

COUN 691 Substance Abuse: Diagnosis, Treatment, and Prevention 3 hours

Prerequisite: COUN 500, 501, 502, 504, 505, 510, 512, 515, 521, 601 and 646

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

COUN 695 Directed Research in Counseling 1 to 3 hours

Prerequisite: Offered to M.A. and Th.M. students or by permission of instructor and advisor

Designed for advanced students in good standing who have demonstrated an ability to work on their own. Students will work with the instructor in developing a proposal for guided research in a specified area of counseling.

COUN 697 Seminar in Counseling 3 hours

An intensive study of a specific subject in counseling. This course allows variation in the approach and content of the regular curriculum.

COUN 698 Counseling Practicum 3 hours

Prerequisites: COUN 501, 502, 503, 505, 506, 507, 510, 512, 521, 601, and 646

Corequisites: COUN 522; COUN 667 or COUN 602

This course involves a highly supervised experience of professional counseling at an approved clinical site in the counseling community. This supervision includes both individual and group supervision. Students are required to complete a total of 100 hours of counseling and related services, 40 of which are direct client contact hours. Written and oral presentations are a basic part of the group supervisory process with a Liberty faculty member via technology. Additionally, the class will focus on the development of counseling related skills, ethics, and professionalism based on observation and exposure to the counseling field.

COUN 699 Counseling Internship 3 hours

Prerequisites: COUN 500, 501, 502, 503/515, 504, 505, 506, 510, 512, 521, 522, 646, 667, 698

This course involves an intensely supervised experience in the student's designated program area at an approved site. Students are required to complete a total of 600 clock hours of counseling and related services, 240 of which are direct client contact hours. While gaining direct service experience with clients, students regularly meet with an approved supervisor. Student counseling performance is evaluated throughout the internship. Written and oral presentations are a basic part of the group supervisory process with a Liberty faculty member via technology. The student's professional development along with the dynamics of the counseling relationship, diagnosis, treatment, and legal/ethical issues are primary areas of focus.

COUN 707/ Counseling Individuals with 3 hours

COUN 607 PTSD/Combat-Related PTSD

Prerequisites: 18 Hours in Graduate Counseling course work including COUN 646

As shown throughout recorded history, individuals at times are tested by various types of trauma beyond what they may process, leading to what currently is termed Post-traumatic Stress Disorder (PTSD). This course will examine in-depth 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.

COUN 708/ Counseling Survivors of 3 hours

COUN 608 Sexual Trauma

Prerequisites: 18 Hours in Graduate Counseling course work including COUN 646

This course is an advanced study of various types of sexual trauma, (childhood sexual abuse, sexual assault, sex trafficking, prostitution, etc.) including causes, effects on various populations and options for counseling solutions from both Christian and traditional professional perspectives. It will assist the student in understanding the potential intervention options that may be used to deal with post-trauma situations encountered in a professional or personal capacity. An understanding of the theoretical foundation as well as an overview of general and position dependent intervention strategies are central.

COUN 709/ Counseling Survivors of Violence 3 hours

COUN 609

Prerequisites: 18 Hours in Graduate Counseling course work including COUN 646

This course is an advanced study of the effects of trauma resulting from various forms of violence. Areas to be covered include domestic violence, terrorism, general crime-related, gang-related, school bullying, workplace violence, stalking, hate crimes, and substance initiated violence. In addition to precipitating causes and their effect on various populations, options for counseling solutions from both Christian and traditional professional perspectives will be examined. An understanding of the theoretical foundation as well as an overview of general and position dependent intervention strategies are central.

COUN 711/ Diagnosis and Treatment of Addictive 3 hours

COUC 711 Behaviors

Prerequisites: Ph.D. student or M.A. student who has completed COUN 500, 501, 502, 505, 510, 598, 648

The biopsychosocial and spiritual effects of various substance and process addictions are examined, along with current information about the effects that addictive substances, behaviors, and patterns have on individuals, couples, and families. Emphasis is placed on current diagnostic issues, stages of change, and treatment techniques from individual, relational, and systemic perspectives.

COUN 713 Community Systems Counseling: 3 hours

Programs and Practice

Prerequisites: COUN 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, and 646;

Ph.D. student or M.A. student who has completed COUN 646

Principles of service delivery in community agencies is reviewed, including roles and functions of counselors, trends in community systems, problems, and special populations.

COUN 716 Consultation and Counseling 3 hours

Prerequisites: COUN 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646

Consultation strategies in working with individuals and groups are surveyed. Topics, problems, and research are taken from counseling, adult education, community service agencies, and instructional technology.

COUN 801 Pastoral Care and Counseling in the 3 hours
New Millennium Church

This course presents an overview of the field of pastoral care and counseling in the local church setting.

COUN 820 Advanced Readings in Pastoral 1 to 3 hours

Care and Counseling

An advanced reading class of an approved subject area in pastoral care and counseling.

COUN 875 Advanced Family Counseling 3 hours

Advanced theoretical foundations and intervention for the practice of marriage and family therapy. Emphasizes intervention for couples and families in conflict. Treatment strategies and goals

for intervention in specific areas of family conflict are described. Supervision of current cases is employed.

COUN 980 *Ministering to Troubled Families* 3 hours

This course presents a biblical-theological base for resolving issues related to marriage and family problems developed within the context of the current American lifestyle.

COUN 985 *Pastoral Counseling with Couples in Distress* 3 hours

Provides an in-depth study of marital distress and dissolution, theory, intervention strategies, and factors central to marital stability, growth, and health.

COUN 995 *Directed Research* 3 to 6 hours

An individually selected research project or tutorial under supervision of the student's advisor.

CRISIS RESPONSE AND TRAUMA

CRIS 605 *Crisis and First Responder Training: Skills and Techniques* 3 hours

This course will provide a foundation of the theoretical concepts and practical applications of crisis response and critical incidents, taking into account topics such as: intervention models and their efficacy and the consequential effects of critical incident stress and trauma on the life of an individual, group and organization.

CRIS 606 *Acute Stress, Grief and Trauma* 3 hours

This course will provide a foundation of the theoretical concepts associated with the impact and consequences of acute stress on victims, first responders, families, and community members, taking into account the process of grief and loss, complicated grief, dying, death, and bereavement, and the long term consequences of unresolved trauma. Particular attention is paid to the treatment of the human stress response, effective counseling strategies, methods and techniques for immediate response, comorbidity, anxiety and depression, abuse, impact dynamics of crisis and trauma, survivor guilt, and cultural sensitivity.

CRIS 607 *PTSD and Combat Related Trauma* 3 hours

This course will examine in depth 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.

CRIS 608 *Trauma Assessment and Interventions* 3 hours

A focused investigation of specific techniques and interventions utilized in trauma care. Focus is given to the physical and psychological effects of trauma, a Christian theology of suffering, and assessment use in counseling clients in trauma.

CRIS 609 *Complex Trauma and Disasters: Offering Emotional and Spiritual Care* 3 hours

This course will examine 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.

COMPUTER SCIENCE

CSCI 501 *Overview of Computer Security* 3 hours

Prerequisite: Admission into program

This course surveys major topics in Computer and Network Security.

CSCI 511 *Digital Forensics* 3 hours

Prerequisite: Admission into program

This course covers the basics of digital forensics, including the technical aspects of evidence gathering for legal testimony and usage of digital forensics tools.

CSCI 561 *Ethics, Legal Issues, & Policy* 3 hours

Prerequisite: Admission into program

This course covers ethical issues in computer and network security, legal issues, and business policy. It will teach students what the laws are concerning computer and network security, including the legal boundaries for breaking into systems without authorization. It will also cover the issues related to creating security policies for organizations, as well as the ethical responsibilities of protecting network and computer systems, and the ethical boundaries related to accessing other organizations systems.

CSCI 601 *Applied Network Security* 3 hours

Prerequisite: CSCI 501

In this course the students will learn hands on, practical techniques for securing a network. Topics include installing, configuring and using Intrusion Detection software, firewalls, anti-virus, etc.

CSCI 605 *Applied Cryptography* 3 hours

Prerequisite: CSCI 601

This course covers topics in modern cryptography with an emphasis on learning how to implement cryptographic protocols using mainstream cryptographic libraries such as OpenSSL.

CSCI 611 *Secure Software Engineering* 3 hours

Prerequisite: CSCI 501

This course is primarily concerned with how to write secure software, including common pitfalls in major languages.

CSCI 612 *Security Engineering* 3 hours

Prerequisite: CSCI 501

This course covers issues related to validation and verification of the security of the software.

CSCI 620 *Issues in Security, Privacy, and Anonymity* 3 hours

Prerequisites: CSCI 501 and CSCI 605

This course covers security and privacy issues that arise in the field and how to mitigate them, including privacy of data, privacy preserving data mining, routing security, sensor network security, anonymous routing, and social networking.

CSCI 631 *Web Security* 3 hours

Prerequisite: CSCI 601

This course deals with web security issues, such as SQL injection and cross site scripting along with how to defend and protect against such attacks.

CSCI 632 *Ethical Hacking* 3 hours

Prerequisite: CSCI 601

This course goes into the how and why of ethical hacking, and how it is used to strengthen security of systems, including issues in penetration testing, such as physical security and social engineering.

CSCI 651 *Advanced Topics in Computer Security* 3 hours

Prerequisite: CSCI 601

A study of advanced technical challenges in cyber security as the field continues to evolve. Current developments in the industry and research advances will dictate specific areas of emphasis in the course per semester.

CSCI 681 *Capstone Project* 3 hours

Prerequisite: Final Semester

The capstone is an opportunity for the student to demonstrate the Cyber Security skills gained throughout the program. The student will learn how to apply the tools, techniques, and knowledge gained throughout the program in a practical, real world setting. The goal for this course is to evaluate the knowledge and skills gained by students in the Cyber Security program.

COMPUTER SCIENCE INFORMATION SYSTEMS

CSIS 505 *Software Development* 3 hours

Prerequisite: BMAL 590 or 27 hrs. in Business, MATH 121 or higher, MATH 201 or BUSI 230 or higher/equivalent, CSIS 212 or equivalent, CSIS 312 or equivalent, and CSIS 330 or CSIS 331 or equivalent

This course is an in-depth study of the general-purpose, secure, object-oriented, portable programming language Java. Students will learn to program in Java using advl will be data types, operators, flow control statements, objects, classes, methods, arrays, inheritance, polymorphism, strings, characters, regular expressions, generic collections, recursion, and custom generic data structures.

CSIS 525 Database Design and Development 3 hours

Prerequisite: CSIS 505 or BMIS 520, BMAL 590 or 27 hrs. in Business, MATH 121 or higher, MATH 20 I or BUSI 230 or higher/equivalent, CSIS 212 or equivalent, CSIS 312 or equivalent, and CSIS 330 or CSIS 331 or equivalent OR INFO 505, BMAL 590 or 27 hrs. in Business, MATH 121 or higher, MATH 201 or BUSI 230 or higher, and BIOL 102, HLTH 221, or equivalent

Focused on the advanced design and development of databases, students will learn how to architect data storage solutions that are highly dynamic and scalable to meet the rapidly changing needs of business. Areas will include, but are not limited to, client-server processing, parallel processing, distributed, and multidimensional databases. Students will learn how to design database management systems that scale to meet the needs of rapidly changing and competitive business environments.

CSIS 535 Computer Networks 3 hours

Prerequisite: BMAL 590 or 27 hrs. in Business, MATH 121 or higher, MATH 201 or BUSI 230 or higher/equivalent, CSIS 212 or equivalent, CSIS 312 or equivalent, and CSIS 330 or CSIS 331 or equivalent

Concentrated on computer networks, students will learn the fundamentals of networking, network management, and network design. Areas will include, but are not limited to, the abstraction layers of network communication, wireless networks, mobile networks, network security, network architecture, basic network design, and network management. Students will learn how to analyze and build basic computer network designs that meet the needs of changing business environments.

CSIS 641 Software Development Management 3 hours

Prerequisite: CSIS 505

This course will cover some of the challenges associated with software development management and is intended to serve as a guide to students maturing engineering discipline. Software succeeds when it meets the needs of the people who use it, performs flawlessly over a long period, is easy to modify, and changes things for the better. Therefore, students will explore software development from a managerial perspective by learning the software process models, modeling, quality management, and managing software projects. This course teaches students how to build better software based on discipline and modern methods, which is acquired through an engineering approach. Discussion of advanced topics such as software process improvement and future software engineering trends will be addressed.

CSIS 643 Software Design 3 hours

Prerequisite: CSIS 505 and CSCI 611

In this course, the student will be introduced to the architectural design of complex software systems and explore how to successfully design complex software systems. Software system design requires an individual to be able to describe, evaluate, and create systems at an architectural level of abstraction. Therefore, this course considers commonly-used software system structures, techniques for designing and implementing these structures, models, and formal notations for characterizing and reasoning about architectures, tools for generating specific instances of an architecture, and case studies of actual system architectures. Students will learn the skills and background needed to properly evaluate the architectures of existing systems and to design new systems in principled ways using well-founded architectural paradigms.

CSIS 651 Network Architecture and Design 3 hours

Prerequisite: BMIS 662 and CSCI 601

This course provides an in-depth analysis of network architecture models that are designed to support business strategies in a changing environment. It addresses optimization of network functionality including resilience, modularity, security, virtualization, management, and topology design.

CSIS 657 Statistical Analysis and Data Mining 3 hours

Prerequisite: CSIS 505 and CSIS 525

This course provides an in-depth study of the field of statistical analysis and data mining as it relates to real-world applications. It explores the complexities of data mining algorithms, software tools, and techniques employed in modern analytics and massive data sets. The selection, application, and evaluation of statistical approaches are examined in the context of data mining.

CSIS 690 Integrated Capstone 3 hours

Prerequisites: BMIS 520, BMIS 530, BMIS 570, CSIS 525, CSIS 535, CSIS 641, CSIS 643, CSIS 657 OR BMIS 520, BMIS 530, BMIS 570, BMIS 662, CSIS 525, CSIS 535, CSIS 651, CSIS 657

The capstone is an opportunity for students to demonstrate their analytical, design, research, and management skills to solve a specific problem outlined within current information technology literature. Students will validate their abilities to develop effective information technology solutions through a thesis project that addresses a complex issue within this field. If completed successfully, the capstone project signifies the completion of the information technology program.

JAMES DOBSON'S FAMILY ADVOCACY, PUBLIC POLICY AND THE FUTURE

DBFA 600 Family, Faith and the Future: Worldview 3 hours

Prerequisite: HSCO 500

This course examines conflicting worldviews regarding marriage and family and provides an opportunity for students to apply evaluative research in considering the implications of human services from a Judeo-Christian perspective when biblical worldviews and cultural worldviews conflict. Philosophical, political or legal influences, ethical concerns, and multicultural factors are also considered.

DBFA 605 Public Policy and Advocacy Strategies 3 hours

Prerequisite: HSCO 500

This course provides an interdisciplinary review of public policies examining the perspectives of the Judeo-Christian heritage of America's founding principles influenced by government policies and contemporary social problems of marriages and families in the 21st century. Implementation to ethical advocacy methods and multicultural evaluations helps to examine specific policy contributions to theology and government.

DBFA 610 Divorce, Marriage, and Blended Families 3 hours

Prerequisite: HSCO 500

This course prepares students to address multiple factors contributing to the breakdown of a family and draws upon current findings in marriage and family research, as well as psychological literature to identify significant influences and outcomes of divorce. Attention is given to the reconstructed family exposing those treatments found to be most effective for stability and satisfaction.

DBFA 615 Child/Adolescent Development, Deviance and Violence 3 hours

Prerequisite: HSCO 500

This course explores the foundational theoretical models giving explanation to the issues and challenges associated with child and adolescent development. Attention is given to the perspectives of both child and parent with a focus on effective intervention at the familial and sociological levels. Informed by systems theory and empirically-supported treatment approaches, the student will

emerge with a strong appreciation for the continuum of care in diverse ecclesial and professional settings.

DBFA 620 *Research and Emerging Paradigms in Marriage and Family Studies* 3 hours

Prerequisite: HSCO 500

This course explores the causes of divorce, the psychological consequences for both children and parents, factors that challenge positive adjustment after a divorce, and strategies for successful remarriage. Other public policy and legislative issues related to marriage and the family are further examined, as well as legal, cultural, and theological implications for the 21st century. Ethical concerns and multicultural factors are also considered.

JAMES DOBSON'S MARRIAGE AND FAMILY STUDIES

DBMF 600 *Counseling Children and Adolescents: Issues and Strategies* 3 hours

Prerequisites: PACO 500, 501

This course prepares students to address opportunities to evaluate current theories and the appropriateness/effectiveness of frequently used counseling strategies related to parents and minor clients addressing related problems including, but not limited to conduct, eating, sleeping, high-needs kids, and ADHD. Additionally, there is a special focus on trauma and abuse in the childhood years as well as an in depth analysis of ethical concerns and recognition of multicultural factors associated with diverse families are also included.

DBMF 605 *Parenting and Child Discipline Strategies: Raising Healthy Kids* 3 hours

Prerequisites: PACO 500, 501

This course provides students with scientifically based strategies and tools for helping parents raise emotionally, physically, spiritually, and socially healthy children. Time-honored techniques for disciplining children are examined together with an analysis of contemporary research and biblical perspectives on parenting and discipline strategies. Moral, ethical, and legal issues are considered within the context of today's socio-cultural environment. The influence of intergenerational factors and family systems variables are also evaluated.

DBMF 610 *Marriage and Family Systems: Foundations, Models and Techniques* 3 hours

Prerequisites: PACO 500, 501

This course prepares students with techniques and approaches useful to marriage and family counseling, including theoretical models of family systems and methods that can be used when problems develop. Current trends, societal issues, ethical concerns and multicultural factors are presented and considered.

DBMF 615 *Love and Relationships* 3 hours

Prerequisites: HSCO 500, 501

This course provides the biblical and psychological principles and techniques for cultivating and counseling healthy marital and romantic relationships. Gender role differences, scriptural precepts and potential relational stressors are examined. Ethical concerns and multicultural factors are also considered.

JAMES DOBSON'S PARENTING AND CHILD/ADOLESCENT DEVELOPMENT

DBPC 600 *Child and Family Development: Psychological and Theological Perspectives* 3 hours

Prerequisites: PACO 500, 501

This course provides essential foundational psychological and theological perspectives needed for understanding core child and family development stages and dynamics. Current trends, issues, and cultural norms are examined as well as risk and protective factors that influence resiliency and coping mechanisms in children and teens. Ethical concerns and multicultural factors are also considered.

DBPC 605 *Parenting and Multigenerational Influence* 3 hours

Prerequisites: PACO 500, 501

This course provides the psychological and spiritual foundations and strategies for understanding the meaning and significance of generational influence and its impact on family legacy. Lifestyle and cultural barriers to effective parenting are examined, as well as proactive parenting strategies, sound discipline and healthy communication patterns. Ethical concerns and multicultural factors are also considered.

DBPC 610 *Human Growth and Lifespan Development* 3 hours

Prerequisites: HSCO 500, 501

This course explores intellectual, personality, and faith development throughout the lifespan. Biblical and theoretical principles are used to examine the parent-child-relationship, and factors that impact this relationship, including multicultural interests. Ethical concerns are addressed.

DBPC 615 *Childhood Issues, Trauma and Abuse* 3 hours

Prerequisites: PACO 500, 501

Students will explore counseling strategies for helping parents and minor clients by analyzing and synthesizing information and readings outlining the various effects on the child from such issues as sexual abuse and related trauma, as well as issues of divorce. Additional topics include addressing childhood ADHD and problems related to conduct. Guidance is provided regarding the role of church programs, processes, and responses in addressing the various topics related to childhood. Ethics related to reportability, church responsibilities and requirements are discussed.

DBPC 620 *Healthy Sexuality: Biblical and Development Factors* 3 hours

Prerequisites: PACO 500, 501

This course provides a biblically influenced overview of the theological and psychological aspects of sexuality, with additional focus on parenting and preparing young and adolescent children for healthy sexuality as adults. Cultural shifts, safety, pregnancy, gender identity, and sexual behaviors are examined along with ethical concerns and multicultural factors.

DISSERTATION

DISS 989 *Dissertation Proposal and Research* 3 hours

DISS 990 *Dissertation Defense* 3 hours

DOCTOR OF MINISTRY

DMIN 880 *Research and Writing of the Thesis Project* 3 hours

An introduction to the Thesis Writing Process and how ministry is enhanced using current electronic resources. Students will be introduced to all phases of the D.Min Thesis writing process, including the thesis timeline, research, writing your thesis, and the finished product, including the abstract and the vita. Students will become familiar with the Thesis Manual and with resources available to them through the library and the Liberty University Writing Center. Use of electronic databases for ministry research and Turabian Formatting will be introduced.

DMIN 889 *Thesis Project Writing* 3 hours

DMIN 890 *Thesis Project Defense* 3 hours

DISCIPLESHIP MINISTRIES

DSMN 500 *Discipleship Ministries* 3 hours

This course will examine the biblical, general and specific steps to enable a person first to be a disciple. Then to discover systems, biblical principles, and methods that create a disciple making context. The systems will cover both the macro level and the micro level. Once this has been discovered and discussed the student will select a disciple making system and create a micro-level disciple making plan for a local church.

DSMN 520 *Spiritual Formation* 3 hours

This course focuses on the development of the believer's spiritual life. Attention is given to the spiritual disciplines, prayer, and the biblical nature of calling, ministry, character, and the relation of spiritual formation to the doctrine of sanctification.

DSMN 610 *Family Discipleship* 3 hours

This course studies the idea and practice called "family discipleship." It presents a framework in which a family leader can disciple household members beyond spiritual comprehension to a personal appropriation of the apologetic and application of Scripture. Attention will be given to the family leader's responsibilities toward spiritual leadership and biblical discipleship, specifically to responsibilities regarding the Gospel, basic doctrine, systematic theology, the Great Commission, spiritual disciplines, practical Christian living, and worldview/philosophy. Various techniques for family discipleship will be examined, including family devotions, drill and catechism, Scripture memory, storytelling, teaching moments, relational example and intentional rehearsal.

DSMN 630 *Small Group Ministries* 3 hours

Ministry of Small Groups prepares the individual to serve and equip the church to embrace, plan for, implement and evaluate small group ministry. In addition to helping establish a clear biblical basis for small groups, this course is divided into two distinct, but related, topics. The first aspect deals with the issue of organizing and ministering small group ministry. The second aspect deals with the dynamics related to small group leadership. The focus is on one leader and one group.

DSMN 660 *Leading the Healthy, Growing, Multiplying Church* 3 hours

This course teaches the necessary areas of discipleship with a corporate-church setting. It further addresses the process of church multiplication. The course will also explore church health and growth in the early, middle, and mature years of a church's existence.

DSMN 695 *Directed Research in Discipleship Ministries* 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specific area.

DSMN 697 *Seminar in Discipleship Ministries* 3 hours

An intensive study in a specific subject of educational ministries. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

DSMN 698 *Discipleship Ministry Practicum* 1 to 3 hours

DSMN 810 *Biblical and Philosophical Foundations of Disciple Making* 3 hours

This class will examine N.T. principles of disciple-making and evaluate modern systems and structures. Students will be equipped to develop their own disciple making system in their local church or ministry context.

DSMN 820 *Historical and Practical Discipleship* 3 hours

This course will examine the biblical and philosophical foundations of making disciples by examining disciple-making in the Gospels, the book of Acts and in the Epistles. Careful attention will be given to the commands of Christ and the practice (interpretation) of the early disciples. Disciple-making down through church history will also be reviewed.

DSMN 830 *Environmental Discipleship Models* 3 hours

This class is designed to examine the biblical foundations for small group discipleship, how to develop small groups, how to grow small groups, how to develop small group leaders and how to transition to a small group (environmental) discipleship model. The focus of the class will be on how to accomplish the Great Commission in a relational context.

DSMN 895 *Directed Research* 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. This course should/can only be used if a student lacks a seminar for graduation and the needed seminar is not offered in their last semester. If

approved, the student will work with the instructor in developing a proposal for guided research in a specific area.

DSMN 897 *Seminar in Discipleship Studies* 3 hours

An intensive study in a specific subject of discipleship. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

SCHOOL COUNSELING

EDCE 501 *Professional, Ethical, and Legal Issues in Counseling* 3 hours

This course introduces students to the professional functioning of counselors with an emphasis on school counselors in relation to other human services and education professionals, including history, professional identity, roles, professional organizations, ethics, legalities, standards, and credentialing. Current issues, trends, and best practices in a variety of professional counseling settings are explored with an emphasis on the specialty of professional school counseling.

EDCE 504 *Social and Cultural Foundations in Counseling* 3 hours

This course examines individual and system functioning with an emphasis on culturally sensitive counseling practices, social justice and advocacy approaches in pluralistic society. The overarching cultural context of relationships, including factors such as age, gender, sexual orientation, religious and spiritual values, mental and physical characteristics, education, family values, and socioeconomic status. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.

EDCE 505 *Counseling Theories and Techniques* 3 hours

This experiential and didactic course provides students an understanding of selected theories of counseling and psychotherapy and effective interventions from individual, relational, and systems perspectives. Theoretical and empirical foundations of individual, relational, and systemic approaches are examined. Students are encouraged to begin to define their own theoretical approach to their work with individuals, couples, and families. Students also examine personal characteristics and their effect on individual, couple, and family counseling using case discussion and analysis. Offered in intensive format.

EDCE 512 *Structured Groups* 3 hours

This course enables students to understand the types of groups, their purpose, development, and dynamics, counseling theories, and group counseling methods and skills with an emphasis on structured group work in the elementary and secondary schools. Participation in small groups is required for educational and self-assessment purposes. Offered in intensive format.

EDCE 522 *Career Development and Counseling* 3 hours

This course provides students an understanding of career development and related life factors. Students study career development theory, techniques, and decision-making models. Students learn procedures for planning and conducting effective job searches, assessment instruments and techniques relevant to career planning and decision-making, and the use of career information. Emphasis is placed on understanding the interrelationships between career decision-making and personal, family, and environmental factors such as spiritual and religious values, familial influences, gender, socio-economic status, interests, abilities, and preferences. Career transitions and the relationship between career and life style are explored. Particular career development processes and activities in K-12 schools are explored with an emphasis on the similarities and differences at the elementary, middle, and high school levels.

EDCE 611 *Child and Adolescent Counseling in* 3 hours

the Schools

This course focuses on counseling theories and techniques used with children and adolescents in the school setting (e.g., play therapy, solution-focused counseling). The school counselor's role is examined.

EDCE 660 Principles of School Counseling 3 hours

This course studies the specialization of professional school counseling including foundations, history and current trends, and the roles of the school counselor in pluralistic schools with a systems-focus. Students are introduced to the ASCA Model as a framework for developing comprehensive, developmental school counseling programs. Field experience required.

EDCE 661 School Counseling Program Development and Evaluation 3 hours

This course is designed to examine the planning, development, organization, implementation, and evaluation of comprehensive developmental K-12 school counseling programs that promote access and equity for all students. Offered in intensive format.

EDCE 698 School Counseling Practicum 3 hours

This course provides practice in a counseling setting under the clinical supervision of a site supervisor and faculty supervisor. The practicum experience will include a minimum of 150 hours. This course is available both online and residentially.

EDCE 699 School Counseling Internship 3 hours

Prerequisite: All core counseling courses, and EDUC 600

The School Counseling Internship course is a culminating field experience for students designed to build both clinical and non-clinical counseling skills in the elementary and secondary school settings under the supervision of a licensed school counselor on-site supervisor and faculty supervisor (refer to School Counseling Program Handbook). May be repeated to a maximum of six hours.

COMMUNITY CARE AND COUNSELING**EDCO 705 Issues and Trends in Community Counseling** 3 hours

An overview of key areas of community counseling, including rehabilitation counseling, career counseling, school counseling, community advocacy, and counseling in diverse settings such as mental health agencies, employment agencies, and population-specific programs. (Formerly EDCO 730)

EDCO 711 Advanced Group Counseling 3 hours

A review of counseling leadership styles utilized in both task-oriented and personal-growth groups. Current research on group counseling models and application is examined with emphasis on leadership behaviors that facilitate group processes.

EDCO 715 Applied Counseling Theories 3 hours

A review, examination, and critique of counseling research, concepts and theory constructs with application in various community settings and populations.

EDCO 716 Dissertation Topic 1 hour

This course orients the student to the overall dissertation development and writing process specific to the Ed.D. in Community Care and Counseling program.

EDCO 725 Issues and Trends in Community Counseling 3 hours

An examination of established and emerging teaching and learning perspectives and practices, viewed through the lens of biblically framed pedagogy. Students will develop and reflectively practice their own philosophy of education in community contexts.

EDCO 735 Statistics 3 hours

Prerequisites: Completed Graduate Statistics Course

A review of descriptive and inferential statistics with attention to how these techniques are utilized in community counseling and the role of primary research in the counseling literature. Students will gain proficiency in research techniques data analysis. (Formerly EDCO 701)

EDCO 737 Dissertation Formation 1 hour

Prerequisites: EDCO 716

This course explores strategies for selecting an appropriate topic, research question(s), and design for the dissertation in the Ed.D. program in Community Care and Counseling.

EDCO 740 Diagnosis and Treatment of Addictive Behaviors 3 hours

The psychological and psychosocial effects of drug addiction and addictive behaviors on individuals, couples, and families are examined. Emphasis is placed on counseling skills and techniques.

EDCO 745 Intermediate Statistics and Research 3 hours

An examination of both quantitative and qualitative research designs and methods appropriate for community counseling populations and contexts.

EDCO 790 Crisis and Trauma Counseling 3 hours

This course provides an overview of the aspects of stress and trauma, including examination of seminal texts and concepts. In addition, a foundational understanding of trauma counseling, theories and interventions will be offered, together with definitions, causative factors, incidence rates, and idiomatic factors of a number of traumatic events. Students will consider how science informs the delivery of effective counseling theory and technique for these clients with the goal of integrating ethical, effective, and biblically grounded care.

EDCO 800 Advanced Tests and Measurements 3 hours

An overview of personality and diagnostic assessment instruments. Students will learn testing procedures as well as interpretation and application of results in diagnosis and treatment planning.

EDCO 801 Assessment in Marital and Family Counseling 3 hours

An in-depth examination of the types of assessment used in marital counseling. Students will learn how to select the best instrument for a particular station, how to administer these, and how to interpret the results.

EDCO 806 Premarital and Remarriage Counseling 3 hours

An in-depth examination of the dynamics of marriage and family relationships, with emphasis on the structure and function of marriage, various aspects of the marital relationship, family systems, and ways to conduct pre-marital, divorce care and remarriage counseling as a creative, preventative, and healing ministry.

EDCO 808 Dissertation Research 1 hour

Prerequisite: EDCO 716, EDCO 737, and EDCO 810

This course examines strategies for the effective building of a bibliography tailored to the needs creating a literature review in a dissertation proposal for the Ed.D. program in Community Care and Counseling. The role of bibliography and literature review in refining the dissertation topic, research question(s), and design is also considered.

EDCO 810 Research Design 3 hours

Prerequisites: EDCO 735, 745, 716, and 737

A review of the process of developing research designs and conducting primary research. Students will develop a research prospectus that is anchored in current theory and research in the community counseling context which will serve as a basis for their doctoral dissertation proposal.

EDCO 811 Marriage Counseling 3 hours

An in-depth examination and discussion of the major assessment and treatment approaches utilized in marriage and family counseling. Emphasis is placed on the development of practical skills and intervention techniques.

EDCO 815 Family Development 3 hours

An in-depth study of the development and psychological needs and problems of families, examined through the lens of personality types and family structures. Students will gain understanding of established counseling and intervention techniques used with families and children.

EDCO 817 Trauma and Current Issues in Marital Counseling 3 hours

An in-depth review of causes, interactions, effects, and treatment of trauma occurring within the marriage, with a special emphasis placed on intimate partner violence, as well as infidelity, empty nest syndrome, limited duration marital contracts, and other current trends.

EDCO 821 Ethics and Issues in Pastoral Counseling 3 hours

An in-depth examination of ethical and legal issues encountered by community counselors, including ethical principles, professional codes of conduct, identifying and resolving ethical dilemmas, ethical decision-making models, and laws governing the profession.

EDCO 826 Growth and Development of the Pastoral Counselor 3 hours

Drawing upon Master's level study of the person in life and ministry, additional factors are explored to develop an Evangelical Christian growth and development strategy for the doctoral level pastoral counselor. Research and assessment provide the foundation for this course as participants develop an understanding of their primary and functional purpose in ministry's highly relational network.

EDCO 831 Individual and Family Issues in Pastoral Counseling 3 hours

Examining the various factors that hinder and destroy the family, this course provides an in-depth study of the issues encountered in pastoral counseling. Areas of discussion and examination include common mental health disorders, as well as issues that impact both the individual and family including family composition such as blended families, childbirth, parenting, and additional pertinent topics throughout the lifespan.

EDCO 836 Premarital and Marital Issues in Pastoral Counseling 3 hours

This course studies issues that affect the initial relationship and decision to marry in premarital counseling, as well as problematic factors in marriage such as marital distress and dissolution. Factors central to marital enrichment, renewal, stability, growth, and health are addressed by marriage theories and intervention strategies.

EDCO 841 Crises and Current Issues in Pastoral Counseling 3 hours

Ranging from such endemic issues as domestic violence to preparation for both manmade and natural disasters, this course provides an in-depth study of the onset, duration, and appropriate interventions for various crises encountered in pastoral counseling. All aspects of crises that affect the individual, family or corporate worship group are open to examination

EDCO 989 Dissertation Proposal and Research 3 hours

EDCO 989 Dissertation Completion 3 hours

Prerequisites: EDCO 716, 737, 825, and 865

It represents the formal research and writing of the Dissertation under the supervision of the Dissertation Chair and with input from the dissertation committee.

EDCO 990 Dissertation Defense 3 hours

Upon successful completion of writing the dissertation and with approval of the dissertation committee, the student will defend his research and dissertation before the doctoral committee.

EDCO 999 Internship 3 hours

An opportunity to engage in experiential learning by participation in community counseling under supervision in an approved agency.

SPECIAL EDUCATION

EDSP 722 History and Future of Special Education 3 hours

This course introduces students to special education and disability advocacy from a Christian perspective, tracing historical trends in the treatment of people with disabilities to current trends and critical issues in special education and disability advocacy today.

EDSP 724 Collaboration and Communication in Special Education 3 hours

This course surveys supports and services for individuals receiving special education and disability services. Emphasis is placed on transition planning, collaboration, and communication among individuals, families, and service providers.

EDSP 725 Collaboration and Communication in Special Education 3 hours

This course provides study and analysis of assessment, instrumentation, and evaluation of special education research. A primary focus is on data-driven decision making, evaluating research methods, analyzing results, and examining evidence-based practices.

EDSP 726 Disability and Learning 3 hours

This course examines disability across domains, including learning and cognitive development, social-emotional development, and language acquisition. Included in this review is an overview of disability categories, characteristics and associated supports and services from early childhood through post-secondary interventions.

EDUCATION

EDUC 500 Learning Theory 3 hours

An overview of the teaching-learning process. Topics include learning theory, individual differences, motivation, human development, exceptionality, teaching methodology, measurement and evaluation.

EDUC 501 Advanced Child Development 3 hours

An examination of physical, cognitive, spiritual and social/emotional development, and guidance of a young child.

EDUC 504 Historical and Philosophical Foundations of Education 3 hours

A comprehensive survey of the historical and philosophical development of education. Emphasis is placed upon analysis of religious and public educational trends in the past and present. The candidates will be required to formulate a personal, Christian world view philosophy.

EDUC 507 Educational Statistics 3 hours

Prerequisite: EDUC 506 or equivalent course in tests and measurements

An examination of descriptive statistics and basic inferential statistical techniques. Also, hypothesis testing, confidence intervals and correlation techniques will be studied.

EDUC 518/ Understanding Educational Research and Assessment 3 hours

Overview of the nature of research on human development, learning, and pedagogical knowledge and skills. Topics include current trends and issues in education, skills in data collection and assessment, and application of research in the school setting.

EDUC 521 Foundations of Exceptionality 3 hours

Prerequisite/Corequisite: EDUC 500

A comprehensive course dealing with the characteristics of children and youth with disabilities and topics related to models of service delivery, documentation procedures, and legal/ethical issues. Recommended as the first special education course.

EDUC 524 Collaborating for Successful Inclusive Classrooms 3 hours

Prerequisite: EDUC 500 or equivalent

A study of the types and characteristics of students with learning disabilities. Emphasis will be placed on classroom intervention strategies. Field experience required.

EDUC 525 Collaborating for Successful Transitions 3 hours

Prerequisite: EDUC 500 or equivalent

A study of the characteristics of students with intellectual disabilities. Curriculum and techniques will be investigated to enable achievement of individual potential academically, socially, and functionally.

EDUC 526 Principles and Practices in Gifted Education 3 hours

Prerequisite: EDUC 500 or equivalent

Candidates will explore the characteristics of gifted students as well as the emotional, academic, and social needs of gifted learners, with emphasis on those from special populations. Theories and strategies for differentiating curriculum designed for gifted students in heterogeneous and homogeneous groups will be analyzed.

EDUC 530 Teaching Mathematics 3 hours

Prerequisite: EDUC 500 or equivalent

An in depth study of the theory and processes of teaching mathematics to students in preschool through eighth grade, the course includes the instructional process in the area of numeration, operations and computations, geometry and logic. Candidates will participate in hands-on, modeled instruction, will construct and demonstrate models and teaching tools, and will complete a research project.

EDUC 531 Teaching the Natural and Social Sciences 3 hours

Prerequisite: EDUC 500 or equivalent

Using a thematic approach, the integration of sciences with other areas of the curriculum is the focus of this course. Candidates will participate in hands-on demonstration in the areas of biological and physical science, chemistry, geography, political science, and history. Candidates will generate and implement a thematic teaching unit which includes instructional activity in each of eight subject areas.

EDUC 533/ ENGL 554 Teaching Writing Across the Curriculum 3 hours

This course investigates theories and applications of writing to learn, using writing as a means of learning in the English classroom and within the disciplines.

EDUC 539 Current Issues in Content Areas 3 hours

An examination of current content standards in a subject area. Research in the subject area will enhance content knowledge in preparation for content assessment required for teachers.

EDUC 554 Reading and Language Acquisition 3 hours

Prerequisite: Gate 2; EDUC 524 or 656

A study of foundations of reading and language acquisition principles, techniques, and materials for developmental reading programs. Field experience required.

EDUC 571 Curriculum Fundamentals 3 hours

Prerequisite: To be taken the semester directly before student teaching or during student teaching

An introduction to basic concepts and issues related to curriculum design, development, change and evaluation.

EDUC 590 Student Teaching I: Local 3 hours

Prerequisite: Completion of all program course work.

Co-teaching with a responsible classroom teacher in an accredited K-12 institution and participation in professional activities. Applies what has been learned to the actual process of teaching and guiding K-12 students. Offers practice in all phases of teacher responsibility.

EDUC 591 Student Teaching II: Local 3 hours

Prerequisite: Completion of all program coursework and employment as a full-time K-12 teacher

Teaching in an accredited K-12 institution and participation in related professional activities. Applies what has been learned to the actual process of the classroom for which the candidate has been employed.

EDUC 592 Student Teaching I: External 3 hours

Prerequisite: Completion of all program course work.

Co-teaching with a responsible classroom teacher in an accredited K-12 institution and participation in professional activities. Applies what has been learned to the actual process of teaching and guiding K-12 students. Offers practice in all phases of teacher responsibility.

EDUC 593 Student Teaching II: External 3 hours

Prerequisite: Completion of all program coursework and employment as a full-time K-12 teacher

Teaching in an accredited K-12 institution and participation in

related professional activities. Applies what has been learned to the actual process of the classroom for which the candidate has been employed.

EDUC 598 Field Experience Practicum 1 hour

Supervised practicum experience for education students.

EDUC 600 Human Development Across Lifespan 3 hour

This course includes a survey of the organic, social, and physical factors that influence the development of the individual. It seeks to understand what makes a person distinctively different along with a critical evaluation of various theories of learning and personality development, particularly as they relate to questions of values and religious commitment.

EDUC 601 Professional Development in Middle Grades Education 3 hours

This class will heighten Middle Grade Educators' understanding of their personal pedagogy by encouraging reflective practice through individualized and collaborative professional development opportunities.

EDUC 602 Young Adolescents, Schools and Communities 3 hours

An overview of the characteristics and issues related to transience and their implications for educational practice. Understanding of preadolescent physical, social, emotional, intellectual, and spiritual development will be applied to school processes and the teacher's interaction with middle school students and families.

EDUC 603 Comparative Education 3 hours

A study of selected national systems of education in their differing cultural settings, with particular reference to administration, curriculum development and educational opportunity.

EDUC 604 Foundations of Education 3 hours

This course is a comprehensive survey of the historical development of education. Emphasis is placed on American education and the emergence of the Christian School Movement.

EDUC 606 Tests and Measurements 3 hours

Focuses on the development of the ability to evaluate and interpret standardized tests, and to construct, evaluate and interpret the results of teacher-made tests. (Formerly EDUC 506)

EDUC 618 Applications of Educational Research 3 hours

Prerequisite: EDUC 518 or equivalent

Principles and techniques in the utilization of research methods to solve problems and answer questions in educational settings. This course requires completion of a major research project, along with demonstration of skills in using technology as a tool in qualitative and quantitative educational research and assessment.

EDUC 620 Organization and Design of Gifted Education Programs 3 hours

Candidates will examine model programs for gifted students that include organizational strategies for heterogeneous and homogeneous groupings. The study will include programs that are field specific, integrated content, and extracurricular models. Strategies for securing funding for gifted programs will be explored.

EDUC 621 Educational Assessment for Special Needs 3 hours

Prerequisites: EDUC 521 and a Background Check

This course examines the processes and strategies for assessing students with special needs.

EDUC 622 Educational Assessment and Intervention 3 hours

A study of the techniques and procedures of educational identification and intervention strategies, collaboration, and referral. Field experience required. Offered in intensive format.

EDUC 623 Principles of Behavior Management 3 hours

An examination of the principles of behavior management as applied to children and youth in the classroom setting. Positive approaches for dealing with behavior problems are emphasized. Contemporary research in the area is analyzed and discussed.

EDUC 624 Behavior Management 3 hours

This course will explore research and instructional approaches and methods for managing behaviors effectively. Emphasis will be

placed on individualized, classroom and school-wide behavior support to prepare candidates for the special education classroom as well as students going into the general education classrooms and community settings.

EDUC 625 Content Instructional Procedures 3 hours
Prerequisite: Gate 2; EDUC 656

A course in content methodology focusing on competencies associated with individualizing instruction, grouping students for cognitive subject-matter learning, and preparing advanced organizers for cognitive instruction. An emphasis will be placed on transferring theory into practice through selection and use of materials appropriate for the classroom.

EDUC 626 Characteristics of Autism Spectrum Disorder and Assessment 3 hours

Prerequisite: Completed background check.

This course provides an overview of autism across the lifespan and examines characteristics, definitions, eligibility criteria, incidence rates, and etiology. Assessment, diagnostic and identification criteria are described, and methods for monitoring the impact of interventions in a variety of service delivery models will be explored.

EDUC 627 Reading and Research in Gifted Education 3 hours

Candidates will explore the contemporary issues and research in gifted education including the systematic gathering, analyzing, and reporting of formative and summative data and current issues on a local, state, and national level.

EDUC 628 Communication, Language and Sensory Aspects for Autism 3 hours

Prerequisite: EDUC 527

This course provides students with an overview of the components of communication and strategies to increase an individual's communication abilities, with emphasis on visual aspects of language. Sensory systems, sensory processing and sensory motor development, and the implication of sensory processing when developing a complete educational program for students with autism spectrum disorders will be discussed.

EDUC 629 Technology and Diversity 3 hours
Prerequisites: EDUC 500 (minimum grade of C-); EDUC 631 (minimum grade of C-)

This course focuses on the nature of individual learners as it impacts instructional design with the use of technology in education. Specifically, the course covers topics on tools, methods and approaches to meet learning needs of children with special learning, those of differing socioeconomic and cultural backgrounds, and those of varying learning styles and preferences. The course attempts to bridge the gap between theoretical implications and practical applications of diversity considerations in the context of educational technology integration.

EDUC 630 Technology Practices for Instructional Improvement 3 hours

This course has students research and engage best practices in educational technology usage for the purposes of inclusion in instructional practice for student learning and for assessment of student achievement as a result of instruction. Student practice and demonstrate competency in using productivity tools for professional and pedagogical practice. Further, students will develop means of effectively using technologies for communication and collaboration to improve teaching and learning.

EDUC 631 Foundations of Educational Technology and Online Learning 3 hours

An introduction to the historical, theoretical, and philosophical foundations of educational technology and online learning systems; an overview of education technologies including online, classroom, and administrative; and an examination of effective techniques for teaching and learning within these systems.

EDUC 632 Language Acquisition and Instruction 3 hours

A study of the major perspectives on the acquisition of oral and written language, including language differences and difficulties; methods of evaluating oral and written language performance; and strategies for improving the quality and quantity of oral and written language in classroom settings. Field experience required. (Formerly EDUC 532)

EDUC 633 Principles of Design and Management in Educational Technology and Online Learning 3 hours

This course is designed to assist the education professional in developing a solid foundation in instructional design and current research. The student will develop the skills and knowledge to advance their instructional effectiveness in varied settings through application of technology theory and practice.

EDUC 634 Teaching Science in the Elementary School 3 hours

Contemporary methods and research for teaching science to elementary-aged students.

EDUC 635 Teaching Science in the Middle School 3 hours
Contemporary methods and research for teaching science to middle school students.

EDUC 636 Teaching Social Studies in the Elementary School 3 hours

An analysis of trends and practices of teaching social studies in the elementary school. An emphasis will be made on how to transfer theory into practice through preparation of activities and materials appropriate for the elementary classroom and critical reflection on those very materials and approaches. Students will plan instruction considering student-based diversity, instructional demands of the field and the best integration of other tools and disciplines. Teaching candidates will be required to prepare these instructional elements focused on the Virginia Standards of Learning.

EDUC 637 Teaching Social Studies in the Middle School 3 hours

An analysis of trends and practices of teaching social studies in the middle school, and its contextual relationship to elementary and secondary instruction in social science. An emphasis will be made on how to transfer theory into practice through preparation of activities and materials appropriate for the elementary classroom and critical reflection on those very material and approaches. Students will plan instruction considering student-based diversity, instructional demands of the field and the best integration of other tools and disciplines.

EDUC 638 Leadership in Educational Technology 3 hours

This course will examine the roles of leadership in community, leadership in administration and leadership in the schools from a Christian worldview. This course will provide educators with both the theoretical and the practical considerations for planning and implementing technology, particularly computer applications, in schools. Basic concepts of technology and planning that use systems theory are presented. Emphasis is placed on the importance of the total application of technology as opposed to any individual component, be it hardware, software, facilities, personnel, or finances. This course will form a foundation from which educators will provide leadership and become agents for realizing the powerful potential of technology in their schools.

EDUC 639 Trends and Issues in Educational Technology 3 hours

Trends and Issues examines current trends in the research area of educational technology, having students engage literature to understand theoretical underpinnings of the field, current research projects in effect, and future trends as technology in learning evolves as a practice and as a research interest. The course uses foundational concepts of learning in the fields of psychology, sociology and educational research to understand critical implications of the current body of literature.

EDUC 640 School Administration 3 hours

An examination of the administration roles in the design, implementation and improvement of the total educational program in private and public schools. Specific areas of study include curriculum and instruction, pupil and staff personnel, student activities, school organization and management.

EDUC 641 Supervision of Instruction 3 hours

Methods, theories and research applying to supervision at all levels of education: analyses made concerning the work of curriculum directors, general supervisors, special supervisors, supervising principals, and department heads; study of supervisory methods, current plans for staff utilization and use of instructional materials; and stress on evaluation of educational programs and the effects of supervision.

EDUC 642 Leadership and Supervision in Education 3 hours

Methods, theories and research applying to supervision and leadership analyses made concerning the work of curriculum directors, general supervisors, special supervisors, and department heads; study of supervisory methods current plans for staff utilization and use of instructional materials; and stress on evaluation of educational programs and the effects of supervision.

EDUC 643 Contemporary Issues in Educational Policy 3 hours

This course examines current issues and trends in education. Emphasis will be placed on how policy at the federal, state, and district levels affect the school-level decision-making process.

EDUC 644 School Leadership in Diverse Settings 3 hours

This course focuses on differences in educational leadership in diverse settings to include: private, charter, and traditional public schools with a focus on urban schools, as well as alternative and online schools.

EDUC 645 Foundations for Educational Leaders 3 hours

A study in the philosophy, precepts, and principles of education applied to Christian leadership in the educational setting. Emphasis is placed on self-investigation and analysis of leadership skills, strengths, and styles.

EDUC 646 School-Community Relations 3 hours

Prerequisite: 6 hours in the core area of the program; EDUC 640

Concepts and specific techniques in school-community relations involving the development and maintenance of purposeful programs of communication and collaboration between school personnel and the community. Includes appropriate field projects relating theory to practice.

EDUC 647 School Law 3 hours

Prerequisite: 6 hours in the core area of the program; EDUC 640

An examination of the legal aspects of education affecting administrators, teachers, students, parents and board members; various forms of liability; separation of church and state.

EDUC 648 School Finance and Management 3 hours

Prerequisite: Six hours in the core area of the program; EDUC 640

Basic methods of school finance and business management and principles of plant, finance, budgeting and accounting will be discussed. Federal and State regulations and grants will be studied.

EDUC 650 Specialists for Reading/Math Programs 3 hours

Prerequisite: EDUC 530 or 554 or equivalent course.

May be repeated for credit. Program Specialists: To be taken the semester directly before or during internship.

An investigation of research-based intervention for reading or math programs. The role of the reading or math specialist to the total school program is also examined. Field experience required.

EDUC 652 Current Issues in Reading/Math 3 hours

Prerequisite: EDUC 530 or 554 or equivalent course.

May be repeated for credit. Program Specialists: To be taken the semester directly before or during internship.

An examination of current standards and exploration of controversies related to reading or math programs.

EDUC 653 Current Issues in Early Childhood Education 3 hours

Prerequisite and Corequisite: EDUC 670 (minimum grade of C-)

An examination of current standards and exploration of controversies related to early childhood education.

EDUC 655 Organization and Administration of 3 hours

Pre-Schools

Philosophy, objectives and methods for organizing and operating a kindergarten, nursery school, day-care center and play group for children below six years of age. Also includes the planning of pre-school facilities and the selection of equipment and personnel.

EDUC 656 Teaching Content Area Reading 3 hours

Prerequisite and Corequisite: EDUC 500

Develops instructional competencies necessary for teaching reading and study skills essential in learning the concepts of content subjects. Applicable to teaching in grades 4-12.

EDUC 659 Foundations and Theories of Literacy Instruction 3 hours

Prerequisite: EDUC 500

A study of the major theories, models, and components of literacy. Foundational knowledge will be utilized to design effective literacy instruction. Field experience is required.

EDUC 668 Teaching Mathematics in the Middle School 3 hours

This course is designed to help middle school teachers improve the skills necessary to effectively teach mathematics in a timely yet God-centered manner.

EDUC 669 Teaching Literacy in the Middle School 3 hours

This course focuses on promoting the middle level learner's literacy development. Emphasis is placed on current theories, models, and methods of teaching, learning and communicating through the language processes of reading, writing, listening and speaking in the content areas. Students will explore, analyze, and critique research in reading, and the relationship of other disciplines to reading in the context of the middle school.

EDUC 670 Curriculum and Methods for Early Childhood 3 hours

The course is designed to show current trends in curriculum organization, the effects of environment on learning and adapting curriculum content and methods to maturity level of the young child. Emphasis will be placed on designing individual educational programs for all children.

EDUC 671 Curriculum Evaluation 3 hours

A study of the curriculum evaluation process focusing on the beliefs and practices of curriculum evaluation, the relationship between evaluation and curriculum improvement, and the relationship between theory and practice of curriculum evaluation.

EDUC 672 Curriculum Development (Elementary/Secondary) 3 hours

A study of the construction, organization and function of the curriculum. Special attention is given to objectives, sequence, major problems and recent developments in each school program area.

EDUC 673 Curriculum and Methods for the Middle School 3 hours

A review of the history of education as it affects the development of the middle school. Emphasis on characteristics of preadolescents, personalizing curriculum for the middle school student, and strategies for motivating middle grades education and curriculum improvement planning to involve teachers and community.

EDUC 675 Elementary Curriculum and Methods 3 hours

An overview of the current issues and trends in the field of elementary teaching and curriculum.

EDUC 676 Middle Grades Curriculum and Methods 3 hours

An overview of the current issues and trends in the field of middle grades teaching and curriculum.

EDUC 690 Thesis Defense 3 hours

Prerequisite: EDUC 518 or permission of the instructor

Research project completed on an educational topic related to the concentration in the master's degree. Credit is not awarded until the thesis has been accepted.

EDUC 695 Directed Research 1 to 6 hours

Offers opportunity and challenge of self-directive, independent study; that is, it develops the individual's ability as an independent student and enables the student to pursue needed

study or to pursue a particular interest (thesis or project). May be repeated for credit to a maximum of 6 hours.

EDUC 696 *Current Issues in Education Capstone* 3 hours

This is a 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.

EDUC 697 *Seminar in Education* 1 to 6 hours

Topics of special interest not included in the regular department offerings, may be taken more than once, but no topic may be repeated.

EDUC 698 *Directed Practicum* 1 to 6 hours

Prerequisites: Completed application and approval of Department Chair

A planned program of practice in an educational setting under the direct supervision of University faculty and/or appropriate school administrator. May be repeated to a maximum of six hours.

EDUC 699 *Internship* 1 to 6 hours

Prerequisites: Proposal submitted one semester in advance and approved by the Chair of the Graduate Program

Requires completion of the projects and minimum number of hours as specified in proposal. May be repeated to a maximum of six hours. (A01: Administration/Supervision; A02: School Counseling; A03: Program Specialist)

NOTE: 700 level courses are only for students enrolled in the Ed.S. or Ed.D. program; 800 and 900 level courses are only for students in the Ed.D. program.

EDUC 700 *Introduction and Orientation to Doctoral Studies* 2 hours

Prerequisite: EDUC 500

This course orients candidates to the Doctor of Education in the School of Education and the skills and competencies necessary for success in coursework and the dissertation. This course socializes students to what it means to be a doctoral candidate and how learning throughout the program informs multiple outcomes including coursework, research, scholarship, and post-doctoral opportunities.

EDUC 701 *Advanced Learning Theory and Research* 3 hours

Current findings and research in learning theory are examined, including research about classroom management, learning, motivation, diversity, exceptionalities, assessment, and teaching. Discussion, analysis of cases, examination of personal experiences in schools, cooperative projects, and other activities will also be included.

EDUC 703 *Theories of Historical and Social Foundations of Education* 3 hours

Advanced study covering the historical and philosophical principles and theories that have shaped education on a global basis.

EDUC 710 *Orientation to Doctoral Study and Research* 2 hours

Prerequisite: EDUC 518 or any graduate research course

This course orients students to the Ph.D. program and the skills and competencies necessary for success in coursework and the dissertation. This course socializes students to what it means to be a Ph.D. candidate and how learning throughout the program informs multiple outcomes including coursework, research, scholarship, and post-doctoral opportunities.

EDUC 721 *Issues and Trends in Exceptionality* 3 hours

A research oriented course that focuses on issues and trends that face the discipline of special education. The course utilizes research to analyze and examine through written discussions controversial issues in various areas of exceptionalities.

EDUC 730 *Issues and Trends in Learning Technologies* 3 hours

A study of technology practices as they impact the teaching and learning process in any context. Specifically, this course will examine personal, professional and pedagogical engagement of technology; especially those technologies associated with digitally-

based communication, collaboration, engagement, interactivity, problem-solving, as well as current trends and future perspectives.

EDUC 731 *Instructional Design Theory* 3 hours

This course introduces students to instructional design and technology through a Christian perspective. It reviews historical trends and current issues found in learning environments through the field of instructional design. Students will focus on planning instruction to address specific learning problems through instructional design theory.

EDUC 732 *Principles of Human Performance Technology* 3 hours

This course addresses instructional design through human performance technology. It examines the gap between what human performance is occurring within an organization and what human performance should be occurring. Students will learn about human performance technology and identify solutions to address performance gaps within learning environments.

EDUC 733 *Instructional Systems Design* 3 hours

Through the examination of various instructional design models and conceptual underpinnings, this course works to develop advanced instructional design and development skills from a systems thinking perspective. The enhancement of technology leadership proficiencies to effectively lead organizations in applying technology to foster active engagement with other professionals within instructional systems is a significant focus.

EDUC 735 *Issues and Trends in Curriculum and Instruction* 3 hours

An overview of the current issues and trends in the field of education, specifically targeting the area of teaching and learning.

EDUC 736 *Models for Instructional Design and Technology* 3 hours

This course will focus on key learning and performance metrics to inform the selection and application of instructional design models and technologies that best support teaching and learning across multiple learning environments, modalities, and delivery mechanisms.

EDUC 740 *Leadership Principles and Ethics* 3 hours

Candidates are engaged in an analysis of appropriate practices and principles related to leadership by exploring ethical issues and developing a biblical foundation for leadership practices.

EDUC 741 *Theories of Educational Leadership* 3 hours

An analysis of education/organizational leadership theories and evidence based practices with application to challenges faced by academic leaders in complex and changing contexts. Emphasis given to significance and relevance for leaders forging relationships and leading academic organizations to successfully fulfill their mission.

EDUC 742 *Educational Leadership and Public Relations* 3 hours

An investigation into the issues and practices of developing communication and relationships to enhance support for educational activities within and outside the school.

EDUC 743 *Executive Leadership in Curriculum and Instruction* 3 hours

This course addresses the role of district-level leadership in the supervision of instruction as a superintendent or assistant superintendent. Research-based methods will be applied to the development of district-wide processes for the improvement of student achievement through systemic planning, designing, implementing, and evaluating curriculum, instruction and assessment. Attention is given to supervision, evaluation, and professional development of district-level personnel and building-level administrators. Field experience hours are required.

EDUC 745 *Organizational Analysis and Problem Solving for Educators* 3 hours

An introduction to the nature and management of educational organizations. Integrates major theoretical perspectives with

special focus on applying such theories to both better understand and more effectively resolve organizational problems.

EDUC 746 *Conflict Resolution* 3 hours

The effective means of solving conflicts are explored through conceptualizing and practicing interpersonal leadership skills, testing assumptions about other people, taking other people into account by listening and testing the meaning of what they have said.

EDUC 747 *Advanced School Law* 3 hours

An in-depth study into educational law and how social and cultural changes are directing how our courts act and react. A new global mind-set present in our high courts has and will continue to re-direct how our courts view many judicial rulings and from those considerations a new set of legal precedents will emerge impacting how our educational systems are viewed by those courts.

EDUC 748 *School District Finance and Organizational Management* 3 hours

This course addresses the role of district-level leadership in system operations, including budget preparation, fiscal management, administration of auxiliary services (food service, transportation, etc.), human resources (salaries, benefits, hiring costs, professional development, etc.), and policy development. Related topics address equity issues, taxation, statutory mandates, facility management, technology infrastructures, and school safety.

EDUC 750 *Survey of Educational Research* 3 hours

Prerequisite: EDUC 700

This course introduces candidates to a range of methods used in educational research. This survey of educational research methods addresses the difference between qualitative and quantitative research and basic versus applied research methods.

EDUC 758 *Teaching the College Student* 3 hours

A study of the nature of the college student from a sociological, cultural, and psychological perspective. Opportunity will be given to analyze, synthesize, and discuss ways to bring about maximum impact, growth and satisfaction.

EDUC 759 *College and University Administration* 3 hours

A study of the administrative and organizational aspects of colleges and universities with emphasis on principle organizational components, and contemporary leadership issues.

EDUC 760 *Dissertation Literature Review* 2 hours

Prerequisite: EDUC 750

This course provides an avenue for students to receive feedback on their dissertation topic with the objective of determining a viable method (qualitative or quantitative) for investigating their selected research problem.

EDUC 771 *Curriculum Theory* 3 hours

Addresses the theoretical constructs of the K-12 curriculum as related to the nature and function of curriculum, the curriculum development process, and curriculum evaluation procedures.

EDUC 782 *Historical Perspectives of Higher Education* 3 hours

This course provides a historical foundation of how ideas and practices from the past influence current trends in higher education.

EDUC 783 *Economic Impact in Higher Education* 3 hours

This course is an introductory examination of financial, economic, and budgetary issues in higher education. Focusing on postsecondary institutions, students will review the primary political, economic, and social issues influencing higher education finance, examine revenue streams and expenditure patterns, survey tuition and financial aid policies, and assess the budget as an instrument of strategic planning, resource allocation, and fiscal control.

EDUC 784 *Assessment and Accreditation* 3 hours

The purpose of this course is to explore assessment programs and research that informs planning and results in measurable improvements for students. The course will also explore how assessment can be used to align programs with the goals and values of the institution, while satisfying accreditation requirements.

EDUC 771 *Curriculum Theory* 3 hours

Prerequisites: EDUC 701

Addresses the theoretical constructs of the K-12 curriculum as related to the nature and function of curriculum, the curriculum development process, and curriculum evaluation procedures.

EDUC 798 *Advanced Research and Writing* 3 hours

Prerequisites: EDUC 606 or EDUC 712 or EDUC 812

This course will provide an overview of current educational research and its use as an inquiry tool. Students will apply professional writing skills by completing a final research project for the Ed.S. program, and by writing and submitting an article for publication. This is the capstone course for the Ed.S. program, and it should be taken as the last course in the program. Note that this course is only for students enrolled the Ed.S. or Ed.D. program. This course is offered online only. (Formerly EDUC 718)

EDUC 799 *Internship* – ***The Superintendency*** 3 hours

Requires completion of the projects and minimum number of hours as specified in proposal. May be repeated to a maximum of six hours.

EDUC 810 *Dissertation Planning* 1 hour

Prerequisite: EDUC 760

This course provides an avenue for students to receive feedback on their dissertation topic with the objective of determining a viable method for investigating their selected research problem.

EDUC 812 *Advanced Educational Statistics* 3 hours

This course involves an examination of descriptive statistics and basic inferential statistical techniques. Hypothesis testing, confidence intervals, analysis of variance, correlation techniques and nonparametric statistical methods will be discussed.

EDUC 815 *Quantitative Methods of Research* 3 hours

Prerequisite: EDUC 812

This course is designed for those planning to write a dissertation. An examination of quantitative designs for educational research topics will be considered. These are: Developing a research problem, Reviewing the Literature, The Hypothesis, Descriptive Statistics, Sampling and Inferential Statistics, Tools of Research, Validity and Reliability, Experimental Research Designs, Ex Post Facto Research, Correlational Research, Survey Research, Guidelines for Writing a Quantitative Research Proposal, and Interpreting and Reporting Results of Quantitative Research.

EDUC 816 *Applied Research* 3 hours

Prerequisite: EDUC 750

The objective of an applied dissertation is to identify a problem of practice in the workplace and generate solutions to improve practice or policy on the issue. This course addresses the methods, skills, and knowledge necessary for completion of an applied research project.

EDUC 817 *Qualitative Methods of Research* 3 hours

This course examines qualitative methods used in educational research, focusing primarily on participant-observation, asking questions, writing field notes, and on the transformation of these primary field data into written ethnographic documents. (Formerly EDUC 717)

EDUC 840 *Issues and Trends in Educational Leadership* 3 hours

A study of the current issues and trends related to the field of education leadership. Emphasis will be placed on research and analysis of practices related to effectiveness.

EDUC 845 *Policy Analysis* 3 hours

Prerequisites: EDUC 701, Candidacy status

A study of the contemporary educational policy issues. Candidates will be required to assess and evaluate current education policies and implications for education effectiveness.

EDUC 848 *Culture and Educational Leadership* 3 hours

Prerequisite: EDUC 715, 817

This course deals with the complexities of multicultural issues in school systems by exploring the history, philosophy, and

goals of multicultural education. Emphasis is given to the role of educational leaders in evaluating cultural issues in the context of a biblical worldview and developing practices that maximize the opportunities of cultural diversity.

EDUC 860 Dissertation Literature Review 2 3 hours [BKN(EA1)]

Prerequisites: EDUC 710 and EDUC 812

This course provides an avenue for students to explore viable dissertation topics and receive formative feedback and direction in the early stages of the dissertation process. Students will select a viable dissertation topic and begin to develop the literature review for their doctoral dissertation.

EDUC 871 Investigations in Curriculum Change 3 hours

Review and evaluation of theories, models, and strategies for change; recognition and use of this knowledge as a practical guide to problem solving.

EDUC 872 Research in Curriculum Design and Development 3 hours

This course is designed for candidates who have an advanced understanding of research orientation and knowledge in the field of curriculum and instruction. Content and emphasis will focus on the understanding of how people learn, who decides what people learn, and how to determine what is taught in a classroom. Candidates will research curriculum theorists and the impact they have on the field of education. Candidates will also design and develop a curriculum project that both meets a professional need and reflects current issues and trends.

EDUC 895 Advanced Directed Research 3 hours

Prerequisite: 12 hours of 600-800 level education courses and approval of instructor

Offers opportunity and challenge for advanced independent research to develop the individual's ability as an independent student and enable the student to pursue needed study or to pursue a particular interest (thesis or project). May be repeated for credit to a maximum of 6 hours.

EDUC 897 Advanced Seminar in Education 1 to 6 hours

Prerequisite: 12 hours of 600-800 level education courses and approval of instructor.

A study of selected topics relevant to current issues in education.

EDUC 915 Advanced Quantitative Methods of Research 3 hours

This course examines the statistical procedures used in doctoral-level educational research. Emphasis is placed on understanding the research context, assumptions, notations, and interpretations of each statistical procedure studied.

EDUC 917 Advanced Qualitative Methods of Research 3 hours

Prerequisite: EDUC 817

This hands-on course thoroughly delves into qualitative analysis methods. Doctoral students will explore and manipulate several coding techniques while gaining a deeper understanding of the intricacies of increasing dependability and credibility of a qualitative research inquiry.

EDUC 919 Professional Writing and Research 3 hours

Prerequisites: Background Check Clearance AND EDUC 815 and EDUC 817

Corequisite: EDUC 970

Overview of writing and organizational skills necessary for completion of a dissertation and submission of articles for publication. Includes components of research design. (Formerly EDUC 719)

EDUC 960 Dissertation Literature Review 1 hours

Prerequisites: EDUC 815 and EDUC 817

This course provides an avenue for students to receive feedback on their dissertation topic with the objective of determining a viable method for investigating their selected research problem.

EDUC 970 Comprehensive Exam 0 hours

Prerequisites: EDUC 701 (minimum grade of C-)

Corequisites: EDUC 919

A comprehensive examination must be taken no earlier than completion of the course requirements for the program of study. The comprehensive examinations must be successfully completed prior to submission to the dissertation proposal. *Tuition charged for a one hour course.

EDUC 987 Dissertation Prospectus and Research [BKN(EA2)] 5 hours [BKN(EA3)]

Prerequisites: EDUC 919

Required of all candidates for the Doctor of Education degree. Completion and review of the dissertation prospectus under the supervision of a dissertation consultant.

EDUC 988 Dissertation Proposal and Research 5 hours [BKN(EA4)]

Prerequisites: EDUC 987 980 [BKN(EA5)]

This course is required of all candidates seeking a doctoral degree in education. All candidates must register for the course each semester, including summer, until scheduled defense of the dissertation.

EDUC 989 Dissertation Writing and Research 5 hours [BKN(EA6)]

Prerequisite: EDUC 988

Required of all candidates for the Doctor of Education degree. Following successful completion of the comprehensive exam, all candidates for the Doctor of Education degree must register for the dissertation seminar each semester, including summer, until successful defense of the dissertation.

EDUC 990 Dissertation Defense 0 hour [BKN(EA7)]

Prerequisites: EDUC 989

Required of all candidates for the Doctor of Education degree. Research is completed on an educational topic related to the concentration in the Ed.D. degree. Credit is awarded when the dissertation has been accepted.

ENGLISH

ENGL 501 Christian Poetics 3 hours

This course assists the student in developing, through reading and discussion of salient critical texts, a distinctly Christian poetics: a set of principles by which the reader analyzes, interprets, and evaluates literature in a manner consistent with a Biblical worldview.

ENGL 503 Bibliography and Research 3 hours

This course provides students with an introduction to graduate-level research and bibliography methods in the field of English. In addition, students will practice the primary forms of writing expected of graduate students.

ENGL 505 Advanced Literary Criticism 3 hours

An inquiry into the nature and functions of Anglo-American literary criticism and theory. A review of ancient, early Modern, and 18- and 19th-Century figures as context for analysis and critique of a selected recent theorist.

ENGL 510 Studies in Ancient Literature/Classics 3 hours

A study of the literature of the ancient Greek and Roman world, with the works studied each semester to be determined by the genre emphasized (epic, tragedy, comedy). The inquiry into the nature of this body of literature will revolve around an investigation of the poets' peculiar visions and the limits of the genre studied, with reference the theories of Aristotle and Plato regarding the nature and purpose of poetry and civil life.

ENGL 511 Christian Authors 3 hours

This course offers advanced study of selected authors, themes, or genres that either reflect or respond to Christian belief as well as analysis of the relationship of such texts to both Christian culture and the larger world.

ENGL 512 Seminar in British Authors 3 hours

This course explores the works and contexts, both critical and historical, of a major British author. Authors studied might include Chaucer, Spenser, Fielding, Thackeray, or Joyce, among others.

ENGL 513 Linguistics 3 hours

This course lays a foundation for studying and understanding not only English, but any language, primarily from the functional/typological approach, but also from the generative one. Principles will be learned via text analysis, breaking down a language into its basic constituents relative to its phonology, morphology, syntax and discourse.

ENGL 515 *Studies in British Literature* 3 hours

This course offers a focused study of a specific time period, genre, or major figure in British literature.

ENGL 517 *Old English Literature* 3 hours

This course is an introduction to Old English language, literature, and culture. It will focus on an introduction to the language itself with a central view to reading the literature of the Anglo-Saxon world. The course will therefore also involve an introductory study of Anglo-Saxon culture and the history of the Anglo-Saxon peoples.

ENGL 523 *Shakespeare* 3 hours

A study of selected works from the Shakespearean canon, with the chief focus each semester determined by genre (tragedy, comedy, or history).

ENGL 529 *Studies in American Literature* 3 hours

This course offers a focused study of a specific time period, genre, or major figure in American literature.

ENGL 532 *Seminar in American Authors* 3 hours

An in-depth study of the life and literary works of one major American writer who made significant contributions to the canon of American literature.

ENGL 550 *Nonfiction Writing* 3 hours

This course will survey various tools and techniques which assist in the writing of nonfiction works: essays, articles, memoirs, trade books, travelogues, biographies, etc. Exemplary nonfiction works will be reviewed. Attention will also be given to the roles of agents, editors, and publishers in the production of nonfiction literature. A significant portion of the course will be dedicated to the production of publishable works by the students.

ENGL 551 *Poetry Writing* 3 hours

Integrating instruction, exercise, and feedback on work from the instructor and classmates, this course teaches students techniques in producing publishable poetry as well as in creating a variety of poetic forms.

ENGL 552 *Fiction Writing* 3 hours

Integrating instruction, exercise, and feedback on work from the instructor and classmates, this course teaches students the craft of fiction writing with attention to setting, mood, theme, character, dialogue, plot, point of view, tone and style, description, technique, and publication.

ENGL 562 *Text Analysis* 3 hours

This course is an in-depth examination and application of principles and practices of text analysis, both oral and written. Focus will be upon the full range of genres: narrative, procedural, hortatory, and expository discourse.

ENGL 595 *Directed Research* 3 hours

Prerequisite: Approval of program director is required

This course will allow a student to work individually with a professor or to take an approved course outside of the English program for credit.

ENGL 600 *Editing, Layout, and Publishing* 3 hours

Provides students with a practical working knowledge of the fundamentals of editing, layout, and publishing for multiple contexts, modalities, and audiences.

ENGL 601 *Theory and Practice of Writing as Cultural Engagement* 3 hours

Instruction, practice, and evaluation of writing for publication in various mediums (blogs, op-eds, popular journals, online news outlets, etc.) with an emphasis on diverse audiences, rhetorical strategies, and cultural context. Through assessing the procedures and principles that govern 21st century writings, students will examine the

process of engaging various societal outlets and apply that knowledge towards cultural artifacts.

ENGL 602 *Methods and Materials of Research* 3 hours

This course provides students with an introduction to graduate-level research and bibliography methods. In addition, students will practice the primary forms of writing expected of graduate students.

ENGL 603 *Literary Theory and Practice* 3 hours

A study of the relationship between contemporary literary theory and critical practice, with emphasis on using a variety of critical approaches to analyze literary texts.

ENGL 607 *Composition Studies* 3 hours

This course introduces composition studies – its theory, research, scholarship and pedagogy – and the teaching of academic composition classes. Students will engage in both theoretical and practical approaches to teaching writing.

ENGL 613 *Contemporary and Postmodern Literature* 3 hours

A study of contemporary (post-World War II) fiction, poetry, and/or drama and of postmodern world literature. Readings include American, English, and world literature.

ENGL 633 *Advanced English Grammar* 3 hours

This course is an advanced study of the full-range of English grammar, from phonology, morphology and syntax to discourse.

ENGL 637 *Studies in African-American Literature* 3 hours

This course is a study of the periods and major genres of African-American Literature – poetry, prose, drama, vernacular tradition, essays, and non-fiction. Selected major works and authors are taken from all the periods of African-American literature to show the breadth and variety of African-American literary tradition.

ENGL 654 *Methods of Teaching Writing Across the Curriculum* 3 hours

This course is a study of the theories, practices, and different scenarios of writing to learn, including pedagogy of using writing as a means of learning in the English classroom and within the disciplines.

ENGL 656 *Studies in World Literatures* 3 hours

This course is a study of some of the world's literary masterpieces from antiquity to the present with particular emphasis on religious texts, diverse literary traditions, and universal themes.

ENGL 664 *English as a World Language* 3 hours

This course analyzes the reasons for the rise of English language to a position of global dominance over other major world languages.

ENGL 689 *Thesis Proposal and Research* 3 hours

This course is designed to help students complete their M.A. Thesis. It is expected that research for the thesis project will be relevant to the student's study in the master's program and will make an academic contribution to the research in English.

ENGL 690 *Thesis Defense* 3 hours

ETHNOMUSICOLOGY

ETHM 500 *Ethnic Music Theory* 3 hours

Prerequisites: MUSC 314, ETHM 411, or ETHM 511

The study of non-Western theories of music, with an emphasis on both existing systems of art and folk music as well as systems without an articulated theory.

ETHM 511 *Introduction to Ethnomusicology* 3 hours

The study of traditions, belief systems and practices of world cultures as approached through the comparative study and analysis of the music cultures of contrasting ethnic groups. Specific cultures studied may vary each term.

ETHM 512 *Field of Ethnomusicology* 3 hours

The study of various philosophical approaches in the practice of ethnomusicology. Primary emphasis is given to research of the

history of the discipline, comparative analysis, and readings of some major contributors in the field of ethnomusicology.

ETHM 513 *Anthropology of Music* 3 hours

Explore the anthropological side of ethnomusicology by examining a wide variety of theoretical and ethnographic approaches to music culture analysis.

ETHM 514 *Organology* 3 hours

The study of sound instrument classifications and characteristics, their use in Western and non-Western cultures, and the variety of contexts in which instruments are found. Emphasis is also given to recent approaches and uses in the field of organology.

ETHM 515 *Music, Orality and Storytelling* 3 hours

The examination of various strategies for using music to break down cultural barriers and build bridges for intercultural relationships, including chronological storytelling in cultures of oral tradition.

ETHM 530 *Worship and Culture* 3 hours

A study of worship as observed in biblical examples. Scriptural principles regarding worship are applied to the life of the individual and to individual responsibility in the corporate worship experience. Emphasis is on building a theological orientation for interculturality by understanding the nature of worship as the foundation for building interdependent relationships in the kingdom of God.

ETHM 531 *Resources and Materials in Ethnomusicology* 3 hours

Bibliographic research in the field of ethnomusicology. Students will identify access, evaluate and interpret ethnomusicology resources and materials while performing research of the socio-musical culture of selected ethnic group(s).

ETHM 540 *Seminar in Ethnic Music* 3 hours

ETHM 541 *Seminar in Ethnic Music: India* 3 hours

ETHM 542 *Seminar in Ethnic Music: Native America* 3 hours

ETHM 543 *Seminar in Ethnic Music: Africa* 3 hours

ETHM 544 *Seminar in Ethnic Music: Latin America* 3 hours

ETHM 545 *Seminar in Ethnic Music: Middle East* 3 hours

ETHM 546 *Seminar in Ethnic Music: China* 3 hours

ETHM 547 *Seminar in Ethnic Music: Southeast Asia* 3 hours

ETHM 548 *Seminar in Ethnic Music: Indonesia* 3 hours

ETHM 549 *Seminar in Ethnic Music: Eastern Europe* 3 hours

Concentrated study of a selected ethnic music culture. In scheduling each seminar, consideration will be given to student interest and the availability of appropriate guest musicians.

ETHM 560 *Ethnic Music Performance* 3 hours

Individual and/or ensemble performance in an ethnic music instrumental or vocal genre. The performance genre will be arranged in cooperation with the Coordinator of Ethnomusicology, who will also approve the instrumental or vocal genre to be studied. A minimum of ten (10) 30-minute lessons, ten (10) 60-minute ensemble rehearsals, or a combination thereof is required for each of the three credits. May be repeated for credit.

ETHM 600 *Transcription and Analysis of Non-Western Music* 3 hours

Practice in the generative transcription and theoretical analysis of non-Western music systems, including etic and emic elements, systems of notation, and computer-assisted analysis.

ETHM 611 *Arts in Global Engagement* 3 hours

Students will learn how to become artistic catalysts and so facilitate local community engagement and effective outreach through music and the arts, including: 1) strategies for development of professional and intercultural relationships; 2) systems of pre-engagement and assessment of current issues; 3) contextualization of music in local worldwide contexts; 4) promoting the creation of indigenous songs; 5) promoting the distribution of such songs through appropriate media.

ETHM 613 *Applied Ethnomusicology* 3 hours

The practice of ethnomusicology including: 1) a summary of technology and audio/video recording practices; 2) development

of professional and intercultural relationships; 3) contextualization of music in worship, discipleship, and evangelism; 4) promoting the creation of indigenous Christian songs; 5) promoting the distribution of such songs through appropriate media; and, 6) introduction to other areas of “applied ethnomusicology.

ETHM 650 *Research Methods in Ethnomusicology* 3 hours
Prerequisite: ETHM 531

Introduction to research methodologies in preparation for completion of the capstone project in ethnomusicology.

ETHM 688 *Field Experience in Ethnomusicology* 3 hours

Extended field experience in a cross-cultural setting providing for the on-site application and appraisal of skills learned in the classroom. The internship provides a basis for field research for the Master's Thesis or Project. The thesis advisor will be assigned in collaboration between the student and the Coordinator of Ethnomusicology.

ETHM 689 *Master's Thesis/Project Proposal and Research* 3 hours

Prerequisite: ETHM 688

Completion of the Master's Thesis or Project. This course is required **each** semester following ETHM 688: Field Experience in Ethnomusicology **only** for students who have not made sufficient progress so as to demonstrate they will be able to complete the thesis or project within the time frame required in ETHM 690: Master's Thesis or Project Defense.

ETHM 690 *Master's Thesis/Project Defense* 3 hours

Prerequisite: MUSC 692

The culmination of the degree program in the form of written and/or oral defense of the research thesis or application project. The final document should reflect the ability of the student to integrate the various facets of course preparation to practical research in the field of ethnomusicology or a field project.

ETHM 692 *Graduate Ethnomusicology Comprehensive Exam* 0 hours

Prerequisite: The student must be enrolled in or have completed 36 hours of required graduate courses.

The comprehensive exam/defense is a zero credit written and oral examination that serves as a culminating assessment for the MA in Ethnomusicology. The comprehensive exam will be based on courses taken in the MA in Ethnomusicology. The exam is taken as a prerequisite to the Thesis. A Pass/Fail Committee decision for the Comprehensive Exam/Oral Defense will be placed in the student's official file, noted on the DCP Audit, and appear on the student's transcript.

EVANGELISM

EVAN 500 *Spiritual Factors of Growing Churches* 3 hours

An examination of spiritual factors of church growth such as prayer, fasting, revival, anointed preaching and worship. The student will analyze and develop programs to produce balanced growth in evangelism and discipleship.

EVAN 505 *Introduction to Church Planting* 3 hours

An introduction to the skills and knowledge needed to plant a New Testament church “in culture.” A survey is given of the various schools of church planting with an evaluation of their strengths and weaknesses.

EVAN 510 *Evangelism and the Growing Church* 3 hours

An introductory study in evangelism and church growth principles, stressing the biblical and theological basis of evangelism as reflected in and through the local church.

EVAN 525 *Contemporary Evangelism* 3 hours

A study of the evangelistic imperative and various methods of personal witnessing. Particular emphasis is given to follow-up, discipleship, and memorizing key Bible verses.

EVAN 610 *Church Planting Methods and Culture* 3 hours

This course combines study of various cross-cultural church planting methods with exegesis of North American culture. In specific, focus will be given to generational, ethnicity, and people group differences.

EVAN 670 *Strategic Prayer and Spiritual Warfare* 3 hours

This course addresses necessary aspects of angelology, personal prayer life, and holy living. It further helps the student form effective corporate church based prayer strategies.

EVAN 695 *Directed Research in Evangelism* 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specific area of evangelism.

EVAN 697 *Seminar in Evangelism* 3 hours

An intensive study in a specific subject of evangelism. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

EVAN 698 *Evangelism Practicum* 1 to 3 hours

EVANGELISM AND CHURCH PLANTING

EVCP 810 *Spiritual Factors of Growing Churches* 3 hours

Growth and growing churches are the products of health, and the degree of growth is related to the vitality of that health directly. Unhealthy churches cannot sustain growth; therefore, health is imperative for growth and continued growth in a church. In this course students will examine the connection between being a disciple and making disciples through developing leaders in a healthy environment, and teach the church leader how to preach and plan sermons with an eye toward church growth. Students will also examine how Christian leaders can use innovative and methodical processes to develop shared vision, communicate it to internal and external customers, and translate it through the strategic planning processes into operative and effective action through analysis of the latest theories of vision and strategic planning in organizations.

EVCP 820 *Leading a Healthy Church* 3 hours

This course equips students with an understanding of the importance and role of health in the life of a pastor and the church, and to enable the skills needed for providing pastoral leadership leading to a healthy, growing, and multiplying twenty-first century church. Emphasis will be placed on church health/growth, church planting, church multiplication, and postmodern ministry factors.

EVCP 830 *Contemporary Movements in Church Planting* 3 hours

This course equips students with an understanding of the various methods, approaches, and tools employed in the greater context of twenty-first century church planting and ministry in the United States. Emphasis will be placed on contemporary models of church ministry as examples illustrating current church planting movements.

EVCP 840 *Strategic Evangelism and the Local Church* 3 hours

This class will explore various approaches to establishing a viable evangelism strategy for the local church. A special emphasis is placed on biblical principles, evangelism planning, contemporary spiritual movements, and multiplication as the core value.

EVCP 895 *Directed Research* 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. This course should/can only be used if a student lacks a seminar for graduation and the needed seminar is not offered in their last semester. If approved, the student will work with the instructor in developing a proposal for guided research in a specific area.

EVCP 897 *Seminar in Evangelism and Church Planting* 3 hours

An intensive study in a specific subject of evangelism and church planting. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

EXERCISE SCIENCE

EXSC 505 *Foundations of Human Performance* 3 hours

This entry level graduate course will examine the physiological, biomechanical, measurement and evaluation, and program design theories and principles that are associated with numerous aspects of human performance.

EXSC 510 *Advanced Exercise Physiology* 3 hours

Prerequisites: EXSC 310 or equivalent or EXSC 505

Advanced study of physiological adaptations to acute and chronic exercise.

EXSC 511 *Advanced Exercise Physiology Lab* 1 hour

Prerequisites: EXSC 310 or equivalent

Laboratory experience demonstrating acute physiological responses to exercise.

EXSC 520 *Statistical Analysis in Exercise Science* 3 hours

Prerequisites: EXSC 320 or MATH 201 or EXSC 505

This course targets the development of understanding in statistical methodology as it relates to the field of exercise science. Students will be able to summarize, analyze and interpret data using descriptive and inferential statistics.

EXSC 525 *Research Methods in Exercise Science* 3 hours

In this course students will be given the opportunity to develop their knowledge of the applied theories behind exercise science research methods. An emphasis will be placed on study design and approval, manuscript format and preparation, application of statistical analysis and data evaluation.

EXSC 540 *Advanced Strength Development* 3 hours

This course focuses on the principles of strength development as presented through the MORR training system.

EXSC 541 *Advanced Speed and Agility* 3 hours

Pre- or co-requisite: EXSC 540

This course focuses on the principles of speed and agility development as presented through the MORR training system.

EXSC 542 *Advanced Conditioning & Recovery* 3 hours

Pre- or co-requisite: EXSC 540

This course focuses on the principles of conditioning and recovery as presented through the MORR training system.

EXSC 545 *Motor Learning and Performance* 3 hours

This course includes the philosophy and application of qualitative movement analysis as the foundation for exercise prescription within a standard operating procedure.

EXSC 550 *Advanced Biomechanical Analysis* 3 hours

Prerequisite: EXSC 350 or PHYS 201/202 or EXSC 505

This course involves the application of mechanical principles, quantitative analysis of human movement, and advanced study of biomechanical instrumentation systems. Critical analysis of current research in the field of biomechanics is also emphasized.

EXSC 551 *Advanced Biomechanical Analysis Lab* 1 hour

Pre- or Co-requisite: EXSC 550

In this course student will apply kinetic and kinematic concepts through the use of biomechanical instrumentation for the advanced study of human movement.

EXSC 610 *Graded Exercise Testing and Electrocardiography* 3 hours

Prerequisites: EXSC 510 and EXSC 511

This course provides the framework for the exercise physiologist to develop and apply the academic background for clinical exercise testing. Students will become competent in the physiological and pathophysiological responses of the body during various exercise testing protocols. Guidelines based on ACSM standards will be applied while vital signs are measured and evaluated during exercise testing. Cardiac physiology will be covered through electrocardiographic monitoring and interpretation.

EXSC 633 *Exercise and Physical Activity for People with Disabilities* 3 hours

This course is designed to investigate the background, opportunities, and challenges faced by people with disabilities as related to physical activity. Physical activity program planning, implementation, and evaluation for various impairments will be examined.

EXSC 635 *Exercise Prescription for Special Populations: Cardiac and Pulmonary Disorders* 3 hours

Prerequisites: EXSC 510

This course provides the foundational understanding for the pathophysiological processes of various common chronic conditions. A clinical understanding of limitations and special needs will be provided, which allows the exercise scientist to appropriately interact and serve the cardiopulmonary client.

EXSC 637 *Exercise Prescription for Special Populations: Chronic Health Conditions* 3 hours

Prerequisites: EXSC 510; Pre- or Co-requisite: EXSC 635

This course provides the foundational understanding for the pathophysiological processes of various common chronic conditions. A clinical understanding of limitations and special needs will be provided, which allows the exercise scientist to appropriately interact and serve the clinical client.

EXSC 640 *Public Health and Physical Activity* 3 hours

This course focuses on the integration of public health and exercise science. The techniques used to measure physical activity, the effects of physical activity on health, and strategies for physical activity promotion will be examined. The scientific findings and applications that led to the emergence of the field of physical activity and public health are also examined.

EXSC 650 *Promoting Physical Activity in the Community* 3 hours

Pre- or Co- Requisites: EXSC 640

This course will examine the promotion of physical activity in the community setting. The techniques, theories, and strategies for physical activity promotion will be examined.

EXSC 660 *Fitness Assessment and Programming* 3 hours

This course is a study of the laboratory and field tests used for assessing physical fitness components as well as principles of exercise prescription. Test results are used in developing individualized exercise prescriptions to improve cardiorespiratory fitness, muscular fitness, body weight and body composition, and flexibility.

EXSC 689 *Thesis Proposal and Design* 3 hours

Prerequisites: EXSC 525

This course is designed as a secondary step towards a graduate level thesis; following EXSC 525-Research Methods in Exercise Science. The student continues with their selected topic of interest and solidifies a research proposal. The process is designed to deepen the comprehension of research methods, expand the knowledge of current evidence based understanding and enhance skills necessary for scholarly writing.

EXSC 690 *Thesis Defense* 3 hours

Prerequisites: EXSC 689

The Thesis Defense is the culminating event for the student's education through the research conducted as a continuation of prior coursework. The research will be the foundation for the written report and oral defense of the selected thesis. A final copy of a publishable manuscript is submitted to a thesis defense committee for review prior to a formal defense by way of presentation and responses to verbal inquiry by the defense committee.

EXSC 699 *Internship/Comprehensive Exam* 6 hours

Prerequisites: Completion of all other Masters of Exercise Science coursework.

This course involves practical work experience in an approved exercise or fitness-related agency, or similar setting/facility supervised by a qualified professional. Selection of the internship site should coincide with academic track selected and intended career path.

GLOBAL STUDIES

(Formerly Intercultural Studies – ICST)

GLST 500 *Global Studies Survey* 3 hours

This course introduces and examines the historical and theoretical foundations of global engagement then develops a framework for interacting with the current needs and realities of a complex and culturally diverse world.

GLST 525 *Introduction to Islam* 3 hours

This course explores the historic rise and expansion of Islam. Basic Muslim beliefs and practices are identified and the diversity within the world of Islam is examined. (Formerly GLST 531)

GLST 550 *Becoming a Global Facilitator* 3 hours

This course identifies the roles, relationships, and responsibilities of the global facilitator with regard to global engagement. Students examine advocacy needs, support models, sending avenues, mobilization opportunities, training resources, and partnership development.

GLST 585 *Tribal Communities* 3 hours

This course combines classroom theory and experiential learning to explore the unique nature of tribal contexts. Linguistics, contextualization, and worldview issues are examined as the foundation of engaging tribal communities.

GLST 600 *Cultural Anthropology* 3 hours

This course introduces the discipline of cultural anthropology with particular emphasis on studying culture and worldview for the purpose of effective engagement.

GLST 605 *History and Theory of Global Engagement* 3 hours

This course explores the expansion of Christianity from the first century to the present day. Attention is given to key cultural contexts, foundational truths, personalities, strategies, and movements that have influenced the identity and expansion of the Christian movement within an increasingly complex global reality.

GLST 630 *Current Issues in Global Studies* 3 hours

This course examines current trends and issues in global engagement.

GLST 640 *Marketplace Strategies* 3 hours

This course explores the diverse marketplace opportunities that exist in global engagement and guides students to develop strategies for non-profit, for-profit, educational, service, and faith-based global initiatives.

GLST 650 *Intercultural Communication* 3 hours

This course explores key issues in the process of effective intercultural communication. Special attention is given to the concept of Cultural Intelligence® and its application in effective intercultural engagement.

GLST 655 *Orality – The Power of Story* 3 hours

This course examines the power of story and communication in predominantly oral cultures. It will be taught in the framework of the Grand Narrative and students will develop skills in communicating, guiding the growth of oral communicators, and community development through the telling of stories.

GLST 665 *Living and Working Cross-Culturally* 3 hours

This course examines the opportunities and challenges of intercultural careers and prepares students for the many realities that will be faced in living and working cross-culturally.

GLST 670 *Discipleship and Leadership Development* 3 hours

This course focuses on developing disciples who make disciples globally. It explores the definition and expression of discipleship along with various methods of global discipling and leadership development.

GLST 675 *Contextualization and Global Thought* 3 hours

This course identifies key foundations of global thought and examines the process of communicating truth to diverse global worldviews. Specific aspects of worldview are discussed and

various principles and approaches to contextualization are analyzed.

GLST 685 *Small Group and People Movement* 3 hours

This course explores the historical and current role of community as expressed in small groups and people movements around the world. Small group and community development strategies will be analyzed for use in global contexts.

GLST 695 *Directed Research in Global Studies* 1 to 3 hours

This course facilitates independent research on a topic agreed upon by professor and student.

GLST 697 *Seminar in Global Studies* 3 hours

This course will address a special topic or issue in global studies, especially those presented by visiting lecturers.

GLST 698 *Global Studies Practicum* 3 hours

Prerequisites: GLST 500, GLST 650

This course is a practical intercultural field experience that crosses ethno-linguistic cultural contexts. It is completed under the supervision of a qualified mentor. The context, mentor, and nature of service must be approved by the internship coordinator prior to course registration. To receive 3 hours credit, students must complete a minimum of 150 contact hours or spend one month living in another cultural context.

GLST 699 *Global Studies Internship* 3 to 6 hours

Prerequisites: GLST 500, GLST 650

This course is a practical, intercultural field experience that crosses ethno-linguistic cultural contexts. It is completed under the supervision of a qualified mentor. The context, mentor, and nature of service must be approved by the internship coordinator prior to course registration. To receive 3 hours credit, students must complete a minimum of 150 contact hours or spend one month living in another cultural context. To receive 6 hours credit students must complete a minimum of 300 contact hours or spend two months living in another cultural context.

GLST 995 *Directed Research in Global Studies* 1 to 3 hours

This course facilitates independent research on a topic agreed upon by professor and student.

GLST 997 *Seminar in Global Studies* 3 hours

This course will address a special topic or issue in global studies, especially those presented by visiting lecturers.

GOVERNMENT

GOVT 697 *Special Topics in Government* 1 to 3 hours

GRADUATE STUDIES

GRST 500 *Introduction to Graduate Writing* 0 hours

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

GRST 501 *Graduate Success Strategies* 0 hours

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

EUROPEAN HISTORY

HIEU 550 *20th Century Germany* 3 hours

This course covers the history and historiography of the German states from the early nineteenth century to the present. Study of the rise of German nationalism, pattern of German unification, and dissolution and reunification of Germany in the

twentieth century provides the focus of this course. Students will also discuss cultural, religious, and gender issues.

HIEU 555 *Modern European Military History* 3 hours

This course examines of modern European military history from the French Revolution in 1789 until the present day as well as the historiography of the field. While focusing on conflicts in Europe, the course also examines European imperial wars. Demographic, industrial, social, and technical developments that shaped the pattern of European warfare provide the background for this class.

HIEU 566 *Protestant Reformation* 3 hours

A study of 16th Century Europe and the historical impact of the Protestant Reformation on Western Christianity. Moving beyond theological and confessional discussions, this class includes the social, political, economic, scientific, cultural and special changes to Western Culture.

HIEU 570 *18th Century Europe* 3 hours

This course will examine the political, social, economic, and intellectual developments in selected European countries from the late seventeenth century to the end of the Napoleonic Era.

HIEU 580 *19th Century Europe* 3 hours

The course will cover the political, social, economic, and intellectual developments in selected European countries from the Congress in Vienna to the outbreak of World War I.

HIEU 590 *Modern Europe* 3 hours

The political, military, social, economic and intellectual developments in selected European countries from 1914 through 1945 will be analyzed. Topics include causes of WWI, the Versailles Peace Conference, rise of Fascism and Communism, origins of World War II, the war, the holocaust, and end of WWII, setting the stage for the Cold War.

HIEU 595 *Directed Research* 3 hours

This course will allow a student to work individually with a professor to do extra readings on topics and/or specific issues related to European history and/or historiography.

HIEU 597 *Special Topics in European History* 3 hours

This course will allow a student to work individually with a professor to do research on a specific topic related to European history.

GENERAL HISTORY

HIST 501 *Historical Methods and Interpretation* 3 hours

This course will introduce the methodological, historiographical, and theoretical approaches to the discipline of history. The course reviews archival collections, digital resources, research methodologies, and citation standards. The course covers the history of historical writing, classic works of historiography, and interpretive approaches, with a special focus on a Christian philosophy of history. This will mesh together Historiography and Methodology.

HIST 520 *Teaching History in College* 3 hours

This course covers the content and pedagogy of American History and Western Civilization general education survey courses, using primary sources, historical scholarship, and digital resources, preparing graduate students for teaching assignments.

HIST 550 *Reading Seminar in American History* 3 hours

This course will introduce students to major fields and historiographical interpretations in American history.

HIST 551 *Reading Seminar in Modern European History* 3 hours

This course will introduce students to major fields and historiographical interpretations in Modern European history.

HIST 689 *Thesis Proposal and Research* 3 hours

This course will allow a student to work individually with the director of his/her thesis.

HIST 690 *Thesis Defense* 3 hours

This course will allow a student to defend his/her thesis.

HIST 699 *History Internship* 3 hours

decision-making ability. The capstone must contribute to the current body of knowledge in the field of homeland security.

HLSC 710 *Contemporary Issues in Cyber Security and WMD (CBRNE) Threat Analysis* 3 hours

Prerequisite: CJUS 801

This course will teach the student to identify the ways that cyber technology can be used by terrorists and criminals. Students completing this course will be able to appraise and assess the potential of different kinds of cyber and WMD attacks. Cyber and WMD threats and proliferation of WMD present challenges to homeland security and create legitimate concerns about our Nation's ability to prevent cyber and WMD attacks. The course examines technological advancements and the opportunities they present for terrorists and other hostile actors, as well as how one can devise plans, countermeasures, and contingencies against cyber and WMD attacks. (Note: CBRNE is an acronym for Chemical, Biological, Radiological, Nuclear, and high yield Explosives.)

HLSC 720 *Critical Infrastructure: Vulnerability Analysis and Protection* 3 hours

Prerequisite: HLSC 710

This course explores the assessment and management of risk. Focuses on analytical techniques that assess risk; the primary application will be threats to critical infrastructure. Students will learn to conduct a risk and vulnerability analysis of a specific target, city, or region using various assessment techniques and to manage that risk by assessing the efficacy of both prevention, mitigation, and response measures. The techniques covered will be both quantitative and qualitative.

HLSC 730 *Counterterrorism and Counterintelligence Strategies* 3 hours

Prerequisite: HLSC 720

Counterintelligence (CI) and Counterterrorism (CT) provides students with insight on the homeland security threats we face today with emphasis on terrorism and espionage. The tasks of CT and CI are particularly analysis-intensive. It requires its practitioners to employ a melded set of analytical tools and interoperable capabilities. This objective can be complicated by the fact that many CT and CI operations might involve several entities, including both the Intelligence Community and counterterrorism efforts. This course will explore how to create unified, integrated, and multi-disciplinary CT and CI analysis programs that make the best use of all available resources.

HEALTH

HLTH 500 *Introduction to Public Health* 3 hours

This course will provide a broad overview of the practice of public health. It is intended for those with a limited exposure to the field or in need of a refresher of analytical and critical thinking skills prior to beginning a graduate level course of study. The course will specifically address basic algebraic and probability concepts, review the use of peer-reviewed literature, introduce students to literature citation using the AMA style, and provide a framework to approach public health practice.

HLTH 501 *Biostatistics* 3 hours

The course prepares the student in the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; healthcare; and biomedical, clinical and population-based research.

HLTH 503 *Principles of Epidemiology* 3 hours

This course is a study of human population patterns of disease and injury and the application of this study to the control of health problems.

HLTH 505 *Principles of Environmental Health* 3 hours

The course is a study of environmental factors including biological, physical and chemical factors that affect the health of a community.

HLTH 507 *Public Health Administration* 3 hours

The course is a study of health policy and management concerns regarding the delivery, quality and cost of healthcare for individuals and populations. It reviews the structure, process and outcomes of health services including costs, financing, organization and accessibility to care.

HLTH 509 *Social and Behavioral Theory Applications in Public Health* 3 hours

The course is a study of the behavioral, social and cultural factors related to population health disparities. The student will learn that research in this area contributes to the development and evaluation of public health policies, programs and services that promote and sustain health populations.

HLTH 511 *Research Methods in Public Health* 3 hours

Prerequisite: HLTH 501

This course prepares students to critically evaluate research protocols in public health. Students must be prepared to design practical research methodologies to evaluate contributing factors of contemporary health issues with measurable goals and objectives.

HLTH 550 *Addictive Behaviors and Interventions* 3 hours

This course explores the dynamics of chemical and non-chemical dependency including the psychological, physiological, and spiritual bases of addiction. Intervention modalities will be discussed for various forms of addictions.

HLTH 551 *Issues in Public and Community Health* 3 hours

This course reviews the Christian worldview and healthcare choices in the 21st century. Topics may include but are not limited to: genetic testing, eugenics, reproductive control, treating or terminating impaired infants, organ transplantation and euthanasia.

HLTH 552 *Chronic Disease Prevention and Management* 3 hours

This course is focused on the leading chronic disease indicators of morbidity and mortality in the United States, including cardiovascular disease, cancer, stroke, diabetes, and chronic obstructive pulmonary disease. Students will study prevention strategies using the ecological framework to examine individual, social, organizational, community, and population levels of prevention. Public health measures to reduce chronic disease will be emphasized.

HLTH 553 *Grant Acquisition and Management* 3 hours

This course acquaints students with the "soft" money world of private and public grants, promotes the development of grant writing skills and identifies the practical issues of managing a grant once acquired.

HLTH 554 *Medical Terminology en Español* 3 hours

Prerequisite: An Introduction to Spanish is recommended

This course provides students with medical and health related vocabulary and terminology necessary to communicate with Spanish speakers with limited English proficiency.

HLTH 556 *Politics and Health Policy* 3 hours

This course examines the framework and concepts used in public health policy. Processes of formulation, implementation and change will be discussed. Evidence-based decision making will be discussed. The role of politics in relation to health policy will be highlighted.

HLTH 600 *MPH Competency Exam* 0 hours

Prerequisites: HLTH 501, 503, 505, 507, and 509

Co-requisite: HLTH 511

The purpose of the Competency Exam is to assess students' substantive and integrative knowledge of the field of Public Health. The exam draws from students' previous studies thereby eliciting the broad and comprehensive knowledge and understanding required in transitioning to practical experiences. The exam is meant to be a bridge between the concepts, theories, and skills presented in program coursework and the critical analysis demanded in the field for a successful practicum experience.

HLTH 620 *Introduction to Global Health* 3 hours

This course introduces the student to global health priorities and the roles of institutional players in resolving the issues.

Multiple determinants of health such as economic, environmental, biological and cultural are addressed with an emphasis on the health needs of lesser economically developed nations.

HLTH 622 Primary Healthcare in Developing Countries 3 hours

This course addresses the delivery of essential health care to individuals, families and communities in lesser economically developed countries. Emphasis is on the utilization of community health care worker schemes and appropriate technology.

HLTH 623 Cultural Aspects of Health Behavior 3 hours

This course examines cultural perspectives on beliefs and health risk perception in relationship to health behavior. The cultural aspects of health care use through “healers” and health systems are also examined.

HLTH 624 Sanitation in Developing Countries 3 hours

This course examines environmental hygiene and health problems related to water supply and sanitation. Low cost methods as well as appropriate technology applied to sanitation are discussed.

HLTH 625 Prevention and Control of Infectious Diseases 3 hours

This course provides the student with the knowledge base necessary to understand the mechanisms of infectious disease transmission, to select specific preventive methodologies in the control of particular diseases and to communicate the rationale for the various control methods.

HLTH 626 Vaccines and Immunology 3 hours

Prerequisite: Completion of microbiology at the undergraduate level or HLTH 625

This course provides an overview of the immune system. The course will cover immune mechanisms believed to be related to vaccine induced disease protection. The course will examine vaccine development.

HLTH 630 Principles of Community Health 3 hours

This course provides an overview of public health issues as they relate to community health promotion and disease prevention. Theories and models relevant to community health programming as well as the connections between local, state, and national public health initiatives are presented. Emphasis is placed on acquisition of pertinent public health data to enable practical, applied, community-wide planning and cooperation among varied stakeholders.

HLTH 632 Health Program Planning 3 hours

This course provides students with an overview of program planning, including methods for assessment, planning models and theories, and intervention strategies. Course content will focus on program planning in community settings.

HLTH 633 Health Program Evaluation 3 hours

Prerequisite: HLTH 632

This course provides an introduction to quantitative, qualitative, and ethnographic methods of evaluation for health education programming. A variety of health education evaluation topics are included. Students will be introduced to both formative and summative evaluation as well as principles of measurement.

HLTH 634 Health Communication and Advocacy 3 hours

Prerequisite: HLTH 509 or permission of instructor

This course examines the principles and practices of effective interpersonal, organizational, and community-based communication to shape attitudes and actions about health and health care. Students will explore the use of counseling, public campaigns, social media, and political processes to advocate for health among diverse populations.

HLTH 635 Health Agency Management 3 hours

This course prepares students for employment as Executive Directors, Program Directors and / or House Managers of 501(c)(3) organizations. Topics include but are not limited to fundraising, staffing, liability, budgeting, human rights issues, service coordination, and emergency preparedness.

HLTH 636 Contemporary School Health Issues 3 hours

Prerequisite: HLTH 634

This course focuses on classroom and school-related public health issues confronting public and private schools in the 21st century. Solutions will be explored from the Christian worldview using “salt & light” strategies in the spirit of 1 Peter 3:15.

HLTH 637 Perspectives on Healthy Aging 3 hours

This course presents an analysis of contemporary issues that contribute to health risk factors for aging populations. Students will learn methods and strategies leading to health promotion and disease prevention for the elderly. Spiritual health and cultural issues are also addressed as they relate to aging, death, and dying.

HLTH 640 Principles of Nutrition 3 hours

This course reviews the basic principles of nutrition, the metabolism of proteins, fats, macro and micro nutrients and the role food choices play in health promotion and disease prevention.

HLTH 642 Food-borne Illness Prevention 3 hours

This course examines current research and governmental initiatives regarding food safety as well as “best practices” for food handling in foodservice systems.

HLTH 643 Nutrition and Chronic Disease 3 hours

Prerequisite: HLTH 640

This course reviews current research on the relationship of genetics, chronic disease and the role of medical nutritional therapy. The class also explores nutrition and the aging process with an emphasis on the interactions of physiological stages and lifestyle choices.

HLTH 644 Diabetes, Obesity and Eating Disorders 3 hours

Prerequisite: HLTH 640

This course examines the societal, family and psychological influences on eating behaviors, their contribution to the development of Type 2 Diabetes, Anorexia and Bulimia and a review of treatment options.

HLTH 645 Performance Nutrition for the Physically Active 3 hours

Prerequisite: HLTH 640 or EXSC 510

This course focuses on the role of nutrients and prescriptive diets in rehabilitation services, fitness and sport performance.

HLTH 650 Field Epidemiology 3 hours

Prerequisite: HLTH 501, HLTH 503, and co-requisite HLTH 511

This course presents an overview of the methods used in conducting epidemiologic field investigations, including the collection, analysis, interpretation, and reporting of primary source epidemiologic data. Students will learn principles of disease outbreak investigation.

HLTH 651 Epidemiologic Research Methods 3 hours

Prerequisite: HLTH 501, HLTH 503, and HLTH 511

This course provides advanced knowledge and skills for epidemiologic and public health research investigations. Students will focus on research methods specific to the field of epidemiology, including procedures for protecting human subjects, recruiting, and research question formulation, data collection, and analysis.

HLTH 698 Practicum 3 hours

Prerequisites: HLTH 600; Completion of core and track courses

In this experience the student applies knowledge and skills related to public health in a supervised setting.

HOMILETICS

HOMI 500 Preparation of the Sermon 3 hours

Prerequisite NBST 610

A basic study of the principles of sermon construction which includes selecting and interpreting the text, forming sermon objectives, and structuring sermons for content and style.

HOMI 601 Foundations of Expository Teaching and Preaching 3 hours

Prerequisite: NBST 610

This course explores the biblical foundation for the ministry of teaching and extracts a template for a step-by-step procedure for the practice of pedagogy, whether for pulpit presentation, classroom instruction, or small group discipleship, etc. As a result, the student will be able to add to his instructional skill set and tool kit direction and resources for personal preparation, lesson message presentation (including methods, materials, and differentiated instruction to address learning styles), and comprehensive assessment. (Formerly DSMN 601)

HOMI 605 Expository Preaching 3 hours
Prerequisite HOMI 500

A study in the preparation of expository sermons. Attention is given to the types of expository preaching: paragraph, parable, biographical, etc. A study of the methods of interpretation, the formula of expository sermon outlines, and the preaching of expository sermons. (Formerly HOMI 611)

HOMI 612 Evangelistic Preaching 3 hours
Prerequisite HOMI 605

A study of the content, principles and delivery of expositional evangelistic sermons. Emphasis will be on preaching evangelistically from the Old and New Testaments.

HOMI 635 Preaching for Special Occasions 3 hours
Prerequisite HOMI 605 and LEAD 635

This course is a study in the selection, preparation and delivery of sermons to meet the needs of the contemporary church family. Attention is given to the preaching of the special occasion sermons (i.e. Christmas, Easter, Weddings, Funeral's, etc.).

HOMI 660 Great Preachers and Their Preaching 3 hours
Prerequisite HOMI 605

A study of Christian history's outstanding preachers. Special attention is given to their lives, their sermons, and their homiletical methods. Students will then be challenged to adapt these great texts and homilies to their current cultural context. (Formerly HOMI 610)

HOMI 670 Preaching from the Old Testament 3 hours
Prerequisite HOMI 605

This course is designed to prepare students to preach from the Old Testament. Special attention will be given to genres and theological themes that arise from the Old Testament text.

HOMI 675 Preaching from the New Testament 3 hours
Prerequisite HOMI 605

This course is designed to prepare students to preach from the New Testament. Special attention will be given to genres and theological themes that arise from the New Testament text.

HOMI 679 Homiletics Capstone 3 hours
Prerequisite HOMI 500, HOMI 605, NBST 610

This course is designed to prepare students to preach expository sermons from the book of Romans. Special attention will be given to theological themes that arise from the text, to include: salvation, sanctification, suffering/death and hope, God's plan and purpose, and Christian liberty.

HOMI 695 Directed Research in Homiletics 1 to 3 hours
Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of homiletics.

HOMI 697 Seminar in Homiletics 1 to 3 hours
An intensive study in a specific subject of homiletics. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

HOMI 698 Homiletics Practicum 1 to 3 hours

HOMI 810 Preaching and Teaching the Grand Story of the Bible 3 hours

A study of the principles for accurate interpretation and appropriate application and delivery of Scripture in its various settings or genre. Problems created by various literary forms, cultural differences, and theological issues will be considered. Preaching will be engaged with personal examination,

employment of forms in light of literary, cultural and theological issues.

HOMI 820 Expository Preaching and Teaching and the Old Testament 3 hours

This course is designed to prepare students to preach from the Old Testament. Special attention will be given to genres and theological themes that arise from the Old Testament texts.

HOMI 830 Expository Preaching and Teaching and the New Testament 3 hours

This course is designed to prepare students to preach from the New Testament. Special attention will be given to genres and theological themes that arise from the New Testament text.

HOMI 840 Preaching & Teaching the Nature of God 3 hours

This course offers an analytical overview regarding what the Word of God says about the God of the Word. It provides a four-fold focus: False views regarding the nature of God (atheism, deism, pantheism, etc.) (a) Philosophical arguments formulated in an attempt to "prove" the existence of God (the cosmological argument, teleological argument, etc.) (b) The key names for God (Elohim, Jehovah, etc.) and (c) The basic attributes of God (He is eternal, omnipresent, gracious, etc.)

HOMI 850 Preaching & Teaching the Person and Work of Christ 3 hours

This course is a study of the person and ministry of the Lord Jesus Christ, focusing on the first four books of the New Testament. It is a comprehensive focus on Christ's life from an analytical, biographical, chronological, visual, geographical, political and theological perspective.

HOMI 860 Preaching & Teaching the Person and Work of the Holy Spirit 3 hours

This course is a study regarding the person and work of the Holy Spirit of God. Its intent is to demonstrate from both Old and New Testaments that He is (1) a real Person, not a force or influence; and (2) that He is a divine Person, possessing all the attributes of both the Father and Son. The course of study involves a four-fold presentation which over-views His earthly ministry: (a) Names and titles of the Holy Spirit; (b) The various ministries assigned to the Holy Spirit; (c) The nature of the spiritual gifts dispensed by the Holy Spirit; (d) The fruit of the Holy Spirit

HOMI 895 Directed Research in Homiletics 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. This course should/can only be used if a student lacks a seminar for graduation and the needed seminar is not offered in their last semester. If approved, the student will work with the instructor in developing a proposal for guided research in a specific area.

HOMI 897 Seminar in Homiletics 3 hours

An intensive study in a specific subject of homiletics. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

HUMAN SERVICES COUNSELING

HSCO 500 Introduction to Human Services Counseling 3 hours

This course explores the historical context and the current structure of the Human Service field. Students will be exposed to the primary intervention strategies utilized in human services including interviewing, case management and facilitating groups. The special populations served in the Human Service profession will be examined. Topics including values and ethical dilemmas, the social welfare system, diversity, program planning, organizing and changing systems, legal issues, staying current and avoiding burnout will be considered.

HSCO 502 Human Growth and Development 3 hours
Corequisite: HSCO 500

This course explores individuals throughout the lifespan in the areas of cognitive, personality, physical, and social development specifically through the examination of various

theories. Understanding development crises, specific interventions, and optimal wellness are key content areas within this course. Additionally, this course provides a framework for understanding the impact of various situational, environmental, and sociocultural factors on individuals and their families and communities.

HSCO 506 *Integration of Spirituality and Counseling* 3 hours
Corequisite: HSCO 500

Students critically examine how a Christian worldview and a client's spirituality impact the assessment, diagnosis, and treatment planning process in counseling. Ethical, diagnostic, and assessment issues relevant to the use of Christian spiritual interventions with appropriately religious individuals, couples, and families are considered, along with current research related to spirituality and counseling.

HSCO 508 *Studies in Interpersonal Communication* 3 hours
Corequisite: HSCO 500

An interactive learning experience designed to equip students with a comprehensive understanding of self and the "listening-to-understanding" skills which facilitate improved interpersonal communications in establishing and maintaining relationships with God and others.

HSCO 509 *Multicultural Issues in Human Services* 3 hours
Corequisite: HSCO 500

This course examines contemporary scholarship on race/ethnic relations and addresses issues of racial/ethnic identities, gender inequality, and disability discrimination. It will examine social stratification by looking at various public policy arenas, social institutions, and the history of group marginalization. The course employs case studies, various readings, and theoretical and empirical literature on racial/ethnic relations, gender, and disability issues.

HSCO 511 *Group Dynamics* 3 hours
Corequisite: HSCO 500

This course involves the study of human beings in relationship to other persons, singularly and in groups. The course explores-in theory and through in-class exercises—the real-life application of various aspects of group dynamics including (but not limited to) leadership, motivation, perception, power, and decision-making.

HSCO 597 *Seminar in Human Services Counseling* 3 hours
An intensive study of a specific subject in human services counseling. This course allows variation in the approach and content of the regular curriculum.

HUMAN SERVICES – MARRIAGE AND FAMILY

HSMF 601 *Marriage and Family Counseling I* 3 hours

This course considers the dynamics of marriage and family relationships from a systems perspective. The emphasis is on understanding family and other systems theories, the structure and function of marriage, various aspects of the marital relationship and family systems, and models of family and systemic interventions. Considerations from a historical perspective are presented along with current developments within marriage and family systemic models.

HSMF 602/ *Marriage and Family Counseling II* 3 hours
Prerequisites: HSMF 601

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

HSMF 603/ *Premarital and Marital Counseling* 3 hours

This course introduces students to a variety of approaches that have been developed for thorough premarital counseling. The course also teaches students a conceptual model for understanding the variety of ways marriages can become dysfunctional, and introduces them to short-term methods that can be used when those kinds of problems develop.

HSMF 611 *Counseling Children and Their Families* 3 hours

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

HSMF 620 *Counseling Adolescents and Their Families* 3 hours

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

HSMF 687 *Counseling Women* 3 hours

This course examines the most common problems women bring to counseling, including both developmental and situational crises. It explores biblical perspectives and the most effective treatments for these situations.

INTERDISCIPLINARY STUDIES

INDS 500 *Introduction to Interdisciplinary Studies* 1 hour

This course is designed to provide a comprehensive introduction to graduate interdisciplinary studies and writing skills. It is intended for those with limited exposure in the area of graduate interdisciplinary studies and to provide a foundation for cross-disciplinary analysis and application. This course will examine interdisciplinary studies knowledge, research methods, and writing techniques.

INDS 600 *Interdisciplinary Research* 3 hours

This course is designed to assess student mastery of content for the Master of Arts in Interdisciplinary Studies and will be based on the knowledge and skills acquired in earlier coursework. It will require the summation and synthesis of two disciplines through research and the integration of learned concepts, techniques, and knowledge of their chosen interdisciplinary fields into transferable skills and qualifications. Through this course, students will research interdisciplinary relationships and their purpose in academia and professional fields in order to connect the importance of their specialized program to personal and professional goals.

INFORMATICS

INFO 505 *Health Informatics* 3 hours

Focused on the foundations of health care informatics, students will gain an overview of the information, resources, and technologies in health care. Topics include but are not limited to health care information systems infrastructure, enterprise architecture, applications, data management, information security, telehealth, project management, and emerging technologies. Students will examine major theories supporting healthcare informatics, understand its application in supporting decision-making, and recognize its importance in the provision of effective and efficient health care.

INFO 535 *Health Systems and Delivery* 3 hours

Prerequisites: BMAL 590 or 27 hrs. in Business, MATH 121 or higher, and MATH 201 or BUSI 230 or higher

This advanced course examines the delivery models of health care, the regulatory environment of health care, and the professional roles of people in health care. Investigative topics include the different states of disease, medicine, public health, financing, and new relational fields within the United States healthcare systems. The examination will address the changing practices and innovations of medicine and relational services.

INFO 545 *Health Information Systems and Integrated Technologies* 3 hours

Prerequisites: INFO 505 and INFO 535 OR INFO 505 and NURS 521

This advanced course will examine the relevant and emerging information systems and technologies that exist in the health care industry. Using a broad examination of health care technologies,

areas include the health care systems development life cycle, scalable computing, information security, systems analysis, systems design, and systems implementation. Students will learn health care information systems strategy and innovation that is essential to meet the quickly changing needs of effective and efficient health care delivery and services.

INFO 668 *Health Data Analytics and Decision-Making* 3 hours
Prerequisites: CSIS 525 and HLTH 511

This course introduces students to data science for good decision-making in the health care industry. It prepares health informaticists in the data analytics domain, including statistical analysis, data mining, text analytics, and predictive analytics.

INFO 690 *Integrated Capstone* 3 hours
Prerequisites: BMIS 530, BMIS 680, CSIS 525, HLTH 503, HLTH 511, NURS 501, INFO 545, INFO 668

The capstone is an opportunity for students to demonstrate their analytical, design, research, and management skills to solve a specific problem outlined within current informatics literature. Students will validate their abilities to develop effective health informatics solutions through a thesis project that addresses a complex issue within this field. If completed successfully, the capstone project signifies the completion of the health informatics program.

INTERNATIONAL RELATIONS

INTL 500 *Fundamentals of International Relations* 3 hours

The course offers a critical knowledge foundation of various perspectives, issues, and controversies that comprise contemporary international relations and policy today. Students will engage relevant topics like the structure and actors of the international system; the theory and practice of conflict and cooperation; political economy and international trade; international organizations and human rights; global governance and development; and international security and terrorism. They will be strongly encouraged to reflect upon how each of these topics may be informed by, integrated with, or deviate from a biblically informed world view.

INTL 502 *Global Governance* 3 hours

Since WWII, Global governance has been an increasing if contentious force in international politics. Whether political, military, legal, financial, commercial, or humanitarian in nature, global institutions like the UN, the World Bank, the IMF, the World Trade Organization, the World Court, the World Health Organization, and affiliated INGOs have all sought to integrate with, substitute for, or in some cases compete with state actors as providers of basic health, safety, and human rights enforcement. Critically assessing theories, practices, and aims of global governance, the course highlights fundamental tensions between international organizations (IOs), sovereign states, and non-state actors. Students are strongly encouraged to reflect upon how each of these topics may be informed by, integrated with, or deviate from a biblically informed world view.

INTL 689 *Thesis Proposal and Research* 3 hours

Prerequisites: Completion of all degree coursework

This course is designed to help students complete their master's thesis in International Relations. It is expected that research for the thesis project will be relevant to the student's study in the master's program and will make an academic contribution to the research in international relations.

INTL 690 *Thesis Defense* 3 hours

Prerequisites: INTL 689

Intended to demonstrate a student's ability to carry out original research. Thesis may be designed to answer practical research questions, or address theoretical or ethical issues of interest to scholars and professionals in the field of international relations. Credit is not awarded until the thesis has been accepted.

JURISPRUDENCE

JURI 510 *Introduction to Legal Systems and Research* 3 hours

This course is an introduction to legal research; fundamentals of legal writing; and fundamental analysis of treaties, customary law, and other sources of law. This course will provide an overview of current research techniques in the field of legal systems and research. Students will learn and apply professional writing skills in the early research paper drafting process and will incorporate techniques outlined in the course.

JURI 515 *Legal Writing and Analysis* 3 hours
Prerequisite: JURI 510

This course will further develop student research methods, research strategies, and statistical analysis skills necessary to both produce and critically analyze research reports and data compilations used in forming legal analysis. Students will further develop and apply professional writing skills in the research paper drafting process and fully incorporate techniques as outlined in this course and the Introduction to Legal Research course.

JURI 520 *Constitutional Law* 3 hours

An analysis of the basic principles of constitutional law, including the nature of a written constitution, the covenantal framework of the U.S. Constitution, the Marshall legacy and judicial review, theories of interpretation, and principles of interpretivism. Emphasis is given to the distribution of governmental powers in the federal system; separation of powers; the federal commerce, taxing, and foreign affairs powers; intergovernmental relations; due process; and equal protection.

JURI 530 *Contracts Law* 3 hours

A study of the history of the development of the common law of contracts and statutory variances from the common law, particularly the Uniform Commercial Code. It focuses on legal theories for enforcing promises or preventing unjust enrichment; and principles controlling the formation, modification, and enforceability of contracts. A study of the legal principles dealing with performance, remedies for nonperformance or threatened nonperformance, excuses for nonperformance, rights of nonparties to enforce contracts, assignment of rights, and delegation of duties.

JURI 540 *Criminal Law* 3 hours

An introduction to the general principles, sources, and purpose of criminal law, including the following doctrinal issues that apply to crimes in general: the act requirement, the mens rea requirement, causation, liability for attempted crimes, accomplice liability, defenses, and criminal code interpretation.

JURI 550 *Property Law* 3 hours

A study of the fundamental precepts applicable to real and personal property. Aspects of real property covered are possessory estates and interests, as well as joint and concurrent ownership. A study of the rights, duties, and liabilities of landlords and tenants; acquisition, ownership, and transfer of property; rights of possession; donative transactions; issues in the conveyancing system; and governmental regulations.

JURI 560 *Torts Law* 3 hours

A study of intentional torts against persons and property and the privileges thereto. It focuses on the basic principles of negligence and other standards of care. A survey of the remaining issues in negligence including particular duties of landowners, damages, joint and several liability, and defenses. It also deals with products liability, wrongful death, vicarious liability, and nuisance.

JURI 570 *American Business Law* 3 hours

Introduces the fundamental concepts and legal principles that are applicable to the American legal system, its development and inherent ethical considerations. Discusses the basis and structure of business contracts; the creation and characteristics of agencies, partnerships, limited liability companies and corporations; and the rights and liabilities of agents, partners, directors and shareholders.

JURI 580 *Ethics and Professional Responsibility* 3 hours

A study of the authority and duties of lawyers in the practice of their profession as advocates, mediators, and counselors; and of their responsibility to the courts, to the bar, and to their clients, including a study of the various ABA standards of professional conduct.

JURI 600 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. An introduction to the historical and political background of the Western legal tradition; the impact of canon law and higher law influences on the development of the common law; the development of the respective jurisdictional bases of family, church, and state, and historical struggle between them; and the influence of Christian and secular worldviews on the application of American law, with a particular emphasis on the influences of the Founding Fathers and the drafters of the Declaration of Independence and the Constitution. Note: LL.M. students must meet additional legal brief component as described in course syllabus.

JURI 610 Jurisprudence / Legal History 3 hours

This course is an introduction to the many schools of jurisprudence. Jurisprudence is the study of legal philosophy. An examination of the nature and leaning of the legal past, particularly the Western legal tradition, with a primary focus on the historical relationship between church and state; and the biblical and theological foundations of the Western legal tradition and the English Common Law heritage. Particular emphasis is given to formulating principles of a distinctively Christian jurisprudence and on reading primary materials. Note: LL.M. students must meet additional legal brief component as described in course syllabus.

JURI 620 Law and Economics 3 hours

Law and economics as a jurisprudential theory seeks to apply neoclassic economics concepts to law. Law and economics tends to be both positive (explaining rules in terms of economic concepts) and normative (arguing that legal rules should promote economic efficiency). This course considers a variety of subject areas in order to provide a critique of law and economics from the perspective of the distinct mission of Liberty University School of Law. Note: LL.M. students must meet additional legal brief component as described in course syllabus.

JURI 630 International Business Law 3 hours

A study of selected international legal issues affecting or regulating multinational enterprise foreign investment, the banking system, trade in goods and services, labor matters, intellectual property, sales transactions, transportation, and trade financing. Note: LL.M. students must meet additional legal brief component as described in course syllabus.

JURI 640 International Public Law 3 hours

This course focuses on the study of fundamental concepts of international law and its historical origins. It considers the influence of diverse schools of thought in international law, including the post-modern, natural law, and integrative jurisprudence. The course examines the sources of international law, including international treaties, customary international law and general principles of law. It also studies the subjects of international law and international legal personality. Note: LL.M. students must meet additional legal brief component as described in course syllabus.

JURI 650 International Trade Law 3 hours

This course is a study of the international norms and principles that regulate international trade on goods, services and intellectual property. It also focuses on the history of the creation of the World Trade Organization (WTO) and its current functions. It considers the influence of economic doctrines in the creation of norms and principles of international trade law. Note: LL.M. students must meet additional legal brief component as described in course syllabus.

JURI 660 International Law and Diplomacy 3 hours

This course focuses on the study of international treaties, such as the Vienna Convention on Diplomatic Relations. It also analyzes the place of customary international law in the regulation of diplomatic

relations. It explores the close interaction and interrelation between international law and diplomacy. Note: LL.M. students must meet additional legal brief component as described in course syllabus.

JURI 670 The Law of Armed Conflict 3 hours

This course is a study of the historical origins and development of norms regarding the law of armed conflicts. The course focuses on the norms of customary international law and the positive law norms, such as the Geneva Conventions and Protocols on the law of war. Note: LL.M. students must meet additional legal brief component as described in course syllabus.

JURI 680 International Human Rights Law 3 hours

This course studies the creation of the international human rights system and its influence in international relations. It highlights the Christian foundations of human rights norms and principles. It specially focuses on the concept of human dignity and the imago Dei (image of God) as the foundation of human rights law. It analyzes international declarations and resolutions of the United Nations General Assembly and the UN Human Rights Council. It shows the importance of the defense of fundamental human rights, such as the right to life, the right to family and the right to religious freedom. Note: LL.M. students must meet additional legal brief component as described in course syllabus.

JURI 690 Legal Research and Writing I Capstone 3 hours

This course develops the fundamental requirements in writing an LL.M. thesis in the context of international law. The student will select a topic under the supervision of a faculty member. Following the selection of a topic, the student conducts research aimed at narrowing and refining the thesis, and the faculty member provides feedback that assists the student in formulating a research and writing plan. The student prepares and submits a written outline of the research thesis, and the faculty provides substantive feedback. Lastly, the student submits a preliminary draft of the paper.

JURI 695 Legal Research and Writing II Capstone 3 hours

Prerequisite: JURI 690

The legal thesis developed in the Capstone Legal Research and Writing I course is further developed. Continued development and refinement of the topic, legal research, and drafts are completed. Final submission of thesis for faculty's evaluations.

LAW**LAW 501 Foundations of Law I** 2 hours

An introduction to the theological and philosophical foundations of law, including the Creator/creature distinction; the development of natural law thinking; the origins and jurisdictional boundaries of family, church, and state; and the biblical basis for the fundamental principles of civil procedure, tort law, criminal law, contract law, and property law which comprise the basic curriculum.

LAW 502 Foundations of Law II 2 hours

Prerequisite: LAW 501

An introduction to the historical and political background of the American legal tradition, including the biblical principles that form the foundation of America's legal institutions and constitutional system; the influence of Christian and secular worldviews on the application of American law; and the development of the respective jurisdictional bases of family, church, and state.

LAW 505 Contracts I 3 hours

A study of the history of the development of the common law of contracts, and statutory variances from the common law, particularly the Uniform Commercial Code. It focuses on legal theories for enforcing promises or preventing unjust enrichment; and principles controlling the formation, modification, and enforceability of contracts.

LAW 506 Contracts II 3 hours

Prerequisite: LAW 505

A study of the legal principles dealing with performance, remedies for nonperformance or threatened nonperformance,

excuses for nonperformance, rights of nonparties to enforce contracts, assignment of rights, and delegation of duties.

LAW 511 Torts I 3 hours

A study of intentional torts against persons and property and the privileges thereto. It focuses on the basic principles of negligence and other standards of care.

LAW 512 Torts II 2 hours

Prerequisite: LAW 511

A survey of the remaining issues in negligence including particular duties of landowners, damages, joint and several liability, and defenses. It also deals with products liability, wrongful death, vicarious liability, and nuisance.

LAW 515 Property I 2 hours

A study of the fundamental precepts applicable to real and personal property. Aspects of real property covered are possessory estates and interests, as well as joint and concurrent ownership.

LAW 516 Property II 3 hours

Prerequisite: LAW 515

A study of the rights, duties, and liabilities of landlords and tenants; acquisition, ownership, and transfer of property; rights of possession; donative transactions; issues in the conveyancing system; and governmental regulations.

LAW 521 Civil Procedure I 3 hours

An introduction to the rules and principles that dictate the process by which civil disputes are resolved by courts. A study of the judicial process and of the relationship between the procedural and substantive law; pleadings; principles of jurisdiction, including jurisdiction over subject matter and persons, and service of process; and an introduction to the allocation of jurisdiction between the state and federal courts and the law to be applied in state courts and federal courts.

LAW 522 Civil Procedure II 2 hours

Prerequisite: LAW 521

A continuation of Civil Procedure I with a focus on pleadings, joinder of parties and claims, discovery, motions, trial, post-trial matters, and the binding effects of adjudications.

LAW 525 Lawyering Skills I 2 hours

An introduction to the law library and basic legal research; interviewing clients; drafting basic pleadings; fundamentals of legal writing; fundamentals of statutory and case analysis; oral communication skills; drafting an objective memorandum of law.

LAW 526 Lawyering Skills II 3 hours

Prerequisite: LAW 525

A continuation of Lawyering Skills I with an increased level of sophistication in researching, analysis and writing; drafting basic transactional documents; drafting a memorandum of law; oral argument. (Research component of this course to be taught during an intensive week prior to the start of the spring semester.)

LAW 531 Constitutional Law I 3 hours

An analysis of the basic principles of constitutional law, including the nature of a written constitution, the covenantal framework of the U.S. Constitution, the Marshall legacy and judicial review, theories of interpretation, and principles of interpretivism. Emphasis is given to the distribution of governmental powers in the federal system; separation of powers; the federal commerce, taxing, and foreign affairs powers; intergovernmental relations; due process; and equal protection.

LAW 532 Constitutional Law II 3 hours

Prerequisite: LAW 531

A study of the history and development of the First Amendment and the body of constitutional law including the doctrines of freedom of speech, press, peaceable assembly, the right to petition the government for the redress of grievances, and the religion clauses.

LAW 535 Criminal Law 3 hours

An introduction to the general principles, sources, and purpose of criminal law, including the following doctrinal issues that apply to crimes in general: the act requirement, the *mens rea*

requirement, causation, liability for attempted crimes, accomplice liability, defenses, and criminal code interpretation.

LAW 541 Criminal Procedure 3 hours

An introduction to the limitations imposed on law enforcement activities by the Fourth, Fifth, and Sixth Amendments of the U.S. Constitution as applied to the states through the Fourteenth Amendment. The course considers the criminal justice process from investigation through arrest and initial court appearance.

LAW 542 Advanced Criminal Procedure 3 hours

Prerequisite: LAW 541

This course examines the process of the adjudicatory stages of criminal procedure, beginning with the pre-trial detention and continuing through trial and sentencing. Topics that will be covered in this course include pre-trial detention, initiating the charging decision, bail and pretrial release, grand jury practice, discovery, the plea, speedy trial rights, right to counsel, trial by jury, the criminal trial, double jeopardy, sentencing, and post-conviction relief. For a student pursuing a career with a concentration in criminal practice, this course is best taken immediately subsequent to Criminal Procedure and prior to a criminal law externship.

LAW 545 Evidence 3 hours

An introduction to the law of evidence and the rules and principles governing its admission within the context of the adversarial trial system. Emphasis is placed upon mastering the Federal Rules of Evidence, examination and cross-examination of witnesses, functions of the judge and the jury, and burden of proof.

LAW 561 Business Associations 4 hours

An examination of agency, partnership, and corporation concepts with emphasis on the rights and obligations of partners; and the formation, management, and operation of for-profit and nonprofit corporations.

LAW 565 Professional Responsibility 2 hours

A study of the authority and duties of lawyers in the practice of their profession as advocates, mediators, and counselors; and of their responsibility to the courts, to the bar, and to their clients, including a study of the various ABA standards of professional conduct. (NOTE: This course is a prerequisite for Virginia Third-Year Practice; it must be taken in the spring semester of the student's second year or during an intensive session.)

LAW 571 Lawyering Skills III 2 hours

Prerequisite: LAW 526

Students continue the pretrial development of a case. A major focus is on drafting and arguing pretrial motions, in particular motions in limine in a civil trial. Students also further develop skills of interviewing and witness preparation, examining witnesses, negotiating settlements and pretrial agreements. The planning portion of the course focuses on drafting documents necessary for the effective establishment and operation of one or more business organizations.

LAW 572 Lawyering Skills IV 2 hours

Prerequisite: LAW 571

Students review and then practice the major steps in the pretrial litigation process, including litigation planning, informal fact investigation, legal research, and all facets of discovery. Each student prepares requests for documents, interrogatories, and requests for admissions. Each student also conducts and defends a deposition of one of the parties or witnesses in a case. Students also draft and argue a motion to dismiss in a criminal trial.

LAW 575 Wills, Trusts, and Estates 3 hours

A study of the basic devices in gratuitous transfers, including the will and trust; selected problems in class gifts, and will and trust substitutes; and social restrictions upon the power of testation, the formation of property interests, and the trust device.

LAW 581 Jurisprudence 3 hours

An introduction to the many schools of jurisprudence. Jurisprudence is the study of legal philosophy. Particular emphasis is given to formulating principles of a distinctively Christian

A study of the process of and the law governing business combinations and acquisitions including mergers, stock purchases, assets sales, and change-of-control transactions. The course will consider primarily the role of state business organization law and federal securities law in determining the structure, mechanics, timing, and price of such transactions.

LAW 644 Securities Regulation 3 hours

Prerequisite: LAW 561

A study of the process of and the law governing the issuance, distribution, and trading of securities focusing primarily on the Securities Act of 1933 and the Securities Exchange Act of 1934 and related rules and regulations. Topics include the definition of a "security;" the obligation to register; the registration and disclosure requirements; the exemptions from the registration process; and the insider trading and antifraud provisions.

LAW 645 Business Planning 3 hours

Prerequisites: LAW 561, 591, 594

A general survey of the factors to be considered in the organization, financing, operation, and liquidation of the small business venture, all examined within a choice of business entity frameworks. Proprietorships, partnerships, limited partnerships, limited liability companies, business trusts, close corporations and professional corporations are covered. Particular emphasis is on the practical aspect of the organization, operation, purchase, and sale of a business, and other matters related to the role of a practicing lawyer in business affairs.

LAW 648 Law of Nonprofits 2 hours

This course includes the study of the state and federal law affecting nonprofit entities, churches and parachurch ministries. Topics covered include formation, exempt purposes, private inurement, board governance, compensation, fundraising and financial regulation, charitable contributions, lobbying, political activity, electioneering, unrelated business income, employment law, church-specific matters, and international law, activities and structure.

LAW 651 Real Estate Transactions and Development 3 hours

Prerequisites: LAW 515, 516

A course in the application of real property law, covering deeds, mortgages, leases, land contracts, real estate closings, and financing in the context of simple transactions; and of the development of a shopping plaza or housing complex.

LAW 655 Bankruptcy 3 hours

Prerequisite: LAW 561

A course covering the history and philosophy of the Bankruptcy Acts and Bankruptcy Rules as interpreted by the United States Supreme Court and the other inferior courts. It includes relief under chapters 7, 11, and 13 of the Bankruptcy Code; complaints; motions; and applications. It deals extensively with the rights and duties of debtors and creditors.

LAW 661 Intellectual Property 3 hours

An introduction to the basic principles of the law of copyrights, trademarks, patents, and unfair competition. An overview of the U.S. legal systems that protect creations of the mind: inventions, trade secrets, artistic creations, computer software, brand names, and image/persona, with primary focus on patent, copyright, trademark, and trade secret law. It serves as a basic building block for more advanced intellectual property courses.

LAW 665 Entertainment Law 2 hours

An introduction to the basic legal, business, and financial aspects of the entertainment industry including comparisons and contrasts between the motion picture, television, literary, music, and digital industries. In addition to covering general legal concepts relevant to the entertainment industry, students will achieve an understanding of selected topics and transactions germane to this area of law. Customs and practices within the entertainment industry as well as various legal scenarios will be examined.

LAW 705 First Amendment Law Seminar 2 hours

Prerequisites: LAW 531, 532

A study of the history and development of the First Amendment and the body of Constitutional law including the doctrines of freedom of religion, speech, press, peaceable assembly, the right to petition the government for a redress of grievances, and the balance between church and state.

LAW 711 Federal Jurisdiction 3 hours

Prerequisite: LAW 531

A study of the federal judicial system. Topics include separation of powers; federalism; Congressional power to curtail federal jurisdiction; the case and controversy requirement as it relates to doctrines of standing, ripeness, and mootness; sovereign immunity; Congressional power to abrogate Eleventh Amendment immunity; *Ex Parte Young* doctrine; Section 1983 litigation; absolute and qualified immunity in suits against state and federal officers; and abstention doctrine. An analysis of the Constitutional and legislative foundations of the judicial power of the U.S.

LAW 715 Conflict of Laws 2 hours

Prerequisite: LAW 531

A study of the conflicts arising in many cases that have connections with more than one state, or with a state and a foreign country, or that involve both state and federal interests. It explores the principles that courts use in selecting the proper law to apply in such cases under the American system of divided sovereignty – divided both horizontally among states and vertically between state and federal governments.

LAW 721 State and Local Government 3 hours

Prerequisite: LAW 531

An overview of the nature, structure, powers, and liabilities of state governments and their political subdivisions, including the interrelationships among administrative agencies and municipal, county, and state governments.

LAW 725 School Law Seminar 2 hours

Prerequisite: LAW 532

A survey of the law relating to public, private, and home education. Emphasis is placed on the legal framework for public education, the First Amendment and other Constitutional issues related to the public schools, and the nature of parental rights in the context of public education.

LAW 740 Israel and Middle Eastern International Law and Policy 1 hour

This course will cover a wide range of topics including the historical and biblical history of Israel leading up to the British Mandate (1920-1948), the Zionist Movement, and the Declaration of Independence in 1948. Students will learn about the foundation of Israel and the history of the United Nations in relationship to Israel, including the history of the land and the 1967 and 1973 conflicts. The course will overview Arab-Israeli conflicts and co-existence. Students will be exposed to the geo-political issues Israel faces with its neighbors and the rest of the world, including the conflicts between radical Islamic factions and the West with specific focus on Israel. This course is Pass/Fail.

LAW 741 International Law 3 hours

Corequisite: LAW 531

A survey of public international law, its nature, sources, and application. Addressed are: international agreements, international organizations, states and recognition, nationality and alien rights, territorial and maritime jurisdiction, state responsibility, and international claims including expropriation and the act of state doctrine, the laws of war, and the developing law of human rights.

LAW 743 International Human Rights 2 hours

Prerequisite: LAW 531

An introduction to complex legal issues in international human rights, including a discussion of the Christian and secular views of the source of individual rights, survey of selected human rights concerns, examination and analysis of international human rights treaties, the role of international and regional human rights systems, non-governmental organizations, international decisions

of tribunals and human rights courts, and prevention of human rights violations. Learning method will be through research and seminar-type presentations.

LAW 745 International Business Transactions 2 hours

A study of selected international legal issues affecting or regulating multinational enterprise, foreign investment, the banking system, trade in goods and services, labor matters, intellectual property, sales transactions, transportation, and trade financing.

LAW 747 Immigration Law and Policy 2 hours

This course is an overview of immigration law and policy in the United States. Migration policy has long provoked controversy and has become even more contentious in the new era of homeland security since September 11, 2001. Immigration bills in Congress have been the subject of heated debates, particularly in recent years. However, to have a truly informed opinion on the subject, one must understand the history of immigration law in the United States, the statutory framework into which any new legislation must fit, and the legal process used to enforce U.S. immigration law. This course will examine federal immigration law and policy in a variety of its aspects--contemporary and historical, substantive and procedural, statutory and regulatory and constitutional--including the criteria for admission to the United States on a temporary or permanent basis, the grounds and process of deportation, the peculiar constitutional status of foreign nationals, the role of the courts in ensuring the legality of official action, and an introduction to refugee law.

LAW 755 Bioethics and the Law 3 hours

This course involves the study of law, policy and litigation issues relating to stem cell and cloning research, abortion, reproductive technologies such as *in vitro* fertilization, and euthanasia. Course material includes case studies, legislative and regulatory reviews, the reports of specialized task forces and professional panels and historic analyses. The course will also review litigations and policy developments in these respective areas.

LAW 760 Public Policy Lawyering Skills 2 hours

A study of selected law skills involved in the public policy arena, drawn from the following areas: drafting legislation; drafting memoranda in support of legislation; planning and creating legal structures necessary to operate election campaigns, to comply with on-going campaign finance and disclosure laws, and to dissolve campaigns; planning and operating political campaigns and lobbying organizations; and complying with disclosure requirements by organizations that involve themselves in public policy matters.

LAW 761 Public Policy Survey 2 hours

An introduction to public policy that examines the effect of worldview on both the objects and means of creating public policy. The course will use substantive public policy, policy initiatives, bills, legislative history, case law, white papers, and public relation campaigns to provide an understanding of the various methods, tactics, and strategies used in transforming ideas into governing policy and will prepare students to analyze both the substance of public policy and the policy creation process.

LAW 765 Sexual Behavior and the Law 2 hours

A survey of the relationship between various types of human sexual behavior and law, including employment law, education law, criminal law, family law, civil rights legislation, and the constitutional guarantees of equal protection and freedom of religion, speech, and association. The course will explore sexual behavior and notions of sexual morality through a biblical, historical, and anthropological prism and consider how the law, public policy, and culture approaches the sexual choices that people make.

LAW 771 Administrative Law 3 hours

Prerequisite: LAW 531

A study of the processes by which legislative and administrative policy is translated into law and applied by the

responsible administrative agencies. Topics include analysis of informal and formal procedures, separation of powers, delegation, statutory construction, rulemaking, and adjudication.

LAW 781 Employment Law 3 hours

A survey of common law and federal and state statutes regulating the relationship between an employer and an employee. Subjects include the hiring process, termination, terms and conditions of employment, disability unemployment, and retirement.

LAW 785 Land Use and Zoning 3 hours

A selective examination of governmental regulation of the use of real estate and of the land development industry. It is fundamentally a course in applied Constitutional and administrative law. While it includes the law of nuisance, zoning, density, growth, and subdivision controls, it is a vehicle for exploring the public regulation of business behavior in general, including various strategies for deregulation.

LAW 801 Remedies 3 hours

A study of the law of judicial remedies, both legal and equitable, focusing on the nature and scope of relief as distinguished from substantive and procedural law. The four major categories of remedies are addressed: damages, including measurement issues for both compensatory and punitive damages, and limitations on the damages remedy; restitution, including measurement issues and issues related to rescission, constructive trust, and equitable lien; injunctions, including issues relating to requirements for obtaining preliminary and permanent injunctive; and declaratory relief, including ancillary remedies to effectuate the relief obtained, and legal and equitable defenses.

LAW 802 Virginia Practice 1 hour

Prerequisite: Third year status.

This course will emphasize practical and substantive issues of Virginia law that are common to everyday practice. Students will be expected to apply Virginia law to articulate answers to common legal issues that arise in Virginia practice. The course includes a writing component.

LAW 803 Virginia Civil Procedure 2 hours

Prerequisites: LAW 521, 522

This course covers Virginia civil procedural law for both law and equitable claims, including applicable statutes, rules of court and cases interpreting the statutes and rules. Appellate procedure for both the Court of Appeals of Virginia and the Supreme Court of Virginia are covered.

LAW 804 Virginia Criminal Procedure 1 hour

Prerequisite: LAW 535

A review of the Virginia statutes and Rules of Court governing criminal procedure in Virginia. Covers Virginia Code Title 19.2 and Rules of the Supreme Court of Virginia, Parts 1, 3A, 5 and 5A [the latter two dealing with appellate procedure for criminal cases] together with some of the cases dealing with the statutes and rules. Topics include jurisdiction, venue, pre-trial motions and procedures, competency and insanity issues, trial, sentencing and appeals.

LAW 805 Insurance Law 3 hours

A study of the regulation of the insurance business, insurable interest, the insurance contract, the interests protected by contracts of insurance, construction of policies, rights under the policies, subrogation; and processing of claims and suits for insureds, claimants, and insurers.

LAW 809 Virginia Legal Aid Survey 1 hour

This course covers substantive Virginia law likely to arise while engaged in a legal aid environment. Topics covered include, among other things, the applicable statutes and case law regarding Virginia landlord and tenant law; public benefits denials and terminations (such as SNAP and TANF); the Virginia Employment Commission and unemployment law; debt collection and defenses; permanent protective orders in domestic violence cases; related ethics rules and practice management topics will be discussed as

well. This course is taught as an intensive. This course is available only to those students participating in the Virginia Legal Aid Clinic.

LAW 810 *Virginia Legal Aid Clinic I* 2 hours

Students will be provided practical, skills-based training by representing real clients as part of the Legal Aid Clinic, offered in conjunction with the Virginia Legal Aid Society. Students will be supervised by a faculty member and licensed Virginia attorney. Students will be exposed to a wide arrange of legal topics that are likely arise in civil practice. Students will have client interaction, conduct legal research and writing, write motions and briefs, and give oral arguments as needed. The clinic also has a classroom component that will meet regularly and cover the legal, ethical, and professional issues that arise during the clinic. This class is offered in the fall semester only.

LAW 811 *Virginia Legal Aid Clinic II* 2 hours
Prerequisite: LAW 810

This course is a continuation of Virginia Legal Aid Clinic I. Students will be provided practical, skills-based training by representing real clients as part of the Legal Aid Clinic, offered in conjunction with the Virginia Legal Aid Society. Students will be supervised by a faculty member and licensed Virginia attorney. Students will be exposed to a wide arrange of legal topics that are likely arise in civil practice. Students will have client interaction, conduct legal research and writing, write motions and briefs, and give oral arguments as needed. The clinic also has a classroom component that will meet regularly and cover the legal, ethical, and professional issues that arise during the clinic. This class is offered in the spring semester only.

LAW 815 *Law Office Management* 2 hours

An introduction to the establishment and management of a law office. It is designed to prepare the student for entry into the private practice of law, including ethical and personal pressures related to private law practice.

LAW 821 *Mediation* 2 hours
Prerequisite: LAW 595

A course on dispute resolution, building on the foundation of *Lawyering Skills V*, using a mixture of lecture, discussion, role-playing, and analysis of videotape. A lawyer's primary task is to resolve disputes. Most controversies never reach trial; rather, they are settled by agreement. The ability to negotiate and mediate effectively is crucial for all attorneys.

LAW 825 *Advanced Trial Advocacy* 3 hours
Prerequisites: LAW 545, 595

A course building on the foundation of *Lawyering Skills V*. Develops courtroom skills through simulated trials. Focus is on opening statement, direct and cross-examination, and closing argument.

LAW 826 *Real Property Litigation* 1 hour
Prerequisites: LAW 515, 516.

The course will undertake a selective examination of real estate disputes for litigation or transactional oriented future attorney-practitioners. The planning of real estate transactions is enhanced with a view toward the pitfalls of litigation in mind. An emphasis will be on the common disputes a practitioner typically handles during their career: disputes related to landlord-tenant, common interest communities, the real estate purchase-sale contract, and foreclosure.

LAW 831 *Appellate Advocacy* 2 hours
Prerequisites: LAW 525, 526

An introduction to the mechanics of appellate brief-writing and oral argument by engaging in simulated oral arguments. It is designed to develop clear and persuasive communication skills through written and oral advocacy. (NOTE: This course is offered in the fall semester and is designed for those who are interested in participating in Moot Court.)

LAW 832 *Advanced Appellate Advocacy* 1 hour
Prerequisite: Competed in the 2L/3L Liberty Cup Moot Court Tournament

This course requires research of unique legal issues, preparation of an appellate brief, preparation of at least two oral

arguments, and participation in an intercollegiate moot court tournament. Successful completion of the course will be determined by the Moot Court Faculty Advisor based on the student's preparation for the tournament and demonstrated competence in both the written and oral skills. Only two credits for LAW 832 may count toward the credits required for graduation. Course credit is pass/fail.

LAW 833 *Trial Team* 1 hour
Corequisite: This course is for those students who try out for and are chosen to be on the Trial Team.

Team members will engage in an intense study of trial strategy and preparation, direct and cross examination, opening statements and closing arguments, pretrial motions, arguing and opposing objections, and all aspects of trial advocacy. Team members will be chosen to compete in state, regional, and national trial competitions. Students who compete in a competition may earn one credit in this course per semester. Only two credits for LAW 833 may count toward the credits required for graduation. Course credit is pass/fail.

LAW 851 *Constitutional Litigation Clinic* 2 hours
Prerequisite: Permission of instructor is required and availability is limited.

Students will be provided a hands-on experience in Constitutional litigation representing actual clients and preparing and prosecuting a lawsuit at the trial and/or appellate level. Students share responsibility for the management of a case under supervision of a member of the faculty and licensed attorneys and staff with Liberty Counsel. Students will be expected to research, write legal arguments, and engage in critical thinking in order to prosecute a case. Coursework encompasses civil procedure, evidence, substantive law, law office management, ethics, and professional responsibility.

LAW 855 *Prosecution Clinic* 2 hours
Prerequisites: Permission from the Bedford Commonwealth Attorney and Associate Dean for Academic Affairs; and Virginia Third-Year Practice Certificate required.

Students will work under the direct supervision of a faculty supervisor and the Bedford (Virginia) Commonwealth Attorney's Office and will be involved in all aspects of criminal prosecution. Students will be exposed to the role and responsibilities of a prosecutor while engaging in the hands-on experiences of a working prosecutor. Students will be encouraged to think critically about the prosecutor's role in the criminal justice system. The Clinic will also contain a classroom component where students will cover subject matter that includes: the role of the prosecutor, ethics, plea bargaining, motions and hearings, discovery and examination of witnesses. Students may conduct legal research and writing, write motions and briefs and give oral arguments.

LAW 861 *Externship* 2 hours
Prerequisites: Second-year standing; approval of the Associate Dean for Academic Affairs

Externs earn academic credit while working part time in government, public interest, or nonprofit or for-profit institutions. Externs work under the supervision of qualified and experienced attorneys who provide guidance and training in practical lawyering skills. Classroom component (case rounds) covers topics relating to the legal system, judicial process, and professionalism.

LAW 862 *Criminal Law Externship* 2 hours
Prerequisites: Qualify for Third-year practice in Virginia (3L students); approval of the Associate Dean for Academic Affairs

Students earn academic credit while working part time with other students in a Commonwealth's Attorney's Office, Public Defender's Office or private practice under the supervision of an attorney in that office and the Externship Director. Students receive guidance and training in lawyering skills, interview and prepare witnesses for trial, and appear in court. Classroom

component (case rounds) covers topics relating to the legal system, judicial process and professionalism.

LAW 863 *Judicial Clerks Externship* 2 hours
Prerequisites: Second-year standing; approval of the Associate Dean for Academic Affairs

Students earn academic credit while working part time under the supervision of a judge and his or her staff attorneys and the Externship Director. Students receive guidance and training in legal research and writing, write research memoranda, and draft opinions for judges. Classroom component (case rounds) covers topics relating to the legal system, judicial process and professionalism.

LAW 868 *Directed Research in Law and Policy* 2 hours
Prerequisites: Second-year standing; approval of the Associate Dean for Academic Affairs.

Includes components of an externship, with real-life, legal work generated by the client of a supervising externship attorney, and an independent study, with research and writing covering subject matter comparable to that in other academic activities.

LAW 871 *Independent Study* 1 to 3 hours
Prerequisites: Second-year standing; approval of a professor-advisor and the Associate Dean for Academic Affairs; satisfy the requirements in §07.14 of the Academic Policies and Procedures.

A supervised research and writing course that covers subject matter comparable to that in other academic activities with minimum faculty guidance. Guidelines are published in the Academic Standards Policies and Procedures.

LAW 881 *Law Review Candidacy* 1 hour
Prerequisites: Second-year standing; membership is by invitation only based upon the student's demonstration of advanced academic and writing ability and criteria set forth in the Liberty University Law Review Constitution

Participation in law review activities in the fall semester includes writing a note or comment judged to meet the acceptable or publishable standard, editing student written notes and comments, editing articles and other scholarly legal writings, and performing other editorial and staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

LAW 882 *Law Review Junior Staff* 1 hour
Prerequisites: Second-year standing; satisfactory completion of Law Review Candidacy

Participation in law review activities in the spring semester includes editing student written notes and comments, editing articles and other scholarly legal writings, and performing other editorial and staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

LAW 883 *Law Review Senior Staff I* 1 hour
Prerequisites: Third-year standing; satisfactory completion of Law Review Junior Staff

Participation in law review activities includes writing a comment judged to meet the acceptable or publishable standard, editing student written notes and comments, editing articles and other scholarly legal writings, and performing other staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

LAW 884 *Law Review Senior Staff II* 1 hour
Prerequisites: Third-year standing; satisfactory completion of Law Review Senior Staff I

Participation in law review activities includes editing student written notes and comments, editing articles and other scholarly legal writings, and performing other staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

LAW 885 *Law Review Editorial Board I* 2 hours
Prerequisites: Third-year standing; satisfactory completion of Law Review Junior Staff; elected as a member of the Liberty University Law Review Editorial Board

Participation in law review activities includes managing the law review, participating in the activities of the editorial board, writing a comment judged to meet the acceptable or publishable

standard, editing and publishing student written notes and comments, reviewing, selecting, editing, and publishing articles and other scholarly legal writings, and performing other editorial and staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

LAW 886 *Law Review Editorial Board II* 2 hours
Prerequisites: Third-year standing; satisfactory completion of Law Review Editorial Board I; membership on the Liberty University Law Review Editorial Board

Participation in law review activities includes managing the law review, participating in the activities of the editorial board, editing and publishing student written notes and comments, reviewing, selecting, editing, and publishing articles and other scholarly legal writings, and performing other editorial and staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

LAW 901 *Advanced Bar Studies* 3 hours
Prerequisite: Third-year standing.

Advanced Bar Studies is a skills-development course that provides students with an intensive substantive review of selected legal material routinely tested on the bar examination. The course uses problems and exercises in a bar examination format to familiarize students with techniques for answering bar examination multiple choice questions.

LAW 904 *Advanced Research and Writing* 2 hours
Advanced Research and Writing provides advanced instruction in legal research techniques and hones the writing skills learned in LS I and II. Students will draft a variety of common, legal documents used in litigation and transactional work.

CHRISTIAN LEADERSHIP

LEAD 505 *Church Administration* 3 hours
A study of administrative principles and practices for the local church. The course examines staff, finances, buildings, and public relations in churches and integrates material from both religious and secular sources.

LEAD 510 *Biblical Foundations of Leadership* 3 hours
This course explores the topic of leadership from a biblical and theological perspective. Essential biblical principles bearing on the purpose and character of leadership will be examined. Instances of leadership in the Old and New Testaments will be analyzed within their biblical context, and in terms of contemporary understanding of leadership, with a special focus on the leadership of Jesus Christ as seen in the New Testament.

LEAD 520 *The Life of Leaders* 3 hours
This course will explore the lives of great leaders throughout history. Leadership is not a distinctively Christian practice. Leadership is found in all segments of society and culture. Thus, this course will explore the personal lives, traits, practices and disciplines of leaders in various sectors of cultural history including religious leaders, political leaders, military leaders, and business leaders. Specific attention will be given to the process of interpreting leadership from a distinctively organizational perspective, as performed by great leaders, and applying these leadership lessons into an organic perspective of Christian leadership in ministry.

LEAD 610 *Team Leadership and Conflict Resolution* 3 hours
This course will focus on building and sustaining decision making teams, mentoring, delegating, resolving conflict, and handling and overcoming opposition. Extensive time will also be devoted to improving the individual's and the group's repertoire of styles of communication skills with a view of functioning more effectively and efficiently as a team leader in handling routine and crisis situations.

LEAD 620 *Mission, Vision and Strategic Planning* 3 hours
This course prepares the student for strategic planning in various ministry settings. It will also equip the student to cast a

vision and mission for their church or parachurch organization. The student will examine core biblical passages and create a clear vision/mission/values statement.

LEAD 625 *Preventing Ministry Failure* 3 hours

This class will help the student (and their spouse) better prepare themselves for the rigors of 21st century ministry, avoid common pitfalls, and prevent potential problems. It will deal with such significant issues as setting realistic expectations, dealing with church boards, marriage, children, finances, burnt-out, stress, time management and more.

LEAD 630 *The Art of Developing Leaders* 3 hours

A truly effective leader understands the relationship between the organization's success and the ability to develop other leaders within the organization. This course will examine how leaders are recognized and developed. Skills necessary for mentoring others as leaders will be explored and developed.

LEAD 635 *Theology of Pastoral Ministry* 3 hours

A study of the different phases of the daily work of the pastor. Attention is given to the call, character, leadership, and responsibilities of the pastor. Opportunities are also given for the student to practice methods of pastoral work.

LEAD 695 *Directed Research in Leadership* 1 to 6 hours

LEAD 697 *Seminar in Leadership* 1 to 3 hours

An intensive study in a specific subject of pastoral ministry. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

LEAD 698 *Practicum in Pastoral Leadership* 1 to 3 hours

A practical field experience for international students in pastoral leadership under the supervision of an approved mentor. (Formerly PLED 698)

LEAD 699 *Internship in Pastoral Leadership* 3 to 6 hours

Prerequisites: DSMN 500, EVAN 525, HOMI 500 or 601, LEAD 635

In order to complete this internship students must be currently working and/or serving in a local church. The church, mentor, and nature of involvement must be approved beforehand by the professor. Internship involves supervised work in an applied ministry setting. Students continue to apply, adapt, and improve their skills in specialized ministry situations. Students work under the supervision of a qualified pastor or deacon. Students must complete 150 hours of internship interaction with an average of 10 hours per week.

LEAD 810 *Strategies for Developing Leaders* 3 hours

This course will examine how to identify and equip key members of a church's staff. Principles and methods will be analyzed and defined for foundational leadership skills.

LEAD 820 *Organizational Leadership in the Church* 3 hours

A truly effective leader understands the relationship between the organization's success and the ability to develop other leaders within the organization. This course will examine how leaders are recognized and developed inside the local church. Skills necessary for developing and mentoring leaders for the local church will be examined from a biblical, philosophical and practical perspective.

LEAD 830 *Ministry Leadership* 3 hours

An advanced study of the personal leadership function of the pastor. Attention is focused on such topics as conflict management, decision making, long-range planning, motivation, and interpersonal relationships.

LEAD 895 *Directed Research* 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. This course should/can only be used if a student lacks a seminar for graduation and the needed seminar is not offered in their last semester. If approved, the student will work with the instructor in developing a proposal for guided research in a specific area.

LEAD 897 *Seminar in Leadership Studies* 3 hours

An intensive study in a specific subject of leadership. This course allows variation in the approach and content of the regular

curriculum and often will be used by visiting professors.

LIFE COACHING

LIFC 501 *Introduction to Life Coaching* 3 hours

This course serves as an introduction of professional coaching from a Christian perspective with special attention given to coaching theories, practice, skills, and various coaching specialties.

LIFC 502 *Advanced Life Coaching Skills* 3 hours

Life coaching is a rapidly growing field that is a natural complement to the counseling profession. It involves guiding an individual as they explore the requisite skills, knowledge, confidence, and goals that they will need to become proficient and successful in the area(s) in which they are being coached. This course will address some of the more advanced skills with which the experienced life coach should become adept.

LIFC 601 *Health and Wellness Coaching* 3 hours

This course serves as a further exploration of an aspect of professional coaching that includes wellness. This course will examine health and wellness from a Christian perspective with special attention given to a biblical foundation of health and wellness coaching.

LIFC 602 *Marriage Coaching* 3 hours

Marriage Coaching is a rapidly growing practice that involves mentoring or guiding a couple as they explore the requisite skills, knowledge, confidence, and goals that they will need to become proficient and successful in the area(s) in which they are being coached. This course will address some of the more advanced skills with which the Marriage Coach should become adept.

LIFC 603 *Financial Life Coaching* 3 hours

This course provides the framework to the structure and strategy surrounding financial life coaching. Special attention will be given to personal financial strategies for navigating spending, debt, and investing.

LIFC 604 *Leadership Professional Life Coaching* 3 hours

This course provides the framework to the structure and strategy surrounding Leadership Professional Life Coaching. Special attention will be given to leadership strategies for navigating project management, cultural awareness, inter-generational issues, and balancing work and home life.

ADDICTION COUNSELING

MAAC 501 *Ethical and Legal Issues in Counseling* 3 hours

This course introduces students to concepts regarding ethical and legal issues encountered by professional counselors, including ethical principles, professional codes of ethics, identifying and resolving ethical dilemmas, ethical decision-making models, and legalities of the profession. Current issues in therapeutic practice in a variety of professional settings including addiction counseling are explored.

MAAC 504 *Multicultural Counseling* 3 hours

This course focuses on the multiple dimensions related to competent multicultural counseling. Major ethnic groups are studied along with the counseling, social justice, and advocacy approaches appropriate to each. In a similar fashion, the overarching cultural context of relationships, including factors such as age, race, gender, sexual orientation, religious and spiritual values, mental and physical characteristics, education, family values, socioeconomic status, and within group as well as between group cultural differences are examined. Theories of multicultural counseling, identity development, pluralistic trends, systems-oriented intervention strategies (couple, family, group, and community), and the impact of addiction are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.

MAAC 505 *Counseling Techniques and the* 3 hours

Helping Relationship

Prerequisites: MAAC 501

This experiential and didactic course provides students an understanding of effective interventions from individual, relational, and systems perspectives with unique emphasis on motivational interviewing. Students also examine personal characteristics and their effect on individual, couple, and family counseling using case discussion and analysis.

MAAC 506 Integration of Spirituality and Counseling 3 hours

Students critically examine how a Judeo-Christian worldview, biblical principles, and a client's spirituality collectively impact assessment, diagnosis, and treatment planning factors, as well as the change process in addiction and recovery counseling. Ethical, diagnostic, assessment, and treatment issues relevant to the use of Christian spiritual interventions are considered when working with religiously oriented individuals, couples, and families. Current research related to spirituality and counseling in addiction work is also examined.

MAAC 510 Theories of Counseling 3 hours

Prerequisites: MAAC 501 and all undergraduate prerequisite requirements must be completed before beginning COUN 510

This course provides in-depth exploration of selected theories of counseling and psychotherapy with unique application to addiction counseling, including empirically supported treatment modalities. Through this course, students learn about the nature and process of therapy, and begin to learn how to conceptualize client presentations and select appropriate interventions while considering issues of diversity. Students are encouraged to begin to define their own theoretical approach to their work with individuals, couples, and families.

MAAC 512 Group Counseling 3 hours

Prerequisites: MAAC 501, 505, 510; SUBS 505

This course enables students to understand the types of groups, their purpose, development of dynamics, counseling theories, and group counseling methods and skills. Ethical and legal considerations of are also explored. Group work specific to addiction counseling is highlighted. Students are required to participate in small groups for educational and self-assessment purposes.

MAAC 515 Research and Program Evaluation 3 hours

Prerequisites: MATH 201 (or PSYC 355); MAAC 501, 504, 510; SUBS 505

Students learn the importance of scientific inquiry in the field of clinical addictions counseling. Emphasis is on research methods (designs, statistical analysis, needs assessment, and program evaluation) and locating, interpreting, and evaluating research and program evaluation articles that inform evidence-based practice. Ethical and cultural relevance as well as ethically appropriate integration is also addressed.

MAAC 521 Assessment Techniques in Counseling 3 hours

Prerequisites: MAAC 501, 504, 505, 510; SUBS 505

This course is designed to provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. Comprehension and application of basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, inventory methods, psychological testing, and behavioral observations are examined. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations, including those struggling with addiction, are discussed. Identifications of applicable ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling are evaluated.

MAAC 601 Marriage and Family Counseling I 3 hours

Prerequisites: MAAC 501, 504, 512, 515, 521, 646; SUBS 505

This course considers the dynamics of marriage and family relationships from a systems perspective. The emphasis is on understanding family and other systems theories, the structure and function of marriage, various aspects of the marital relationship and family systems, and models of family and systemic interventions. Considerations from a historical perspective and the impact of addiction are presented along with current developments within marriage and family systemic models.

MAAC 646 Psychopathology and Counseling 3 hours

Prerequisites: MAAC 501, 504, 505, 510; SUBS 505

This course studies various psychological disorders with an emphasis on the impact of addictive disorders and normalcy across the lifespan. Students are prepared to responsibly and competently assess, diagnose, conceptualize, and counsel clients as defined by the Diagnostic Statistical Manual classification system. Concepts and constructs, assessment processes, etiology, cultural factors, differential diagnosis, decision-making, and evidence-based therapeutic approaches are emphasized. Clinical and scientific research is integrated through the course with a biblical worldview so that students have a robust biopsychosocial spiritual lens to understand and treat mental disorders.

MAAC 667 Clinical Diagnosis and Treatment Planning 3 hours

Prerequisites: MAAC 501, 504, 505, 510; SUBS 505

Students become knowledgeable of the principles of clinical diagnosis and the development of treatment plans. The current edition of the Diagnostic and Statistical Manual is emphasized, with consideration also given to dimensional, relational, and systemic issues important in diagnosis and treatment planning. Substance related and addictive disorders are emphasized with special consideration given to co-occurrence with other disorders.

MAAC 699 Counseling Internship 3 hours

Prerequisites: MAAC 501, 504, 505, 506, 510, 512, 515, 521, 646; SUBS 505, 606, 607 *This course may be repeated.

This course requires successful completion of the practicum as one of its prerequisites and involves an intensely supervised experience in the student's designated program area at an approved site. Students are required to complete a total of 600 clock hours of counseling and related services, 240 of which are direct client contact hours. While gaining direct service experience with clients, students regularly meet with an approved onsite supervisor. Student counseling performance is evaluated throughout the internship. Written and oral presentations accompanied by audio and video recordings form the basis of the group supervisory process. The dynamics of the counseling relationship, diagnosis, treatment, and legal/ethical issues are primary areas of focus.

MATHEMATICS**MATH 595 Directed Research** 1 to 3 hours**MATH 597 Seminar** 1 to 3 hours**MANAGEMENT****MGMT 501 Leading Project Teams** 3 hours

Prerequisite: BMAL 500 or co-req of ACCT 531

This course provides an analysis of effective team-based leadership practices in a project environment. Topical coverage includes creating high-performance teams, managing team conflict, motivating teams, and empowering teams for the successful completion of projects. Key principles of effective team leadership are cross-referenced with PMBOK concepts.

MGMT 527 Leading Project Teams 3 hours

Prerequisites: CPC1 or BMAL 590

This course provides an analysis of effective team-based leadership practices in a project environment. Topical coverage includes creating high-performance teams, managing team conflict, motivating teams, and empowering teams for the

successful completion of projects. Key principles of effective team leadership are cross-referenced with PMBOK concepts.

MGMT 602 *Leading Project Teams* 3 hours

This course provides an analysis of effective team-based leadership practices in a project environment. Topical coverage includes creating high-performance teams, managing team conflict, motivating teams, and empowering teams for the successful completion of projects. Key principles of effective team leadership are cross-referenced with PMBOK concepts.

MGMT 610 *Risk Management* 3 hours

Prerequisite: BUSI 681

This course explores the area of risk management in project management contexts, and is cross-referenced with PMBOK concepts. Topical coverage includes: principles and concepts of risk management, the processes of risk management, planning risk management, critical success factors for effective risk management, and performing qualitative and quantitative risk analysis.

MGMT 620 *Project Evaluation & Assessment* 3 hours

Prerequisite: BUSI 681

In this course students will have the opportunity to learn to plan, design implement, assess and report project performance. Project management will be examined from the perspective of project funding and support, project supervision, and participatory evaluation methods. Examines stakeholder analysis and techniques for reporting performance results.

MGMT 625 *Project Planning and Scheduling* 3 hours

Prerequisite: BUSI 680 and 681

This course explores the area of project planning and scheduling, and is cross-referenced with PMBOK concepts. Topical coverage includes: defining the work breakdown structure, addressing work breakdown structure quality, and key considerations when creating the work breakdown structures. Coverage also includes principles and concepts of the scheduling model, best practices for scheduling, developing a project schedule, and the components of a schedule.

MGMT 645 *Quality Management* 3 hours

Prerequisite: BUSI 680 and 681

This course explores the area of quality management, and is cross-referenced with PMBOK concepts. Topical coverage includes: foundations of quality, the contemporary application of quality concepts, quality paradigms, tools for managing project quality, and quality in practice. Current best practices in quality management will also be discussed.

MGMT 651 *Agile Project Management* 3 hours

Prerequisite: BUSI 681

This course explores the core values and principles of agile project management. Topical coverage includes; agile methodologies, the relationship between defined and empirical processes, best practices and latest agile approaches.

MGMT 690 *Capstone, Project Management* 3 hours

Prerequisite: MGMT 620, 625, and 645

In this course, students integrate the concepts, techniques, and knowledge of the principal components of project management in a comprehensive, applied case study exercise. Course topics include project planning, project scope management, risk management, project scheduling and estimation, and project assessment.

MILITARY

MILT 525 *Advanced Resilience for Leaders and Caregivers* 3 hours

An advanced graduate study of the key definitions and factors related to how leaders and caregivers create and maintain resilience in themselves and others, focused on the military culture with broad applications to the general population. Topics include the impacts of suffering and trauma on followers, leaders, and

caregivers; the Resilience Life Cycle, disciplines of replenishment for leaders and caregivers, evidence-based research surrounding resilience protocols, and a holistic approach to spiritual equipping for leaders and caregivers.

MILT 575 *Resilient Marriage and Family* 3 hours

This course studies the impact of military culture on service members and their families. It addresses precepts essential to the development of healthy and resilient military marriages and families. Topics include pre-deployment preparation, deployment, post-deployment reintegration, therapeutic needs, domestic violence, substance use, infidelity, divorce, and the impact of injury and death. Special emphasis is given to understanding, intervening, and treating the stresses and challenges of military families.

MILT 625 *Military Career and Community Transition* 3 hours

This graduate course examines the two primary transitions of military life: the reintegration challenges that recently deployed military members encounter as they blend back into family, community, church, and a peacetime setting; and the transition from military to civilian life and career. Students will identify and critique strategies meant to facilitate a positive adjustment, while exploring possible Biblical and Christian interventions to support veterans in this transition back into family and community life as well as new careers. Specific course content will focus on the role of the caregiver or helping profession. Special focus will be given to providing resources and various avenues of assistance to these military service men and women who may not know of these services.

MILT 675 *Advanced Military Mental and Behavioral Health* 3 hours

This course will cover advanced assessment and treatment of military mental and behavioral health issues, including Posttraumatic 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.

MODERN LANGUAGES

MLAN 519 *Second Language Acquisition* 3 hours

A study of the foundations of second language acquisition (SLA), including the theories, research, as well as the cross cultural, cross-linguistic, psychological, and personality components inherent in SLA; students explore strategies for second-language acquisition and assessment.

MARKETING

MRKT 600 *Applied Market Research* 3 hours

This course will provide learners with the latest theory and practices in marketing research. Building on the knowledge and skills attained in BUSI 614 Marketing Research, students will identify and apply the right techniques appropriate for the context to develop viable action plans for marketing management and (future) clients.

MRKT 640 *Consumer Behavior* 3 hours

Prerequisite: BUSI 520

Students will gain a strong foundation for critical thinking in the area of consumer decision making. A focus will be on the concepts and theories that are used to evaluate and predict consumer behavior, in addition to forecasting and analyzing the demand for products and services.

MRKT 661 *Ethical and Legal Issues in Marketing* 3 hours

Prerequisite: BUSI 520 and MRKT 640

This course examines traditional and modern ethical issues facing marketing managers. Students will analyze ethical situations found in marketing research, product liability, advertising, international marketing, competitive intelligence, socially controversial products, consumer privacy, and corporate social responsibility.

MRKT 670 *Brand Management* 3 hours

Prerequisites: BUSI 520, 612

Students will analyze the function of brand management as it relates to marketing strategy and decisions. Students will study brand concepts in areas of: building sustainable brands, brand equity and brand management strategies.

MRKT 690 Marketing Strategy Capstone 3 hours

Prerequisite: **MRKT 600, MRKT 661, and MRKT 670 (can be co-requisite)**

This course serves as the capstone for the Masters of Science in Marketing. Students integrate the concepts, techniques, and knowledge of the marketing core concepts. Students will analyze and develop comprehensive marketing strategies. This course may not be substituted for or transferred from another institution. Students must enroll in this course during their last term in the program.

PSYCHOLOGY

MSPS 500 Statistics and Research Design I 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

Advanced research methodology and statistical techniques for psychological research. Focuses on methods for use with non-experimental designs, including correlation and regression. Measurement issues, such as reliability and validity, are covered, as well as research ethics. Lab component focuses on use of computer software packages for analysis of data.

MSPS 513 Social Psychology 3 hours

Examination of scientific literature involving individual behavior in relation to social contexts. Topics include attribution, social perception, socialization, attitude formation/change, group dynamics, prosocial behavior, aggression, social influence, and applications.

MSPS 505 Statistics and Research Design II 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, PSYC 510

Advanced research methodology and statistical techniques for psychological research. Focuses on methods for use with experimental designs, including factorial, repeated measures, and mixed design ANOVA models. Lab component focuses on use of computer software packages for analysis of data.

MSPS 526 Overview Industrial/Organizational Psychology 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

Exploration of current theory and research in industrial/organizational psychology. Focus on talent acquisition and management, leadership, job attitudes, and organizational development.

MSPS 521 Psychology and Christianity Integration 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

Exploration of the relationship between psychological science and Christian faith. Topics include philosophical foundations and models of conceptualizing the relationship between the disciplines.

MSPS 540 Developmental Psychology 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

Advanced study of developmental processes across the lifespan. Examination of theories and current research in physical, mental, emotional, and social domains. Special consideration given to varying social situations and cultural contexts.

MSPS 570 Advanced Conditioning and Learning 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

Advanced study of associative learning. Special emphasis on instrumental conditioning, motivation, and affect as they relate to the field of developmental psychology.

MSPS 531 Cognitive Psychology: Theories 3 hours

&Methodology

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

Discussion of theory and research in cognitive psychology. Topics include attention, memory, language, learning, reasoning, and decision-making.

MSPS 625 Advanced Behavior Modification 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

Discussion of traditional and contemporary intervention strategies. Special emphasis on evidence-based practices and application to real-world scenarios.

MSPS 627 Advanced Child Development 3 hours

Prerequisite: PSYC 525

Advanced study of developmental processes from conception until adolescence. Focus on contemporary research in biological, cognitive, and socio-emotional development.

MSPS 637 Advanced Adolescent Development 3 hours

Prerequisite: PSYC 525

Advanced study of developmental processes during adolescence. Focus on contemporary research in biological, cognitive, and socio-emotional development.

MSPS 647 Advanced Adult Development 3 hours

Prerequisite: PSYC 525

Advanced study of developmental processes in adulthood. Focus on contemporary research in various domains, such as work, marriage and family, personality, cognition, and physical change.

MSPS 657 Geropsychology 3 hours

Prerequisite: PSYC 525

Review of empirical literature in gerontology. Topics include cognition, personality and adjustment, physical change, social roles, and more.

MSPS 646 Advanced Organizational Behavior 3 hours

Prerequisite: PSYC 101, PSYC 255, PSYC 355, PSYC 516

Discussion of organization theories and organizational change. Consideration also given to group structure and processes.

MSPS 650 Human Resource Development 3 hours

Prerequisite: PSYC 101, PSYC 255, PSYC 355, PSYC 516

Evaluation of techniques for training and motivating personnel. Focus on design, implementation, and evaluation of training, continuing education, and staff development programs, looking to organizational improvement.

MSPS 655 Advanced Organizational Ethics 3 hours

Prerequisite: PSYC 101, PSYC 255, PSYC 355, PSYC 516

Exploration of ethical/legal issues confronted by organizations, and discussion of ethical theories pertaining to decision-making and problem solving in organizations. Special consideration given to how Christian faith informs ethics.

MSPS 658 Leadership Theories and Practice 3 hours

Prerequisite: PSYC 101, PSYC 255, PSYC 355, PSYC 516

Review of psychological theories of and research on motivation and their application to work. Highlights how leadership relates to motivation, workplace climate and attitudes, and group performance.

MSPS 660 Advanced Personnel Psychology 3 hours

Prerequisite: PSYC 101, PSYC 255, PSYC 355, PSYC 516

Examination of personnel psychology. Topics include workforce planning, recruitment and selection of employees, performance criteria and appraisal, job analysis, and job evaluation, and compensation.

MSPS 580 Advanced Developmental Neuropsychology 3 hours

Prerequisite: PSYC 101, PSYC 255, PSYC 355, PSYC 525

Exploration of the relationship between brain and behavior across the lifespan. Special emphasis on contemporary research and issues in the field.

MSPS 691 Master's Thesis 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

Research on approved topic under direction of thesis committee with chair approval.

MSPS 610 *Advanced Developmental Psychopathology* 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

Exploration of developmental pathways, including specific disorders and their contexts, and risk/resilience. Special attention devoted to normal and deviant development, and principles of adaptive functioning.

MSPS 689 *Thesis Proposal and Research* 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

This course will allow a student to work individually with the director of his/her thesis.

MUSIC

MUSC 510 *Foundations of Music Education* 3 hours

This course provides an overview to the foundational principles, philosophies, and practices in music education. Topics emphasized are: purposes of school music; students as music learners; content and structure of school music programs; and music teacher knowledge and skills. Identification of personal qualities and professional competencies of excellent music teachers will also be discussed.

MUSC 514 *Basic Conducting* 3 hours
WMUS 514

Basic instruction in conducting techniques for worship leaders in traditional and non-traditional worship settings. Knowledge and skill areas include: posture and hand position; baton usage; foreign and technical terms; conducting gestures and patterns; basic score interpretation; rehearsal management; and technique.

MUSC 515/ *Graduate Conducting* 3 hours
WMUS 515

Prerequisite: Completion of an undergraduate course in conducting

Intermediate and advanced instruction in choral and instrumental conducting techniques for music educators. Knowledge and skill areas stressed are a review of conducting gestures and patterns; advanced score interpretation, rehearsal management and technique, special challenges in choral and instrumental contexts.

MUSC 516 *Advanced Conducting* 3 hours
WMUS 516

Prerequisite: WMUS 515 or Equivalent

This course is a continuation of WMUS 515 and focuses on developing advanced instruction in conducting techniques in traditional and non-traditional settings. Specific attention is given to the role of the conductor in practical contexts, including 21st century evangelical worship, professional orchestral/choral organizations, and elementary, secondary, and collegiate educational systems.

MUSC 522/ *Introduction to Music Theory* 3 hours
WMUS 522

In this course, students learn foundational principles of music theory including: notes, rhythms, intervals, chord construction, and harmonic progressions. Basic arranging and analytical techniques are also explored related to traditional, classical, and popular music styles. This course is designed to prepare students for MUSC 524 or WMUS 524.

MUSC 524/ *Analytical Techniques* 3 hours
WMUS 524

Prerequisite: MUSC 522 or successful completion of the Graduate Music Theory Assessment

This course is a foundational course for graduate contemporary music theory practices. Systematic and empirical investigations into formal and compositional procedures of

selected masterworks from the tonal repertoire. The study includes a thorough investigation of jazz and extended harmonies used in contemporary popular music. Students continue to learn and apply analytical technique to various music styles. Melodic concepts and music form are explored in the literature from historical music periods and compared to present popular music literature and practice. Lectures lead to individual analytical projects. Principles of harmonic function are taught and applied to representative historical and popular music forms.

MUSC 525/ *Advanced Contemporary Arranging* 3 hours
WMUS 525 *Techniques*

Prerequisite: WMUS 630

This course is designed to teach and develop advanced skills as an arranger of vocal and instrumental ensembles. Chord chart writing and arranging techniques relevant to the rhythm section (keyboards, bass, guitar, drums, and percussion) and contemporary rhythm idioms will be explained and studied. Students will be expected to demonstrate skill in scoring for pop/rock bands, orchestras, singers, and choirs. A major worship arranging project is required.

MUSC 531 *Bibliography and Research* 3 hours

Bibliographic research in the field of music education. Students will identify, access, evaluate and interpret music education resources and materials while performing research on music education topics.

MUSC 550/ *Applied Music* 3 hours
WMUS 550

Prerequisite: Student must have the requisite experience or consent of the instructor (see syllabus for additional information specific to each application)

Guitar: Graduate level private guitar lessons. Instruction includes technical exercises, chords and chord progressions, and development of music reading and performance skills in classical and contemporary styles.

Piano: Graduate private piano lessons. Instruction includes technical exercises, chords and chord progressions, and development of music reading and performance skills in classical and contemporary styles.

Voice: Graduate level private vocal lessons. Instruction includes technical exercises, review of literature, and development of music reading and performance skills in classical and contemporary styles.

Woodwinds: Continuation of private lessons at the graduate level in the woodwind instruments of band and orchestra (Clarinet, Flute, Saxophone, Oboe or Bassoon). Instruction includes technical exercises, chords and chord progressions, and development of music reading and performance skills in classic and contemporary styles.

Brass: Continuation of private lessons at the graduate level in the brass instruments of band and orchestra (Trumpet, Trombone, Horn, or Tuba). Instruction includes technical exercises, chords and chord progressions, and development of music reading and performance skills in classic and contemporary styles.

Percussion: Continuation of private lessons at the graduate level in the percussion instruments of band and orchestra (pitched and unpitched). Instruction includes technical exercises, rhythm patterns, and development of music reading and performance skills in classic and contemporary styles.

Conducting: Continuation of private lessons at the graduate level in conducting for choral and instrumental groups. Instruction emphasizes further development of gestural communication, technical control, score reading, preparation and interpretation.

Songwriting: Continuation of private lessons at the graduate level in songwriting. Instruction emphasizes principles for crafting melody with attention to harmony, rhythm, lyric, song form, building demos and producing songs suitable for publishing in a commercial market.

MUSC 560 *Ensemble Pedagogy* 3 hours

Prerequisites: Consent of instructor

Students study basic rehearsal techniques, synthesize rehearsal methodology, and apply written and aural theory through large ensemble experience. Students engage in score analysis detailing expected rehearsal problems with logical pedagogical solutions.

MUSC 589 Graduate Ensemble 1 hours

Prerequisites: Audition or consent of instructor

This ensemble is open to all Liberty University graduate students by audition and offers the opportunity to experience and participate in various styles of music. Special attention is given to the preparation and presentation of the Night of Worship (Spring), Christmas on the Boulevard (Fall), and other campus and area events.

MUSC 620 Music in America 3 hours

Evaluation of various influences contributing to the creation of a unique “American” musical style. Materials are arranged and discussed in a theoretical/historical framework. Diversity of influences investigated include: European, African American, Afro-Cuban, American Indian, Spanish-Mexican, religious, jazz blues, folk song, popular, and black gospel. Special attention is given to music of the American Colonies and specific musical influences through the 21st century.

MUSC 630/ Advanced Principles of Music Technology 3 hours
WMUS 630

The study of computer applications in music, including: competencies in the use of notation software, music recording software; sequencing; using loops in live and recording applications; integrating midi and digital audio; capturing, editing, and storing digital audio data; multi and single tracking; VSTs; and sound shaping.

MUSC 640 History and Philosophy of Music 3 hours
Education in America

In this course, students examine the historical and philosophical development of music education in America, traced from its roots in biblical times through recent historical events and trends. Also emphasized are the pedagogical movements in and sociological aspects of music education from the early colonial period through the 21st century. Readings and discussions will emphasize specific subjects including: Ancient Greek music philosophy and aesthetics, music in the medieval universities and the quadrivium, the influences of humanism and the Enlightenment, musical aesthetics related to 19th and 20th century thought, and the current discussion related to aesthetic vs. praxial music educational philosophies.

MUSC 650/ Research in Music Education 3 hours
WRSP 650

The purpose of this course is to acquaint students with a variety of research that informs music education in preparation for the final capstone curriculum project or thesis in music education. As part of this course, students expand their understanding of various research methodologies as related to music education. While developing their scholarly writing skills, students learn to critique and apply research techniques.

MUSC 660 Performance Pedagogy and Literature 3 hours

Students study materials and techniques for teaching beginning and intermediate music students of various ages in class and private lesson settings. Students also explore issues relevant to the advanced performer, such as handling of performance anxiety, physical and psychological well-being, and concerns related to advanced technique. Includes a segment on technological tools. Special attention is given to teaching group lessons at the college level. Provides practical experience under faculty supervision.

MUSC 670/ Principles of Curricula and Pedagogy 3 hours
WMUS 670 for Music Education

This course helps students engage matters of curricula development and pedagogy through critical evaluation and inquiry. Emphasis is given to curricula and pedagogical models that address practical issues for primary, secondary, and college classrooms.

MUSC 675 Entrepreneurism in Music 3 hours

Students gain understanding of the individual elements of a business plan, business structures, finance, marketing, management and organizational behavior, and leadership. Students learn entrepreneurial tools particular to the music community, techniques for innovation and creation of new ventures. At the conclusion of the course, students complete a cogent business plan applicable to different endeavors within the music community.

MUSC 687 Music Education Curriculum Project 3 hours

Prerequisite: MUSC 650

This course is designed to provide the student with practical experience in the planning and implementation of a major music education project. This is the completion of the research and curriculum project begun in MUSC 650. In the course, students focus on the development of a site-specific music curriculum, including the philosophical, contextual, and cultural foundations for that curriculum as well as the prospective implementation and assessment of the project. Because the nature of the project is to bring together elements from all previous coursework, it is graded as the Comprehensive Examination for the degree program.

MUSC 689/ Thesis Proposal and Research 3 hours
WRSP 689

Prerequisite: MUSC 650

This course is only for students who have not made sufficient progress so as to demonstrate they will be able to complete the thesis within the time frame required in MUSC 690: *Thesis*.

MUSC 690/ Thesis 3 hours
WRSP 690

Prerequisite: MUSC 650

In this course, students complete the Thesis project begun in MUSC 650. The thesis is a comprehensive paper written in a specific music education discipline and selected in consultation between the student and approved faculty. It should illustrate a thorough understanding and mastery of research techniques and demonstrate a level of original discovery suitable for graduate work on the master's level. Students may not enroll in this class until the last semester of graduate work or until all other course requirements for the degree have been successfully completed.

MUSC 691 Lecture Performance Recital 3 hours

Prerequisites: MUSC 692 Graduate Music Comprehensive Exam

This is a faculty supervised, 55-60 minute lecture recital program. The student must demonstrate the ability to conduct or perform appropriate repertoire for 50 percent of the recital. The student must demonstrate the ability to lecture about their selected repertoire for 50 percent of the recital. Preparation of the recital must demonstrate completion of a serious, formal research paper that documents the repertoire selected, historical information about composers and songwriters, and rationale for stylistic representation.

MUSC 692 Graduate Music Comprehensive Exam 3 hours

Prerequisites: The student must be enrolled in or have completed 36 hours of required graduate courses.

The comprehensive exam/defense is a zero credit written and oral examination that serves as a culminating assessment for the MA in Music Education. The comprehensive exam will be based on courses taken in their distinct MA in Education program, on-line or residential. The exam is taken as a prerequisite to the Thesis, Lecture Performance Recital, or Curriculum Project. A Pass/Fail Committee decision for the Comprehensive Exam/Oral Defense will be placed in the student's official file, noted on the DCP Audit, and appear on the student's transcript.

NEW TESTAMENT BIBLICAL STUDIES

NBST 500 The New Testament World 3 hours

An intensive investigation of the historical, literary, and cultural milieu in which the New Testament revelation was given.

Special attention will be given to the inter-testamental, Egyptian, Greek, and Roman sources that provide a framework for the understanding of the New Testament.

NBST 510 *New Testament Introduction* 3 hours

General introduction to the New Testament including the New Testament world, canonicity, textual criticism, inspiration, archaeological insights, and special introduction of the New Testament, including the synoptic problem.

NBST 515 *New Testament Orientation I* 3 hours

A general introduction to the New Testament Gospels, General Epistles, and Revelation, emphasizing matters of text, canon, authorship, date, authorial purpose, and theme development. Also a special introduction, involving current issues of criticism and interpretation, such as the synoptic problem. The general principles of interpretation (hermeneutics) will be introduced as well as the special principles concerning parables, symbols and types, and prophecy.

NBST 520 *New Testament Orientation II* 3 hours

A continuation of NBST 521 with a general and special introduction of Acts and the Pauline Epistles. The study of hermeneutics will continue with emphasis upon word meaning, figures of speech, and other linguistic matters.

NBST 610 *Hermeneutics* 3 hours

An advanced course in hermeneutics including a study of the history of interpretation, both biblical and extra-biblical, and an examination of the current status of various interpretive approaches to the Scriptures.

NBST 611 *Life of Christ* 3 hours

Using a harmony of the Gospels as a basis, the life of Christ will be studied in the light of its historical background, geographical setting, political situation, and religious conditions. Special emphasis will be given to His mission and His message.

NBST 615 *John* 3 hours

An intensive exegetical study of the Gospel of John, including an investigation of the uniqueness of this Gospel compared with the synoptic Gospels, and a study of the life and teachings of Christ which are distinctive in this Gospel.

NBST 616 *Acts* 3 hours

An intensive study of the book of Acts, emphasizing its foundational importance to the New Testament epistles and showing the origin and establishment of the church. Attention is also given to the historical, geographical, and political background for Acts and the book's doctrinal significance for the church today.

NBST 617 *Romans* 3 hours

An intensive exegetical study of Paul's epistle to the Romans. The study includes an investigation of the doctrines of justification, sanctification, and proper Christian conduct. Advanced language students will be given opportunity to use their Greek skills. A verse-by-verse exposition will follow a brief study of authorship, background, destination, and purpose.

NBST 618 *The Corinthian Correspondence* 3 hours

An expositional study of the two letters of Paul to Corinth. Special attention is directed to discovering the major doctrinal themes developed by Paul and how these are applied to the numerous personal and institutional problems of the first century Gentile church.

NBST 620 *Pastoral Epistles* 3 hours

An expository treatment of the epistles to Timothy and Titus, emphasizing the personal responsibilities and the public functions of the pastor as he administers the affairs of a local church. Attention is given to such introductory matters as date, authorship, occasion, and purpose.

NBST 621 *Hebrews* 3 hours

An intensive exegetical study of Hebrews. The course includes an investigation of the doctrines of Christ, especially His mediatorship and priesthood and the use of the Old Testament in this book. A verse-by-verse exposition will follow a brief study of authorship, background, destination and purpose.

NBST 623 *I and II Peter* 3 hours

An intensive study of I and II Peter. Attention is directed to discovering the major doctrinal themes developed by Peter, and how these are applied to the personal and institutional problems of the first-century church. Application will also be made to the personal and spiritual life of each class member and to the contemporary church.

NBST 625 *Revelation* 3 hours

An intensive historical, doctrinal, and critical study of the text of the book; the interpretation of the messages and visions of the Apocalypse with a consideration of the various approaches to the interpretation of this book.

NBST 640 *Apologetics and the New Testament* 3 hours

Prerequisite: APOL 500, NBST 610

An investigation of key issues in the study of the New Testament with a focus upon defending the truthfulness of the New Testament. Focused attention will be given to the Synoptic Problem, historical Jesus studies, the historicity of Acts, as well as theories of the development of the New Testament Christology and claims of early, competing Christianities.

NBST 680/ *New Testament Development of* 3 hours

OBST *Old Testament Themes*

An intensive study of how historical, exegetical, and theological themes of the Old Testament are developed in the New Testament. Special attention will also be given to how the hermeneutics of the New Testament writers should impact Christian interpretation of Scripture.

NBST 695 *Directed Research in New Testament Biblical Studies* 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of the New Testament.

NBST 697 *Seminar in New Testament* 3 hours

An intensive study in a specific subject of the New Testament. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

NBST 900/ *Intertestamental Period* 3 hours

OBST 900

A seminar on the development of Jewish doctrine during the period between the Old and New Testaments. This seminar will focus on theological, philosophical, and political developments that set the stage for the coming of Christ in the first century. Areas of investigation could include the Dead Sea Scrolls, the Old Testament Apocrypha, or the writings commonly called Old Testament Pseudepigrapha.

NBST 910/ *Uses of the Old Testament in the* 3 hours

OBST 910 *New Testament*

An intensive study of the historical, exegetical, and theological issues related to the use of the Old Testament in the New Testament, with special attention to the question of how the hermeneutics of the New Testament writers should impact Christian interpretation of Scripture.

NBST 935 *Theology of Paul* 3 hours

A seminar examining the theological themes expressed in the epistles of the Apostle Paul.

NBST 950 *Special Topics in the New Testament* 3 hours

An intensive study in a specific topic related to the New Testament. The emphasis in this study will be on directed reading and research in an area determined by the supervising instructor. This course allows a variation in approach and content and may be used to supplement areas already covered.

NBST 968 *Current Biblical and Theological Issues* 3 hours

A study of biblical and theological issues of contemporary significance. Attention will be given to the present-day representatives along with their literature and influence upon current Christianity.

NBST 995 *Directed Research in New Testament* 1 to 3 hours

Biblical Studies

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of the New Testament.

NBST 997 Seminar in New Testament 3 hours

An intensive study in a specific subject of the New Testament. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

NEW TESTAMENT GREEK

NOTE: The student who is unable to pass the Greek entrance exam or who has had no previous Greek study must take Beginning Greek. Six hours credit will be granted but may not meet graduation requirements.

NGRK 505 Greek Language Tools 3 hours

An introduction to the biblical Greek alphabet, word formation, the verbal system, and syntax. Emphasis is placed on developing skills in the use of concordance and lexicons, as well as the use of various linguistic helps and differing English translations. (Formerly NGRK 506)

NGRK 520 Beginning Greek I 3 hours

Introduction to Greek grammar, vocabulary, and pronunciation for the beginning student. (Formerly NGRK 500)

NGRK 525 Beginning Greek II 3 hours

Prerequisite: NGRK 520 or equivalent

Continuation of Beginning Greek I. The student completes the study of grammar and begins a study of translation of the New Testament. (Formerly NGRK 501)

NGRK 620 Greek Syntax 3 hours

Prerequisites: NGRK 520, 525.

An intermediate study of the function or syntax of Greek grammar, focusing upon case, tense, participles, infinitives, and clauses.

NGRK 643 Greek Exegesis: Galatians 3 hours

Prerequisite: NGRK 620

A careful investigation in Greek of the argument of the book of Galatians. (Formerly NGRK 660)

NGRK 644 Greek Exegesis: Ephesians 3 hours

Prerequisite: NGRK 620

An exegetical analysis of Ephesians emphasizing the mystery of the Church as revealed to the Apostle Paul. (Formerly NGRK 657)

NGRK 645 Greek Exegesis: Philippians 3 hours

Prerequisite: NGRK 620

An exegesis of Paul's Epistle to the Philippians giving special attention to Christological passages. (Formerly NGRK 670)

NGRK 646 Greek Exegesis: Colossians 3 hours

Prerequisite: NGRK 620

An exegetical analysis of Colossians emphasizing the doctrinal error being confronted and the Apostle's delineation of the Christian truth. (Formerly NGRK 654)

NGRK 650 New Testament Textual Criticism 3 hours

Prerequisite: Permission of instructor

A study of the materials, history, theories, and principles of textual criticism with application to selected textual problems. (Formerly NGRK 605)

NGRK 675 Advanced Greek Grammar 3 hours

Prerequisite: NGRK 620

An intensive study of the syntax of New Testament Greek involving the reading of advanced level grammars and the inductive study of selected portions of the Greek New Testament. (Formerly NGRK 640)

NGRK 695 Directed Research in Greek 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of Greek.

NGRK 697 Seminar in Greek

3 hours

An intensive study in a specific area related to the Greek Bible. This course allows variation in the approach and content.

NURSING

NURS 500 Research

3 hours

Prerequisite: Undergraduate research and an undergraduate statistics course. If admitted on caution enrolled in GRST 500 concurrently.

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

NURS 501 Health Policy and Ethics

3 hours

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

NURS 502 Nursing Theory and Advanced Practice 3 hours

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

NURS 503 Managing Population Health 3 hours

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

NURS 504 Advanced Pharmacology

3 hours

Prerequisites: BSN, RN, or RN with bachelor's degree in another discipline and NURS 225, 440, 445, 490, 491; NURS 505, 506

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

NURS 505 Advanced Health / Physical Assessment 3 hours

Prerequisites: BSN, RN, or RN with bachelor degree in another discipline, NURS 225, 440, 445, 490, 491 and undergraduate Health Assessment course.

This course focuses on comprehensive physical assessment which includes in-depth health history, physical and psychological signs and symptoms, developmental stages, pathophysiologic changes, and psychosocial and cultural characteristics of the individual, family, and community as client. Enhancement of communication and observational skills are emphasized along

with the development of sensitive and refined interviewing techniques. Students must obtain a master's prepared nurse preceptor who will proctor their final exam which is a comprehensive head-to-toe physical assessment.

NURS 506 *Advanced Physiology and Pathophysiology* 3 hours
Prerequisites: BSN, RN or Non-BSN degree, RN and NURS 225, 440, 445, 490 and 491; or EXSC 510 and 525.

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

NURS 519 *Strategies for End of Life Care* 3 hours

The focus of this course is to explore the multifaceted role of caring for the patient who has reached the end of life. Particular attention is given to providing sufficient knowledge to assure that the student will be prepared to facilitate the patient's comfort and quality of life. Other areas include ethical / legal issues, cultural perspectives on death and dying, grief, and death. Course content emphasizes the respectful treatment of the entire individual and the delivery of care with the love of Christ. (Elective course)

NURS 520 *Pain Management* 3 hours

This course emphasizes the development of the nurse as an advocate pertaining to pain management. Areas of study include societal bias, ethnic and gender biases related to pain management, ethical and legal considerations, and the nurse's role in the development of a therapeutic culture for pain management. This course will establish a sound foundation for nurses to take a leadership role in pain management. (Elective course)

NURS 521 *Nursing Issues, Informatics and Technology* 3 hours

Prerequisites: NURS 500, 501 and 502; admission to the MSN program.

This course prepares students for the rapidly evolving world of health care by addressing topics affecting practice and issues facing future nurse leaders and educators. Changing reimbursement models and their effect on nursing practice will be discussed. Topics related to technology such as tele-health and nursing informatics will be examined. Quality improvement, patient safety, and other topics relevant to contemporary nursing will be explored.

NURS 523 *Financial and Resource Management for Nurse Leaders* 3 hours

The course focuses on financial and resource management for the nurse leader. The course provides students the skills and knowledge to perform a variety of functions related to financial and resource management including budgetary functions such as operating, expense, revenue, capital, and performance budgets, planning, controlling, management of costs associated with staff/skill mix, and cost analysis. Key concepts such as strategic management, reimbursement and payor mix, forecasting economic and marketing factors are explored for decision making. Students will be required to perform financial and budgeting operations and spread sheet analysis using Microsoft® Excel.

NURS 524 *Systems Management and Leadership for Nurse Leaders* 3 hours

Prerequisites: NURS 500, 501, 502, 503, 521, 523; admission to the MSN program

This course is designed for students who desire to develop skills in the areas of leadership and management who plan to utilize their selected area of advanced practice and knowledge as nurse leaders within healthcare organizations. Students will investigate content areas that will build knowledge and expertise in working with systems theories, high performing work teams, information systems, change theories and theories of

organizational behavior. Leadership styles and innovations styles will be explored.

NURS 600 *Evaluation Strategies for Nurse Educators* 3 hours

This course will cover various formative and summative evaluation strategies for assessment of student learning outcomes in the classroom, clinical, and laboratory settings. Attention will be given to social/legal/ethical issues, students with disabilities, and cultural diversity.

NURS 617 *Nurse Educator I: Advanced Clinical Applications* 3 hours

Prerequisites: NURS 504, 505, 506; 521 admission to the MSN program

This course provides the student advanced health assessment skills within a selected population. Biopsychosocial, cultural, spiritual, physical, ethical concepts, and systems theory will be integrated into managing advanced health care needs of the client. Students will apply the nursing process and focus on improving patient outcomes. The theoretical framework for simulation design for nursing education, the nursing process, collaborative learning and guided reflection will be explored to create student-centered educational experiences for attainment of clinical skills and critical thinking.

An educational site affiliation agreement with a student selected approved facility is secured and a practicum contract is developed and established with an approved nurse educator preceptor prior to enrollment in this course; advanced clinical application practicum hours are initiated in NURS 617. Students must meet all pre-practicum requirements prior to enrollment in NURS 617; refer to *Graduate Nursing Handbook* for pre-practicum requirements.

NURS 618 *Nurse Education II: Teaching Strategies* 3 hours

Prerequisites: NURS 617; NURS 600

This course provides students with a variety of teaching strategies and evaluative approaches designed to promote a productive and effective learning environment. Selected teaching learning theories are examined and applied to the role of nurse educator and nursing education practice. Students establish nurse education practicum goals and objectives and are required to obtain a nurse educator preceptor. Practicum hours involve practical observational and hands-on experiences in both the clinical and classroom environments.

An educational site affiliation agreement with a student selected approved facility is secured and a practicum contract is developed and established with an approved nurse educator preceptor prior to enrollment in this course; practicum hours are initiated in NURS 618. Students must meet all pre-practicum requirements prior to enrollment in NURS 618; refer to *Graduate Nursing Handbook* for pre-practicum requirements.

NURS 619 *Nurse Educator III: Curriculum Development* 3 hours

Prerequisites: NURS 618

This course provides students with the fundamental knowledge and requisite skill set needed to effectively design, develop, implement, and evaluate nursing education focused curricula. Current trends in nursing education and accreditation are discussed; philosophies, conceptual frameworks, development of learning goals and objectives are examined and applied. Practicum hours continue.

NURS 620 *Nurse Educator IV: Role of the Nurse Educator* 3 hours

Prerequisites: NURS 619

This course is designed for students who elect to utilize their selected area of advanced practice knowledge and related practicum experiences by serving as nurse educators. Students are guided to continue working with preceptors to fulfill clinical and educational objectives that were developed and initiated in NURS 618. A research project that leads to the writing of a scholarly paper suitable for publication is required.

*Students admitted in the program prior to Fall 2012, follow the prior Nurse Education track and the course/practicum hours for those students is 6 hours.

NURS 623 Nursing Administration I: The Role of the Nurse Administrator 3 hours

Prerequisites: Admission to MSN program, NURS 500, 501, 502, 503, 521, 523 and BUSI 610

The practicum course will provide the student an opportunity to explore the role of the nurse administrator within today's health care organizations. Students will examine organizational structure, management theory, professional ethics, and policy, legal and ethical and regulatory issues as a foundation to create a culture of excellence, quality and safety. Students will examine decision making and the role of the nurse administrator within the context of political and power structures, the practice, institutional and physical environments of the organization and external factors.

An educational site affiliation agreement with a student selected approved facility is secured and a practicum contract is developed and established with an approved nurse leader preceptor prior to enrollment in this course; nursing administration/leadership practicum hours are initiated in NURS 623. Students must meet all pre-practicum requirements prior to enrollment in NURS 623; refer to *Graduate Nursing Handbook* for pre-practicum requirements.

NURS 624 Nursing Administration II: Organizational Leadership and Management 3 hours

Prerequisites: NURS 524; NURS 623

This practicum course will provide students with an opportunity to apply theories of leadership and use of self to develop the leadership and management skills required of the nurse leader. Students will obtain knowledge, skills and abilities to lead and manage a diverse workforce in a complex healthcare environment. Particular emphasis will be on team building, managing conflict, expanding opportunities for effective communication and dealing with change. The role of the leader as a transforming influence will be integrated into the practicum experience that fosters a vision for developing innovations that support positive patient and organizational outcomes.

NURS 625 Nursing Administration III: Management of Resources 3 hours

Prerequisites: NURS 624; BUSI 642

This practicum course will provide the student an opportunity to apply legal, regulatory and ethical considerations in the management of resources. Management of human resources will include topics such as relationship management, staff development, professional performance appraisals, motivation, personnel policies and procedures. Principles of financial, material, and technological resource management will be utilized through collaborative learning opportunities.

NURS 626 Nursing Administration IV: Nursing Administration Capstone 3 hours

Prerequisites: NURS 625

This practicum course provides students an opportunity to demonstrate competencies in key elements of the Nurse Administrator role and apply the advanced practice role to a variety of professional practice settings. Students will integrate standards of professional nursing performance, ethical, legal and regulatory compliance to practice during a capstone project and experience.

NURS 627 Practicum I Health Policy Leadership 3 hours

The Health Policy Leadership I practicum is designed to provide the student already employed in a healthcare organization with exposure to executive management, leadership, and policy-making processes and activities. Typically, the student will complete the practicum at their employing organization.

NURS 628 Practicum II Health Policy Leadership 3 hours

The Health Policy Leadership II practicum is designed to provide the student already employed in a healthcare organization with exposure to executive management, leadership, and policy-making processes and activities.

NURS 629 Practicum III Health Policy Leadership 3 hours

The Health Policy Leadership III practicum is designed to provide the student already employed in a healthcare organization with exposure to the policy-making processes and activities within the local and/or state levels.

NURS 630 Nursing Informatics Capstone 3 hours

Prerequisites: NURS 524, INFO 668

This capstone course will provide the graduate student with the opportunity to demonstrate mastery of the core competencies of the nursing informatics field (ANA, 2015) through identification of a problem, issue, or need in professional practice. A community assessment will be performed to identify the problem, issue, or need at hand. Through consultation with their professor, the graduate student will then create an evidence-based project, to address this area of need through synthesis of advanced knowledge and skills, resulting in a nursing informatics deliverable as a means to foster improved outcomes.

NURS 631 Community Health Practicum I Health Policy Leadership 3 hours

Prerequisites: NURS 500, 501, 502, 503, 521

This practicum course is designed to engage the practicing nurse in community health nursing with the goal of promoting and preserving the health of populations. This course recognizes that community health practice is responsible to the community as client with services provided to individuals, families and groups to promote health and prevent disease. Students will apply knowledge and skills regarding comprehensive community assessment and diagnosis, evidenced-based nursing theory and community practice models, analysis of population data, and priority setting. Emphasis is placed on biblical worldview, culturally relevant care and interdisciplinary teamwork. Clinical opportunities within the community setting are initiated.

NURS 632 Community Health Practicum II 3 hours

This practicum course is designed to build on practicum experiences from NURS 631 and expand the practicing RN's engagement within the community setting by considering community concepts and addressing the social determinants of health; with the goal of promoting and preserving the health of populations. RN's will apply knowledge and skills from nursing practice, nursing courses, and public health sciences to broaden their understanding of caring for a community's health.

NURS 633 Community Health Practicum III 3 hours

This course completes community health practicum experience that continues to build on community focus to include community based management, formulates community goals and objectives, concentrating on evidence-based program planning while expanding population-oriented preventive, therapeutic and rehabilitative models of care.

NURS 668 Health/Wellness Capstone Project 3 hours

Prerequisites: NURS 501, 503, 519. Students must be in the final semester of their Health Services degree program.

This capstone course is designed for health/wellness majors who are in the last semester of their Health Services graduate degree program. With guidance from the course professor, students will develop a health-oriented educational program, based on current research.

DOCTOR OF NURSING PRACTICE

NURS 700 Advanced Nursing Research 3 hours

This course applies a variety of methods used for practice improvement through synthesis of the literature. The use of these

methods, such as action research, program evaluation, and quality improvement will be explored through critical analysis of each.

NURS 711 *Advanced Physiology/Pathophysiology* 3 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program; undergraduate pathophysiology course required for Post BSN-DNP students. This course is also required for all Post MSN-Advanced Practice Nurses who have not taken a graduate-level pathophysiology course.

This course provides the student with an understanding physiology and pathophysiology for advanced practice nurses. An emphasis on homeostasis, systems interactions, and pathophysiology will be the foundation for case-based learning of common diseases and conditions seen in primary care.

NURS 712 *Advanced Health Assessment for Nurse Practitioners* 3 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program; undergraduate health assessment course required for Post BSN-DNP students. This course is also required for all Post MSN-Advanced Practice Nurses who have not taken a graduate-level health assessment course; NURS 711.

This course provides the student with knowledge, skills, and attitudes to perform physical, psychosocial, and spiritual advance health assessments of clients across the life span. Emphasis is on acquisition of advanced skills and analysis of relevant data to conduct a comprehensive history including the ability to perform client-centered health assessments. The course will focus on normal vs. abnormal findings, symptom/health problem assessment, selection and interpretation of diagnostic tests, and screenings and differential diagnosis to develop a management plan. Culturally competent patient education, health promotion and clinical prevention considerations will be integrated into the provision of care of the individual and family. This course includes lecture and lab.

NURS 713 *Advanced Pharmacology for Nurse Practitioners* 3 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program; undergraduate pharmacology course required for Post BSN-DNP students. This course is also required for all Post MSN-Advanced Practice Nurses who have not taken a graduate-level pharmacology course; NURS 711.

This course is designed to provide clinical application of the pharmacology and pharmacotherapeutics of common conditions and diseases across the lifespan encountered by the advanced practice nurse in primary care. The role of pharmacokinetics and pharmacodynamics will be applied. Emphasis is on the development of client-centered prescriptive decisions within the context of outcomes, safety, quality and costs.

NURS 715 *Theoretical Application for Advanced Practice Nursing* 3 hours

Prerequisite: Admission into the Doctor of Nursing Practice Program, UG research course

This course will analyze the nature of theory and theory development in nursing. Students will examine nursing theory, apply theory to practice, practice change, and scholarship. Application of advanced levels of clinical judgment and accountability in the design, development, and evaluation of evidence-based care will occur.

NURS 716 *Applications of Evidence Based Care* 3 hours

Prerequisites: Admission into the DNP Program; UG research course, UG Stats course, NURS 700, NURS 715

The course is designed to support advanced practice nurses in the translation of nursing research to the use of research that will impact nursing practice. This course will serve as a touchstone for exploring the concept of Evidence Based Care (EBC). Evidence-based practice models will be examined and contrasted. Students will have the opportunity to appraise current research in their practice interests which will support students in developing improved practice guidelines, design processes to examine and disseminate findings. The course emphasizes the evaluation of

research in the discipline of nursing and its application to professional practice both at the individual, family and population levels. The assimilation of knowledge, comparison to established benchmarks and research outcomes serve as a foundation to plan and develop innovations that influence quality care across practice settings and disciplines.

NURS 718 *Informatics, Technology and Trends for Transforming Health Care* 3 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program; UG research course, UG Stats course, NURS 700, NURS 715

This course explores various applications of informatics as well as current trends for health care delivery across a variety of settings. Students will analyze and evaluate information systems and patient care technology, as well as the impact on the delivery of care in all practice settings. Advanced clinical applications of technology will be emphasized with various populations including those in clinical settings, aggregate populations at risk, and the community as a whole. Students will explore utilization of technology applicable to advanced practice such as: guiding evidenced-based practice, providing patient education, promoting health and wellness, improving clinical workflow, and administrative applications. The advanced role related to information systems will be examined, including working with interdisciplinary groups to select and maintain nursing information systems and serving as a credible resource for legal and ethical situations related to information technology.

NURS 721 *Leadership, Policy and Ethics* 3 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program; NURS 715.

This course will provide a study of principles and knowledge of organizational leadership and advanced communication abilities that support an improved quality of care delivery as well as improved outcomes. Consultative and leadership approaches that facilitate collaboration are explored. The advanced practice role of nursing as it pertains to policy development, championing change, and inspiring clinical innovation are examined. National and global policy issues are highlighted, with specific attention placed on the ethical aspects of health policy development.

NURS 732 *Inter-professional Collaboration and Outcomes Management for Quality in Health Care* 3 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program; NURS 715, 716, (prerequisite or co-requisite NURS 718), NURS 721.

This course focuses on a collaborative approach to patient centered care. The emphasis is on the values and ethics of inter-professional practice, roles and responsibilities, inter-professional communication skills, and team work to manage outcomes and improve quality.

NURS 733 *Women's Health* 3 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program/Family Nurse Practitioner Specialization; NURS 700, 711, 712, 713, 715, 716, 718, 721, 732 (Co-requisites: NURS 730, 734 and 832).

This course focuses on the development of knowledge and skills in clinical assessment, intervention and management of women's health in diverse populations across the lifespan. The integration of research and theory underpin clinical decision making, health promotion, and clinical prevention to support holistic client-focused care.

NURS 734 *Family Nursing I: Acute Health* 3 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program/Family Nurse Practitioner Specialization; NURS 700, 711, 712, 713, 715, 716, 718, 721, 732 (Co-requisites: NURS 730, 733 and 832).

This course focuses on the care of individuals across the lifespan and families in the primary care setting. Theory and clinical foundations of evidenced-based advanced nursing practice prepare students to manage acute health care problems common to the primary care setting. An emphasis on assessment, diagnosis, and management of acute health conditions within the context of ethnicity, culture and community.

NURS 735 *Infant and Children's Health* 3 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program/Family Nurse Practitioner Specialization; NURS 730, 734.

This course focuses on the development of knowledge and skills in clinical assessment, intervention, and management of acute and chronic conditions seen in infants through early adulthood in primary care. The integration of research and theory underpin clinical decision making, health promotion, and clinical prevention to support holistic client/family centered care. Students will demonstrate an understanding of genetic and genomic influences on infant's and children's health, and services including client/family education.

NURS 737 *Family Nursing II: Chronic Health* 3 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program/Family Nurse Practitioner Specialization; NURS 730, 733, 734; (co-requisites NURS 735, 736).

This course focuses on the care of individuals across the lifespan and families in the primary care setting. Theory and clinical foundations of evidenced-based advanced nursing practice prepare the student to manage chronic health care problems common to the primary care setting. The course emphasizes assessment, diagnosis, and management of chronic health conditions within the context of ethnicity, culture, and community.

NURS 740 *Family Nurse Practitioner I* 1 hour

Prerequisites: Admission into the Doctor of Nursing Practice Program/Family Nurse Practitioner Specialization; NURS 700, 711, 712, 713, 715, 721, 735; (NURS 734, 735 co-requisite or pre-requisites).

This practicum course introduces the student to nurse practitioner role in the primary care setting and focuses on wellness and the delivery of acute health care across the lifespan. Students will provide physical, psychosocial and spiritual care through health history taking, conducting physical examinations, and build skills in diagnostic reasoning. Principles of health prevention/promotion, health maintenance and risk assessment will be applied to individual and family care within the context of culture, ethnicity and community. The student may participate in the diagnosis and plan of care with the guidance of the preceptor.

NURS 741 *Family Nurse Practitioner I* 1 hour

Prerequisites: Admission into the Doctor of Nursing Practice Program/Family Nurse Practitioner Specialization; NURS 700, 711, 712, 713, 715, 721, 735, 740; (NURS 734, 735 co-requisite or pre-requisites).

This practicum course supports the student to continue in the role of nurse practitioner in the primary care setting and focuses on wellness and the delivery of acute health care across the lifespan. Students will provide physical, psychosocial and spiritual care through health history taking, conducting physical examinations, and build skills in diagnostic reasoning. Principles of health prevention/promotion, health maintenance and risk assessment will be applied to Individual and family care within the context of

culture, ethnicity and community. The student may participate in the diagnosis and plan of care with the guidance of the preceptor.

NURS 742 *Nursing Seminar: Issues in Global Health* 2 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program/Family Nurse Practitioner Specialization; NURS 735, 736, 737; (co-requisite NURS 838).

This seminar is designed to provide students with knowledge and skills to address global health issues through assessment, interventions, planning, and evaluation to promote health at the individual/family/population level. Students will explore cultural intelligence and develop strategies to deliver culturally competent care. Care and treatment of common diseases and conditions seen in underdeveloped and developing countries will be discussed within the context of issues such as poverty, societal norms and values. The impact of globalization on the delivery of health care in the United States will also be examined.

NURS 743 *Family Nurse Practitioner II* 2 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program/Family Nurse Practitioner Specialization; NURS 700, 711, 712, 713, 715, 721, 735, 740, 743; (NURS 733, 737 co-requisite or pre-requisites).

This practicum course supports the student to continue in the role of nurse practitioner in the primary care setting and focuses on wellness and the delivery of acute health care across the lifespan. Students will provide physical, psychosocial and spiritual care through health history taking, conducting physical examinations, and build skills in diagnostic reasoning. Principles of health prevention/promotion, health maintenance and risk assessment will be applied to individual and family care within the context of culture, ethnicity and community. The student may participate in the diagnosis and plan of care with the guidance of the preceptor.

NURS 744 *Family Nurse Practitioner II* 2 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program/Family Nurse Practitioner Specialization; NURS 730, 733, 734; (NURS 733, 737 co-requisite or pre-requisites).

This practicum course continues to build on the skills obtained in NURS 743. The student will continue to develop the role of nurse practitioner in the primary care setting focusing on assessment and management of chronic and more complex acute care health problems across the lifespan. The student should manage episodic and follow up visits for chronic health and complex acute care issues. The student should demonstrate evidence based practice behaviors and adhere to standards of care to order and interpret diagnostic tests, prescribe therapeutics and develop a plan of care to manage disease states or conditions under the guidance of the preceptor. The student should provide physical, psychosocial, and spiritual care to the individuals and families through the integration of ethnicity, culture and community.

NURS 750 *Spiritual Care* 3 hours

Prerequisite: Admission into the Doctor of Nursing Practice Program

This course will examine the interrelatedness of spirituality and the practice of nursing. The primary orientation of the course will be that of the Christian worldview. Historical perspectives on spiritual care will be incorporated with the healing arts. Contemporary models such as parish nursing will be explored. The spiritual needs of the caregiver will be identified, and support opportunities will be examined.

NURS 751 *Neurobiology and Differential Diagnosis of Mental Disorders* 3 hours

Prerequisite: Enrollment in the Post MSN DNP PMHNP program or Post Graduate PMHNP Certificate program

This foundational course focuses on mental disorders across the lifespan. Based on anatomy, physiology, and pathophysiology, this course examines underlying causality including injury, trauma, developmental, genetic, infection and disease including degeneration. The relationships to support homeostasis between the body and brain, and within the brain will be explored. This course also integrates the use of case-based learning to approach differential psychiatric diagnoses. Students will gain skills in interviewing, observation, and the use of and interpretation of screening, tools, behavioral assessments and diagnostic tests. Case studies will be based on the most current edition of the Diagnostic and Statistical Manual for Mental Disorders (DSM 5) and other appropriate diagnostic tools and methods.

NURS 752 *Clinical Psychopharmacology* 2 hours

Prerequisite: Enrollment in the Post MSN DNP PMHNP program or Post Graduate PMHNP Certificate program

Co-requisite NURS 751 and NURS 753

This course provides a case-based approach to utilizing best practices and principles for using psychopharmacology to treat mental illness and disorders across the lifespan. The course examines neuropharmacological mechanisms pharmacodynamics, and drug interactions of commonly used psychotropic drugs. Emphasis is on the development of client-centered prescriptive decisions within the context of outcomes, safety, quality and costs.

NURS 753 *Psychotherapeutic Theories, Frameworks, and Modalities* 2 hours

Prerequisite: Enrollment in the Post MSN DNP PMHNP program or Post Graduate PMHNP Certificate program

Co-requisite NURS 751 and NURS 752

This course provides an overview of theories, frameworks, modalities and best practices related to psychotherapeutic treatments and management of mental health disorders across the lifespan. The integration of the application of evidence-based psychotherapies and psychotherapeutic case formulation, treatment for the management of disorders, symptoms and issues. Cognitive Behavioral Therapy and Motivational Interviewing will be integrated through a case-based learning experience.

NURS 754 *Psychiatric Mental Health Nurse Practitioner Practicum | Adult/Gero* 4 hours

Prerequisite: NURS 751, NURS 752, NURS 753

This practicum course provides extensive experience to prepare the student for the professional role of a psychiatric mental health nurse practitioner. Students will provide interviewing, screening, diagnostic testing, episodic, acute and chronic care to adult and geriatric clients. The student should demonstrate evidence based practice behaviors and adhere to standards of care to order and interpret screening/diagnostic tests, prescribe therapeutics, and develop health prevention/promotion and health maintenance plans. Students should be able to assess adults and geriatric clients and develop a plan of care in consultation with the preceptor. The student should provide holistic care through the integration of ethnicity, culture and community.

NURS 755 *Psychiatric Mental Health Nurse Practitioner Practicum II | Pediatrics/Family* 5 hours

Prerequisite: NURS 751, NURS 752, NURS 753, NURS 754

This practicum course provides extensive experience to prepare the student for the professional role of a psychiatric mental health nurse practitioner. Students will provide interviewing, screening, diagnostic testing, episodic, acute and chronic care to pediatrics clients and families. The student should demonstrate evidence based practice behaviors and adhere to standards of care to

order and interpret screening/diagnostic tests, prescribe therapeutics, and develop health prevention/promotion and health maintenance plans. Students should be able to assess the pediatric client, and families and develop a plan of care in consultation with the preceptor. The student should provide holistic care through the integration of ethnicity, culture and community.

NURS 764 *Learning Theories and Teaching Methods for Nurse Educators* 3 hours

Prerequisite: Admission into the Doctor of Nursing Practice Program

This course provides an overview of major research based theories of adult learning and knowledge development. Application of theory to the planning and execution of various phases of curriculum across a variety of educational settings is explored. Students will engage in self-reflection to improve teaching practices through strategies such as use of personal attributes, demonstrating enthusiasm for nursing and the teaching-learning process, use of technology, and respect for the learner. Individual learning styles and unique needs of students will be explored, including international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second degree learners. Students will be encouraged to develop an individual teaching style utilizing research based theory and engage in continuous self-evaluation as life-long learners.

NURS 765 *Curriculum Development and Program Evaluation for Nurse Educators* 3 hours

Prerequisite: Admission into the Doctor of Nursing Practice Program

This course prepares the student to design, implement, and evaluate curriculum. Research and evidenced-based theories will be applied to the process of curriculum development and program evaluation. The role of the faculty member in curriculum design and program evaluation will be explored.

NURS 766 *Advanced Evaluation Strategies for Nurse Educators* 3 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program; NURS 764, 765

This course provides an overview of theories on educational measurement and evaluation. Methods of evaluating teaching effectiveness, student learning, and student performance are explored with emphasis on test construction and analysis.

NURS 767 *Transition to the Nurse Educator Role* 3 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program; NURS 766

In this precepted practicum, students will engage in the development and deliverance of classroom, laboratory, and clinical teaching assignments in nursing. Students will integrate philosophical foundations, educational theory, and nursing knowledge to promote active learning.

NURS 820 *Comprehensive Exam* 0 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program; must have completed all coursework except practicum (excludes optional educator courses)

The comprehensive exam must be completed successfully prior to enrollment in NURS 839. The exam will be administered during NURS 820, a non-credit course designed to administer the comprehensive exam. Exams are administered during the fall, spring, and summer semesters. Students may repeat the exam once for a total of two attempts at passing the comprehensive exam. Students not passing the exam on the second attempt will be dismissed from the program.

NURS 821 *Comprehensive Exam: Psychiatric* 0 hours

Mental Health Nurse Practitioner

Prerequisites: NURS 751, 752, 753, 754 and NURS 755

NURS 821 is a comprehensive exam designed to demonstrate competencies for the Psychiatric Mental Health Nurse Practitioner student.

NURS 832 *Clinical Prevention and Biostatistics* 3 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program; NURS 715, 716, 718, 721; HLTH 501 -OR- a graduate transfer course equal to HLTH 501

This course provides an overview of epidemiologic principles and biostatistical methods for evaluation and implementation of evidence-based changes in clinical practice to enhance the quality of care and to predict and analyze outcomes. Students will apply descriptive and inferential statistics to examine aggregate data. Health data will be disseminated to further enhance global clinical prevention efforts.

NURS 834 *Health Care Operations and Financial Management* 3 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program; NURS 832

This course will examine the constructs of health care operations and students will apply these for the purposes of strengthening the advanced nurses' practice effectiveness in organizational collaboration and leadership. Students will demonstrate conceptual ability and skills to evaluate and monitor outcomes through data extrapolation. Students will examine the principles of public and private financing as they apply. Problem-based activities will assist the student in developing a working knowledge of subsidization, vulnerable populations, and the impact of global health system shocks.

NURS 836 *Translational Research in Health Care* 3 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program; NURS 715, 716, 718, 832

This course is designed to support an understanding of concepts in knowledge translation (KT), methods and models for evaluation of research, and findings to translate knowledge into best practice protocols. A translational model is used to support knowledge translation from scholarly evidence that will influence outcomes. The steps in the research process are examined to support a comprehensive plan in preparation for the scholarly project. The content includes the development of a research question, identifying an appropriate sample, identifying appropriate strategies for data collection and analysis, and emphasizing the importance of the protection of human subjects. The course provides the student with a foundation for developing a scholarly proposal.

NURS 838 *Family Nurse Practitioner Practicum III* 5 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program; NURS 736

This practicum course provides extensive experience to prepare the student to enter the professional role of a family nurse practitioner. Students will provide wellness exams, episodic, acute, and chronic care to individuals across the lifespan. The student will demonstrate evidence-based practice behaviors and adhere to standards of care to order and interpret diagnostic tests, prescribe therapeutics, and develop clinical prevention/health promotion and health maintenance plans. Students will be able to assess individuals and/or families and develop a plan of care in consultation with the preceptor. The student will provide physical, psychosocial, and spiritual care to individuals and families through the integration of ethnicity, culture, and community.

NURS 839 *Proposal Development*

2 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program or Doctor of Nursing Practice Program Family Nurse Practitioner Specialization; NURS 700 or; NURS 716, 832, 836 (Nurse Practitioner Specialization students must successfully pass NURS 820 Comprehensive Exam prior to enrollment in NURS 839)

This course is designed to apply the knowledge and skills developed in previous research and related course work and apply them to the Scholarly Project process. Students will be required to apply scholarly writing skills and an understanding of expectations of the scholarly project to develop a scholarly proposal. Students will be guided through the development of a Scholarly Project proposal and must successfully defend the proposal at the end of the course. At the completion of this course, CITI training and all Scholarly Project tutorials must be completed.

NURS 840 *DNP Practicum I*

2 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program or Doctor of Nursing Practice Program Family Nurse Practitioner Specialization; (co-requisite NURS 839)

This course provides the student an opportunity to develop in the role as a systems leader at the micro level under the supervision of a preceptor, guided by a faculty member. Students will execute their practicum at a pre-approved site. Students will establish individualized practicum goals and objectives that create a framework for the experience. A learning contract will result between students and preceptor(s), and must receive faculty approval prior to accrual of practicum hours. Students must complete all pre-practicum requirements including practicum/health clearances prior to enrollment in this course. Students will begin their Scholarly Project concurrently with this course. The student will utilize the Scholarly Portal, faculty and other supporting infrastructure to initiate development of the Scholarly Project. Students must generate and successfully present/defend a Scholarly proposal concurrently with this course under the guidance of their project Chair/committee.

NURS 841 *DNP Practicum II*

2 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program or Doctor of Nursing Practice Program Family Nurse Practitioner Specialization; NURS 840

This course provides students an opportunity to engage more deeply in the role as a systems leader at micro level under the supervision of a preceptor, guided by a faculty member. Students will execute their practicum at a pre-approved site where theories and concepts of health care administration, leadership and clinical practice can be applied. Progression toward attainment of the individualized practicum goals and objectives will continue, aided by preceptor and faculty guidance. Prior to students' starting practicum hours, course faculty must approve practicum activities that support achievement of goals and objectives. Students must complete all pre-practicum requirements including practicum/health clearances prior to enrollment in this course.

NURS 842 *DNP Practicum III*

2 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program or Doctor of Nursing Practice Program Family Nurse Practitioner Specialization; NURS 841

This course provides students an opportunity to engage more deeply in the role as a systems leader at the meso level. Students will execute their practicum at a pre-approved site where theories and concepts of health care administration, leadership, and clinical practice can be applied. Progression toward attainment of the individualized practicum goals and objectives will continue, aided

by preceptor and faculty guidance. Prior to students' starting practicum hours, course faculty must approve practicum activities that support achievement of goals and objectives. Students must complete all pre-practicum requirements including practicum/health clearances prior to enrollment in this course. Students will utilize the Scholarly Project Handbook, faculty and other supportive infrastructure to further their scholarly project concurrently with this course. Students must submit a complete first draft of the Scholarly project under the guidance of their project Chair/committee.

NURS 843 DNP Practicum IV 2 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program or Doctor of Nursing Practice Program Family Nurse Practitioner Specialization; NURS 842

This course provides the student an opportunity to fully integrate into the role of the advanced practice nurse at the macro level. Students will execute their practicum at a pre-approved site where theories and concepts of health care administration, leadership and clinical practice can be applied. Progression toward attainment of the individualized practicum goals and objectives will continue, aided by preceptor and faculty guidance. Prior to students' starting practicum hours, course faculty must approve of practicum activities that support achievement goals and objectives. Students must complete all pre-practicum requirements including practicum/health clearances prior to enrollment in this course. Students will utilize the Scholarly Project Handbook, faculty and other supportive infrastructure to further their Scholarly Project concurrently with this course. Students must submit a complete second draft of the Scholarly Project under the guidance of their project Chair/committee.

NURS 844 DNP Practicum V 4 hours

Prerequisites: Admission into the Doctor of Nursing Practice Program or Doctor of Nursing Practice Program Family Nurse Practitioner Specialization; NURS 843

This course provides the student an opportunity to lead macro systems change based on dissemination of evidence based practice findings at the highest level of advanced practice nursing. Students will execute their practicum at a pre-approved site where theories and concepts of health care administration, leadership and clinical practice can be applied. Progression toward attainment of the individualized practicum goals and objectives will continue, aided by preceptor and faculty guidance. Approval of practicum activities that support achievement goals and objectives must be obtained by the faculty prior to starting practicum hours. Students must complete all pre-practicum requirements including practicum/health clearances prior to enrollment in this course. Students will disseminate findings and finalize work on the Scholarly project culminating in a publishable manuscript. Students will utilize the Scholarly Handbook, faculty and other supportive infrastructure to complete their Scholarly project concurrently with this course. Students must successfully defend the final Scholarly project under the guidance of their project Chair/committee.

OLD TESTAMENT BIBLICAL STUDIES

OBST 510 Old Testament Introduction 3 hours

Deals with the two major subdivisions of OTI: (1) general introduction which involves the matters of text, canon, and the particular question of the date and authorship of the Pentateuch; and (2) special introduction relating to the treatment of the individual books of the Old Testament one-by-one, giving an account of

authorship, date, purpose, and integrity. The goal of the course is to provide a basis for an introduction to the tools used in the Old Testament materials in their historical and theological context.

OBST 515 Old Testament Orientation I 3 hours

An examination of the current status of research in studies relative to the Pentateuch and Historical Books. Special attention will be given to biblical introduction, hermeneutics, and the acquiring of a strategic grasp of the historical setting, literary genres, and structure of each book, as well as areas of particular critical concern.

OBST 520 Old Testament Orientation II 3 hours

An examination of the current status of research in studies relative to the poetic and prophetic books. Special attention will be given to biblical introduction, hermeneutics, and the acquiring of a strategic grasp of the historical setting, literary genres, and structure of each book, as well as areas of particular critical concern.

OBST 640 Apologetics and the Old Testament 3 hours

Prerequisite: APOL 500 and NBST 610

An investigation of key issues in the study of the Old Testament with a focus upon defending the truthfulness of the Old Testament narratives, issues in archaeology, and the compatibility of the God of the Old Testament with the God of the New Testament.

OBST 650 Genesis 3 hours

An examination of Genesis with particular emphasis on the major themes and events: creation, flood, patriarchal narratives, and the Abrahamic Covenant. Attention will be given to significant historical and archaeological details relative to the cultural milieu as well as to crucial theological concepts found in key chapters in the book.

OBST 651 Creation, Cosmology, and Genesis 3 hours

An intensive, comparative study of creation issues. Attention will be directed to a proper exegesis of pertinent Genesis texts, to comparing/contrasting the Genesis account to other ANE creation stories, and to an evaluation of modern theories of creation.

OBST 655 Joshua-Kings 3 hours

A survey of the historical books of the Old Testament with a brief special introduction to each, followed by a detailed study of the history of Israel from the era of conquest to the era of restoration. Assigned work in the biblical materials.

OBST 659 Job - Song of Songs and Lamentations 3 hours

A survey of the historical background, nature, and purpose of divine revelation in the poetic literature of the Old Testament. An analysis of the form and content of the poetic books of the Old Testament: Job through Song of Solomon, and Lamentations.

OBST 660 Psalms 3 hours

An in-depth study of representative types of psalmic materials. Attention is given to questions of historical setting and literary form as they relate to major religious ideas and teachings.

OBST 661 Isaiah 3 hours

Careful attention is given to the special introductory aspects of the book: 1) unity, authorship, date; 2) historical background; 3) themes, motifs, or emphasis; 4) purpose(s); and 5) literary features. A detailed exposition of the major portions of the text will be presented, especially the Messianic sections.

OBST 662 Jeremiah and Ezekiel 3 hours

A detailed investigation of two of Judah's great major prophets in the late kingdom and exilic periods, with special emphasis on their historical setting and literary compilation.

OBST 663 Daniel 3 hours

An intensive study of the book of Daniel. Attention will be given to the historical setting, questions of date and authorship, the nature of Hebrew prophecy, parallel eschatological passages, and basic teachings. The best critical literature will be utilized.

OBST 664 *Pre-Exilic Minor Prophets* 3 hours

An examination of Israel's prophets before the fall of Jerusalem in 586 B.C. Attention is given to their historic setting as well as to their message and theological relevance.

OBST 680/ NBST *New Testament Development of Old Testament Themes* 3 hours

An intensive study of how historical, exegetical, and theological themes of the Old Testament are developed in the New Testament. Special attention will also be given to how the hermeneutics of the New Testament writers should impact Christian interpretation of Scripture.

OBST 695/ *Directed Research in Old Testament* 1 to 3 hours**OBST 995 *Testament Biblical Studies***

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of Old Testament.

OBST 697/ NBST *Seminar in Old Testament* 3 hours

An intensive study in a specific subject of the Old Testament. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

OBST 910/ NBST *Uses of the Old Testament in the New Testament* 3 hours

An intensive study of the historical, exegetical, and theological issues related to the use of the Old Testament in the New Testament, with special attention to the question of how the hermeneutics of the New Testament writers should impact Christian interpretation of Scripture.

OBST 922 *The Theology of the Torah* 3 hours

A seminar examining the theological themes expressed in the Pentateuch and how these themes are developed in the larger canon of Christian Scripture.

OBST 950 *Special Topics in the Old Testament* 3 hours

An intensive study in a specific topic of interest related to the Old Testament. The emphasis in this study will be on directed reading and research in the designated topic.

OLD TESTAMENT COGNATE LANGUAGES**OTCL 505 *Hebrew Language Tools* 3 hours**

An introduction to the biblical Hebrew alphabet, word formation, the verbal system, and syntax. Emphasis is placed on developing skills in the use of concordances and lexicons, as well as the use of various linguistic helps and differing English translations.

OTCL 520 *Beginning Hebrew I* 3 hours

The basic elements of Hebrew grammar with stress upon morphology and vocabulary.

OTCL 525 *Beginning Hebrew II* 3 hours

Prerequisite: OTCL 520

A study of Hebrew tools and syntactical principles that will serve as guides to sound exegetical procedure. (Formerly OTCL 620)

OTCL 640 *Hebrew Syntax & Exegesis* 3 hours

Prerequisite: OTCL 620

The development of exegetical principles (including text critical, grammatical, historical, and theological factors) and their application to selected readings from the Hebrew Old Testament. (Formerly OTCL 650)

OTCL 660 *Biblical Aramaic* 3 hours

Prerequisite: One year of Classical Hebrew

The elements of Aramaic with reading of the biblical and extra-biblical texts.

OTCL 695 *Directed Research in Hebrew* 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of Hebrew.

OTCL 697/ OTCL 997 *Seminar in Old Testament Language* 1 to 3 hours

An intensive study in a distinctive language related to the Hebrew Old Testament. This course will vary considerably in approach and course content.

PASTORAL COUNSELING**PACO 500 *Introduction to Pastoral Counseling* 3 hours**

This course introduces students to a solution-based model for short-term counseling that incorporates knowledge of and practice in facilitation skills, cognitive behavioral approaches, and biblical teaching.

PACO 501 *Foundational Doctrines for Pastoral Counselors* 3 hours

This course is a study of systematic theology that will give attention to the doctrines of the Bible, God, humanity, sin, Christ, Holy Spirit, salvation, the church, and last things. The course will provide the student the theological foundations to serve and counsel more effectively in the focal church and community contexts.

PACO 504 *Multicultural Issues in Pastoral Counseling* 3 hours

Prerequisites: PACO 500, 501

This course introduces students to the constructs of Ethnicity, Families, and Counseling. It focuses on the contribution of ethnic background to family makeup and functioning. Major ethnic minorities are studied along with the counseling approaches appropriate to each.

PACO 506 *Integration of Psychology and Theology* 3 hours

This course introduces students to the process of pastoral counseling with a variety of religious clients, particularly religious clients who would define themselves as evangelical Christians. The course provides a systematic overview of Christian doctrines, a discussion of various theological viewpoints regarding those doctrines, and an examination of how psychological and theological concepts relate to each other.

PACO 507 *Theology and Spirituality in Counseling* 3 hours

An examination of the content, comprehensiveness, and validity of several counseling theories that have been developed by prominent Christian counselors.

PACO 509 *Spiritual Formation in Pastoral Counseling* 3 hours

Prerequisites: PACO 500, 501

This course prepares students to the essential elements of a biblically responsible, research informed, holistic approach to his/her spiritual formation. The goals, means, and challenges faced in the process of transformation, especially within pastoral counseling, will comprise the major issues covered in class.

PACO 597 *Seminar* 1 to 3 hours**PACO 603 *Premarital and Marital Counseling* 3 hours**

Prerequisites: PACO 500, 501

This course introduces students to the factors contributing to successful marital relationships. The course also teaches students a conceptual model for assessing relationship functionality and introduces them to short-term methods that can be used when problems develop.

Students will be challenged to articulate a clinically informed biblical counseling approach to pre-marital counseling.

PACO 604 *Crisis Intervention in Pastoral Counseling* 3 hours

Prerequisites: PACO 500, 501

This course introduces students to the theories and skills required to provide pastoral crisis intervention and counseling that will cultivate resiliency and promote spiritual growth.

PACO 611 *Counseling the Child and Their Families* 3 hours

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

PACO 615 *Marriage and Family Counseling* 3 hours

Prerequisites: PACO 500, 501

This course introduces students to the dynamics of marriage and family relationships emphasis is on understanding the structure and function of marriage, the various aspects of the marital relationship, family systems and ways the counselor may approach marriage and family counseling as a creative, preventative, and healing ministry.

PACO 617 *Theories and Techniques in Pastoral Counseling* 3 hours

Prerequisites: PACO 500, 501

This course introduces students to selected theories of counseling and psychotherapy. It involves an intensive counseling experience designed to enhance self-awareness, promote personality exploration and provide case discussion and analysis. Fundamentals of the therapeutic relationship and essential skills are examined.

PACO 618 *Advanced Marriage and Family Counseling* 3 hours

Prerequisites: PACO 500, 501, and 615

This course is an exploration of selected major treatment approaches utilized in marital and family counseling. Development of Practical skills, interventions, and techniques constitute the primary focus (Formerly PACO 602).

PACO 620 *Counseling the Adolescent and Their Families* 3 hours

Prerequisites: PACO 500, 501

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

PACO 622 *Counseling the Child and Adolescent* 3 hours

This course introduces students to the developmental transitions of adolescence emphasizing family, social, spiritual/moral, and physical issues. Counseling theories and practices for working with children and adolescents are explored. Opportunities for application of theory are provided.

PACO 625 *Healthy Sexuality* 3 hours

Prerequisites: PACO 500, 501

This course introduces students to a research informed biblical paradigm for healthy sexuality. It will increase their awareness, knowledge, and skills regarding the broad range of issues in the field of counseling when addressing healthy sexuality.

PACO 630 *Gerontology and Counseling* 3 hours

Prerequisites: COUN 501, 502 and 504

This introduces students with the issues and problems unique to the elderly in American society. Topics such as grief and loss, suffering, societal attitude, and family structure are examined.

PACO 687 *Counseling Women* 3 hours

Prerequisites: PACO 500, 501

This course examines the most common problems women bring to counseling, including both developmental and situational crises. It explores biblical perspectives and the most effective treatments for these situations.

PACO 695 *Directed Research in Pastoral Counseling* 1 to 6 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of counseling.

PACO 697 *Seminar in Pastoral Counseling* 1 to 6 hours

An intensive study in a specific subject of counseling. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

PACO 698 *Practicum* 3 hours

Students will complete supervised counseling and counseling-related experiences in a professional setting. The primary focus is the development of counseling skills.

PACO 699 *Pastoral Counseling Internship* 3 hours

Prerequisites: PACO 500, 504, 506, 509, 603, 604, 615, and 617. This course can be registered for once a student has completed 21 hours of completed MAPC coursework

. This courses offers student participation in a pastoral counseling experience under supervision in an approved setting along with supervision by a university faculty member.

PACO 825 *Growth & Development of the Contemporary Minister* 3 hours

An in-depth look at the person in ministry. Extensive testing will form the foundation for this course and the results of the testing will be used to develop a growth profile for the individual student.

PACO 830 *Individual & Family Issues in Pastoral Counseling* 3 hours

This course is designed to provide an in-depth study of the commonly addressed issues encountered in pastoral counseling. This study will include topical discussions of individual and family issues including the more common mental health disorders and familial issues such as family composition, childbirth, parenting, and other pertinent topics throughout the lifespan.

PACO 835 *Premarital & Marital Issues in Pastoral Counseling* 3 hours

This course provides an in-depth study of premarital counseling as well as marital distress and dissolution, marriage theory, intervention strategies, and factors central to marital renewal, stability, growth, and health.

PACO 840 *Crises and Current Issue in Pastoral Counseling* 3 hours

This course provides an in depth study of the onset, duration, and appropriate interventions for various crises encountered in pastoral counseling. This study will include topical discussions of crises including natural and manmade disasters, trauma, suicidal ideations, and familial crises.

PACO 895 *Directed Research* 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. This course should/can only be used if a student lacks a seminar for graduation and the needed seminar is not offered in their last semester. If approved, the student will work with the instructor in developing a proposal for guided research in a specific area.

PACO 897 *Seminar in Pastoral Counseling* 3 hours

An intensive study in a specific subject of pastoral counseling. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

PACO 989 *Dissertation Proposal and Research* 6 hours

Preparation for research and writing of the Dissertation.

PACO 990 *Dissertation Defense* 3 hours

PUBLIC ADMINISTRATION

PADM 501 *Fundamentals of Public Administration* 3 hours

This course serves as an introduction to the discipline of public administration. This class explores the various theories and practices that have led to, and continue to dominate the profession and study of public administration. The major topics of interest that will be discussed in this class include the politics of government bureaucracy, managing and leading public organizations, the core functions of government administration such as budgeting, public policy implementation and human resources management, and current trends emerging from the 21st century that are directing and influencing public administration

PADM 530 *Politics, Strategies, and Initiatives of Community Economic Development* 3 hours

This course will provide an overview of theoretical and practical approaches to community economic development.

PADM 550 *Public Policy Analysis* 3 hours

This course will examine the manner in which various worldviews affect American Public Policy, with particular emphasis on the contrast between the Judeo-Christian worldview and secular humanism, Marxism/Leninism, and Islamic Fundamentalism.

PADM 600 *Politics and Policy of Public Sector Budgeting* 3 hours

The process of budget making in a public agency will be evaluated in light of the many political and economic factors that arise. Challenges and opportunities will be examined, as well as effective strategies for establishing a budgetary process designed to serve and protect the constituents of the public organization or agency and maintain financial solvency, accountability, and integrity.

PADM 610 *Management of Public Sector Organizations* 3 hours

Key management and leadership theories and perspectives will be discussed in the public sector context. Students will be challenged to evaluate all of these aspects from Biblical and ethical perspectives, and to understand the link between leadership ideas and concepts and the real world of public sector leadership, political stakeholders, and constituents.

PADM 620 *Public Administration Praxis: Legal & Contemporary Issues* 3 hours

This course examines the current challenges facing those who would lead as public servants in the political context. Contemporary legal challenges as well as shifting cultural demographics, political movements, and strategies for urban and community development will be discussed. A Biblical perspective on these developments will be provided.

PADM 689 *Thesis Proposal & Research* 3 hours

This course is designed to help students complete their master's thesis in Public Administration. It is expected that research for the thesis project will be relevant to the student's study in the master's program and will make an academic contribution to the research in public administration.

PSDM 690 *Thesis Defense* 3 hours

Intended to demonstrate a student's ability to carry out original research. Thesis may be designed to answer practical research questions, or address theoretical or ethical issues of interest to scholars and professionals in the field of public administration. Credit is not awarded until the thesis has been accepted.

PHILOSOPHY

PHIL 550 *Introduction to Philosophy of Religion* 3 hours

This course will acquaint the student with the central issues in the philosophy of religion. These include topics such as the status of revelation, the existence of God, the problem of evil, and religious language.

PHIL 565 *Modern Philosophy* 3 hours

Prerequisite: Graduate Standing

This course provides an overview of ideas, concepts, problems, movements, and individuals in the various phases of the history of modern philosophy. Attention is paid to primary texts and classical and contemporary secondary literature.

PHIL 575 *Contemporary Philosophy* 3 hours

Prerequisite: Graduate Standing

This course focuses on topics, movements, and specific individuals in the field of philosophy from the twentieth century to the present. Special emphasis is placed on the critical evaluation of recent articles and/or monographs.

PHIL 597 *Seminar in Philosophy* 1 to 3 hours

PHIL 605 *The Existence of God* 3 hours

An investigation and critique of the major arguments for God's existence from Plato to the present, and a discussion of their relation to theology and in particular, God's attributes.

PHIL 615 *The Problem of Evil* 3 hours

An examination of how the problem of evil arises along with some of the major historical and contemporary solutions. The course attempts to evaluate the current status of the debate and to construct a theodicy which is both theologically and philosophically acceptable.

PHIL 620 *Philosophy of Language* 3 hours

A course designed to acquaint the student with the philosophical debate over the uses, methods, and structures of verbal and textual language, with special emphasis on the meaningfulness and factual significance of theological discourse. Primary focus will be the debate in contemporary discussions.

PHIL 625 *Classic and Religious Epistemology* 3 hours

This course investigates and critiques the major philosophical explanations of knowledge and their specific application to God, revelation, and religious experience.

PHIL 680 *Research Methods* 3 hours

Bibliography and thesis research. Emphasis will be given to the formulation of the topic and thesis proposal.

PHIL 689 *Thesis Project Proposal and Research* 3 hours

PHIL 690 *Thesis Defense* 3 hours

PHIL 695/ *Directed Research in Philosophy* 1 to 3 hours

PHIL 995

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of philosophy.

PHIL 697/ *Seminar in Philosophy* 3 hours

PHIL 997

An intensive study in a specific subject of philosophy. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

PUBLIC POLICY – DOCTORAL**PLCY 700 *Foundations of Statesmanship and Public Policy* 3 hours**

This course introduces the students to the concept of statesmanship and various models for policy analysis. Students will be introduced to the various contexts in which policy formation and implementation occur. Students will be challenged to view policy from Biblical, constitutional, and political lenses in order to understand a comprehensive approach to policy development and implementation.

PLCY 701 *Natural Law, The State, and The Gospel* 3 hours
Prerequisite: PLCY 700

The student is introduced to Biblical principles of government and statesmanship in this course, both in terms of key governmental processes and structures, as well as practices related to statesmanship and statecraft. Concepts such as natural law, inalienable rights, covenant, sphere sovereignty, justice, and church-state relations are incorporated into course content with a particular emphasis on policy implications.

PLCY 702 *The Founding Era and Constitution* 3 hours
Prerequisite: PLCY 700

This course covers the key historical at American's founding and provides an application of the Biblical principles of statesmanship as discussed in PLCY 701. An analysis of the various crises and inconsistencies of the American founding such as slavery and institutional racism occurs within the context of a Biblical model of statesmanship. Early trends in American policy development and implementation are also analyzed in light of Constitutional provisions.

PLCY 703 *Contemporary Challenges to Constitutional Order and the Role of the State* 3 hours

Prerequisite: PLCY 700

The student is introduced to the contemporary challenges facing America, the prevailing Western legal tradition, and a Biblical model of statesmanship, particularly as these challenges have influenced policy formation. Such challenges include modern reinterpretations of American constitutionalism and the shifting relationship of the State to the individual and other spheres in society.

PLCY 704 *Economics and Public Policy* 3 hours
Prerequisite: PLCY 700

This course covers the application of a Biblical model of statesmanship and statecraft to economic and fiscal policy. Students will compare and contrast various approaches to economic policy with specific attention to key legislation and policies enacted at the federal level.

PLCY 800 *Statesmanship and National Security* 3 hours
Prerequisite: PLCY 700

This course introduces the student to the key policy issues facing national security decision-makers, and will examine leadership challenges and strategies to address security threats facing the United States.

PLCY 801 *Foreign Policy, Globalization, and Statesmanship* 3 hours

Prerequisite: PLCY 700

This course provides an overview of foreign policy perspectives and components. The impact and interplay of nation-states in various historical eras is compared to today's era of globalization. Statesmanship is discussed in the realm of foreign

policy, and special attention is paid to the history of American foreign policy.

PLCY 802 *Competing Visions of Statesmanship* 3 hours
Prerequisite: PLCY 700

This course covers the changing political landscape as impacted by competing political ideologies and worldviews. Students will be introduced to the history of worldview ideas, particularly as related to the modern public policy arena. A Biblical model of statesmanship and statecraft will be applied to these discussions.

PLCY 804 *Statesmanship, Federalism and Intergovernmental Relations* 3 hours

Prerequisite: PLCY 700

The interplay between and among American state governments and the federal government will be examined at the macro and micro (intergovernmental relations) levels. Students will be challenged to examine the complexities of the modern American political system in light of competing models of federalism and statesmanship.

PLCY 805 *Policy Analysis and Statesmanship* 3 hours
Prerequisite: PLCY 700

This course evaluates various models of policy analysis and implementation in light of statesmanship principles. Students will evaluate policy initiatives, considering effectiveness, cost-effectiveness, constitutional principles, and statecraft.

PLCY 810 *Quantitative Methods I* 3 hours
Prerequisite: PLCY 700

This course is designed to provide you with an understanding of the underlying scientific study of public policy. We will begin with the philosophy of science, which is crucial to understanding what public policy experts should be doing in our research. We will also consider research design, learning to generate "good" research questions and "good" studies using different types of research methodologies. The topics covered in this course are applicable to the entire discipline of public policy. Writing good questions and following sound research designs are fundamental requirements for your graduate career and beyond.

PLCY 811 *Quantitative Methods II* 3 hours
Prerequisite: PLCY 810

Quantitative Methods II introduces the use of econometric statistical methods associated with causal inference. Topics include the following multivariate techniques: multivariate analysis of variance and covariance, path analysis, factor analysis, discriminant analysis, and logistic regression. Cross-sectional data will be analyzed within the context of public policy question.

PLCY 812 *Qualitative Methods* 3 hours
Prerequisite: PLCY 811

Students will look at the various qualitative methods for studying public policy. Concepts such as grounded theory, ethnography, interviewing and case studies will be discussed. Students will be required to complete a policy study using qualitative methods.

PLCY 840 *Introduction to Education Policy* 3 hours
Prerequisite: PLCY 700, 812

This course requires students to research the basic contours of their chosen policy cognate. Students will work with their faculty member to understand the scope, history, controversial issues, and key policy outcomes associated with this cognate. This research will serve as a stepping stone to conducting a comprehensive literature review for their dissertation, and provide the needed context to ensure that the student's chosen dissertation topic is focused and appropriate.

PLCY 841 *Research Seminar in Education Policy* 3 hours
Prerequisite: PLCY 840

In the second course of the chosen policy cognate, students will continue what may be an open-ended exploration into their policy studies. Students will identify and discuss the major debates and issues in their cognate. Students will also submit a dissertation research question for review and discussion. Finally, students will conduct an extensive literature review of their chosen dissertation topic. Students will work with faculty to ensure that their literature review is comprehensive and sets them up for a successful research question for their dissertation.

PLCY 842 *Research Prospectus in Education Policy* 5 hours
Prerequisite: PLCY 841

Students will be challenged to look at their chosen research question by using various research methodologies. The course will culminate in a final paper discussing their research question and chosen methodologies. A comprehensive examination must be taken and successfully completed prior to enrollment in PLCY 989.

PLCY 850 *Introduction to Social Policy* 3 hours
Prerequisite: PLCY 700, 812

This course requires students to research the basic contours of their chosen policy cognate. Students will work with their faculty member to understand the scope, history, controversial issues, and key policy outcomes associated with this cognate. This research will serve as a stepping stone to conducting a comprehensive literature review for their dissertation, and provide the needed context to ensure that the student's chosen dissertation topic is focused and appropriate.

PLCY 851 *Research Seminar in Social Policy* 3 hours
Prerequisite: PLCY 850

In the second course of the chosen policy cognate, students will continue what may be an open-ended exploration into their policy studies. Students will identify and discuss the major debates and issues in their cognate. Students will also submit a dissertation research question for review and discussion. Finally, students will conduct an extensive literature review of their chosen dissertation topic. Students will work with faculty to ensure that their literature review is comprehensive and sets them up for a successful research question for their dissertation.

PLCY 852 *Research Prospectus in Social Policy* 5 hours
Prerequisite: PLCY 851

Students will be challenged to look at their chosen research question by using various research methodologies. The course will culminate in a final paper discussing their research question and chosen methodologies. A comprehensive examination must be taken and successfully completed prior to enrollment in PLCY 989.

PLCY 860 *Introduction to Foreign Policy* 3 hours
Prerequisite: PLCY 700, 812

This course requires students to research the basic contours of their chosen policy cognate. Students will work with their faculty member to understand the scope, history, controversial issues, and key policy outcomes associated with this cognate. This research will serve as a stepping stone to conducting a comprehensive literature review for their dissertation, and provide the needed context to ensure that the student's chosen dissertation topic is focused and appropriate.

PLCY 861 *Research Seminar in Foreign Policy* 3 hours
Prerequisite: PLCY 860

In the second course of the chosen policy cognate, students will continue what may be an open-ended exploration into their policy studies. Students will identify and discuss the major debates and issues in their cognate. Students will also submit a dissertation research question for review and discussion. Finally, students will conduct an extensive literature review of their chosen dissertation topic. Students will work with faculty to ensure that their literature review is comprehensive and sets them up for a successful research question for their dissertation.

PLCY 862 *Research Prospectus in Foreign Policy* 5 hours
Prerequisite: PLCY 861

Students will be challenged to look at their chosen research question by using various research methodologies. The course will culminate in a final paper discussing their research question and chosen methodologies. A comprehensive examination must be taken and successfully completed prior to enrollment in PLCY 989.

PLCY 870 *Introduction to Economic Policy* 5 hours
Prerequisite: PLCY 700, 812

This course requires students to research the basic contours of their chosen policy cognate. Students will work with their faculty member to understand the scope, history, controversial issues, and key policy outcomes associated with this cognate. This research will serve as a stepping stone to conducting a comprehensive literature review for their dissertation, and provide the needed context to ensure that the student's chosen dissertation topic is focused and appropriate.

PLCY 871 *Research Seminar in Economic Policy* 3 hours
Prerequisite: PLCY 870

In the second course of the chosen policy cognate, students will continue what may be an open-ended exploration into their policy studies. Students will identify and discuss the major debates and issues in their cognate. Students will also submit a dissertation research question for review and discussion. Finally, students will conduct an extensive literature review of their chosen dissertation topic. Students will work with faculty to ensure that their literature review is comprehensive and sets them up for a successful research question for their dissertation.

PLCY 872 *Research Prospectus in Economic Policy* 5 hours
Prerequisite: PLCY 871

Students will be challenged to look at their chosen research question by using various research methodologies. The course will culminate in a final paper discussing their research question and chosen methodologies. A comprehensive examination must be taken and successfully completed prior to enrollment in PLCY 989.

PLCY 880 *Introduction to National Security Policy* 3 hours
Prerequisite: PLCY 700, 812

This course requires students to research the basic contours of their chosen policy cognate. Students will work with their faculty member to understand the scope, history, controversial issues, and key policy outcomes associated with this cognate. This research will serve as a stepping stone to conducting a comprehensive literature review for their dissertation, and provide the needed context to ensure that the student's chosen dissertation topic is focused and appropriate.

PLCY 881 *Research Seminar in National Security Policy* 3 hours
Prerequisite: PLCY 880

In the second course of the chosen policy cognate, students will continue what may be an open-ended exploration into their policy studies. Students will identify and discuss the major debates and issues in their cognate. Students will also submit a dissertation research question for review and discussion. Finally, students will conduct an extensive literature review of their chosen dissertation topic. Students will work with faculty to ensure that their literature review is comprehensive and sets them up for a successful research question for their dissertation.

PLCY 882 *Research Prospectus in National Security Policy* 5 hours
Prerequisite: PLCY 881

Students will be challenged to look at their chosen research question by using various research methodologies. The course will culminate in a final paper discussing their research question and chosen methodologies. A comprehensive examination must be taken and successfully completed prior to enrollment in PLCY 989.

PLCY 980 *Dissertation Prospectus* 5 hours

This course provides the student with an opportunity to examine the dissertation process. The course focuses on structure and design of a concept for PhD dissertation research that includes peer/collegial review and scholarly discourse leading to a draft of Chapter one of the proposal development. A comprehensive examination must be taken and successfully completed prior to enrollment in PLCY 989. This course is not required for students who successfully complete the Research Prospectus course in a policy cognate.

PLCY 989 Dissertation Proposal and Research 5 hours

This course focuses on structure and design of PhD dissertation research that includes chairperson review and scholarly discourse leading to proposal development. Students shall register for this class in two consecutive terms. Any student who is not ready for enrollment in PLCY 990 after completing PLCY 989 may be required, as determined by the student's dissertation chair, to repeat PLCY 989 until deemed ready for enrollment in PLCY 990.

PLCY 990 Dissertation Defense 5 hours
Prerequisite: PLCY 989

Students enroll in this course after successfully completing PLCY 989 and receiving final dissertation approval from their dissertation committee. This class requires the defense of the dissertation. Students who do not successfully defend their dissertation must re-enroll in PLCY 990.

PUBLIC POLICY – GOVERNMENT

PPOG 500 Introduction to Writing, Research and Turabian 3 hours

This course will provide an overview of current research techniques in the field of public policy. Students will also hone and apply professional writing skills by completing a final research paper fully incorporating techniques as outlined by Turabian.

PPOG 502 Economics and Public Policy 3 hours
Co-requisite: PPOG 500

This course will study markets and market failure, the effects of Public Policy on economics, the effects of economics on Public Policy, and the role of government in economic issues particularly in the areas of trade, enterprise, debt and taxation, from a biblical worldview. The class will emphasize the Judeo-Christian foundations and principles of economic activity.

PPOG 503 Political Philosophy 3 hours
Co-requisite: PPOG 500

This course studies the most influential political philosophers who substantially influence the Western political and legal thought processes, for better or worse, from ancient Greece, through Western European development and the American Founding era to the modern era.

PPOG 504 Leadership, Statesmanship, and Governance 3 hours
Co-requisite: PPOG 500

This course will provide an examination of the fundamentals and characteristics of diligent, principled-based servant leadership from a Judeo-Christian perspective. This course will be as practical as it is philosophical.

Co-requisite: PPOG 500

PPOG 506 Introduction to Geopolitics and International Diplomacy 3 hours

Prerequisites: PPOL 501, PPOG 502, PPOG 503 are strongly encouraged, but not required

Co-requisite: PPOG 500

Introduction to Geopolitics and International Diplomacy will provide a Judeo-Christian perspective on international affairs;

American foreign policy; international governments, groups, organizations and coalitions; sovereignty issues; the influence of Christianity and competing worldviews on the changing global arena; and the role of America in the world.

PPOG 530 Domestic Policy 3 hours

This course is a survey of U.S. domestic policy. It will focus on domestic public policy-making at the national level, beginning with the processes, institutions and actors engaged in the creation, advocacy, development, enactment and implementation of domestic policy, and followed by a discussion of several contemporary public policy issues.

PPOG 540 Foreign Policy 3 hours

This course is a survey of U.S. foreign policy. It will focus on the processes, institutions and actors engaged in the creation, advocacy, development, enactment and implementation of foreign policy, followed by a discussion of several contemporary foreign policy issues.

PPOG 595 Directed Readings in Public Policy 3 hours
Co-requisite: PPOG 500

This course will allow a student to work individually with a professor to do extra readings on a specific topic related to Public Policy from a Judeo-Christian perspective. This course will be as practical as it is philosophical.

PPOG 597 Special Topics in Public Policy 3 hours
Co-requisite: PPOG 500

This course is a one-on-one study directed by the professor that involves specialized readings pertaining to Public Policy.

PPOG 624 Presidential Leadership 3 hours

Presidential Leadership is a course studying the role, powers, dynamics, and impact of the American presidency. The course will analyze the effects of the worldview, philosophies, and personal experience of the President as well as methods, strategies, and tactics that Presidents employ in shaping public policy, structuring the court, and communicating with and persuading the American people.

PPOG 625 Legislative Leadership 3 hours

Legislatures are at the heart of policy-making in the United States. This course will help students learn how to ask and answer original research questions related to the study of U.S. legislatures, their members, and policy-making within the legislature. The course has two goals: to introduce students to a broad range of legislative research and to explore how to critically assess and extend that research.

PPOG 626 State and Local Leadership 3 hours

This course examines the challenges of running public sector organizations at the state and local level from the perspective of the those who lead them. With trust in government plummeting and greater expectations from both the federal government and citizens, senior executives in state and local governments face significant challenges in governing. Students will develop the knowledge, skills, and tools necessary to operate as ethical and effective statesmen at the state and local level. Additionally, students will learn the need for public officials to be ready to lead strategically, think creatively, and act collaboratively in a dynamic governing environment.

PPOG 635 Speech Writing for Candidates and Officeholders 3 hours

Co-requisite: PPOG 500

Speech Writing for Candidates and Officeholders is a research and writing course instructing students in the drafting of comments, sound bites, and full campaign and policy speeches for use by candidates and office holders.

PPOG 640 Middle East Law and Policy 3 hours
Prerequisite: PPOG 500

Middle East Laws and Policy provides an introduction to and survey of the legal, political, legislative, and judicial systems of the Middle East. The course will analyze the political parties that wield power, the ideologies that drive them, the policies they produce, and the impact of those policies both in the Middle East and abroad.

PPOG 641 U.S. Middle East Foreign Policy 3 hours
Prerequisite: PPOG 500

U.S. Middle East Foreign Policy will build upon PPOG 640, providing a detailed analysis of the foundations, motivations, formation and impact of U.S. Foreign Policy in the Middle East. The course will study the history and status of U.S.-Israeli relations, the substance of U.S. foreign policy, and the mechanics of how that policy is communicated, negotiated and carried out.

PPOG 689 Thesis Project Proposal and Research 3 hours

Prerequisites: Completion of 21 hours of coursework toward the Master of Arts in Public Policy

Co-requisite: PPOG 500

This course is designed to help students complete their master's thesis in Public Policy. It is expected that research for the thesis project will be relevant to the student's study in the master's program and will make an academic contribution to the research in public policy.

PPOG 690 Thesis Defense 3 hours

Prerequisites: PPOG 689

Intended to demonstrate a student's ability to carry out original research. Thesis may be designed to answer practical research questions, or address theoretical or ethical issues of interest to scholars and professionals in the field of public policy. Credit is not awarded until the thesis has been accepted.

PPOG 702 The Founding Era and Constitution 3 hours

This course explores the key actors, events and context of the American Founding period and provides an application of the Biblical principles of statesmanship as discussed in PPOG 701. Special emphasis is placed on the religious, social, economic and philosophical influences on U.S. constitutional design as well as significant crises and inconsistencies between ideals and practice. Study will span the formative period from the granting of colonial charters to the ratification of the U.S. Constitution and Bill of Rights and the early years of the republic. A combination of historical textbook(s), scholarly journal articles and primary documents will be examined.

PPOG 800 Statesmanship and National Security 3 hours

Statesmanship and National Security covers the role of leaders tasked with protecting nation. Foreign policy concerns, Constitutional parameters, and tools for decision-making from a biblical perspective will be discussed. These elements will be discussed in a fluid fashion approximating a "think-tank" environment, engaging technology to access real time information while also examining the results of decision structures of the past.

PPOG 810 Quantitative Methods I 3 hours

Quantitative Analysis I discusses probability theory and hypothesis testing within the context of public policy decision-making. As an introduction to basic statistical distributions, this course covers tests of difference in means, proportions, basic generalized linear themes such as regression and ANOVA. Also introduced are commonly encountered nonparametric tests.

PPOG 811 Quantitative Methods II 3 hours

Quantitative Analysis II introduces the use of econometric statistical associated with causal inference. Topics include the following multivariate techniques: multivariate analysis of variance and covariance, path analysis, factor analysis, discriminant analysis, and logistic regression. Cross-sectional data will be analyzed within the context of public policy question.

PPOG 812 Quantitative Methods 3 hours

Qualitative Analysis introduces the use methods applicable to qualitative data in order to contribute God-honoring, original public policy related research.

PPOG 840 Introduction to Education Policy 3 hours

This course requires the student to research the basic contours of the education policy cognate. Students will work with their faculty member to understand the scope, history, controversial issues, and key policy outcomes associated with this cognate. This research will serve as a stepping stone to conducting a comprehensive literature review for their dissertation, and provide the needed context to ensure that the students chosen dissertation topic is focused and appropriate.

PPOG 841 Research Seminar in Education Policy 3 hours

Prerequisite: PPOG 840

In the second course of the education policy cognate, the student will continue what may be an open-ended exploration into their education policy studies. Students will be tasked with identifying and discussing the major debates and issues in this cognate. Students will also submit a dissertation research question for review and discussion. Finally, students will conduct an extensive literature review of their chosen dissertation topic. Students will work with faculty to ensure that their literature review is comprehensive and sets them up for a successful research question for their dissertation.

PPOG 842 Research Prospectus in Education Policy 3 hours

Students will be challenged to look at their chosen education policy research question by using various research methodologies. The course will culminate in a final paper discussing their research question and chosen methodologies.

PPOG 850 Introduction to Social Policy 3 hours

This course requires the student to research the basic contours of the social policy cognate. -Students will work with their faculty member to understand the scope, history, controversial issues, and key policy outcomes associated with the social policy cognate. This will research will serve as a stepping stone to conducting a comprehensive literature review for their dissertation, and provide the needed context ensure that the student's chosen dissertation topic is focused and appropriate.

PPOG 851 Research Seminar in Social Policy 3 hours

In the second course of the social policy cognate, the student will continue what may be an open-ended exploration into their social policy studies. Students will be tasked with identifying and discussing the major debates and issues in this cognate. Students will also submit a dissertation research question for review and discussion. Finally, students will conduct an extensive literature review of their chosen dissertation topic. Students will work with faculty to ensure that their literature review is comprehensive and sets them up for a successful research question for their dissertation.

PPOG 852 Research Prospectus in Social Policy 3 hours

Students will be challenged to look at their chosen social policy research question by using various research methodologies. The course will culminate in a final paper discussing their research question and chosen methodologies.

PPOG 860 Introduction to Foreign Policy 3 hours

This course requires the student to research the basic contours of the foreign policy cognate. Students will work with their faculty member to understand the scope, history, controversial issues, and key policy outcomes associated with this cognate. This will research will serve as a stepping stone to conducting a comprehensive literature review for their dissertation, and provide the needed context to ensure that the student's chosen dissertation topic is focused and appropriate.

PPOG 861 Research Seminar in Foreign Policy 3 hours

In the second course of the foreign policy cognate, the student will continue what may be an open-ended exploration into their foreign policy studies. Students will be tasked with identifying and discussing the major debates and issues in this cognate. Students will also submit a dissertation research question for review and discussion. Finally, students will conduct an extensive literature review of their chosen dissertation topic. Students will work with faculty to ensure that their literature review is comprehensive and sets them up for a successful research question for their dissertation.

PPOG 862 *Research Prospectus in Foreign Policy* 3 hours

Students will be challenged to look at their chosen foreign policy research question by using various research methodologies. The course will culminate in a final paper discussing their research question and chosen methodologies.

PPOG 870 *Introduction to Economic Policy* 3 hours

This course requires the student to research the basic contours of the economic policy cognate. Students will work with their faculty member to understand the scope, history, controversial issues, and key policy outcomes associated with this cognate. This will research will serve as a stepping stone to conducting a comprehensive literature review for their dissertation, and provide the needed context to ensure that the student's chosen dissertation topic is focused and appropriate.

PPOG 871 *Research Seminar in Economic Policy* 3 hours

In the second course of the economic policy cognate, the student will continue what may be an open-ended exploration into their economic policy studies. Students will be tasked with identifying and discussing the major debates and issues in this cognate area. Students will also submit a dissertation research question for review and discussion. Finally, students will conduct an extensive literature review of their chosen dissertation topic. Students will work with faculty to ensure that their literature review is comprehensive and sets them up for a successful research question for their dissertation.

PPOG 872 *Research Prospectus in Economic Policy* 3 hours

Students will be challenged to look at their chosen economic policy research question by using various research methodologies. The course will culminate in a final paper discussing their research question and chosen methodologies.

PPOG 880 *Introduction to National Security Policy* 3 hours

This course requires the student to research the basic contours of the national security policy cognate. Students will work with their faculty member to understand the scope, history, controversial issues, and key policy outcomes associated with this cognate. This will research will serve as a stepping stone to conducting a comprehensive literature review for their dissertation, and provide the needed context to ensure that the student's chosen dissertation topic is focused and appropriate.

PPOG 881 *Research Seminar in National Security Policy* 3 hours

In the second course of the national security policy cognate, the student will continue what may be an open-ended exploration into their national security policy studies. Students will be tasked with identifying and discussing the major debates and issues in this cognate. Students will also submit a dissertation research question for review and discussion. Finally, students will conduct an extensive literature review of their chosen dissertation topic. Students will work with faculty to ensure that their literature review is comprehensive and sets them up for a successful research question for their dissertation.

PPOG 882 *Research Prospectus in National Security Policy* 3 hours

Students will be challenged to look at their chosen national security policy research question by using various research

methodologies. The course will culminate in a final paper discussing their research question and chosen methodologies.

PUBLIC POLICY – LAW

PPOL 501 *Foundations of American Governance: An Introduction to Public Policy* 3 hours

Co-requisite: PPOG 500

This course provides a broad study of the philosophical, intellectual, political, and cultural influences on Western Society and examines the manner in which those influences have been and are being reflected in American Public Policy. More specifically, it will examine the manner in which various worldviews affect American Public Policy, with particular emphasis on the contrast between the Judeo-Christian worldview and Secular Humanism, Marxism/Leninism, and Islamic Fundamentalism.

PPOL 505 *Applied Public Policy Research Methods* 3 hours

Co-requisite: PPOG 500

This course will study research methods, research strategies, and statistical analysis skills necessary to both produce and critically analyze research reports and data compilations used in forming public policy.

PPOL 630 *Campaign Tactics, Strategies, and Management* 3 hours

Co-requisite: PPOG 500

Campaign Tactics, Strategies, and Management will provide both case studies and practical instruction in the art and science of starting, running and succeeding in political campaigns. The class will include expert guest lectures on a variety of topics and will provide a well-rounded overview and practical framework for the potential candidate, campaign manager, campaign counsel, and student of the electoral process alike.

PPOL 631 *Message, Media and Political Communication* 3 hours

Co-requisite: PPOG 500

Message, Media and Political Communications provides an in-depth analysis of the history, means, methods, and strategies of crafting messages and communicating with and persuading constituent groups and the public at large through various media. Topics covered will include, among others, writing and creation of radio and television issue ads, radio and television campaign ads, public service announcements, internet video, screenplays and film. The course will provide an historical overview of the use of radio, television and film in shaping cultural and political thought, provide case studies and provide practical instruction in cutting edge formats, media and techniques by experts in this genre of political communication.

PPOL 650 *International Law, Policy, and Politics* 3 hours

Prerequisite: PPOG 500

International Law, Policy, and Politics will provide an introduction and overview of the dynamic interplay between peoples, nations, governments and international organizations. This course introduces the student to both the history and the current status of international relationships including the rise and impact of globalism, the global influences of radical Islam, and the shifting influenced and power of nations.

PPOL 652 *U.S. Foreign Policy and Sovereignty Issues* 3 hours

Prerequisite: PPOG 500

US Foreign Policy and Sovereignty Issues specifically analyzes the history and current status of United States foreign policy, particularly as it affects American Sovereignty and the health, welfare, and protection of American citizens.

POLITICAL SCIENCE

PSCI 600 Comparative Politics 3 hours

This course provides comparative frameworks for alternative models of politics, government, international relations, and statesmanship. Students will compare not only the American system of government and politics to other systems, but also examine the key philosophical and theoretical influences of these various systems, particularly in light of a Biblical perspective on government, politics, and statesmanship.

PSCI 689 Thesis Proposal & Research 3 hours

This course is designed to help students complete their master's thesis in Political Science. It is expected that research for the thesis project will be relevant to the student's study in the master's program and will make an academic contribution to the research in political science.

PSCI 690 Thesis Defense 3 hours

Intended to demonstrate a student's ability to carry out original research. Thesis may be designed to answer practical research questions, or address theoretical or ethical issues of interest to scholars and professionals in the field of political science. Credit is not awarded until the thesis has been accepted.

PSYCHOLOGY**PSYC 510 Research Methods and Statistics in Psychology I** 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

Overview of research methodology and statistical techniques for psychological research. Emphasis on the three basic types of research - descriptive, predictive, and experimental. Also, addresses ethics in research. A computer software package is used for analysis of data.

PSYC 515 Research Methods and Statistics in Psychology II 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, PSYC 510

This course examines advanced research methodology and statistical techniques for psychological research. This course equips students to design, conduct, and present research using APA formatting guidelines. A computer software package is used for analysis of data.

PSYC 530 Intermediate Statistics 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, PSYC 510

Overview of research types, inferential statistics, and developing research reports. Emphasis placed on experimental designs, ANOVA/ANCOVA, multiple comparisons, power, and effect size. Selected nonparametric statistics included as well.

PSYC 535 Multivariate Statistics 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, PSYC 510

Overview of methods and techniques for analyzing multivariate data, including MANOVA, discriminant analysis, profile analysis, principal components analysis, canonical correlation, logistic regression, and exploratory factor analysis.

PSYC 540 Psychometric Theory 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, PSYC 510

Overview of classical test theory, scale construction concepts, and generalizability measurement theory. Brief introduction to factor analysis and item-response theory.

PSYC 545 Test Construction/Validation 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, PSYC 510

Discussion of principles to produce and improve tests and assessments of knowledge, skills, and other psychological constructs. A focus on techniques for evaluating existing measures

for reliability and validity evidence and guidelines for the rigorous development of new instruments.

PSYC 550 Computer-Based Analyses 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

This course examines advanced research methodology and statistical techniques for psychological research. This course equips students to design, conduct, and present research using APA formatting guidelines. A computer software package is used for analysis of data.

PSYC 555 Structural Equation Modeling 3 hours

Prerequisite: PSYC 101, PSYC 255, PSYC 355, PSYC 510

Examination of linear structural equation modeling. Focus on estimation, goodness of fit, confirmatory and hierarchical factor analysis, measurement models, longitudinal models, structural equations, mean structures, and multi-sample analyses. Relevant computer programs.

PSYC 560 Factor Analysis 3 hours

Prerequisite: PSYC 101, PSYC 255, PSYC 355, PSYC 510

Survey of major factor analysis techniques. Includes examination of elementary matrix algebra, rotation of axes, and vector representation.

PSYC 562 Item-Response Theory 3 hours

Prerequisite: PSYC 101, PSYC 255, PSYC 355, PSYC 510

Discussion of IRT models, including two- and three-parameter models. Both theory and application are covered.

PSYC 576 Sensation and Perception 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

Advanced study of the acquisition and processing of sensory information. A systematic investigation of the basic senses such as vision, audition, taste, smell and touch will be undertaken.

PSYC 595 Independent Research 1 hour

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

Students conduct independent research according to their interest and training under the direction of a faculty member. May be repeated for a maximum of 6 units, but only 3 units can apply to the major; the other 3 units will be used as general electives.

PSYC 602 Psychopharmacology 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

Mechanisms of drug action, their effects on behavior, and related topics. Students will learn to read and interpret primary source material in the field of psychopharmacology.

PSYC 604 Cognitive Neuroscience 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

Overview of cognitive functions and their underlying neural bases, focusing in particular on the methods used in cognitive neuroscience research. Students will learn to read and interpret primary source material in the field of cognitive neuroscience.

PSYC 664 Learning and Motivation 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

Advanced study of instrumental conditioning, classical conditioning, learning, and motivation with an emphasis on the research and theories of each.

PSYC 680 Physiological Psychology 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

Review of the literature relating to the physiological basis of behavior. Topics include the following: neural communication, anatomy of the human brain, neural mechanisms for perception

and action, learning and memory, language and cognition, attention and emotion, and neurological and mental disorders.

PSYC 689 *Thesis Proposal and Research* 3 hours

Prerequisites: PSYC 101, PSYC 255, PSYC 355, and one additional psychology course

This course will allow a student to work individually with the director of his/her thesis.

RELIGION

RLGN 681 *World Religions Survey* 3 hours

This course surveys the origin and growth of the major world religions and discusses their core beliefs, practices and worldviews.

RESEARCH METHODS AND TEACHING

RTCH 500 *Research, Writing and Ministry Preparation* 3 hours

This course is an introduction to the skills necessary for competent graduate work. These skills include theological and professional library competency, the use of electronic research media, the execution of research design, and graduate writing development. The course also prepares student for ministry success by equipping them for family and education balance, avoiding burnout, and pursuing intentional spiritual formation.

RTCH 680 *Research Methods* 3 hours

Bibliography and thesis research. Emphasis will be given to the formulation of the topic and thesis proposal. (Formerly THEO 680)

RTCH 900 *Research Methods and Teaching in Christian Higher Education* 3 hours

This course guides the student in the use of library materials, computerized databases, bibliographic resources as well as research strategies, dissertation topic selection, and familiarization with form and style for research papers and dissertations. Students will also be introduced to the processes involved in syllabus development, lesson planning, and evaluation of student progress for both live instruction and the distance learning environment.

SPORT MANAGEMENT

SMGT 501 *Social Issues in Sport Management* 3 hours

This course will examine the social institution of sport and its consequences for the North American society; the social organization from play to professional sport; violence and discrimination; women and ethnic minorities in sport; and the socialization implications from participation in sports.

SMGT 502 *Sport Marketing and Public Relations* 3 hours

This course is an examination of the principles of marketing, promotion, sponsorship, public relations, and consumer behavior as they apply to the sport industry.

SMGT 503 *Ethics in Sport* 3 hours

This course offers an introduction to ethics within the sporting context. The values promoted within sport will be examined along with common ethical dilemmas faced by those involved in sport. The course will cover issues ranging from fair play to sportsmanship to Title IX and drug use for performance enhancement.

SMGT 504 *Foundations of Sport Outreach* 3 hours

This course will investigate the historical foundations and the current development, operation, and biblical justifications for sport outreach programs within church and parachurch organizations.

SMGT 505 *Legal Issues in Sport* 3 hours

This course provides an examination of risk management and the current legal principles which affect sport and recreation organizations.

SMGT 506 *Economics and Financial Management of Sport* 3 hours

This course provides a comprehensive synopsis of the application of economics and financial management used in the sport organization decision making context from both a macro and micro level.

SMGT 520 *Understanding Research in Sport, Recreation and Tourism* 3 hours

This course is an overview of the nature of research in sport, recreation and tourism studies. Topics include different types of research in sport, research design, skills in data collection and assessment, and application of research to the management of sport, recreation, and tourism.

SMGT 600 *Comprehensive Examination* 3 hours

Prerequisites: SMGT 501, 502, 503, 504, 505, 506, 520

The Comprehensive Examination is comprised of seven individual exams that include content from the seven core courses in the Master's program.

SMGT 611 *Foundations of Outdoor Adventure Sport* 3 hours

This course will provide an in-depth examination of the philosophical, ethical, ecological, and cultural foundations of outdoor recreation and adventure sport. The emphasis is on studying the interaction of the participant in the experiential environment as it relates to the complex challenges faced by management professionals working in public, commercial and not-for-profit sport and recreation delivery systems.

SMGT 612 *Outdoor Adventure Programming* 3 hours

This course offers a consideration of the history, theory, design and management, as well as current issues and trends in outdoor and adventure-based programs. Special attention will be given to developing an understanding of principles and methodologies of outdoor curricula, as well as implementation, risk management, and group dynamics in outdoor programs.

SMGT 613 *Leadership and Administration of Outdoor Adventure Sport* 3 hours

This course is a critical analysis of the historic development, current status, and changing patterns of public policy in outdoor recreation, adventure sport and eco-tourism. A majority of the course will focus on leadership and strategic planning relating to land use and community engagement for outdoor organizations.

SMGT 621 *Advanced Coaching Theory* 3 hours

An in-depth study of the theoretical frameworks supporting effective coaching behaviors. Students will develop knowledge in skill development, athlete evaluation, communication strategies, and successful coaching philosophies.

SMGT 622 *Strategic Player Development* 3 hours

This course examines issues related to the holistic development of athletes. Topics to be examined include player safety, personal development, mental preparation, academic performance, team cohesion, and off-the-field conduct.

SMGT 623 *Sport Governance* 3 hours

This course provides an in-depth analysis of the history, development, and organizational structures of the agencies that govern amateur and professional sport. Initial and continuing eligibility, major governance areas, and current issues requiring policy revisions will be examined.

SMGT 631 *Sport Event and Facility Management* 3 hours

This course will examine the current research related to planning, funding, and operating sporting events and sport/recreation facilities.

SMGT 632 *Sport Development and Sales* 3 hours

This course will provide practical professional sales techniques needed to form a framework for strategic account management. Subsequently, the dynamics associated with building and fostering relationships necessary for a vibrant development office will be thoroughly examined.

SMGT 633 *Management and Leadership in Sport Organizations* 3 hours

This course will provide application for the development of skills necessary to be an effective and efficient leader regarding communication, motivation and corporate decision making. The role of human resources and leadership theory in an atmosphere of complexity and diversity will be explored.

SMGT 689 *Thesis Proposal and Research* 3 hours

Prerequisite: SMGT 600 and consent of instructor

This course is designed to help students complete their M.S. thesis. It is expected that research for the thesis project will be relevant to the student's specialization area and will make an academic contribution to the literature in Sport Management.

SMGT 690 *Thesis Defense* 3 hours

Prerequisites: SMGT 600, 689 and consent of instructor.

Intended to demonstrate a student's ability to carry out original research. Thesis may be designed to answer practical research questions, theoretical, or ethical issues of interest to scholars and professionals in the sport management field. Credit is not awarded until the thesis has been accepted.

SMGT 699 *Internship* 6 hours

Prerequisites: SMGT 600 and consent of instructor.

Placement with a sport or recreation management organization for a controlled learning experience with the student's career specialization area. A minimum of 400 hours are required at an approved internship site.

STRATEGIC COMMUNICATION

STCO 526/ *Strategic Storytelling* 3 hours
COMS 526

Investigative journalism in the digital age.

STCO 532/ *Media Technologies and* 3 hours
COMS 532 *Communication Strategies*

Study of established and emerging media technologies used by various organizations in communicating specific messages to diverse audiences.

STCO 533 *Video, Social and Mobile Promotion* 3 hours

This course explores the creation and use of disruptive video-intensive social and mobile integrated marketing strategies.

STCO 546/ *Effective Social Analysis* 3 hours
COMS 546

Using social media platforms to build a competitive advantage. Involves extensive integration and application of social media technologies. (Formerly COMS 546)

STCO 550 *Best Practices: Transforming the Digital Organization* 3 hours

Lead digitally-driven organizations to extraordinary growth in both for-profit and non-profit sectors.

STCO 562/ *Using Emerging Trends in* 3 hours
COMS 562 *Strategic Communication*

Developing the ability to grow organizations through online market-making and strategy. Hands-on experience with radical new digital and interactive tools for achieving relationships and spreading ideas.

STCO 622/ *Organizational Communication* 3 hours
COMS 622

Analysis of theories and practices that assist individuals in success in organizations. Students develop the ability to add value to employing organizations and enhance individual careers.

STCO 639/ *The Transmedia Organization* 3 hours
COMS 639

Principles and practice to strategically manage digital interactive and Transmedia organizations.

STCO 648 *Setting Social & Interactive Goals* 3 hours

The use of social, mobile and online benchmarking and metrics in maximizing social media strategy and growing a customer/audience base.

STCO 658/ *Strategic Communication Campaigns* 3 hours
COMS 658 *for the Digital Age*

An exploration of the use of integrated marketing communication for strategic movement of organizations, products and services toward growth.

STCO 670/ *Challenge Examination* 3 hours

COMS 670/ Capstone written challenge.

STCO 681 *New Beginnings: Research, Insight, and Applications* 3 hours

This course provides the student with a personalized career-oriented framework for successful completion and application of this graduate program.

STCO 690/ *Thesis Defense* 3 hours

COMS 690

Intended to demonstrate a student's ability to carry out original research using one of three class research methods: historical-critical (qualitative), descriptive (qualitative and quantitative), or experimental (quantitative). Thesis may be designed to answer practical research questions, theoretical, or ethical issues of interest to scholars and professionals in the communication field.

STCO 691/ *Project* 3 hours

COMS 691

Project may be designed to answer practical research questions, theoretical, or ethical issues of interest to scholars and professionals in the communication field. Demonstrates the ability of a student to conduct research and exhibit expertise in communication.

ADDICTIONS AND RECOVERY

SUBS 505 *Addictions and the Recovery Process* 3 hours

This course includes a thorough examination of the theoretical models of addiction with an introduction to the neurobiology of addiction while exploring the addiction cycle, the evaluation and treatment of addictions, the trauma that occurs with addictions, and intervention planning. In addition, the student will learn about the pharmacology of drugs.

SUBS 606 *Biological Aspects of Addiction and Recovery* 3 hours

Prerequisite: SUBS 505

Substance abuse and addictive behaviors have effects on the brain and the rest of the human body. This course focuses on biological aspects of addiction including brain anatomy, neurotransmitters and other brain chemicals, predisposing biological factors, and physiological effects. These biological aspects are reviewed for each of the primary classifications of drugs of abuse and key addictive behaviors. Biological aspects of medical approaches to treatment and recovery are also considered.

SUBS 607 *Treatment and the Recovery Process* 3 hours

Prerequisite: SUBS 505

This course includes a thorough examination of the treatment models of addiction, recovery, and relapse. Students will explore

the treatment outcome research, begin treatment planning, and gain a working understanding of the culture of addiction and recovery. This is in essence an experiential class, with a combination of reading, exercises, and hands on experience in the recovery area.

SUBS 608 *Diagnosis and Treatment of Sexual Addiction* 3 hours

Prerequisite: SUBS 505

This course includes a thorough examination of sexual addiction including the definition, neurobiology, etiology, diagnosis and treatment. Both male and female sexual addiction will be explored. Topics related to sexual addiction including marital affairs, pornography, homosexuality and lesbianism will also be covered. A biblical understanding and approach to treatment will be integrated into the course.

SUBS 609 *Healthy Sexuality* 3 hours

This course provides a foundational understanding of healthy sexuality based on a psychological and Scriptural foundation. Special attention is given to foundations of sexual development, sexual enrichment, challenges, brokenness, and controversial issues surrounding healthy sexuality.

TEACHING ENGLISH AS A SECOND LANGUAGE PROGRAM

TESL 600 *Introduction to TESL* 3 hours

An overview of the history, philosophies, and current trends of second language research. Students will explore the multiple fields of study that comprise TESL, including education, linguistics, psychology, and cultural anthropology, all from a Christian worldview.

TESL 601 *Methods and Materials for TESL* 3 hours

An exploration of various methods and techniques for teaching reading, writing, listening, and speaking to second language learners.

TESL 602 *Curriculum, Testing, and Assessment* 3 hours

Prerequisite(s): TESL 600

This course focuses on language specific curricular design, student assessment, and protocols for standard test creation.

TESL 603 *Teaching Grammar, Lexicon, and Pronunciation* 3 hours

Prerequisite(s): TESL 600

Instruction on the skills needed to teach grammar, lexicon, and pronunciation to second language learners.

TESL 630 *Applied Linguistics I* 3 hours

Prerequisite(s): TESL 600

An overview of major fields of linguistics and their application to TESL.

TESL 633 *Applied Linguistics II* 3 hours

Prerequisite(s): TESL 630

The course addresses grammar, phonology, and linguistics research for TESL.

TESL 699 *Internship* 3 hours

Prerequisite(s): Completion of nine hours of graduate study and six hours of foreign language coursework at the graduate level.

The course provides field experience, practical applications of the discipline, and opportunities for vocational development.

THEOLOGY

THEO 510 *Survey of Theology* 3 hours

A foundational study of the basic disciplines of theology. The following theological disciplines will be examined: biblical, systematic, historical, dogmatic, and contemporary theologies.

THEO 525 *Systematic Theology I* 3 hours

A course beginning the study of systematic theology with special attention given to prolegomena the doctrines of Scripture, God, angels, humanity and sin.

THEO 530 *Systematic Theology II* 3 hours

A course completing the study of systematic theology with special attention given to the doctrines of the person and work of Christ, the Holy Spirit, salvation, the church, and last things. Such issues as nature and extent of salvation, the origin, nature and future of the church, and the eternal state are explored.

THEO 601 *Patristic and Medieval Christian Thought* 3 hours

Prerequisite: THEO 525 or THEO 530

A study of the early development of Christian ideas from their background in the Greco-Roman world, Judaism, and the Scriptures, through the apostolic fathers, the apologists, and the early struggles toward doctrinal clarity and purity. In the latter half of the course, attention will be given to the establishment of papal supremacy, the rise and subsequent decline of the scholastic Christianity, and the conceptual factors leading toward the Renaissance and Reformation. (Formerly THEO 501)

THEO 602 *Renaissance and Reformation Christian Thought* 3 hours

Prerequisite: THEO 525 or THEO 530

A study of the renewal of cultural and intellectual activity in Europe from the later Middle Ages through the Renaissance, Protestant Reformation, Roman Catholic Counter Reformation, rise of capitalism, scientific revolution, and the Enlightenment. (Formerly THEO 502)

THEO 603 *Modern and Contemporary Christian Thought* 3 hours

A study of thought from Enlightenment trends to contemporary theological and philosophical developments. The latter subject includes Nineteenth Century liberalism, Twentieth Century new-orthodoxy, existentialism, and post-existential trends such as secular, liberation, and hope theologies. Attention is also given to recent philosophical movements such as logical positivism, linguistic analysis, and process thought. The course stresses the history of major ideas, the system of formative scholars, and the conservative alternative. (Formerly THEO 503) (Residential Requirement)

THEO 610 *Biblical Theology* 3 hours

Residential Requirement

A study of the nature, history and current trends in biblical theology. Each semester there will be a special focus given to specific areas in Old Testament biblical theology or New Testament Biblical theology.

THEO 620 *Ecclesiology* 3 hours

Prerequisite: THEO 530

This course is a study of the origin, nature, purpose, mission, polity, and ministry of the church; a major emphasis will be on Baptist ecclesiology.

THEO 626 *Doctrine of God* 3 hours

Prerequisite: THEO 525

A study of the existence, nature, and attributes of the triune God. Contains a study of such doctrines as the decree of God, Creation, the providence of God, and the doctrine of the Trinity.

THEO 630 *Eschatology* 3 hours

Prerequisite: THEO 530

A discussion of several issues challenging the church today in relation to dispensational hermeneutics, the rapture, the tribulation, the millennial kingdom, the future of the church, and the nations, as well as recent attempts to coordinate Bible prophecy with current.

THEO 635 *Contemporary Theological Issues* 3 hours

Prerequisite: THEO 525 or THEO 530

Designed to isolate and discuss major theological issues within the various major heads of systematic theology. Specific problems to be

discussed will vary with the discretion of the professor, but issues such as free will and determinism, the nature of man, and the rapture of the Church are indicative of the kinds of issues to be discussed.

THEO 641 *Advanced Bibliology* 3 hours
Prerequisite: THEO 525

A detailed study of the whole area of Bibliology. Special emphasis will be placed on contemporary conceptions of such doctrines as Revelation and Inspiration. An in-depth analysis of the contemporary debate over the inerrancy and authority of Scripture will be included.

THEO 642 *Advanced Christology* 3 hours
Prerequisite: THEO 530

A detailed examination of the Person, nature, and works of Jesus Christ. Focus will be not only on traditional issues in Christology, but also on contemporary discussions in the field, both within orthodoxy and outside it.

THEO 644 *Johannine Theology* 3 hours
Prerequisite: THEO 610; offered to M.A. and Th.M. students or by permission of instructor and advisor

A course focusing on the unique contributions of John to each of the major areas of history, symbolism, language and journalistic style of development. From the course, the student will correlate the unique Johannine principles of theologizing and hermeneutics, as well as the particular contributions John makes to New Testament theology.

THEO 650 *Public Theology* 3 hours
Prerequisite: THEO 525 or THEO 530

A study of the methodology and practice of biblical ethics as applied to such issues as abortion, euthanasia, in-vitro fertilization, capital punishment, government, war, race relations, marriage, divorce, personal and ecclesiastical separation, and worldly amusements.

THEO 654 *Pneumatology* 3 hours
Prerequisite THEO 530

A comprehensive study of the Person and work of the Holy Spirit. The activities of the Holy Spirit are traced through the Old and New Testaments, with special attention to His ministry to Christ, to the Church, and to the individual Christian.

THEO 678 *Western and New Religions* 3 hours

The history, doctrines, and present state of the major cults such as Mormonism, Christian Science, Jehovah's Witnesses and Seventh Day Adventism. The course will also include a study of the Occult Movement. Emphasis is placed on the errors of these groups and on methods and materials for confronting them effectively.

THEO 679 *Theology Capstone* 3 hours
Prerequisite THEO 603 and THEO 610

This theology capstone course is for the Master of Theology student who has completed at least 24 hours toward the degree. This course is to demonstrate scholarship and contribute to the general knowledge in a specified field of theology. The approved topic must be related to the student's chosen area of study in the Master of Theology program.

THEO 695 *Directed Research in Theology* 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of theology.

THEO 697 *Seminar in Theological Studies* 3 hours

An intensive study in a specific subject of theology. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

THEO 900 *Seminar in Theological Method* 3 hours

Analyzes theological methods in various theological traditions and persuasions. Different types of biblical, systematic, and contemporary theologies will be scrutinized. Particular

attention will be given to the significance of theological sources including revelation, tradition, and culture and to their role in theology.

THEO 901 *Contemporary Issues in the Doctrine of God* 3 hours

A Seminar on the Doctrine of God with special attention to modern issues on the topic, such as Open Theism, the know ability of truths about God, proper basicity and the justification of God's existence, and the problem of evil.

THEO 904 *Bibliology* 3 hours

An examination of the doctrine of scripture with attention to its inerrancy, and inspiration, along with a consideration of the matter of inscripturated revelation and the nature of religious language.

THEO 905 *Christology in Contemporary Theological Perspective* 3 hours

A study of recent trends in Christological method and understanding including process christologies, the Jesus Seminar, and the "new search" for the historical Jesus.

THEO 908 *Reading Seminar in Systematic Theology* 3 hours

The purpose of this reading seminar is to provide a base-line of readings in systematic theology focusing on reading classic texts significant to or exemplary of systematic theology. Students will read about thirty books and treatises, reading both scholarly and popular work throughout the history of the church. Students will evaluate, critique, and write critical reviews of assigned works evaluating, comparing and synthesizing their respective contribution to the development of the discipline and relation to contemporary evangelical theological concerns.

THEO 945/ *Seminar in Modern Theologies and Theologians* 3 hours

This seminar focuses on the work of select theologians and theological movements since the 18th Century. This seminar may be repeated as subject matter varies.

THEO 946 *Contemporary Theology* 3 hours

An examination and critical analysis of theologians and theological movements since 1945. Topics include Liberation and Feminist Theologies as well as Open Theism, and the work of Paul Tillich, Jurgen Moltmann, John A. T. Robinson, and Harvey Cox. This seminar focuses on the work of select theologians and theological movements since the eighteenth century. This seminar may be repeated as subject matter varies. This seminar will focus on the Twentieth and early Twenty-first Centuries.

THEO 995 *Directed Research in Theology* 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of theology.

THEO 997 *Seminar in Theological Studies* 3 hours

THESIS

THES 689 *Thesis Project Proposal and Research* 3 hours
(Formerly THEO 689)

THES 690 *Thesis Defense* 3 hours
Prerequisite: RTCH 680
(Formerly THEO 690)

TOURISM

TOUR 601 *Current Issues and Theories for Hospitality and Tourism Management* 3 hours

This course will explore the various issues faced by hospitality and tourism organizations. Current research designs

and methodologies related to hospitality and tourism will be examined.

TOUR 602 *Hospitality and Tourism Marketing Strategy* 3 hours

This course offers an examination of the marketing process as applied to hospitality and tourism management organizations. Attention is given to the role of marketing as part of a travel and tourism organization's strategic plans.

TOUR 603 *Sport and Event Tourism Planning And Impacts* 3 hours

This course is an investigation into the planning process for special events and sport tourism. Potential economic, social, and environmental impacts of events are examined as they apply to the various tourism and event stakeholders.

TRAUMA

TRMA 800 *Child and Adolescent Trauma* 3 hours

Prerequisites: EDCO 701, 711, 715

This course examines the effects of traumatic events as experienced by children and adolescents. Students will examine causative factors and evidence-based (or empirically supported) treatments of trauma and topical areas of trauma to include Attachment Wounds, PTSD, Sexual Abuse, Physical and Emotional Abuse and Neglect, Domestic and Community Violence, Traumatic Grief, Complex Trauma, and emerging trauma issues. Students will consider how science informs the delivery of effective counseling theory and technique for these clients with the goal of integrating ethical, effective, and biblically grounded care.

TRMA 810 *Adult & Familial Trauma* 3 hours

Prerequisites: EDCO 701, 711, 715

This course examines the effects of traumatic events as experienced by Adults and Families. Students will examine causative factors and evidence-based (or empirically supported) treatments of trauma and topical areas of trauma to include Attachment Wounds, PTSD, Sexual Assault, Date Rape, Family Systems Trauma, Terrorism, Domestic and Community Violence, Traumatic Grief, Complex Trauma, and Emerging Trauma Issues. Students will consider how science guides the delivery of effective counseling theory and technique for these Individuals and Families with the goal of integrating ethical, effective, and biblically grounded care.

TRMA 820 *Disaster Mental Health & Community Response* 3 hours

Prerequisites: EDCO 701, 711, 715

This course examines the nature and effects of natural disasters on individuals and groups in affected communities. In addition, preparation for potential events on both a personal and community level is discussed. Large scale disasters addressed include tornados, hurricanes, wildfires, blizzards, earthquakes, floods, volcanic eruptions, tsunamis, avalanches and landslides, sinkholes, and droughts, as well as pandemics and large scale civil unrest. Related topics may be added as needed. In addition to preparation and counseling responses, interaction with national, religious, and governmental relief agencies will be examined.

TRMA 830 *Assessment and Testing in the Treatment of Trauma* 3 hours

Prerequisites: EDCO 701, 711, 715, 800

An advanced application of Assessment, Testing, and Appraisal methodology specifically geared towards the assessment of trauma and severe crises. These assessments will be examined and Analyzed regarding the ethical use and interpretation of tests and assessments with individuals suffering with Acute Stress, Complex Stress, and Post-

Traumatic Stress disorders. Emphasis is on the use of tests and assessments to facilitate appropriate and timely professional interventions.

TRMA 840 *Empirically-Supported Treatments for Trauma* 3 hours

Prerequisites: EDCO 701, 711, 715, TRMA 830

This course examines evidence-based (or empirically supported) treatments of trauma with sensitivity to client characteristics, cultural backgrounds, and preferences. Students will consider how science informs human services counseling practice for these clients with the goal of ethical, effective, and biblically grounded care.

WOMEN'S MINISTRY

WMIN 500 *Introduction to Ministry for Women* 3 hours

This course presents an introduction for women's ministry and for women in ministry. It will introduce students to the topics of ministry calling, preparation for ministry, the place of women in ministry, working with men in ministry settings, and the balance between ministry and family responsibilities.

WMIN 520 *Biblical and Theological Foundations of Women in Ministry* 3 hours

This course examines the biblical and theological foundations of women in ministry. Particular attention will be given to the biblical passages dealing with women in leadership positions and the theological discussions surrounding women in ministry.

WMIN 697 *Seminar in Women's Ministry* 3 hours

An intensive study in a specific subject of women's ministry. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

WORSHIP MUSIC

WMUS 514 *Basic Conducting* 3 hours

Basic instruction in conducting techniques for worship leaders in traditional and non-traditional worship settings. Knowledge and skill areas include: posture and hand position; baton usage; foreign and technical terms; conducting gestures and patterns; basic score interpretation; rehearsal management; and technique.

WMUS 515 *Graduate Conducting for the Worship Leader* 3 hours

Prerequisite: Students must successfully complete the Graduate Conducting Assessment or enroll in and successfully complete WMUS 514

Intermediate and advanced instruction in conducting techniques for worship leaders in traditional and non-traditional worship settings. Knowledge and skill areas stressed are a review of conducting gestures and patterns; advanced score interpretation, rehearsal management and technique, special problems in vocal and instrumental situations.

WMUS 516 *Advanced Conducting* 3 hours

Prerequisite: WMUS 515 or Equivalent

This course is a continuation of WMUS 515 and focuses on developing advanced instruction in conducting techniques in traditional and non-traditional settings. Specific attention is given to the role of the conductor in practical contexts, including 21st century evangelical worship, professional orchestral/choral organizations, and elementary, secondary, and collegiate educational systems.

WMUS 522 *Basic Music Theory for the Worship Leader* 3 hours

In this course, students review basic principles of music theory for the worship ministry including: notes, rhythms,

intervals, chord construction, chord charts and harmonic progressions. Basic arranging and analytical techniques are also explored related to traditional, classical, and popular worship music styles. This course is designed to prepare students for WMUS 524.

WMUS 524/ Analytical Techniques for the 3 hours
MUSC 524 Worship Leader

Prerequisite: MUSC 522 or WMUS 522 or successful completion of the Graduate Music Theory Assessment; Online Assessment

This course is a foundational course for graduate contemporary music theory practices. The study includes a thorough investigation of jazz and extended harmonies used in contemporary worship music. Worship students continue to learn and apply analytical technique to various music styles. Melodic concepts and music form are explored in the literature from historical music periods and compared to present worship music literature and practice. Principles of harmonic function are taught and applied to representative worship literature forms.

WMUS 525 Advanced Contemporary Arranging 3 hours
Techniques for Worship

Prerequisite: WMUS 630

This course is designed to teach and develop advanced skills as an arranger of vocal and instrumental ensembles. Chord chart writing and arranging techniques relevant to the rhythm section (keyboards, bass, guitar, drums, and percussion) and contemporary rhythm idioms will be explained and studied. Students will be expected to demonstrate skill in scoring for praise bands, orchestras, singers, and choirs. A major worship arranging project is required.

Prerequisite: Student must have the requisite experience or consent of the instructor (see syllabus for additional information specific to each application)

Guitar: Graduate level Private guitar lessons. Instruction includes technical exercises, chords and chord progressions, and development of music reading and performance skills in classical and contemporary styles.

Piano: Graduate private piano lessons. Instruction includes technical exercises, chords and chord progressions, and development of music reading and performance skills in classical and contemporary styles.

Voice: Graduate level private vocal lessons. Instruction includes technical exercises, review of literature, and development of music reading and performance skills in classical and contemporary styles.

Woodwinds: Continuation of private lessons at the graduate level in the woodwind instruments of band and orchestra (Clarinet, Flute, Saxophone, Oboe or Bassoon). Instruction includes technical exercises, chords and chord progressions, and development of music reading and performance skills in classic and contemporary styles.

Brass: Continuation of private lessons at the graduate level in the brass instruments of band and orchestra (Trumpet, Horn, Trombone, Tuba, etc.). Instruction includes technical exercises, chords and chord progressions, and development of music reading and performance skills in classic and contemporary styles.

Percussion: Continuation of private lessons at the graduate level in the percussion instruments of band and orchestra. Instruction includes technical exercises, chords and chord progressions, and development of music reading and performance skills in classic and contemporary styles.

WMUS 600 Music Resources and Literature for 3 hours
Worship Leading

A study of the materials used in program building of instrumental and choral 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.

WMUS 610 Tools and Techniques for 3 hours
Contemporary Worship

A study of the current available resources and techniques employed by contemporary worship leaders. Consideration is given to practical issues related to rehearsal techniques, programming, MIDI technology, sound reinforcement, use of drama, use of drama as script, and worship events. (Formerly WRSP 610)

WMUS 630 Principles of Worship Technology 3 hours

The study of computer applications in music, including: competencies in the use of notation software, music recording software; sequencing; using loops in live and recording applications; integrating midi and digital audio; capturing, editing, and storing digital audio data; multi and single tracking; VSTs; and sound shaping.

WMUS 670 Principles of Music and 3 hours
Worship Pedagogy

This course is designed to examine the planning development, organization, implementation and evaluation of Worship Pedagogy for secondary, post-secondary, and college students. Attention is given to historical concepts of pedagogy, current trends in curriculum organization, available resources for the teaching and training of worship leaders, and strengths and weaknesses of various worship pedagogy models. Includes a graduate level curriculum project.

WMUS 687 Music and Worship Ministry Project 3 hours

This course is designed to provide the student with practical experience in the planning and implementation of a major music and worship ministry project. This project is practical in nature and may include, but is not limited to: a major seasonal presentation, choral recording project, or group mission project. The student must demonstrate the ability to develop a plan of action for spiritual foundation, ministry methodology, communication of learned principles and application to the local ministry being served. Presentation of the "ministry project" must include all planning and production aspects of the event and a formal research paper.

WMUS 690 Worship Program Recital 3 hours

This is a faculty supervised, 55-60 minute worship recital program. The student must demonstrate the ability to organize a worship program using a variety of media, drama, lighting, and instrumentation. Repertoire is representative of the vast stylistic preferences of the Evangelical Community and may include, but is not limited to: traditional classical, sacred classic, contemporary Christian, worship and praise, gospel song, or hymn-style literature. Preparation recital must demonstrate completion of a serious, formal research paper that documents the song repertoire and selection, historical data about composers and song writers, rationale for stylistic representation, and biblical foundations for the program.

WMUS 692 Graduate Music and Worship 0 hours
Comprehensive Exam

Prerequisite: The student must be enrolled in or have completed 36 hours of required graduate courses.

The comprehensive exam/defense is a zero credit written and oral examination that serves as a culminating assessment for the MA in Music and Worship. The comprehensive exam will be based on courses taken in their distinct MA in Music and Worship program, on-line or residential. The exam is taken as a prerequisite to the Thesis, Lecture Recital, Ministry Project or Graduate Internship. A Pass/Fail Committee decision for the Comprehensive Exam/Oral Defense will placed in the student's

WRIT 633 *Technical Writing* 3 hours

WRSP 501 *The Dynamics of Corporate Worship* 3 hours

WRSP 502 *History and Philosophy of Worship* 3 hours

WRSP 510 *Biblical Foundations of Worship* 3 hours

WRSP 520 *The Role of the Worship Leader* 3 hours

WRSP 530 *Principles of Leadership for the Worship Leader* 3 hours

WRSP 540	<i>Current Issues in Worship</i>	3 hours
-----------------	----------------------------------	---------

WRSP 545 *Global Worship* 3 hours

WRSP 551 *Building a Balanced Worship Ministry* 3 hours

local church education and discipleship programs, missions and evangelism outreach ministries, preaching and teaching ministries, women's and men's ministries, children, youth and young adult ministries, and creative arts ministries.(1)

WRSP 635 *Building a Theology of Worship* 3 hours

This course is a comprehensive study of the purpose and practice of a theology of worship in the local church. The study is divided into two parts: Cognitive theology that includes the understanding and discovery of a biblical theology of worship and music; and, practical application of theology which includes developing a strategy for teaching theology as a worship leader. The class is guided by a series of projects whereby students build a personal theology for private and public worship.

WRSP 645	<i>The Role of the Pastor with the Worship Leader</i>	3 hours
-----------------	--	---------

This is a study of the relationship between the pastor and minister of music/worship leader in a local church. Clarification of the biblical role a pastor has as “the worship leader” of his congregation is discussed. Responsibilities pastors and ministers of music/worship leaders have to the gospel ministry are defined and articulated. Leadership models are investigated in the light of team building and staff management. Practical application is made through class and small group case studies, interviews, on-location observations, and personal evaluation.

WRSP 650	<i>Bibliography and Research in Music and Worship</i>	3 hours
-----------------	--	---------

Introduction to research methodologies in preparation for completion of the capstone project in music and worship studies.

WRSP 689 *Master's Thesis Proposal and Research* 3 hours
Prerequisite WRSP 650

This course is **only** for students who have not made sufficient progress so as to demonstrate they will be able to complete the thesis or project within the time frame required in WRSP 690: Master's Thesis/Project Defense.

WRSP 690/ Thesis 3 hours
MUSC 690

The thesis is a comprehensive paper written in a specific worship discipline and selected in consultation between the student and approved faculty. It should illustrate a thorough understanding and mastery of research techniques and demonstrate a level of original discovery suitable for graduate work on the master's level. The final document should also reflect the ability of the student to integrate the various facets of course preparation to practical research in the field of music and worship.

Note: Any student who will not be able to complete and defend his/her thesis in the course of a single semester may be required to take.

WRSP 689 – Thesis Proposal and Research, and repeat the course each semester until deemed ready for enrollment in WRSP 690.

WRSP 695 *Directed Research in Worship* 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of worship.

WRSP 697 *Seminar in Worship Studies* 3 hours

This course focuses on advanced worship practice within the evangelical and local church community. Student and faculty will work together to develop and tailor assignments to each student's individual preference, professional goals, and objectives for future practice as a worship leader. A major project illustrating the student's ability to apply learned theory to the practical outcomes of a local church is expected.

WRSP 698 *Worship Practicum* 1 to 3 hours

WRSP 699 Graduate Worship Internship 3 hours

Prerequisites: Achievement 85-90% of the degree program; completion of 38-40 hours of Worship and Music Studies courses; demonstration of previous leadership experience in worship ministry; and completed application to the Coordinator of the Graduate Program

Requires 9–12 months of supervised experience in an approved worship ministry. Internships are awarded to students receiving an invitation from one of the approved ministries participating in the “LU Worship Department Graduate Mentoring Program.” The student is to submit a proposal for internship placement one semester in advance and approved by the Chair of the Graduate Program. Special consideration is given to student giftedness, talent, leadership skill and spiritual maturity as related to local ministry needs. At the conclusion of the internship, the student must demonstrate completion of a serious, formal research paper that documents how the internship promoted formational, transformational, relational, missional, and reproducible worship in their own ministry.

WRSP 801 Theological and Historical Developments Influencing Corporate Worship 3 hours

A study of the dynamic theological, historical and cultural influences on corporate worship in the evangelical community. Application is made to the influence of worship paradigms and practices of the great revival movements on 21st Century corporate worship. Major emphasis is placed on student-based research and inquiry.

WRSP 810 Foundations of Christian Worship 3 hours

A study of the biblical, theological, and historical foundations of Christian worship. The biblical foundations of worship are identified and explored, with attention given to practical integration into the worship practice of 21st Century evangelical culture.

WRSP 811 Principles of Ethno-doxology 3 hours

An examination of how different cultures practice worship. Students investigate how worship both influences and is influenced by life as lived within a cultural community or specific ethnic group. Application is made to the role of various art forms (i.e., music, dance, drama, video, visuals, storytelling) have in the proclamation of the gospel, worship and celebration of the Eucharist event.

WRSP 812 Theological and Cultural Contextualization in Worship 3 hours

This course explores the practical integration of theological foundations with modern culture as it relates to 21st Century evangelical worship. Specifically, core beliefs that define evangelicals are identified and examined, and are then applied to worship within a variety of national and international ministry contexts.

WRSP 820 The Worship Leader 3 hours

A study of the many and varied roles and relationships of the worship leader. Special emphasis is placed on the relationship between the worship leader and the pastor. Also considered are the relationships between the worship leader and other staff members, singers, instrumentalists, and the congregation. In addition to required reading, significant research within the evangelical community, and application to various worship ministries, students are required to complete 10 projects that integrate learned principles and practical application.

WRSP 835 Theology, Philosophy and Methodology of Worship 3 hours

This course is a comprehensive study of the purpose and practice of a theology of worship in the Evangelical church community. The study is divided into three parts: 1) cognitive theology that includes the understanding and discovery of a biblical theology of worship and music; 2) personal and professional philosophy derived from the application of theology to worship; and 3) methodology for worship ministry which includes developing a

strategy for teaching theology as a worship leader. The class is guided by a series of projects whereby students build a personal theology for private and public worship and then develops a pedagogical paradigm for inclusion of the course material and constructs in a worship curriculum. This course is offered online only.

WRSP 840 Transitions in Worship 3 hours

A study of the current trends and issues related to contemporary worship. Consideration is given to various worship models, worship evangelism, the place of worship in missions, multi-cultural issues, worship transitions, worship trends, and application of theological and biblical principles to worship practices. The course includes research of emerging church worship, a series of interview projects, and comparative study of popular music genres and contemporary praise and worship practices.

WRSP 845 Pastoral Roles of the Worship Leader 3 hours

This course provides clarification of the various and many pastoral roles of the worship leader in the Evangelical community. Responsibilities worship pastors have to the gospel call and ministry are defined and articulated. Practical application is made through class and small group case studies, interviews, on-location observations, and personal evaluation. Students are required to develop a pedagogical paradigm for inclusion of course materials and constructs in a worship curriculum. This course is offered online only.

WRSP 846/ Growth, Development and Spiritual 3 hours**PACO 825 Formation of the Worship Leader**

An in-depth look at the person in ministry. Extensive testing will form the foundation for this course and the results of the testing will be used to develop a growth profile for the individual student.

WRSP 851 Worship, Community and Relationship 3 hours

This is a course that looks at the various responsibilities worship leaders have in building a community of well-balanced, well-conceived partnerships in ministry. Consideration is given to the worship leader's responsibility to build relationship in local church education, discipleship, missions and evangelism-outreach ministries, preaching and teaching ministries, women's and men's ministries, children, youth and young adult ministries, and creative arts ministries.

WRSP 880/ Introduction to the Thesis Writing Project 3 hours**DMIN 880****WRSP 889/ Thesis Project Proposal & Research** 3 hours**DMIN 889****WRSP 890/ Thesis Project Defense** 3 hours**DMIN 890****WRSP 895 Directed Research in Worship Studies** 1-3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. This course should/can only be used if a student lacks a seminar for graduation and the needed seminar is not offered in their last semester. If approved, the student will work with the instructor in developing a proposal for guided research in a specific area.

WRSP 897 Seminar in Worship Studies 3 hours

An intensive study in a specific subject of worship studies. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

WRSP 899 Worship Self-Study and Apprenticeship 3 hours**WRSP 997 Advanced Seminar in Worship Studies** 3 hours

This course focuses on a study of worship practices in the evangelical community. Student and faculty work together to develop and tailor assignment to each student's individual preference, professional goals, needs, and objectives. A 30-50 page major paper demonstrating research ability must be completed. This major project must be practical in application to the student's ministry.

YOUTH MINISTRIES

YOUT 510 *Developing a Philosophy of Youth Ministry* 3 hours

An introductory course designed to develop a basic philosophy of the youth ministry through an analysis of contemporary and historical youth ministry models.

YOUT 520 *Organizing Youth Ministries* 3 hours
Prerequisite: YOUT 510

This course is a careful analysis of methods, curriculum, staffing, promotion, and facilities of the total youth program.

YOUT 615 *Integrating Youth Ministry into the Home and Church* 3 hours

Prerequisite: YOUT 510

A course designed to study the philosophy and principles of ministry leadership as they relate to the dual responsibilities of home ministry and local church ministry. Issues such as balancing family and ministry, establishment of priorities, strategies of integration, roles and responsibilities of parents and leaders, team building, outcomes and goals, shifting emphases and trends will be addressed. Special emphasis will be placed on helping ministry leaders address the special challenges of balancing spousal, parental and ministry leadership responsibilities through priorities and integration by developing a personal paradigm for each of the roles.

YOUT 630 *Contextualization of Evangelism and Discipleship in Youth Ministry* 3 hours

A study of the philosophy, principles, and practices of evangelizing and discipling middle and high school age students within the context of their own diverse cultures. Certain “axioms” and “paradigms” of adolescent ministry will be examined and evaluated for their effectiveness as tools for understanding and reaching students with the gospel.

YOUT 695/ *Directed Research in Youth Ministries* 1 to 3 hours

YOUT 697/ *Seminar in Youth Ministries* 1 to 3 hours

YOUT 698 *Youth Practicum* 1 to 3 hours

Board of Trustees

Board of Trustees Members, Committees and Terms

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, Chairmen and Staff Liaisons for the Committees, and the official listing of Term Expiration Dates visit <http://www.liberty.edu/trustees/index.cfm?PID=5313>.

Administration and Staff

Executive Leadership

Jerry L. Falwell, B.A., J.D.

President

Randy Smith, B.A.

Executive Vice President

Chief Operating Officer

Laura J. Wallace

Executive Vice President for Human Resources

Scott Hicks, B.S., M.B.A., Ph.D.

Interim Provost

David M. Corry, B.A., J.D.

General Counsel

Ronald Kennedy, B.S., M.B.A.

Executive Vice President of Enrollment Management and Marketing

Ian McCaw

Director of Athletics

David Nasser

Senior Vice President for Spiritual Development

Senior Leadership

Jerry "Trey" Falwell III

Vice President of University Support Services

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

Executive Vice President of Finance

Mark Hine, B.S., M.Div., D.Min.

Senior Vice President of Student Affairs

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

Senior Vice President of Resident Enrollment

Don Moon, B.S.

Senior Vice President of Finance and Investment Management

Charles Spence

Senior Vice President of Campus Facilities and Transportation

Louis Cambeletta

Vice President of Auxiliary Services

Christos Carroll, B.S., M.B.A.

Vice President of Development

Kristin Conrad

Vice President of Marketing and Communications

Dan Deter

Vice President of Major Construction

Greg Dowell

Vice President for Equity and Inclusion / Chief Diversity Officer

Cindy Gaebe

Vice President of Business Administration

John Gauger, B.S., M.B.A.

Chief Information Officer

Vice President for Analytics

Kirk Handy, B.S.

Vice President and Athletic Director, Club Sports

Ted Hunt

Vice President of Benefits Administration

Scott Lamb

Vice President of Special Literary Projects

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 and Logistics

Craig Pettitt

Vice President of Real Estate Management

Ashley Reich, M.A., Ed.S.

Vice President of Student Financial Services

Josh Rutledge, B.S.

Vice President of Spiritual Development

Brian Soistmann

Vice President of University Research and Analysis

Scott Starnes

Vice President of Designated Off Campus Facilities

Jonathan Whitt

Vice President of Outreach and Business Engagement

Academic Leadership

Shawn D. Akers, B.A., M.A., J.D.

Vice Provost

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

Vice Provost

Founding Dean, School of Behavioral Sciences

Professor of Counseling and Practical Theology

Skip Kastroll, Ed.D.

Associate Vice Provost for Institutional Effectiveness

Elisa Rollins, B.A., M.A., M.L.I.S.

Director, Center for Research and Scholarship

Assistant Vice Provost for Quality Enhancement of Undergraduate Education

Matthew Zealand, B.S.

Associate Vice Provost for Academic Planning

Shanna W. Akers, R.N., B.S.N., M.S.N./M.B.A.-H.C., Ed.D. CNE

Dean, School of Nursing

Associate Professor of Nursing

Peter Bell, B.A., M.A., Ph.D.

Dean, College of Osteopathic Medicine

Professor of Family and Emergency Medicine

David Calland, B.S., M.B.A., Ph.D.

Dean of the Graduate School

Interim Dean, School of Business

Associate Professor of Business

David Donahoo, B.S., M.S.

Dean, School of Engineering

Associate Professor of Management Information Systems

B. Keith Faulkner, B.S., M.B.A., J.D.

Dean, School of Law

Professor of Law

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 Religion

Bruce Kirk, B.G.S., M.A., Ed.D.

Dean, School of Communication & Digital Content

Associate Professor of Digital Media and Communication Arts

Kenyon Knapp, Ph.D.

Dean, School of Behavioral Sciences

Ralph F. Linstra, B.S., M.Ed., Ed.D., C.H.E.S.

Dean, School of Health Sciences

Professor of Public Health

Ronald Miller, B.A., M.S.

Interim 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

Angela M. Rice, B.A., M.L.S.

Dean, Jerry Falwell Library

Heather Schoffstall, B.S., M.S., Ed.D.

Dean, School of Education

Associate Professor of Education

Roger Schultz, B.A., M.A., Ph.D.

Dean, College of Arts & Sciences

Professor of History

Ester Warren, B.S., M.Ed., Ed.S., Ed.D.

Dean, College of General Studies

Assistant Professor of Psychology

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

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. (Deceased)

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. Chris Carroll
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

Abella, Fernando Ramon; B.Min., M.R.E., D.Min.

Assistant Professor of Practical Studies

B.Min., Rio Grande Bible Institute; M.R.E., Cornerstone University; D.Min., Dallas Theological Seminary. At LU since 2010.

Abogunrin, Eunice O.; Th.B., M.A., M.A., Ph.D.

Adjunct Instructor of Theological Studies

Th.B., M.A., ECWA Theological Seminary; M.A., Wheaton College; Ph.D., Trinity International University. At LU since 2010.

Achilles, Wendy W.; B.S., M.A., Ph.D.

Adjunct Faculty, School of Business

B.S., East Carolina University; M.A., East Carolina University; Ph.D., Virginia Commonwealth University. At LU since 2015.

Ackerman, Margaret Elizabeth; B.S., M.Ed., Ed.D.

Chair, Special Education & Gifted

Professor of Education

B.S., Liberty University; M.Ed., Lynchburg College; Ed.D., University of Virginia. At LU since 2003.

Adams, Andrea Hepburn; B.A., M.Div., D.Min.

Adjunct Faculty, School of Divinity

B.A., William Carey University; M.Div., Southeastern Baptist Theological Seminary; D.Min., Liberty University. At LU since 2014.

Adams, Dwayne H.; B.A., Th.M., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., Kalamazoo College; Th.M., Ph.D., Dallas Theological Seminary. At LU since 2011.

Adams, Susan A.; B.A., M.Ed., Ph.D.

Adjunct Faculty, School of Behavioral Sciences

B.A., Louisiana Tech University; M.Ed., University of Louisiana at Monroe; Ph.D., Texas A&M University-Commerce. At LU since 2014.

Adarkwa, Kennedy Ahenkora; B.A., M.Div., Ph.D.

Adjunct Instructor of Practical Studies

B.A., Mid-Continent College; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2006.

Ade, Arllen Bassek; M.A.R., Ph.D.

Adjunct Faculty, Community Care and Counseling

M.A.R., Ph.D., Liberty University. At LU since 2016.

Adeyemi, Olufemi I.; B.Th., B.A., M.Div., Th.M., Ph.D.

Assistant Professor of Biblical Studies

B.Th., UM Theological College, Nigeria; B.A., Washington Bible College; M.Div., Th.M., Capital Bible Seminary; Ph.D., Dallas Theological Seminary. At LU since 2007.

Adioye, Ebele; B.A., Th.B., M.Div., Ph.D.

Adjunct Instructor of Theological Studies

B.A., University of Ibadan; Th.B., Nigerian Baptist Theological Seminary; M.Div., Ph.D., Mid-America Baptist Theological Seminary. At LU since 2010.

Adu-Gyamfi, Yaw; B.A., M.A., Ph.D.

Chair, Department of English

Professor of English

B.A., University of Science and Technology, Ghana; M.A., Ph.D., University of Saskatchewan. At LU since 1999

Agbasi, Florence O.; M.S., Ed.D.

Adjunct Instructor of Counseling

M.S., Troy University-FortWalton Fl; Ed.D., Argosy University. At LU since 2014.

Ahmed, Betty E; B.A., D.B.A., D.B.A.

Adjunct Instructor of Business

B.A., University of Central Florida; D.B.A., Stetson University; D.B.A., Nova Southeastern University. At LU since 2011.

Ajayi, Joel A.; B.Th., B.A., M.Div., M.A.C.E., Ph.D.

Assistant Professor of Biblical Studies

B.Th., Nigerian Baptist Theological Seminary; B.A., Ouchita Baptist University; M.Div., M.A.C.E., New Orleans Baptist Theological Seminary; Ph.D., Baylor University. At LU since 2008.

Akers, Shanna K.; B.S.N., M.S.N., M.B.A. H.C., Ed.S., Ed.D.

Dean, School of Nursing

Associate Professor of Nursing

B.S.N., Virginia Commonwealth University; M.S.N./M.B.A. H.C., University of Phoenix; Ed.S., Ed.D., Liberty University. At LU since 2009.

Akers, Shawn David; B.A., M.A., J.D.

Vice Provost

Professor of Government

B.A., Northeast Louisiana University; M.A., J.D., Regent University. At LU since 2008.

Akins, Alicia; B.A., M.S., Ed.S., Ph.D.

Adjunct Instructor of Counseling

B.A., University of Florida; M.S., Troy University-FortWalton Fl; Ed.S., Nova Southeastern University; Ph.D., Capella University. At LU since 2013.

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. At LU since 2002.

Albright, Richard G.; B.S., M.Ed., Ed.D.

Assistant Professor of Education

B.S., M.Ed., Ed.D., Pennsylvania State University. At LU since 2013.

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. At LU since 2004.

Alderman, Stephen; B.S., J.D., M.B.A.

Adjunct Instructor of Business

B.S., Houghton College; J.D., M.B.A., University of Denver. At LU since 2014.

Alexander, David C.; B.A., M.Th., Ph.D.

Assistant Professor of Church History

B.A., Rice University; M.Th., Ph.D., University of Edinburgh (UK). At LU since 2008.

Alexander, St. Clair; B.A., M.S., Ph.D.

Adjunct Instructor of Counseling

B.A., Caribbean Union College; M.S., Ph.D., Loma Linda University. At LU since 2014.

Alfaro, Gerardo A.; B.A., S.T.M., M.A., Ph.D.

Adjunct Instructor of Theological Studies

B.A., M.A., Seminario Teologico Centroamericano; S.T.M., Ph.D., Dallas Theological Seminary. At LU since 2010.

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. At LU since 2013.

Allen, Sharon M.; B.S., M.A., Psy.D.

Adjunct Instructor of Counseling

B.S., Liberty University; M.A., University of Missouri - Kansas City; Psy.D., Capella University. At LU since 2012.

Alsup, Philip; B.A., M.S., Ed.D.

Adjunct Instructor of Education

B.A., M.S., Bob Jones University; Ed.D., Liberty University. At LU since 2015.

Anders, Leonard D.; B.S., M.Ed., Ed.S., Ed.D.

Assistant Professor of Counseling;

B.S., Florida State University; M.Ed., Ed.S., Columbus State University; Ed.D., Argosy University. At LU since 2008.

Anderson, Denise L.; B.A., M.A., M.S.W., Ph.D.

Adjunct Instructor of Counseling

B.A., Shippensburg University; M.A., Northwest Nazarene University; M.S.W., Temple University; Ph.D., University of Maryland At LU since 2013.

Anderson, Robyn; B.S., M.S., Ph.D., M.P.H.

Professor of Public Health

B.S., M.S., Indiana University of Pennsylvania; Ph.D., M.P.H., University of Pittsburgh at Pittsburgh. At LU since 2015.

Anderson, Rodney D.; B.A., Th.M., Ed.D.

Adjunct Instructor of Practical Studies

B.A., Grace University; Th.M., Dallas Theological Seminary; Ed.D., Southern Baptist Theological Seminary. At LU since 2010.

Andreicut, Gavril; M.A., Ph.D.

Adjunct Instructor of Theological Studies

M.A., Trinity International University; Ph.D., Marquette University. At LU since 2011.

Andrews, Stephen J; B.A., Ph.M., Th.M., M.Div., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., Carson-Newman College; Th.M., Southeastern Baptist Theological Seminary; M.Div., Eastern Baptist Theology Seminary; Ph.M., Ph.D., Hebrew Union College - OH. At LU since 2012.

Angle, Mark A.; B.S., M.Ed., Ed.D.

Assistant Professor of Education

B.S., Concord University; M.Ed., University of Virginia; Ed.D., Concord University. At LU since 2007.

Anthony, H. Clay; B.A., M.Div., Ed.D.

Adjunct Instructor of Practical Studies

B.A., Mississippi College; M.Div., Ed.D., Southern Baptist Theological Seminary. At LU since 2009.

Anthony, Kimberly R.; B.S., M.A., Ph.D.

Assistant Professor of Business

B.S., East Carolina University; M.A., Mary Baldwin College; Ph.D., Capella University. At LU since 2010.

Appleby, David W.; B.A., M.A., M.Div., Ph.D., Ph.D.

Assistant Professor of Counseling

B.A., University of Delaware; M.A., University of Northern Colorado; M.Div., Denver Seminary; Ph.D., University of Northern Colorado; Ph.D., University of Delaware. At LU since 2002.

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. At LU since 2009.

Arrington, Arnetra A; B.A., M.B.A., Ph.D.

Adjunct Instructor of Business

B.A., University of Michigan Ann Arbor; M.B.A., Keller Graduate School of Management; Ph.D., Capella University. At LU since 2014.

Ascencao, Kristen K; B.S., M.Ed., Ed.D.

Assistant Professor of Education

B.S., Baylor University; M.Ed., Texas Tech University; Ed.D., Liberty University. At LU since 2012.

Assaid, Christopher; B.S., M.S., Ph.D.

Adjunct Instructor of Health Professions

B.S., Roanoke College; M.S., Ph.D., Virginia Polytechnic Institute and State University. At LU since 2015.

Attin, Oswald Mandonou; B.S., M.S.H.S., Ph.D.

Associate Professor, Health Science & Kinesiology

B.S., Liberty University; M.S.H.S., Tourou University International; Ph.D., Walden University. At LU since 2013.

Austin, Daniel L.; B.R.E., M.R.E., D.Min.

Adjunct Instructor of Practical Studies

B.R.E., M.R.E., Grand Rapids Baptist Seminary; D.Min., Baptist Bible College & Seminary. At LU since 2009.

Austin, Shante Moore; B.A., M.Ed., Ph.D.

Assistant Professor of Education

B.A., University of Virginia; M.Ed., Regent University; Ph.D., Capella University. At LU since 2005

Ayres, Brenda A.; B.A., M.A., Ph.D.

Professor of English

B.A., M.A., University of Southern Alabama; Ph.D., University of Southern Mississippi. At LU since 2003.

Aysta-Isaac, Shanyin L; B.A., M.A., Psy.D.

Adjunct Instructor of Counseling

B.A., Wheaton College; M.A., Psy.D., Biola University. At LU since 2013.

Babatunde, Sola G.; LL.B., B.L., LL.M., LL.M., M.L.I.S.

Associate Librarian, Ehrhorn Law Library

Administrative Faculty

LL.B., University of Lagos; B.L., Nigerian Law School; LL.M., University of Lagos; LL.M., Southern Methodist University School of Law; M.L.I.S., University of North Texas School of Library and Informational Sciences. At LU since 2012.

Baddorf, William D.; B.B.A., M.A., M.B.A., Ph.D.

Adjunct Instructor of Business

B.B.A., Loyola University; M.B.A., University of North Alabama; M.A., Ph.D., Fielding Institute. At LU since 2013.

Baer, Daniel N; B.S.E., M.S., Ed.S., Ph.D.

Assistant Professor of Education

B.S.E., Ohio State University; M.S., Pensacola Christian College; Ed.S., Ph.D., Nova Southeastern University. At LU since 2009.

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. At LU since 2006.

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 Pennsylvania. At LU since 2003.

Bailey, Craig B.; B.S.E., M.Ed., M.Div., Ed.D.

Assistant Professor of Education

B.S.E., Troy University; M.Ed., Alabama State University; M.Div., Luther Rice Seminary & University; Ed.D., Alabama State University. At LU since 2008.

Bailey, Wanda; M.Ed., Ph.D.

Adjunct Instructor of Counseling

M.Ed., Harvard University; Ph.D., University of Virginia. At LU since 2014.

Baker, Grace; B.A., M.A.

Adjunct Faculty

B.A., M.A., West Texas A&M University. At LU since 2014.

Baker, Johnny Justin; B.A., M.Div., M.A., D.Min., Ph.D.

Assistant Professor of Counseling

B.A., Louisiana College; M.Div., Southwestern Baptist Theological Seminary, TX; M.A. Louisiana Baptist University; D.Min. Midwestern Baptist Theological Seminary; Ph.D., Liberty University. At LU since 2013.

Baker, Martha C.; B.S.N., M.S.N., Ph.D.

Adjunct Instructor of Nursing

B.S.N., Missouri State University; M.S.N, Ph.D., University of Missouri - Columbia. At LU since 2013.

Baker, Morris L.; B.S., M.Div., Ed.D.

Assistant Professor of Practical Studies

B.S., University of West Alabama; M.Div., New Orleans Baptist Theological Seminary; Ed.D., The Southern Baptist Theological Seminary. At LU since 2010.

Balch, David Earl; B.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., California State University LA; M.B.A., Pepperdine University; Ph.D., United States International University. At LU since 2008.

Ballew, Christopher B.; B.A., M.Div., Ph.D.

Adjunct Instructor of Theological Studies

B.A., Gardner-Webb University; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2010.

Banks, Sue L; B.A., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., Ph.D., Oakland University; M.A., Ashland Theological Seminary. At LU since 2011.

Bansley, Richard H.; B.S., M.S.

Adjunct Instructor of Business

B.S., Husson University; M.S., Norwich University. At LU since 2014.

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. At LU since 2008.

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 North Carolina - Greensboro. At LU since 2012.

Barber, J. Matt; B.S., M.A., J.D.

Adjunct Instructor of Law

B.S., Colorado Christian University; M.A., J.D., Regent University. At LU since 2008.

Barclay, Timothy; B.S., M.A., PhD

Associate Professor of Psychology

B.S., M.A., Liberty University; Ph.D., Walden University. At LU since 2008

Baright, Amanda; B.A., B.S., D.O.

Assistant Professor, Division of Surgery

B.A., B.S., Purdue University at West Lafayette; D.O., Kirksville College of Osteopathic Medicine. At LU since 2016.

Barker, Edgar; B.A., M.St. (Equiv), M.S., Ed.S., Ph.D., LSC.

Professor of Counseling

B.A., North Central University; M.St. (Equiv), Oxford University; M.S., Ed.S., Ft. Hays State University; Ph.D., University of Iowa. At LU since 2003.

Barker, Gina; B.S., M.S., Ph.D.

Adjunct Instructor of Counseling

B.S., M.S., University of Gothenburg; Ph.D., Regent University. At LU since 2015.

Barksdale, Russell D.; B.B.A., M.Div., Ph.D.

Assistant Professor of Practical Studies

B.B.A., University of Oklahoma; M.Div., Ph.D., New Orleans Baptist Theological Seminary. At LU since 2009.

Barksdale, William K; B.B.A., Ph.D.

Adjunct Instructor of Business

B.B.A., Ph.D., Georgia State University. At LU since 2009.

Barnhill, Henry Press; B.S., M.B.A., D.B.A.

Adjunct Instructor of Business

B.S., University of Massachusetts at Amherst; M.B.A., Rider University; D.B.A., Nova Southeastern University. At LU since 2006.

Barthlow, Michelle Jones; B.S., M.Ed., Ed.S., Ed.D.

Assistant Professor of Education

B.S., M.Ed., University of Florida; Ed.S., Piedmont College; Ed.D., Liberty University. At LU since 2015.

Bartholomew, Sandra; B.A., M.B.A., Ph.D.

Adjunct Instructor of Business

B.A., Vassar College; M.B.A., SUNY University at Albany; Ph.D., Walden University. At LU since 2013.

Bartlett, John; B.S., M.A., Ed.S., Ed.D.

Assistant Professor of Education

B.S., Tennessee Temple University; M.A., Ed.S., Tennessee Technological University; Ed.D., Liberty University. At LU since 2012.

Barton, David M.; B.S., M.H.S., M.Ed., Ph.D.

Adjunct Instructor of Health Professions

B.S., M.H.S., Medical University of South Carolina; M.Ed., Ph.D., University of Virginia. At LU since 2011.

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. At LU since 2014.

Basilius, Ashraf A.; Th.B., M.A., Th.M., M.Div., Ph.D.

Adjunct Instructor of Biblical Studies

Th.B., Cairo Evangelical Theological Seminary; M.A., Asia Center for Theological Studies and Missions; Th.M., M.Div., Northwest Baptist Seminary; Ph.D., Baptist Bible College & Seminary. At LU since 2012.

Basta, Alfred; B.S., M.S., Ph.D.

Adjunct Instructor of Cyber Security

B.S., M.S., Ph.D., Alexandria University. At LU since 2014.

Bates, Corinne A; B.B.A., M.P.A., D.P.A.

Adjunct Instructor of Public Administration

B.B.A., California Baptist University; M.P.A., Golden State University; D.P.A., Nova Southeastern University. At LU since 2014.

Bates, Michael; B.S., M.B.A., D.B.A.

Adjunct Instructor of Business

B.S., United States Military Academy; M.B.A., Regent University; D.B.A., George Fox University. At LU since 2013.

Battige, Sandy; B.M.E, M.Ed., Ph.D.

Assistant Professor of Education

B.M.E, M.Ed., Ph.D., Jacksonville University. At LU since 2010.

Bauer, Anthony J.; B.A., B.A.S., Ph.D.

Associate Professor of Physiology

B.A., Saint Norbert College; B.A.S., Saint Norbert College; Ph.D., Eastern Virginia Medical School. At LU since 2016.

Bayles, Bob R; B.B.S., M.Div., Ph.D.

Adjunct Instructor of Practical Studies

B.B.S., East Coast Bible College; M.Div., Church of God Theological Seminary; Ph.D., Trinity Evangelical Divinity School. At LU since 2006.

Beale, Debra Meador; B.B.A., J.D.

Adjunct Instructor of Law

B.B.A., Averett University; J.D., Liberty University School of Law. At LU since 2016.

Beall, Todd S; B.A., Th.M., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., Princeton University; Th.M., Capital Bible Seminary; Ph.D., Catholic University of America. At LU since 2013.

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. At LU since 2009.

Beard, Karen Jean; B.S., M.A., Ed.D.

Adjunct Instructor of Counseling

B.S., Gannon University; M.A., University of South Florida; Ed.D., Argosy University-Sarasota, FL. At LU since 2009.

Beavers, Sean; B.M., M.M., D.M.

*Associate Dean, Center for Music and the Performing Arts
Professor of Music*

B.M., University of Texas at Austin; M.M.; D.M., Florida State University. At LU since 2007.

Beavers, Vonda S; B.A., M.Ed., Ed.D.

Assistant Professor of Education

B.A., King University; M.Ed., Ed.D., East Tennessee State University. At LU since 2011.

Beck, David; B.A., M.A., Ph.D.

Professor of Philosophy

B.A., Houghton College; M.A., Trinity Evangelical Divinity School; Ph.D., Boston University. At LU since 1978.

Behnke, Andrew; B.S., M.D.

Assistant Professor of Internal Medicine

B.S.; University. At Buffalo SUNY; M.D., Pennsylvania State University. At LU since 2018.

Belcher, Joseph; B.S., M.S., Ph.D.

Adjunct Professor of Counseling

B.S., Mid-America Christian University; M.S., Ph.D., Capella University. At LU since 2013.

Bell, Bruce K.; B.A., M.A., Ph.D.

Professor of Business and Communication Studies

B.A., M.A., Pennsylvania State University; Ph.D., Walden University. At LU since 1996.

Bell, Pamela Cole; B.A., J.D.

Director of the Center for Trial Advocacy, School of Law

Professor of Law

B.A., Stetson University; J.D., Stetson University College of Law. At LU since 2011.

Bellamy, Chris D.; B.S.E., M.A.S., D.B.A.

Adjunct Instructor of Business

B.S.E., Wayland Baptist University; M.A.S., Embry-Riddle Aeronautical University; D.B.A., Jones International University. At LU since 2013.

Bender-Long, Luanne F.; B.A., M.A., Ph.D.

Assistant Professor of Counseling;

B.A., King's College; M.A., Eastern Mennonite University; Ph.D., Liberty University. At LU since 2007.

Benders, David; B.A., M.A., Ph.D.

Assistant Professor of Education

B.A., Richard Stockton College; M.A., Xavier University; Ph.D., Walden University. At LU since 2012.

Benham, John; B.M., M.A., Ed.D.

Adjunct Instructor of Ethnomusicology

B.M., Northwestern College; M.A., University of Minnesota; Ed.D., University of Northern Colorado. At LU since 2008.

Benner, Frederick S.; B.S., M.S., Ph.D.

Adjunct Instructor of Counseling

B.S., Elizabethtown College; M.S., Ph.D., Capella University. At LU since 2010.

Benoit, Debra D; B.S., M.A., M.T.S., D.Min.

Adjunct Instructor of Practical Studies

B.S., M.A., M.T.S., D.Min., Liberty University. At LU since 2012.

Benton, Boone; B.S., M.S., M.A., Ed.D.

Adjunct Instructor of Counseling

B.S., Presbyterian College; M.S., Georgia State University; M.A., Biola University; Ed.D., University of Georgia. At LU since 2014.

Berkenkemper, Daniel Matthew; B.S., M.A.R.

Instructor

B.S., M.A.R., Liberty University. At LU since 2015.

Berry, C. Everett; B.S., M.Div., Ph.D.

Adjunct Instructor of Theological Studies

B.S., Arlington Baptist College; M.Div., Criswell College; Ph.D., Southern Baptist Theological Seminary. At LU since 2010.

Beverly, Esda; B.A., M.S., Ed.D.

Adjunct Instructor, Community Care and Counseling

B.A., University of Texas Arlington; M.S., Texas Wesleyan University; Ed.D., Argosy University-Phoenix At LU since 2016.

Bickel, Julia M.; B.A., M.A.T., Ph.D.

Adjunct Instructor of Education

B.A., M.A.T., Ball State University; Ph.D., Indiana State University. At LU since 2011.

Bigham, Jared Thomas; B.S., M.S., Ed.S., Ed.D.

Assistant Professor of Education

B.S., Lee University; M.S., University of Tennessee, Knoxville; Ed.S., Lincoln Memorial University; Ed.D., Liberty University. At LU since 2012.

Bingham, Kelly Suzanne; B.S., M.Ed., Ed.D.

Assistant Professor of Education

B.S., Liberty University; M.Ed., Lubbock Christian College; Ed.D., Liberty University. At LU since 2011.

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. At LU since 2016.

Bird, William D.; B.A., B.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., Redeemer University College; B.S., University of Ottawa; M.A., Huntington University; Ph.D., Liberty University. At LU since 2011.

Bishop, Jonathan D.; B.A., M.Div., Ph.D.

Assistant Professor of Practical Studies

B.A., Auburn University; M.Div., Ph.D., The Southern Baptist Theological Seminary. At LU since 2008.

Bjerke, Jennifer J; B.A., M.A., Ph.D.

Assistant Professor of Counseling;

B.A., Cedarville University; M.A., Eastern Michigan University; Ph.D., Capella University. At LU since 2010

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. At LU since 1988.

Blais, Mark; B.A., B.S., D.PM.

Professor of Biology

B.A., Assumption College; B.S., D.PM., Dr. William M. Scholl College of Podiatric Medicine and Surgery. At LU since 2006.

Blankenship, Tracy; B.S., M.Ed., Ph.D.

Assistant Professor of Education

B.S., M.Ed., Ph.D., University of Georgia. At LU since 2012.

Blizzard, Caron N; B.A., M.S., Ph.D.

Assistant Professor of Education

B.A., University of Virginia; M.S., Ph.D., Old Dominion University. At LU since 2015.

Blosser, Phillip; 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. At LU since 2002.

Blossom, A. Paul; B.S., M.S., Ph.D.

Adjunct Instructor of Business

B.S., M.S., Ph.D., Michigan State University. At LU since 2009.

Blount, Douglas K; B.A., M.A., M.A., Ph.D.

Adjunct Instructor of Theological Studies

B.A., M.A., Baylor University; M.A., Ph.D., University of Notre Dame. At LU since 2009.
Blunk, Karen Selma; B.S., M.A.
Adjunct Instructor of Interdisciplinary Studies
 B.S., M.A., Liberty University. At LU since 2014.
Boettger, Sarah Jean; B.S., M.A.
Adjunct Instructor, Academic Success Center
 B.S., M.A., Liberty University. At LU since 2014.
Bogacz, Kathleen; B.S., M.D.
Assistant Professor of Internal Medicine
 B.S., University of Illinois-Urbana; M.D., University of Illinois-Chicago. At LU since 2015.
Bohlman, Brian Laurence; B.S., M.Div., D.Min.
Adjunct Instructor of Practical Studies
 B.S., Liberty University; M.Div., Columbia International University; D.Min., Erskine Theological Seminary. At LU since 2009.
Boldrin, Emily; B.S., M.S., Ph.D.
Adjunct Instructor of Health Professions
 B.S., Oklahoma Baptist University; M.S., Ph.D., Oklahoma State University. At LU since 2012.
Bond, Dwayne Ramon; M.A.R., M.A., Ph.D.
Assistant Professor of Community Care and Counseling
 M.A.R., Liberty University; M.A., Capital Bible Seminary; Ph.D., Liberty University. At LU since 2014.
Bookard, Katina Lafrance; B.S., M.Ed., Ed.S., Ed.D.
Adjunct Instructor of Education
 B.S., M.Ed., South Carolina State University; Ed.S., Ed.D., Liberty University. At LU since 2015.
Boone, Penny; B.A., M.Ed., Ph.D.
Adjunct Instructor of Community Care and Counseling
 B.A., University of Louisiana at Monroe; M.Ed., William Carey International University; Ph.D., Amridge University. At LU since 2015.
Booth, Phyllis; B.A., M.A., M.S., Ph.D., Ed.D.
Assistant Professor of Education
 B.A., Christopher Newport University; M.A., George Washington University; M.S., Old Dominion University; Ph.D., Trinity College of Bible Theological Seminary; Ed.D., Nova Southeastern University. At LU since 2007.
Bootsma, Michael; B.A.S., M.A.C., J.D.
Adjunct Instructor of Business
 B.A.S., Iowa State University; M.A.C., J.D., University of Iowa. At LU since 2013.
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. At LU since 2016.
Bosson, Christopher J; B.S., M.Div., Ph.D.
Adjunct Instructor of Theological Studies
 B.S., Armstrong Atlantic State University; M.Div., Ph.D., Southern Baptist Theological Seminary. At LU since 2010.
Botner, Elizabeth; B.S., M.A., Ed.D.
Adjunct Instructor of Counseling
 B.S., M.A., Campbell University; Ed.D., Argosy University-Phoenix. At LU since 2013.
Bounds, Teresa Lynn; B.S., M.A.C., D.B.A.
Adjunct Instructor of Business
 B.S., M.A.C., Gardner-Webb University; D.B.A., Argosy University-Phoenix. At LU since 2014.
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. At LU since 2010.
Bowen, Christopher; B.A., M.S., Ph.D.

Adjunct Instructor of Counseling
 B.A., M.S., Lee College; Ph.D., University of South Carolina. At LU since 2013.
Bowers, Stephen; B.S., M.A., Ph.D.
Professor of Government
 B.S., M.A., Ph.D., University of Tennessee. At LU since 2006.
Bowlin, Lyle L; B.G.S., M.A., D.B.A.
Adjunct Instructor of Business
 B.G.S., M.A., University of Iowa; D.B.A., Nova Southeastern University. At LU since 2006.
Bowman, Rebecca; B.S.E., M.S., Ed.S., Ed.D.
Adjunct Instructor of Education
 B.S.E., Shorter University; M.S., Capella University; Ed.S., American Liberty University; Ed.D., Liberty University. At LU since 2016.
Bowman, Todd A; B.A., Ph.D.
Adjunct Instructor of Counseling
 B.A., Mount Vernon Nazarene University; Ph.D., Oklahoma State University. At LU since 2012.
Boyce, Jeff W.; B.S., M.B.A., Ph.D.
Assistant Professor of Business
 B.S., Michigan Technological University; M.B.A., Ashland University; Ph.D., Capella University. At LU since 2008.
Boyer, Edward; B.B.A., M.S., Ph.D.
Adjunct Instructor of Business
 B.B.A., Santa Fe University of Art & Design; M.S., National University; Ph.D., Nova Southeastern University. At LU since 2015.
Bradshaw, Daniele L; B.A., M.Ed., Ph.D.
Assistant Professor of Education
 B.A., M.Ed., University of Florida; Ph.D., University of North Carolina. At LU since 2012.
Bragg, Rick; B.S., M.A., Ed.S., Ed.D.
Assistant Professor of Education
 B.S., St. Francis University; M.A., University of Alabama; Ed.S., Lincoln Memorial University; Ed.D., St. Francis University. At LU since 2008.
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. At LU since 2008.
Brawner, Jeff W; B.A., M.Div., Ph.D.
Adjunct Instructor of Theological Studies
 B.A., Ouachita Baptist University; M.Div., Ph.D., Mid-America Baptist Theological Seminary. At LU since 2009.
Bredfeldt, Gary J; B.A., M.A., Ph.D.
Professor of Christian Education
 B.A., Denver Baptist Bible College; M.A., Denver Seminary; Ph.D., Trinity Evangelical Divinity School. At LU since 2016.
Breidenbaugh, Joel Randall; B.A., M.Div., Ph.D.
Adjunct Instructor of Practical Studies
 B.A., Baptist College of FL; M.Div., Ph.D., Southern Baptist Theological Seminary. At LU since 2007.
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. AT LU since 2007.
Brewer, Connie; B.B.A., M.B.A., Ph.D.
Adjunct Instructor of Business
 B.B.A., Missouri Southern State College; M.B.A., Colorado State University; Ph.D., Northcentral University. At LU since 2013.
Brewer, Joseph W; B.S., Ph.D.
Associate Dean for Research
Chair of Molecular and Cellular Sciences

B.S., Auburn University; Ph.D., Duke University. At LU since 2013.

Brickhill, Cherie; B.A., B.S.N., M.S.N.

Online Associate Professor of Nursing

B.A., B.S.N., M.S.N., University of Virginia; Ed.D., Liberty University. At LU since 2009.

Bridge, Diane; B.S.N., M.S.N., Ed.S., Ed.D.

Chair Online Undergraduate and Graduate Programs

Associate Professor of Nursing

B.S.N., Indiana University of Pennsylvania; M.S.N., University of Phoenix; Ed.S., Ed.D., Liberty University. At LU since 2008.

Briggs, Jeffrey P; B.A., M.S., Ph.D.

Assistant Professor of Sport Management

B.A., Mount Vernon Nazarene University; M.S., Marshall University; Ph.D., Florida State University. At LU since 2012.

Brisson, Emily Katherine; B.S., M.A.T.

Adjunct Instructor, Academic Success Center

B.S., M.A.T., Liberty University. At LU since 2015.

Britt, Deanna C.; B.S.N., M.S.N., Ph.D.

Professor of Nursing

B.S.N., Liberty University; M.S.N., University of Virginia; Ph.D., Virginia Polytechnic Institute and State University. At LU since 1987.

Brittain, Thomas J.; B.A., M.S., Ed.D.

Assistant Professor of Education

B.A., Liberty University; M.S., Nova Southeastern University; Ed.D., Liberty University. At LU since 2007.

Broderick, Patricia McCarthy; B.S., M.Ed., Ph.D.

Adjunct Instructor of Counseling

B.S., United States Air Force Academy; M.Ed., Boston University; Ph.D., Liberty University. At LU since 2014.

Brooks, Christine; B.A., M.S.N., Ed.D.

Adjunct Instructor of Nursing

B.A., Georgia Southern University; M.S.N., Kennesaw State University; Ed.D., Nova Southeastern University. At LU since 2014.

Brooks, David L; B.A., Th.M., M.Div., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., University of Pennsylvania; Th.M., M.Div., Temple Baptist Seminary; Ph.D., Dallas Theological Seminary. At LU since 2008.

Brooks, Jeanne; B.A., M.A., Ph.D.

Associate Professor of Counseling

B.A., M.A., Stephen F. Austin State University; Ph.D., North Central University. At LU since 2008.

Brooks, Steven W.; B.S., M.A., Ed.D.

Assistant Professor of Counseling;

B.S., University of Maryland; M.A., Liberty University; Ed.D., University of Sarasota. At LU since 2007.

Brooks, Susanna Capri; B.S., M.A., Ed.S., Ph.D.

Adjunct Instructor of Counseling

B.S., Mississippi State University; M.A., Ed.S., Ph.D., Mississippi State University. At LU since 2016.

Brotzman, Ellis Robert; B.S., M.S., Th.M., Ph.D.

Adjunct Instructor of Biblical Studies

B.S., Wheaton College; M.S., University of Chicago; Th.M., Dallas Theological Seminary; Ph.D., New York University. At LU since 2006.

Brown, Derek Ryan; B.S., M.A., Ph.D.

Adjunct Instructor of Biblical Studies

B.S., University of Oregon; M.A., Regent College; Ph.D., University of Edinburgh. At LU since 2012.

Brown, Kimberly; A.A.S., B.S.N., M.S.N., D.N.P.

Professor of Nursing

A.A.S., B.S.N., M.S.N., Jefferson College of Health Sciences; D.N.P. Case Western Reserve University. At LU since 2012.

Brown, William E.; B.A., M.Ed., M.Div., Ph.D.*Assistant Professor of Practical Studies*

B.A., M.Ed., University of South Carolina; M.Div., New Orleans Baptist Theological Seminary; Ph.D., Southeastern Baptist Theological Seminary. At LU since 2008.

Bruce, Andrew Arthur; B.S., M.A.T., Ph.D.*Adjunct Instructor of Education*

B.S., M.A.T., Liberty University; Ph.D., University of Virginia. At LU since 2014.

Brue, Jill; B.A., M.A., Ph.D.*Adjunct Instructor of Counseling*

B.A., Texas Tech University; M.A., Asbury Theological Seminary; Ph.D., Regent University. At LU since 2013.

Brunson, Kendrick; B.A., M.B.A., D.B.A.

Chair, Department of Human Resources, International Business, Management, Project Management

Associate Professor of Business

B.A., Carson-Newman College; M.B.A., Wake Forest University; D.B.A., Northcentral University. At LU since 2006.

Brunstetter, Phillip J; B.A., M.A., Ph.D.*Adjunct Instructor of Counseling*

B.A., Santa Clara University; M.A., California State University Sacramento; Ph.D., Fielding Institute. At LU since 2010.

Bryant, Harold Dean; B.S., M.Div., D.Min.*Adjunct Instructor of Practical Studies*

B.S., Chaminade University; M.Div., Southern Baptist Theological Seminary; D.Min., Louisville Presbyterian Theological Seminary. At LU since 2013.

Buck, Todd S.; B.A., M.Div., Ph.D.*Adjunct Instructor of Theological Studies*

B.A., Missouri Baptist University; M.Div., Ph.D., Mid-America Baptist Theological Seminary. At LU since 2008.

Buckles, Whitney E.; B.A., M.A., Ph.D.*Adjunct Instructor of Counseling*

B.A., Taylor University Upland; M.A., Ball State University; Ph.D., Capella University. At LU since 2013.

Budzi, Dorothy; B.S.N., M.S., M.S.N, D.P.H.*Adjunct Instructor of Health Professions*

B.S.N., Union University; M.S., Amberton University; M.S.N, University of Phoenix; D.P.H., University of North Texas. At LU since 2011.

Bullock, Joseph E.; B.S., M.S., Ed.D.*Adjunct Instructor of Counseling*

B.S., Morgan State University; M.S., Virginia Commonwealth Univ; Ed.D., Virginia Polytechnic Institute and State University. At LU since 2009.

Adjunct Instructor of Business

B.S., University of Florida; M.S., Troy State University Dothan; Ed.D., Nova Southeastern University. At LU since 2012.

Burch, Sharlee M.; B.S., M.P.H., Ed.D.*Adjunct Instructor of Health Professions*

B.S., M.P.H., Western Kentucky University; Ed.D., Liberty University. At LU since 2013.

Burchard, Glenice A.; B.A., M.A., Psy.D.*Assistant Professor of Counseling;*

B.A., Oral Roberts University; M.A., Psy.D., Regent University. At LU since 2006.

Burger, Rachel Melody; B.S., M.A.*Adjunct Instructor, Academic Success Center*

B.S., M.A., Liberty University. At LU since 2010.

Burgess, Jennifer R.; B.A., M.S., Psy.D.*Adjunct Instructor of Counseling*

B.A., Louisiana Tech University; M.S., University of Louisiana at Monroe; Psy.D., University of Denver. At LU since 2009.

Burrell, Dan L; B.S., M.S., Ed.D.*Assistant Professor of Practical Studies*

B.S., Hyles Anderson College; M.S., Pensacola Christian College; Ed.D., Nova Southeastern University. At LU since 2006.

Burton, Jonathan; B.S., M.S., M.S., Ed.D.*Assistant Professor of Education*

B.S., Southern Methodist University; M.S., Stanford University; M.S., National University; Ed.D., Liberty University. At LU since 2009.

Burton, Rebecca R.; B.S., M.Ed., Ed.D.*Assistant Professor of Education*

B.S., Bowling Green State University; M.Ed., University of North Texas; Ed.D., Bowling Green State University. At LU since 2010.

Busarow, Donna; B.S., M.A., Ph.D.*Adjunct Instructor of Counseling*

B.S., Campbell University; M.A., Bowie State University; Ph.D., Capella University. At LU since 2013

Butner, Roger D.; B.A., M.A., Ph.D.*Adjunct Instructor of Counseling*

B.A., Harding University; M.A., Abilene Christian University; Ph.D., University of Alabama. At LU since 2009.

Buzzy, George; B.B.A., J.D.*Adjunct Instructor of Government*

B.B.A., James Madison University; J.D., George Mason University School of Law. At LU since 2003.

Byars, Jonna L; B.A., M.Ed., Ph.D.*Assistant Professor of Counseling*

B.A., M.Ed., Ph.D., Texas Tech University. At LU since 2007.

Byrd, Melendez; B.S., M.A., Ph.D.*Adjunct Instructor of Education*

B.S., M.A., Ph.D., Virginia Polytechnic Institute and State University. At LU since 2014.

Cabe, Patri L.; B.A., J.D.*Adjunct Instructor of Business*

B.A., Western Carolina University; J.D., University of Mississippi. At LU since 2011.

Caldwell, Mark D; B.A., M.Div., Ph.D.*Adjunct Instructor of Biblical Studies*

B.A., SW Assemblies of God University; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2013.

Calland, David R.; B.S., M.B.A., Ph.D.*Interim Dean, School of Business**Dean, The Graduate School**Associate Professor of Business*

B.S., M.B.A., Liberty University; Ph.D., Capella University. At LU since 2006.

Campbell, Brian; B.A., Ph.D.*Assistant Professor of Counseling*

B.A., Grove City College; Ph.D., University of Saint Andrews. At LU since 2013.

Campbell, David H; B.S., Th.M., M.Div., Ph.D.*Adjunct Instructor of Theological Studies*

B.S., Liberty University; Th.M., M.Div., Ph.D., New Orleans Baptist Theological Seminary. At LU since 2010.

Campbell, W. Thomas; B.A., M.Div. Ph.D.*Assistant Professor of Biblical Studies*

B.A., Oklahoma Baptist University; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2006.

Cannings, Pauline; B.A.S., M.A.C.M., Ph.D.*Adjunct Instructor of Practical Studies*

B.A.S., M.A.C.M., Dallas Baptist University; Ph.D., Southern Baptist Theological Seminary. At LU since 2013.

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. At LU since 2006.

Carey, KaRae N; Ph.D.

Adjunct Instructor of Counseling

Ph.D., Oakland University. At LU since 2013.

Carlson Hurst, Marjorie; B.B.A., M.B.A., D.B.A.

Adjunct Instructor of Business

B.B.A., Malone University; M.B.A., Baldwin-Wallace College; D.B.A., Nova Southeastern University. At LU since 2006.

Carpenter, Carol L; B.A., M.A., Ph.D.

Adjunct Instructor of Community Care and Counseling

B.A., M.A., University of Akron; Ph.D., Capella University. At LU since 2014.

Carrigan, Cky J; B.A., M.Div., Ph.D.

Adjunct Instructor of Theological Studies

B.A., Criswell College; M.Div., Ph.D., Southeastern Baptist Theological Seminary. At LU since 2010.

Carter, Neal; B.A., M.S., Ph.D.

Adjunct Instructor of Counseling

B.A., Carson-Newman College; M.S., Nova Southeastern University; Ph.D., Florida State University. At LU since 2013.

Carter, Zackery A; B.A., M.A., Ph.D.

Adjunct Instructor of Strategic Communications

B.A., M.A., Purdue University at West Lafayette; Ph.D., Regent University. At LU since 2016.

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 Baptist Theological Seminary. At LU since 2010.

Caruso, Suzanne; B.S., M.B.A., J.D.

Associate Dean for Online Operations, Helms School of Government

Assistant Professor, Helms School of Government

B.S., M.B.A., Liberty University; J.D., Liberty University School of Law. At LU since 2009.

Carver, JoAnne Y.; B.A., M.S., Ed.S., Ed.D.

Adjunct Instructor of Education

B.A., Norfolk State University; M.S., Adelphi University; Ed.S., Ed.D., College of William and Mary. At LU since 2013.

Carwile, Kathie; B.S., M.Ed., Ed.D.

Professor of Education

B.S., Liberty University; M.Ed., Ed.D., University of Virginia. At LU since 1995.

Cash, Jerry W.; B.A., M.S., Ph.D.

Adjunct Instructor of Counseling

B.A., Lee University; M.S., Jacksonville State University; Ph.D., Regent University. At LU since 2011.

Castellani, Jodie S.; B.A., Ph.D.

Adjunct Instructor of Counseling

B.A., Ph.D., University of Tennessee at Knoxville. At LU since 2011.

Castellani, Marc E.; B.A., Ph.D.

Adjunct Instructor of Counseling

B.A., Davidson College; Ph.D., University of Tennessee at Knoxville. At LU since 2011.

Castillo, Gineska C; M.P.H., M.D.

Adjunct Instructor of Health Professions

M.P.H., Florida International University; M.D., International University. At LU since 2012.

Cates, Anna; B.A., M.A., M.F.A., Ph.D.

Assistant Professor of Education

B.A., Asbury University; M.A., Indiana State University; M.F.A., National University; Ph.D., Indiana State University. At LU since 2007.

Cates, Steven; D.B.A.

Adjunct Instructor of Business

D.B.A., Nova Southeastern University. At LU since 2013.

Center, Wesley D.; B.S., M.A., M.R.E., Ph.D.

Adjunct Instructor of Counseling

B.S., Howard Payne University; M.A., M.R.E., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2010.

Chandler, Nichelle; B.S., M.A., Ph.D.

Instructor of Counseling

B.S., M.A., Prairie View A&M University; Ph.D., Texas A&M University-Commerce. At LU since 2012

Chaney, William; B.S., M.A., M.Div., Ed.D.

Adjunct Instructor of Counseling

B.S., Philadelphia College of Bible; M.A., Memphis State University; M.Div., Trinity Evan Divinity School; Ed.D., University of Memphis. At LU since 2014.

Chang, Chul T.; B.A., M.A., M.Div., Ph.D.

Associate Professor of Global Studies

B.A., Baylor University; M.A., Dallas Theological Seminary; M.Div., Southwestern Baptist Theological Seminary; Ph.D., Fuller Theological Seminary. At LU since 2018.

Chara, Kathleen A.; B.A., M.S., Ph.D.

Assistant Professor of Counseling

B.A., Oral Roberts University; M.S., Northeastern State University; Ph.D., Capella University. At LU since 2009.

Chase-Brennan, Kimberly B.; B.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.S., M.A., Bowling Green State University; Ph.D., Northcentral University. At LU since 2014.

Cheatham, Mary Ann; B.S., B.S., M.S., Ph.D.

Adjunct Instructor of Health Professions

B.S., Campbellsville College; B.S., Western Kentucky University; M.S., Ph.D., University of Kentucky. At LU since 2012.

Cheney, Alan B.; B.A., Ph.D.

Adjunct Instructor of Counseling

B.A., Ph.D., University of North Texas. At LU since 2011.

Childs, Sally H; B.S.E., M.A., Ed.D.

Assistant Professor of Education

B.S.E., Knoxville College; M.A., University of South Florida; Ed.D., Nova Southeastern University. At LU since 2008.

Choi, Cheol K; B.S., Th.M., M.Div., Ph.D.

Adjunct Instructor of Theological Studies

B.S., Baptist Bible College; Th.M., Ph.D. Dallas Theological Seminary; M.Div., Criswell College. At LU since 2010.

Choi, Ki-Whan; B.A.S., M.A., M.A., Ph.D.

Adjunct Instructor of Business

B.A.S., M.A., Pusan National University; M.A., Ph.D., Georgia State University. At LU since 2013.

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. At LU since 2004.

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. At LU since 2005.

Christopher, Kenneth; B.S., M.S., M.Ed., M.A., M.P.H., Ph.D.

Adjunct Faculty

B.S., Park University; M.S., M.Ed., University of West Florida; M.A., Marymount University; M.P.H., George Mason University; Ph.D., Walden University. At LU since 2016.

Christson, Aristarchus A; B.B.A., M.G.S., M.B.A., D.B.A.

Adjunct Instructor of Business

B.B.A., University of Ghana; M.G.S., University of Cape Coast; M.B.A., Fitchburg State; D.B.A., Colorado Technical University. At LU since 2016.

Chung, Hyun David; B.A., M.Div., S.T.M., D.Min.

Professor of Practical Studies

B.A., Yon Sei University; M.Div., Liberty Baptist Theological Seminary; S.T.M., Dallas Theological Seminary; D. Min., Liberty Baptist Theological Seminary. At LU since 1994.

Chupp, Jesse; B.S., M.A., Ph.D.

Assistant Instructor, Helms School of Government

B.S., Indiana Wesleyan; M.A., Ball State University; Ph.D., Texas A&M University. At LU since 2010.

Church, Keith D.; B.S., M.Div., Ph.D.

Assistant Professor of Theology

B.S., North Carolina State University; M.Div., Ph.D., Southeastern Baptist Theological Seminary At LU since 2010.

Churchill, Clifford; B.A., M.Ed., Ed.D.

Assistant Professor of Education

B.A., Indiana University of Pennsylvania; M.Ed., Bob Jones University; Ed.D., Nova Southeastern University. At LU since 2014.

Ciraky, Jim; B.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.S., Valley Forge Christian College; M.A., Regent University; Ph.D., Northcentral University. At LU since 2014.

Clark, Christopher; B.A., M.A., Ed.D.

Assistant Professor of Education

B.A., University of North Carolina Pembroke; M.A., Fayetteville State University; Ed.D., Liberty University. At LU since 2013.

Clark, Donald; B.C.M., M.R.E., Ph.D.

Adjunct Instructor of Practical Studies

B.C.M., Oklahoma Baptist University; M.R.E., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2006.

Clark, Gregory A.; B.S., M.A., Ph.D.

Adjunct Instructor of Government

B.S., Western Illinois University; M.A., Western Illinois University; Ph.D., Sam Houston State University. At LU since 2015.

Clark, Heather; B.S., M.S., Ph.D.

Adjunct Instructor of Counseling

B.S., University of Florida; M.S., University of Central Florida; Ph.D., Georgia State University. At LU since 2012.

Clark, Laura E; B.S.E., M.S., Ph.D., Ph.D.

Adjunct Instructor of Counseling

B.S.E., University of Georgia; M.S., Georgia State University; Ph.D., Northcentral University; Ph.D., Southwest Bible College and Seminary. At LU since 2011.

Clark, Rebecca Dawn; B.S., M.Ed., Ed.D.

Adjunct Instructor of Education

B.S., Liberty University; M.Ed., University of Virginia; Ed.D., Lynchburg College. At LU since 2010.

Claxton, Bunnie Loree; B.S.E., M.Ed., Ed.D.

Instructor of Education

B.S.E., University of Georgia; M.Ed., Ed.D., Liberty University. At LU since 2013.

Claxton, Russell; B.S., M.Ed., Ed.S., Ed.D.

Chair, Graduate: Leadership/Advanced Programs

Associate Professor of Education

B.S., Liberty University; M.Ed., West Georgia University; Ed.S., University of Georgia; Ed.D., Liberty University. At LU since 2009.

Cleaver, Kenneth; B.B.S., Th.M., Ph.D.

Professor of Theological Studies

B.B.S., Bryan College; Th.M., Dallas Theological Seminary; Ph.D., Trinity International University. At LU since 2005.

Clemente, Dale; B.S., M.A., Ed.D.

Assistant Professor of Education

B.S., The King's College; M.A., New York University; Ed.D., Regent University. At LU since 2006.

Clements, Margaret Carter; B.S., M.A., Ed.D.

Adjunct Instructor of Counseling

B.S., M.A., Norfolk State University; Ed.D., Nova Southeastern University. At LU since 2013.

Cleveland, Patrick W.; B.A., B.A., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., Baptist Bible College; B.A., Metropolitan State University; M.A., University of Colorado Denver; Ph.D., Regent University. At LU since 2014.

Cloonan, Kevin; B.S., M.A., M.S., Ph.D.

Assistant Instructor, Helms School of Government

B.S., Harvey Mudd College; B.S., Louisiana Tech University; M.S., Missouri State University; M.A., Ph.D., Claremont Graduate University. At LU since 2010.

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. At LU since 1995.

Cochran, Anita Cara; B.A., B.S., M.A., M.Div., Th.M.,

M.Mus., Ph.D.

Adjunct Instructor of Counseling

B.A., Central Wesleyan College; B.S., Southern Wesleyan University; M.Mus., University of South Carolina; M.A., M.Div., Th.M., Ph.D., New Orleans Baptist Theological Seminary. At LU since 2010.

Cockrell, Jeffrey Linwood; B.S., M.A.R., M.T.S., Ph.D.

Adjunct Instructor of Biblical Studies

B.S., M.A.R., Liberty University; M.T.S., Gordon-Conwell Theological Seminary; Ph.D., University of Wales Lampeter. At LU since 2010.

Coe, Darrin Fay; B.S., M.S., Ph.D.

Adjunct Instructor of Counseling

B.S., St. Cloud State University; M.S., Ph.D., Walden University. At LU since 2012.

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. At LU since 2010.

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. At LU since 2011.

Coker, Marsha W; B.S., M.A., Ed.D.

Adjunct Instructor of Sport Management

B.S., Stephen F Austin State University; M.A., Spring Hill College; Ed.D., United States Sports Academy. At LU since 2012.

Coles, Caron N; B.A., M.Ed., Ph.D.

Adjunct Instructor of Education

B.A., University of Virginia; M.Ed., Ph.D., Old Dominion University. At LU since 2013.

Collins, Gail L.; B.S., M.A., Ed.D.

Assistant Professor of Education

B.S., M.A., Ed.D., Eastern Michigan University. At LU since 2008.

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. At LU since 2013.

Colquitt, Gavin T; B.S.E., M.Ed., Ed.D.

Assistant Professor of Education

B.S.E., M.Ed., Georgia State University; Ed.D., Northcentral University. At LU since 2010.

Combs, Jennifer Ann; B.S.E., M.S., Ph.D.

Adjunct Instructor of Counseling

B.S.E., University of Georgia; M.S., Georgia State University; Ph.D., Regent University. At LU since 2008.

Compton, Kevin D; B.A., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., Nazarene Bible College; M.A., Mid-American Nazarene College; Ph.D., Regent University. At LU since 2009.

Conley, George Kim; B.Min., M.Ed., Ed.S., Ed.D.

Instructor of Education

B.Min., Brewton-Parker College; M.Ed., Georgia SW State University; Ed.S., Troy University; Ed.D., Liberty University. At LU since 2009.

Connell, Melissa A; B.A., M.B.A., D.B.A.

Adjunct Instructor of Business

B.A., University of South Carolina; M.B.A., Charleston Southern University; D.B.A., Walden University. At LU since 2013.

Conner, Fred; B.S., M.Ed., Ed.S., Ed.D.

Assistant Professor of Education

B.S., Philadelphia College of the Bible; M.Ed., Lynchburg College; Ed.S., University of Virginia; Ed.D., Philadelphia College of the Bible. At LU since 2007.

Connors, Andrew P.; J.D.

Adjunct Instructor of Law

J.D., Liberty University School of Law. At LU since 2018.

Conrad, Roy; B.A., M.S., Ph.D.

Adjunct Instructor of Counseling

B.A., University of Sioux Falls; M.S., South Dakota State University; Ph.D., Capella University. At LU since 2013.

Cooper, Mary Ellen; B.A., M.B.A., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., Augusta State University; M.B.A., Brenau University; M.A., Liberty University; Ph.D., Walden University. At LU since 2006.

Cordes, Megan L; B.S., M.Ed., Ed.D.

Assistant Professor of Education

B.S., M.Ed., Campbell University; Ed.D., Liberty University. At LU since 2014.

Cornett, Wayne Everett; B.B.S., M.Div., Ph.D.

Adjunct Instructor of Biblical Studies

B.B.S., Andersonville Theological Seminary; M.Div., Ph.D., Mid-America Baptist Theological Seminary. At LU since 2010.

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

Adjunct Instructor of Counseling

B.A., University of Delaware; M.A., West Chester University; M.A., Ph.D., University of Maryland at College Park. At LU since 2010.

Corrigan, Angela G; B.S., M.S., Ed.D.

Adjunct Instructor of Counseling

B.S., M.S., Ed.D., Texas A&M University-Commerce At LU since 2015.

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

*Senior Associate Dean of Operations and External Affairs,
LUCOM*

Professor of Counseling

B.B.A., University of Georgia; Th.M. Dallas Theological Seminary; Ph.D., Liberty University. At LU since 2006.

Corsini, Marlene; B.S., M.A., Ed.S., Ed.D.

Associate Professor of Psychology

B.S., M.A., Ed.S., Ed.D., Liberty University. At LU since 2011.

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. At LU since 2006.

Courduff, Jennifer L; B.M., M.A., M.A., Ph.D.

Assistant Professor of Teacher Education

B.M., M.A., M.A., Azusa Pacific University; Ph.D., Walden University. At LU since 2013.

Courter, Marcie; B.S., M.A., M.A., Psy.D.

Adjunct Instructor of Psychology

B.S., M.A., M.A., Psy.D., George Fox University. At LU since 2014.

Cowman, Robert D.; B.S., M.Div., D.Min.

Adjunct Instructor of Practical Studies

B.S., Baptist Bible College; M.Div., D.Min., Baptist Bible College & Seminary. At LU since 2010.

Cox, Joan; B.A., M.A., Ph.D.

Assistant Professor of Education

B.A., M.A., Ph.D., Northern Arizona University. At LU since 2010.

Cox, Joel; A.S., B.S., M.S., Ed.D.

Chair, Criminal Justice

Assistant Professor of Criminal Justice

A.S., B.S., Old Dominion University; M.S., Troy University; Ed.D., Nova Southeastern University. At LU since 2011.

Cox, Michelle J.; B.A.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A.S., Western Oregon University; M.A., George Fox University; Ph.D., Oregon State University. At LU since 2013.

Coy, Anthony E.; B.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.S., Ferris State University; M.A., Ph.D., Virginia Commonwealth University. At LU since 2014.

Coy, Aubrey; B.A., M.A., Ed.D.

Assistant Professor of Counseling

B.A., University of Florida; M.A., Ed.D., Liberty University. At LU since 2006.

Craft, Jackie Thayer; B.A., M.Ed., Ph.D.

Adjunct Instructor of Counseling

B.A., King University; M.Ed., East Tennessee State University; Ph.D., Liberty University. At LU since 2013.

Crawford, Ann H; B.S.N., M.S.N., Ph.D.

Adjunct Instructor of Nursing

B.S.N., M.S.N., University of North Dakota Grand Forks; Ph.D., Texas A&M University. At LU since 2013.

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. At LU since 2011.

Crawford, Jeffrey; B.A., M.Div.BL, Ed.D.

Assistant Professor of Education

B.A., Oklahoma Baptist University; M.Div.BL, Southwestern Baptist Theological Seminary; Ed.D, Southern Baptist Theological Seminary. At LU since 2012.

Crawley, William Douglas; B.M., M.Mus., D.M.A.

Adjunct Instructor of Music and Worship

B.M., Indiana University; M.Mus., Southwestern Baptist Theological Seminary; D.M.A., Southern Baptist Theological Seminary. At LU since 2016.

Creecy, Neal H.; B.A., M.Div., Ph.D.

Adjunct Instructor of Theological Studies

B.A., University of Mississippi; M.Div., Ph.D., Mid-America Baptist Theological Seminary. At LU since 2010.

Creque, Carole Ann; B.A.S., M.B.A., D.B.A.

Adjunct Instructor of Business

B.A.S., Edgewood College; M.B.A., D.B.A., Nova Southeastern University. At LU since 2006.

Crete, Gerald Kenneth; B.A., M.Ed., Ph.D.

Assistant Professor of Education

B.A., Queen's University; M.Ed., Liberty University; Ph.D., University Of Georgia. At LU since 2013.

Crites, Cyndy V; B.S.E., M.Ed., Ed.S., Ed.D.

Instructor of Education

B.S.E., M.Ed., Augusta State University; Ed.S., Ed.D., Liberty University. At LU since 2008.

Crites, Larry Thomas; B.A., M.Div., Ed.D.

Assistant Professor of Education

B.A., Union University; M.Div., Southeastern Baptist Theological Seminary; Ed.D., Union University. At LU since 2009.

Cross, Nicole M.; B.S., M.A., Ph.D.

Assistant Professor of Counseling

B.S., Sam Houston State University; M.A., University of Houston Clear Lake; Ph.D., Sam Houston State University. At LU since 2008.

Croteau, David A.; B.A., M.Div., Th.M., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., California State University, Fresno; M.Div., Golden Gate Baptist Theological Seminary; Th.M., Ph.D, Southeastern Baptist Theological Seminary. At LU since 2006.

Crow, Timothy M; B.A., Th.M., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., Moody Bible Institute; Th.M., Dallas Theological Seminary; Ph.D., The University of Liverpool. At LU since 2011.

Cruz-Melend, Josie; B.A., M.L.L., J.D.

Adjunct Instructor of Business

B.A., Trinity University; M.L.L., Harvard University; J.D., Universidad De Puerto Rico. At LU since 2007.

Curtis, Carl C.; B.A., M.A., Ph.D.

Associate Professor of English

B.A., Texas A&M University; M.A., Ph.D., University of Dallas. At LU since 1985.

Curtis, Joy Beth; B.S., M.S., M.A., Psy.D.

Adjunct Instructor of Community Care and Counseling

B.S., Vanderbilt University; M.S., Tennessee State University; M.A., Wheaton College; Psy.D., Wheaton College. At LU since 2014.

Curtis, William; B.A., M.A., M.Div., Ph.D.

Assistant Professor of Practical Studies

B.A., Tennessee Temple; M.A., University of Tennessee, Chattanooga; M.Div., Ph.D., Southeastern Baptist Seminary. At LU since 2011.

Daniel, Denise; B.S., M.A., Ph.D., LPC, RN

Associate Professor of Counseling

B.S., Dallas Baptist University; M.A., Dallas Theological Seminary; Ph.D., Regent University. At LU since 2006.

Daniel, Laura; M.Ed., M.Ed., Ph.D.

Adjunct Instructor of Counseling

M.Ed., M.Ed., College of William and Mary; Ph.D., University of North Carolina at Greensboro. At LU since 2013.

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. At LU since 2014.

Davies, Jordan Brinley; B.S., J.D.

Assistant Professor of Sport Management

B.S., Liberty University; J.D., Liberty University School of Law. At LU since 2009.

Davis, Carmen; B.A., M.S., Ph.D.

Adjunct Instructor of Counseling

B.A., Appalachian State University; M.S., University of North Carolina at Greensboro; Ph.D., North Carolina State University. At LU since 2013.

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. At LU since 1985.

Davis, Elizabeth M; B.A., J.D.

Adjunct Instructor of Business

B.A., Loyola University; J.D., Samford University. At LU since 2012.

Davis, Jama L; B.S., M.A., Ph.D.

Assistant Professor of Counseling

B.S., Indiana Wesleyan University; M.A., Ball State University; Ph.D., Liberty University. At LU since 2007.

Davis, James F.; B.S., M.Div., Th.M., Ph.D.

Assistant Professor of Biblical Studies

B.S., University of Wisconsin-Madison; M.Div., Th.M., Capital Bible Seminary; Ph.D., Dallas Theological Seminary. At LU since 2009.

Davis, Mark A.; B.S., B.S., M.B.A., D.B.A.

Adjunct Faculty

B.S., B.S., Wayland Baptist University; M.B.A., Baker College; D.B.A., Argosy University-Sarasota, FL. At LU since 2014.

Davis, Michael A.; B.A., M.A., Ph.D.

Professor of History

B.A., M.A. Ph.D., University of Arkansas. At LU since 2005.

Davis, Walter; B.S.E., M.Div., D.Min.

Adjunct Instructor of Practical Studies

B.S.E., University of Tennessee Martin; M.Div., D.Min., Mid-America Baptist Theological Seminary. At LU since 2012.

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. At LU since 1987.

De Barros, Khym Isaac; B.A., M.A., M.Ed., Ph.D.

Adjunct Instructor of Counseling

B.A., Lehman College; M.A., M.Ed., Teacher's College-Columbia University; Ph.D., Indiana University. At LU since 2013.

De Haan, Matthew R.; M.A., Psy.D.

Adjunct Instructor of Counseling

M.A., Psy.D., Azusa Pacific University. At LU since 2013.

De Leo, William; B.A., M.Div., M.Ed., M.S., Ph.D.

Adjunct Instructor of Counseling

B.A., Southeastern College; M.Div., Gordon-Conwell Theological Seminary; M.Ed., University of Texas El Paso; M.S., Kansas State University; Ph.D., Amridge University. At LU since 2012.

Deacon, Mary M; B.S., M.A., Ph.D.

Associate Professor of Counseling

B.S., Central Michigan University; M.A., Liberty University; Ph.D., University of Virginia. At LU since 2012.

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. At LU since 2012.

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. At LU since 2005.

Deering, Kimberly; B.A., M.S.W., M.Ed., Ed.S., Ph.D.

Adjunct Instructor of Education

B.A., M.S.W., University of South Carolina; M.Ed., Converse College; Ed.S., Ph.D., University of South Carolina. At LU since 2015.

Deese, Brenda; B.S., M.Ed., Ph.D.

Adjunct Faculty

B.S., University of North Carolina at Pembroke; M.Ed., Campbell University; Ph.D., North Carolina State University. At LU since 2014.

DeHaven, David B.; B.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., George Mason University; M.F.A., Auburn University; Ph.D., Capella University. At LU since 2009.

Deibler, Lindsay B.; B.A., M.A., Psy.D.

Instructor of Counseling

B.A., M.A., Psy.D., Biola University. At LU since 2011.

DeJarnette, Nancy Kay; B.S., M.S., Ed.S., Ed.D.

Adjunct Instructor of Education

B.S., M.S., Minnesota State University Mankato; Ed.S., Ed.D., Liberty University. At LU since 2007.

Delano, John D; B.S., M.S., Ph.D.

Adjunct Instructor of Business

B.S., Maranatha Baptist Bible College; M.S., Ph.D., University of Wisconsin Cols. At LU since 2012.

Demarest, Bruce A.; M.A., Ph.D.

Adjunct Instructor, School of Divinity

M.A., Trinity International University; Ph.D., Manchester University. At LU since 2015.

Demato, Doris S; B.S., M.Ed., M.S., Ph.D.

Adjunct Instructor of Education

B.S., University of Virginia; M.Ed., Lynchburg College; M.S., Radford University; Ph.D., Virginia Tech. At LU since 2013.

Dempsey, Rodney Wayne; B.S., M.R.E., D.Min.

Associate Director, Center for Ministry Training

Professor of Educational Ministries

B.S., Liberty University; M.R.E., D.Min., Liberty Baptist Theological Seminary. At LU since 2003.

Denney, Ryan M.; B.A., M.A., Ph.D.

Instructor of Counseling

B.A., M.A., Midwestern State University; Ph.D., University of Southern Mississippi. At LU since 2014.

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. At LU since 2011.

DeVold, Kimberly Martin; B.S., B.S., M.S., M.D.

Assistant Professor of Pediatrics, Division of Pediatrics

B.S., B.S., West Virginia University Institute of Technology; M.S., Missouri University of Science & Technology; M.D., Marshall University. At LU since 2016.

DeWitt, David A.; B.S., Ph.D.

Chair, Department of Biology and Chemistry

Professor of Biology

B.S., Michigan State University; Ph.D., Case Western Reserve University. At LU since 1996.

DeWitt, Kristina L.; B.S., M.Ed., Ph.D.

Associate Professor of Education

B.S., Mary Washington College; M.Ed., University of Mary Washington; Ph.D., George Mason University. At Lu since 2009.

Diggins, Kris C.; B.S.N., M.S.N, D.N.P.

Adjunct Instructor of Nursing

B.S.N., M.S.N, Duquesne University; D.N.P., University of South Alabama. At LU since 2013.

DiLella, Nicole; B.A., M.A., Ph.D.

Assistant Professor of Counseling

B.A., Messiah College; M.A., Regent University; Ph.D., Loyola University of Maryland. At LU since 2015.

Dillon, Nina E; B.A., M.Ed., Ph.D.

Instructor of Counseling

B.A., Clemson University; M.Ed., College of William and Mary; Ph.D., Capella University. At LU since 2014.

Dingman, Walter William; B.A., M.S., Ph.D.

Adjunct Instructor of Business

B.A., University of New Mexico; M.S., Chapman University; Ph.D., Regent University. At LU since 2007.

Dion, Jason Edward; B.S., M.S.

Adjunct Instructor of Cyber Security

B.S., The New School; M.S., University of Maryland - University College. At LU since 2014.

Dixon, David Caldwell; B.A., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., North Carolina State University; M.A., Gordon College; Ph.D., Liberty University. At LU since 2013.

Dixon, Robert J.; B.A., B.Th., M.Div., Ph.D.

Assistant Professor of Biblical Studies

B.A., Buffalo State College; B.Th., Lexington Baptist College; M.Div., Mid-America Baptist Theological Seminary; Ph.D., The University at Buffalo-SUNY. At LU since 2010.

Dixon, Roger L; B.S., M.Div., Th.M., Ph.D.

Adjunct Instructor of Global Studies

B.S., Randolph Macon College; M.Div., Drew University; Th.M., Fuller Theological Seminary; Ph.D., Biola University. At LU since 2016.

Dobbins, Omi; B.A., M.A., Ed.D.

Adjunct Instructor of Counseling

B.A., Fort Valley State College; M.A., Ed.D., Argosy University. At LU since 2014.

Dodson, Fallon K; B.S., M.Ed., Ed.D.

Adjunct Instructor of Counseling

B.S., College of William and Mary; M.Ed., Cambridge College; Ed.D., Argosy University-Phoenix. At LU since 2016.

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. At LU since 2012.

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. At LU since 2009.

Donaldson, Daniel J; B.A., M.A., Ed.D.

Adjunct Instructor of Counseling

B.A., Johnson University; M.A., Lincoln Christian University; Ed.D., University of Missouri St Louis. At LU since 2013.

Donelson, William; B.S., M.R.E., Ph.D.

Adjunct Instructor of Practical Studies

B.S., New Jersey Institute of Technology; M.R.E., Luther Rice Seminary & University; Ph.D., Regent University. At LU since 2011.

Doney, Cynthia Anne; B.S., M.A., Ph.D.

Assistant Professor of Counseling

B.S., Bob Jones University; M.A., Regent College; Ph.D., Regent University. At LU since 2016.

Dormer, Kenneth J.; B.S., M.S., Ph.D.

Chair and Professor of Physiology

B.S., Cornell University; M.S., Ph.D., University of California at Los Angeles. At LU since 2013.

Dorr, Henry; B.S., M.A., Ph.D.

Assistant Professor of Education

B.S., University of Nebraska; M.A., Pacific Lutheran University; Ph.D., University of Nebraska. At LU since 2007.

Dotson, Cathy Barkman; B.S.E., M.Ed., Ed.D.

Adjunct Instructor of Education

B.S.E., Pensacola Christian College; M.Ed., University of Memphis; Ed.D., Nova Southeastern University. At LU since 2010.

Dovgalyuk, Yevgeniy; B.M., M.Mus., D.M.A.*Assistant Professor of Violin*

B.M., M.Mus., George Mason University; D.M.A., University of Maryland at College Park. At LU since 2016.

Duby, David; B.S., M.S., Ph.D., PMP*Associate Professor of Business*

B.S., M.S., Pensacola Christian College; Ph.D., Regent University. At LU since 2005.

Duda, Neslihan; M.A., Ph.D.*Adjunct Instructor of Business*

M.A., University of British Columbia; Ph.D., University of California Irvine. At LU since 2013.

Dumont, Karin; B.A., M.A., Ph.D.*Assistant Professor of Counseling*

B.A., Pennsylvania State University; M.A., Ph.D., Liberty University. At LU since 2007.

Dunn, Glenna King; B.S., M.A., Ed.D.*Assistant Professor of Counseling*

B.S., East Tennessee State University; M.A., Ed.D., Liberty University. At LU since 2007.

Dunn, Randall S.; B.A., M.Ed., Ed.D.*Director, Educational Technology**Associate Professor of Education*

B.A., M.Ed., James Madison University; Ed.D., University of Bath, United Kingdom. At LU since 2005.

Dunnick, Roger Dale; B.A., M.Ed., Ed.D.*Adjunct Instructor of Education*

B.A., Emory and Henry College; M.Ed., Ed.D., Liberty University. At LU since 2014.

Durden, John A.; B.S., M.Div., Ph.D.*Director of Assessment**Professor of Theology*

B.S., University of South Florida; M.Div., Ph.D., Mid-America Seminary. At LU since 2010.

Duryea, John R.; B.S., M.S., Ed.D.*Assistant Professor of Education*

B.S., New York Institute of Technology; M.S., Regent University; Ed.D., New York Institute of Technology. At LU since 2007.

Eans, Marvin; B.F.A., M.F.A.*Adjunct Instructor, Studio and Digital Arts*

B.F.A., Ball State University; M.F.A., Savannah College of Art Design. At LU since 2016.

Earley, David B.; B.S., M.Div., D.Min.*Assistant Professor of Practical Studies*

B.S., Liberty University; M.Div., D.Min., Liberty Theological Seminary. At LU since 2006.

Earls, Rodney D.; B.S., M.Div., M.R.E., S.T.M., Ph.D.*Assistant Professor of Practical Studies*

B.S., Liberty University; M.Div., M.R.E., Liberty Baptist Theological Seminary; S.T.M., Dallas Theological Seminary; Ph.D., Southwestern Baptist Theological Seminary. At LU since 2006.

Edins, Cynthia A.; B.A., M.S., Ph.D.*Adjunct Instructor of Counseling*

B.A., Piedmont College; M.S., Ph.D., Capella University. At LU since 2012.

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. At LU since 2005.

Edwards, Nivischi; B.A., M.A., Ph.D.*Assistant Professor for Counseling*

B.A., Syracuse University; M.A., Andrews University; Ph.D., University of Central Florida. At LU since 2013.

Eichler, Amy E; B.A., M.A., Ph.D.*Instructor of Counseling*

B.A., Baylor University; M.A., Ph.D., University of Texas Austin. At LU since 2013.

Eisenhower, James Walter; B.S., M.S.W., Ph.D.*Adjunct Instructor of Counseling*

B.S., Old Dominion University; M.S.W., Ph.D., Norfolk State University. At LU since 2008.

Eitel, Keith E; B.A., M.A., D.Miss., Th.D.*Adjunct Instructor of Theological Studies*

B.A., Dallas Baptist University; M.A., Baylor University; D.Miss., Trinity International University; Th.D., University of South Africa. At LU since 2009.

Ejezie, John; B.S., M.P.H., Pharm.D.*Adjunct Instructor of Health Professions*

B.S., Federal University of Technology; M.P.H., Ohio State University; Pharm.D., Virginia Commonwealth University. At LU since 2013.

Ejike, Chika; M.P.H., M.D., Ed.D.*Adjunct Instructor of Public and Community Health*

M.P.H., Western Kentucky University; M.D., University of Nigeria; Ed.D., Western Kentucky University. At LU since 2016.

Elam, Terrell L; B.G.S., M.Ed., Ph.D.*Assistant Professor of Education*

B.G.S., Northeastern Baptist Bible School; M.Ed., Tennessee Temple University; Ph.D., Capella University. At LU since 2012.

Elligson, Richard L; B.A., M.Div., Ph.D.*Adjunct Instructor of Theological Studies*

B.A., Towson University; M.Div., Ph.D., Mid-America Baptist Theological Seminary. At LU since 2009.

Elliott, Dwight; B.S., M.S., J.D.*Adjunct Instructor of Business*

B.S., M.S., Syracuse University; J.D., University of Maryland. At LU since 2013.

Ellis, Mark J; B.S., M.B.A., M.A., LL.M., Ph.D.*Adjunct Instructor of Business*

B.S., North Central University; M.B.A., Regent University; M.A., Oral Roberts University; LL.M., Loyola University; Ph.D., Capella University. At LU since 2009.

Ellis, Renita; B.S., M.S., Ph.D.*Adjunct Instructor of Business*

B.S., M.S., University of Maryland at College Park; Ph.D., Capella University. At LU since 2016.

Ellsworth, Donald; B.S., M.M., Ph.D.*Adjunct Instructor of Worship*

B.S., M.M., Ithaca College; Ph.D., University of Southern California. At LU since 2011.

England, William A.; B.A., M.A., Th.M., Ed.D., Ph.D.*Adjunct Instructor of Practical Studies*

B.A., Carson-Newman College; M.A., Ed.D., Southern Baptist Theological Seminary; Th.M., Ph.D., New Orleans Baptist Theological Seminary. At LU since 2009.

Enos, Ralph; B.A., Th.M., Ph.D.*Assistant Professor of Theological Studies*

B.A., University of California; Th.M., Ph.D., Dallas Theological Seminary. At LU since 2009.

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. At LU since 2012.

Evans, Amy L; B.A., M.S.E., Ph.D.*Assistant Professor of Counseling*

B.A., Northwestern College; M.S.E., Ph.D., University of Wisconsin. At LU since 2010.

Evans, Timothy J.; B.A., M.A., Ph.D.

Assistant Professor of Counseling

B.A., Spring Arbor University; M.A., Ph.D., Liberty University. At LU since 2010.

Evans, Verlyn; B.S., M.S., Ed.D.

Assistant Professor of Education

B.S., University of South Florida; M.S., Nova Southeastern University; Ed.D., University of South Florida. At LU since 2007.

Evatt, Donald R.; B.S., M.S., Ph.D.

Adjunct Instructor of Cyber Security

B.S., East Tennessee State University; M.S., University of Virginia; Ph.D., Century University. At LU since 2014.

Fall, John R.; B.A., M.S., Ph.D.

Assistant Professor of Education

B.A., University of California Berkeley; M.S., California State University East Bay; Ph.D., University of California Los Angeles. At LU since 2011.

Falwell, Sally H.; M.A., M.A., Psy.D.

Adjunct Instructor of Counseling

M.A., M.A., Psy.D., Regent University. At LU since 2010.

Fapetu, Abiola O.; M.B.A., D.B.A.

Adjunct Instructor of Business

M.B.A., D.B.A., Alliant International University. At LU since 2009.

Farcas, Daniel Sorin; B.A., B.A., Ph.M., Ph.M., Ph.D.

Adjunct Instructor of Theological Studies

B.A., B.A., Ph.M., Babes Bolyai University; Ph.M., Universite Paris I Pantheon-Soy; Ph.D., Universite Paris IV Sorbonne. At LU since 2010.

Farrow, Beverly A; B.S., M.S., Ph.D.

Adjunct Instructor of Counseling

B.S., Hampton University; M.S., University of Dayton; Ph.D., Kent State University. At LU since 2009.

Farwell, Margo M; B.A., M.A., Psy.D.

Assistant Professor of Counseling

B.A., St. Bonaventure University; M.A., Psy.D., Alfred University. At LU since 2008.

Fauber, Anita; B.A., M.Ed., Ed.D.

Assistant Professor of Education

B.A., Bridgewater College; M.Ed., James Madison University; Ed.D., Bridgewater College. At LU since 2010.

Faulkenbury, Terry L.; B.A., M.Div., D.Min.

Assistant Professor of Practical Studies

B.A., Gardner-Webb University; M.Div., New Orleans Baptist Theological Seminary; D.Min., Liberty Baptist Theological Seminary. At LU since 2006.

Faulkner, Brian Keith; B.B.A., M.B.A., J.D.

Dean, School of Law

Professor of Law

B.B.A., Charleston Southern University; M.B.A., J.D., Campbell University. At LU since 2016.

Fauls, Gregory S.; B.A., M.Div., Ph.D.

Assistant Professor of Practical Studies

B.A., Western Kentucky University; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2010.

Fay, Ronald C.; B.S., M.Div., Ph.D.

Assistant Professor of Biblical Studies

B.S., Calvin College; M.Div., Ph.D., Trinity Evangelical Divinity School. At LU since 2010.

Fendler, Richard; B.A., M.A., Ph.D.

Adjunct Instructor of Business

B.A., Grinnell College; M.A., Vanderbilt University; Ph.D., University of Alabama. At LU since 2013.

Ferdon, Gai; B.A., M.A., Ph.D.

Professor of Government

B.A., Indiana Wesleyan University; M.A., Regent University; Ph.D., University of Leicester. At LU since 2007.

Ferreira, Cassandra J.; B.S., M.A., Ph.D.

Assistant Professor of Counseling

B.S., Virginia Intermont College; M.A., Ph.D., Regent University. At LU since 2009.

Ferreira, John; B.S., M.A., Ph.D.

Assistant Professor of Counseling

B.S., Old Dominion University; M.A., Ph.D., Regent University. At LU since 2007.

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. At LU since 1998.

Fider, Carlene O.; M.S., Ph.D.

Adjunct Instructor of Counseling

M.S., Ph.D., Loma Linda University. At LU since 2014.

Figley, Steve C; B.A., M.A., M.Ed., Ed.S., Ph.D.

Adjunct Instructor of Counseling

B.A., Florida Bible College; M.A., Grace College and Seminary; M.Ed., Ed.S., Ph.D., University of Florida. At LU since 2013.

Findlay, Kathleen; B.A., M.P.H., M.D.

Adjunct Instructor of Health Professions

B.A., Wheaton College; M.P.H., M.D., University of Kansas Medical Center. At LU since 2012.

Finger, Reginald F; B.A., M.P.H., M.D.

Adjunct Instructor of Health Professions

B.A., Northwest Nazarene University; M.P.H., M.D., University of Washington - Seattle, WA. At LU since 2013.

Fischer, Kahlib J.; B.A., M.A., Ph.D.

Associate Professor of Government

B.A., Oral Roberts University; M.A., Ph.D., Regent University. At LU since 2006.

Fisher, James F; B.S., M.Div., Ph.D.

Assistant Professor of Practical Studies

B.S., University of Mobile; M.Div., Midwestern Baptist Theological Seminary; Ph.D., The Southern Baptist Theological Seminary. At LU since 2008.

Fisher, Wyatt; B.A., M.A., Psy.D.

Assistant Professor of Counseling

B.A., University of Colorado; M.A., Psy.D., Regent University. At LU since 2005.

Fisk, Timothy M.; B.S., J.D.

Visiting Professor of Law

B.S., Liberty University; J.D., Liberty University School of Law. At LU since 2014.

Fitzgerald, Curtis W.; B.A., M.Div., S.T.M., Ph.D.

Assistant Professor of Biblical Studies

B.A., Tennessee Temple University; M.Div., Temple Baptist Theological Seminary; S.T.M., Ph.D., Dallas Theological Seminary. At LU since 2007.

Fitzpatrick, Joan; B.S.E., M.S., M.S., Ed.S., Ph.D.

Adjunct Instructor of Education

B.S.E., Eastern Michigan University; M.S., Ed.S., University of Central Missouri; M.S., Troy State University; Ph.D., Regent University. At LU since 2007.

Flavin, Adrianna; B.A., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., M.A., Caldwell College; Ph.D., Walden University. At LU since 2013.

Fleet, Leslie; B.S., J.D.

Adjunct Instructor of Law

B.S., Utica College of Syracuse University; J.D., Regent University. At LU since 2012.

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., Dr.P.H., Loma Linda University, School of Public Health. At LU since 2012.
Florence, James E.; B.S., M.A., M.P.H., Dr.P.H., M.A.T.S.
Professor of Health Sciences
 B.S., California Baptist College; M.A., M.P.H., Dr.P.H., Loma Linda University, School of Public Health; M.A.T.S., Southern Baptist Theological Seminary. At LU since 2012.
Fodorean, Daniel; B.A.S., Th.B., LL.M., Ph.D.
Adjunct Instructor of Theological Studies
 B.A.S., LL.M., Ovidius University of Constanta; Th.B., Ph.D., Baptist Theological Institute of Bucharest. At LU since 2011.
Fontanella, Joseph; B.S., B.S., M.A., M.S., Ed.D.
Assistant Professor of Education
 B.S., B.S., SUNY Col of Environmental Science & Forestry; M.A., Michigan State University; M.S., National Defense University; Ed.D., Liberty University. At LU since 2012.
Ford, Kristy; B.A., M.S., Ph.D.
Assistant Professor of Counseling
 B.A., Bryan College; M.S., Georgia State University; Ph.D., Liberty University. At LU since 2016.
Ford, Stephen; B.A., M.A., Ph.D.
Adjunct Instructor of Counseling
 B.A., Ohio State University; M.A., Ashland Theological Seminary; Ph.D., Walden University. At LU since 2013.
Fordham, Amber M.; B.S., M.P.H., D.N.P.
Adjunct Instructor of Health Professions
 B.S., M.P.H., Armstrong Atlantic State University; D.N.P., University of Tennessee, Memphis. At LU since 2012.
Foreman, Howard K; B.A., Th.M., Ph.D.
Adjunct Instructor of Theological Studies
 B.A., Biola University; Th.M., International Bible College and Seminary; Ph.D., University of Aberdeen. At LU since 2010.
Foreman, Mark Wesley; B.M., M.A., M.A., Ph.D.
Professor of Philosophy and Religion
 B.M., Westminster Choir College; M.A., Dallas Theological Seminary; M.A., Ph.D., University of Virginia. At LU since 1990.
Forney, Janet A; M.S., M.S., D.B.A.
Adjunct Instructor of Business
 M.S., M.S., Virginia Commonwealth University; D.B.A., Nova Southeastern University. At LU since 2010.
Forrest, Benjamin K.; B.A., M.A.R., M.R.E., Ed.S., Ed.D.
Professor of Christian Education
 B.A., Northwest Nazarene University; M.A.R., M.R.E., Liberty Baptist Theological Seminary; Ed.S., Ed.D., Liberty University. At LU since 2013.
Forrest, Bruce K.; B.A., M.A., M.Ed., D.Min.
Assistant Professor of Theology
 B.A., Northwest Nazarene College; M.A., Western Evangelical Seminary; M.Ed., Northwest Nazarene University; D.Min., Liberty Baptist Theological Seminary. At LU since 2010.
Foster, Lisa Hall; B.A., M.Ed., Ph.D.
Associate Professor of Education
 B.A., Virginia Polytechnic Institute and State University; M.Ed., Liberty University; Ph.D., University of Virginia. At LU since 2015
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. At LU since 2014.
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. At LU since 2007.
Fowler, Rollen; B.A., M.S., Ph.D.
Assistant Professor of Education

B.A., Whitworth College; M.S., Eastern Washington University; Ph.D., Whitworth College. At LU since 2009.
Fox, Frampton; B.A., M.Div., D.Min., Ph.D.
Professor of Global Studies
 B.A., Columbia Bible College; M.Div., D.Min., Columbia International University; Ph.D., Trinity International University. At LU since 2016.
Fox, Jeffrey; 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. At LU since 2012.
Fox, Ralph W; B.S., M.A., Ph.D.
Assistant Professor of Counseling
 B.S., M.A., Ph.D., Liberty University. At LU since 2006.
Franklin, Aubrey M; M.A., Ph.D.
Adjunct Instructor of Counseling
 M.A., Ph.D., Long Island University. At LU since 2014.
Frawley, Jason; B.A., M.A., Ph.D.
Adjunct Instructor of History
 B.A., M.A., Georgia Southern University; Ph.D., Texas Christian University. At LU since 2016.
Frederick, Mark; B.A., M.A., Ph.D.
Adjunct Instructor of Strategic Communications
 B.A., Gordon College; M.A., Wheaton College; Ph.D., Regent University. At LU since 2010.
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. At LU since 2014.
Freeman, Krystal L; B.A., M.S., Ph.D.
Adjunct Instructor of Education
 B.A., University of Virginia; M.S., Old Dominion University; Ph.D., Old Dominion University. At LU since 2015.
Freyre, Fabio Ernesto; 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. At LU since 2003.
Frye, Tami J; B.A., M.S.W., Ph.D.
Adjunct Instructor of Counseling
 B.A., Asbury University; M.S.W., University of Georgia; Ph.D., Capella University. At LU since 2013.
Furcron-Mack, Charne D; B.F.A., M.A., M.A., Ed.D.
Adjunct Instructor of Counseling
 B.F.A., Texas Christian University; M.A., Goucher College; M.A., Ed.D., Argosy University-Sarasota, FL. At LU since 2013.
Furrow, Meredith Jeanne; B.A., M.S., Ed.D.
Assistant Professor of Education
 B.A., Oral Roberts University; M.S., Southeast Oklahoma State University; Ed.D., Liberty University. At LU since 2008.
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. At LU since 2012
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. At LU since 1991
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. At LU since 2014.
Ganey, Kevin R.; B.S., M.S., Psy.D.
Adjunct Instructor of Counseling

B.S., Messiah College; M.S., Psy.D., George Fox University.
At LU since 2010.

Garber, Diane Sue; B.S., MLIS
Head Research Librarian
LUCOM Medical Library

B.S., Liberty University; MLIS, Indiana University. At LU
since 2018.

Garcia, Mario; Ph.D., J.D.

Adjunct Instructor of Counseling

Ph.D., Capella University; J.D., University of Miami. At LU
since 2010.

Garcia, Ruben G.; B.A., M.S., Ph.D.

Assistant Professor of Counseling

B.A., M.S., Texas A&M University; Ph.D., Capella University.
At LU since 2010.

Garner, Rick D.; B.A., M.Div., D.Min.

Assistant Professor of Practical Studies

B.A., The Criswell College; M.Div., D.Min., Beeson Divinity
School. At LU since 2009.

Garzon, Fernando L; B.A., Psy.D.

Professor of Counseling

B.A., Wake Forest University; Psy. D., Fuller Seminary. At LU
since 2005.

Garzon, Mary; B.S., M.S., Ph.D.

Assistant Professor of Education

B.S., M.S., Radford University; Ph.D., Jacksonville
Theological Seminary. At LU since 2007.

Gates, George N.; B.A., M.Div., M.A., D.Min.

Assistant Professor of Counseling

B.A., Roberts Wesleyan College; M.Div., Asbury Theological
Seminary; M.A., Marshall University; D.Min., Boston University.
At LU since 2009.

Gates, Karen Sue; B.S.N., M.S.N., D.N.P.

Assistant Professor of Nursing

B.S.N., M.S.N., University of Akron; D.N.P., Texas Christian
University. At LU since 2014.

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. At LU since
2013.

Gayle, Jacent R.; B.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., University of Louisiana at Lafayette; M.B.A., University
of New Orleans; Ph.D., Capella University. At LU since 2015.

George, Pamela J.; B.S., B.A.S., M.P.H., Ed.D.

Adjunct Instructor of Public and Community Health

B.S., University of Toronto; B.A.S., Ryerson University;
M.P.H., Loma Linda University; Ed.D., La Sierra University. At LU
since 2016.

George, Ranjan; B.S., M.S., Ph.D.

Adjunct Instructor of Business

B.S., M.S., Madras Christian College; Ph.D., University of
Western Sydney. At LU since 2013.

Gerald, Rossano; B.S., M.B.S., M.S., D.B.A.

Adjunct Instructor of Business

M.S. University of Maryland at College Park; M.B.A., Webster
University; M.S., Thomas Jefferson School of Law; D.B.A., Argosy
University-Sarasota, FL. At LU since 2013.

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 Baptist Theological Seminary. At
LU since 2006.

Gho, Jaesook; B.S., M.A., M.S., Ph.D.

Assistant Professor of Counseling

B.S., Sanyung University; M.A., Liberty University; M.S.,
Ph.D., Purdue University. At LU since 2004.

Giammatteo, Leonard; B.S., M.S., Ed.D.

Adjunct Instructor of Counseling

B.S., Florida Southern College; M.S., Ed.D., Nova
Southeastern University. At LU since 2007.

Giese, Karla; B.S.N., M.S.N., D.N.P.

Online Associate Professor of Nursing

B.S.N., University of Wisconsin - Oshkosh; M.S.N., Old
Dominion University; D.N.P., University of Colorado. At LU since
2007.

Gigliotti, Joseph Christopher; B.S.E, M.S., Ph.D.

Assistant Professor of Physiology

B.S.E., M.S., Ph.D., West Virginia University. At LU since 2016.

Gilbert, Corey; B.A., M.A., Ph.D.

Assistant Professor of Counseling

B.A., Ouachita Baptist University; M.A., Southwestern Baptist
Theological Seminary; Ph.D., Capella University. At LU since 2013.

Gilbert, Daniel L; B.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., Lee University; M.B.A., University of Tennessee,
Chattanooga; Ph.D., University of Tennessee, Knoxville. At LU
since 2008.

Gilbreath, Joanne E; B.S., M.Ed., Ed.D.

Assistant Professor of Teacher Education

B.S., California State University; M.Ed., Azusa Pacific University;
Ed.D., Pepperdine University. At LU since 2013.

Giles, Kimberley Robin; B.S.E., M.A., Ed.D.

Adjunct Instructor of Education

B.S.E., North Carolina State University; M.A., Kean
University; Ed.D., Nova Southeastern University. At LU since
2009.

Gillespie, Carol A; B.B.A., M.Ed., Ph.D.

Assistant Professor of Education

B.B.A., Clarion University of Pennsylvania; M.Ed., Duquesne
University; Ph.D., Texas State University - San Marcos. At LU since
2011.

Ginn, Jeffrey B.; B.A., M.Div., Ph.D.

Assistant Professor of Biblical Studies

B.A., Blue Mountain College; M.Div., Ph.D., Mid-America
Baptist Theological Seminary. At LU since 2009.

Gish, Eric E.; B.S., D.O.

Associate Professor

Director of Osteopathic Integration

B.S., Southwestern Oklahoma State University; D.O.,
University of North Texas Health Sciences Center. At LU since
2012.

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. At LU since 2010.

Goncharenko, Simon V; B.S., Th.M., Ph.D.

Adjunct Instructor of Theological Studies

B.S., John Brown University; Th.M., Dallas Theological
Seminary; Ph.D., Southwestern Baptist Theological Seminary. At
LU since 2011.

Good, Gwendolyn; B.M.E., M.S., Ed.D.

Assistant Professor of Education

B.M.E., Cedarville University; M.S., Longwood University;
Ed.D., University of Virginia. At LU since 2012.

Goodgame, Thomasina; B.A., M.A., Ed.S., Ed.D.

Assistant Professor of Education

B.A., Morris Brown College; M.A., Clark-Atlanta University; Ed.S., Lincoln Memorial University; Ed.D., Argosy University-Atlanta. At LU since 2007.

Goodrich, Cynthia; R.N., B.S.N., M.S.N., Ed.D., CNE
Professor of Nursing

R.N., Hudson River Psychiatric Center; B.S.N., Russell Sage College; M.S.N., University of Virginia; Ed.D., Sarasota University, Gerontology Graduate Certificate; Lynchburg College. At LU since 1996.

Goodrich, Richard P; B.S., M.B.A., M.S., D.O.
Adjunct Instructor of Biology and Chemistry

B.S., Indiana University of Pennsylvania; M.B.A., Liberty University; M.S., D.O., Lake Erie College of Osteopathic Medicine. At LU since 2016.

Goodwin, Kristi Lyn; B.S., M.A.T., Ed.S., Ed.D.
Assistant Professor of Education

B.S., Berry College; M.A.T., Piedmont College; Ed.S., Ed.D., Liberty University. At LU since 2012

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. At LU since 2001.

Gopaul, Margaret; B.S., M.A., M.S., Ph.D.
Adjunct Instructor of Counseling

B.S., M.A., Liberty University; M.S., PhD, Walden University. At LU since 2018.

Gorbett, Kelly L; B.A., M.A., Ph.D.
Adjunct Instructor of Psychology

B.A., Tri-State University; M.A., Ph.D., Ball State University. At LU since 2014.

Gordon, Fitzroy; M.S., Ph.D.
Adjunct Instructor of Business

M.S., University of the West Indies; Ph.D., Capella University. At LU since 2013.

Gordon, Jean N; B.S.N., M.B.A., M.S.N., D.B.A.
Adjunct Instructor of Business

B.S.N., University of Miami; M.B.A., Nova Southeastern University; M.S.N., Kaplan University-Davenport; D.B.A., Nova Southeastern University. At LU since 2015.

Gordon, William E; B.S., M.M., M.Div., Th.D.
Adjunct Instructor of Theological Studies

B.S., Louisiana State University-Shreveport; M.M., Criswell College; M.Div., Th.D., New Orleans Baptist Theological Seminary. At LU since 2010.

Gorham, Jennifer; B.A., M.A., Psy.D.
Adjunct Instructor of Counseling

B.A., Harding University; M.A., Psy.D., Wheaton College. At LU since 2013.

Gorman, David Andrew; B.A., M.Ed., Ed.S., Ed.D.
Assistant Professor of Education

B.A., Salem State College; M.Ed., Cambridge College; Ed.S., Tennessee Technological University; Ed.D., Liberty University. At LU since 2011.

Gorton, Deborah; B.A., M.A., M.A., Ph.D.
Instructor of Counseling

B.A., Arizona State University; M.A., M.A., Ph.D., Fuller Theological Seminary. At LU since 2014.

Gossett, Kenneth D; B.S., M.S., Ph.D.
Assistant Professor of Education

B.S., Oklahoma Christian College; M.S., University of Chicago; Ph.D., Oklahoma Christian College. At LU since 2008.

Gowins, Robert A.; B.A., M.P.A., M.Div., Ed.D.
Assistant Professor of Practical Studies

B.A., M.P.A., Western Kentucky University; M.Div., Ed.D., The Southern Baptist Theological Seminary. At LU since 2010.

Goza, David L.; B.S., M.Div., Ph.D.
Assistant Professor of Church History

B.S., University of Oklahoma; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2007.

Graf, George R; B.A., M.S., Th.M., Ph.D.
Adjunct Instructor of Biblical Studies

B.A., University of Saskatchewan; M.S., University of Alberta; Th.M., Ph.D., Dallas Theological Seminary. At LU since 2010.

Graf, Linnaya; B.A., M.S., Ph.D.
Adjunct Instructor of Health Professions

B.A., Pennsylvania State University; M.S., Ph.D., Walden University. At LU since 2012.

Graffagnino, Jason; B.S., M.Div. Ph.D.
Assistant Professor of Church History

B.S., Louisiana State University; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2013.

Graham, James L; B.M.E., M.R.E., Th.M., Ph.D.
Adjunct Instructor of Practical Studies

B.M.E., Samford University; M.R.E., Southwestern Baptist Theological Seminary; Th.M., Ph.D., New Orleans Baptist Theological Seminary. At LU since 2013.

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. At LU since 2016.

Grant, Alexander; B.S., M.F.A.
Assistant Professor of English

B.S., Middle Tennessee State University; M.F.A., University of Minnesota. At LU since 2015.

Graves, Garry D.; B.A., B.B.A., M.Div., Ph.D
Assistant Professor of Theology

B.A., B.B.A., University of Louisiana-Monroe; M.Div., Southwestern Baptist Theological Seminary; Ph.D., Mid-America Baptist Theological Seminary. At LU since 2009.

Gray, Geneva; M.S., Ed.S., Ph.D.
Adjunct Instructor of Counseling

M.S., Ed.S., Ph.D., Georgia State University. At LU since 2014.

Green, Edward E; B.A.S., M.F.A.
Adjunct Instructor of Studio and Digital Arts

B.A.S., The Art Institute of Pittsburgh; M.F.A., Miami International University of Art & Design. At LU since 2015.

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. At LU since 2009.

Greer, Clark F; B.A., M.Div., M.A., Ph.D.
Professor of Digital Media and Communication

B.A., Los Angeles Baptist College; M.Div., Northwest Baptist Seminary; M.A., University of Southern California; Ph.D., Bowling Green State University. At LU since 2014.

Greer, Paul B.; B.S., M.A.R., M.Div., D.Min.
Assistant Professor of Practical Studies

B.S., Liberty University; M.A.R., Liberty Baptist Theological Seminary; M.Div., Emmanuel Theological Seminary; D.Min., Liberty Baptist Theological Seminary. At LU since 2009.

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. At LU since 2010

Gribbin, William G.; B.S., M.Ed., Ph.D.

Professor of English

B.S., M.Ed., Edinboro University of Pennsylvania; Ph.D., Pennsylvania State University. At LU since 1980.

Grice, Robert; B.S., M.A.R., M.S., M.B.A., Ph.D.

Assistant Professor of Counseling

B.S., Troy State University Dothan; M.A.R., Liberty Baptist Theological Seminary; M.S., Troy State University Dothan; M.B.A., Ph.D., Liberty University. At LU since 2004.

Grisanti, Michael A.; B.A., Th.M., M.Div., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., Pillsbury Baptist Bible Col; Th.M., M.Div., Central Baptist Theological Seminary; Ph.D., Dallas Theological Seminary. At LU since 2009.

Guest, Steven W.; B.S.E.E., M.Div., Ph.D.

Assistant Professor of Biblical Studies

B.S.E.E., Michigan Technological University; M.Div., Bethel Theological Seminary; Ph.D., The Southern Baptist Theological Seminary. At LU since 2010.

Gulley, Leona; B.S., M.S., M.A., Ed.D.

Assistant Professor of Counseling

B.S., Columbia Union College; M.S., Andrews University; M.A., Adventist University of the Philippines; Ed.D., Vanderbilt University. At LU since 2006.

Haas, Joseph R.; B.S., M.Ed., Ed.D.

Assistant Professor of Education

B.S., University of Alabama; M.Ed., Middle Tennessee State University; Ed.D., University of Alabama. At LU since 2007.

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. At LU since 1981.

Hackney, Melody D; B.A., M.S., M.Ed., Ed.D.

Adjunct Instructor, Writing Center

B.A., Belmont Abbey College; M.S., National-Louis University; M.Ed., Shenandoah University; Ed.D., University of Virginia. At LU since 2009.

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. At LU since 2016.

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; D.M.A., Boston University. At LU since 2008.

Hahn, William H; B.S., M.B.A., D.B.A.

Adjunct Instructor of Business

B.S., Ball State University; M.B.A., University of Toledo; D.B.A., Nova Southeastern University. At LU since 2011.

Hale, Dena; B.A., B.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.A., B.S., M.B.A., Ph.D., Southern Illinois University. At LU since 2013.

Hall, Fred L; B.S., M.S., M.P.H., Ed.D.

Adjunct Instructor of Health Professions

B.S., Belhaven University; M.S., M.P.H., Jackson State University; Ed.D., Argosy University-Phoenix. At LU since 2012.

Hall, Mark E; B.S.E., M.A., Ed.D.

Assistant Professor of Education

B.S.E., M.A., Ed.D., University of Tulsa. At LU since 2009.

Hallums, Mary B; B.S., M.A., Ed.D.

Assistant Professor of Education

B.S., Hampton University; M.A., University of Michigan, Ann Arbor; Ed.D., South Carolina State University. At LU since 2008.

Halstead, John Matthew; B.S., M.S., Ph.D., J.D.

Adjunct Instructor of Business

M.S., Boston College; B.S., Ph.D., J.D., University of Connecticut. At LU since 2008.

Hamilton, Peter C; B.A., M.A., M.Div., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., Wright State University-Dayton; M.A., Ashland Theological Seminary; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2008.

Hamlin-Glover, Denise; B.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.S., South Carolina State University; M.A., Towson University; Ph.D., Florida State University. At LU since 2013.

Hammer, Leslie Ann; B.S., B.S., M.A., Ph.D.

Assistant Professor of Anatomy

B.S., B.S., M.A., Ball State University; Ph.D., Pennsylvania State University. At LU since 2016.

Hammond, Geoffrey A.; B.A., D.Min.

Assistant Professor of Practical Studies

B.A., Spurgeons College (UK); D.Min., Southwestern Baptist Theological Seminary. At LU since 2010.

Hamrick, Kari J; B.S., M.S., Ph.D.

Adjunct Instructor of Health Professions

B.S., Baylor University; M.S., Ph.D., Texas Womans University. At LU since 2012.

Haney, Randy G; B.A., M.A., M.A., M.A., Th.M., M.Div., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., Pacific Coast Baptist Bible College; M.A., Fuller Theological Seminary; M.A., Claremont Graduate University; M.A., Korea University; Th.M., M.Div., Talbot Theological Seminary; Ph.D., Claremont Graduate University. At LU since 2010.

Hannon-Walker, Teshanda; B.A., M.S., Ph.D.

Adjunct Instructor of Education

B.A., M.S., Fort Valley State College; Ph.D., Capella University. At LU since 2015.

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. At LU since 2011.

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. At LU since 2013.

Hark, Kristen; B.S., M.A., Ph.D.

Chair, Strategic and Personal Communication

Associate Professor of Strategic and Personal Communication

B.S., Ohio University - Athens; M.A., Marshall University; Ph.D., Duquesne University. At LU since 2014.

Harlan, Lee A.; B.A., M.S.W., Ph.D.

Adjunct Instructor of Counseling

B.A., M.S.W., University of Arkansas - Little Rock; Ph.D., California Southern University. At LU since 2012.

Harper, Erika; M.S., Ph.D., Ph.D.

Assistant Professor of Counseling

M.S., Millersville University; Ph.D., California State University; Ph.D., Regent University. At LU since 2013.

Harrell, Colleen M.; B.Pharm, Pharm.D.

Adjunct Instructor of Nursing

B.Pharm, Pharm.D., University of Toledo. At LU since 2013.

Harrington, Allison B.; B.A., M.A., Psy.D.

Adjunct Instructor of Counseling

B.A., University of California San Diego; M.A., Psy.D., Biola University. At LU since 2013.

Harris, Jerel D; B.S., M.B.A., M.S., D.P.H.*Adjunct Faculty*

B.S., University of Central Oklahoma; M.B.A., The University of Findlay; M.S., The University of Findlay; D.P.H., Georgia Southern University. At LU since 2016.

Harris, Mark R.; B.A., M.A., Ph.D.*Professor of English*

B.A., M.A., Kutztown University of Pennsylvania; Ph.D., Lehigh University. At LU since 2003.

Harris, Paul; B.S., M.Ed., M.Div., Ph.D.*Adjunct Instructor of Education*

B.S., M.Ed., University of Virginia; M.Div., Virginia Union University; Ph.D., University of Maryland College Park. At LU since 2015.

Harrison, Rebecca; B.A., M.Ed., Ed.D.*Assistant Professor of Education*

B.A., Emmanuel College; M.Ed., University of Georgia; Ed.D., Emmanuel College. At LU since 2009.

Hart, Michael J.; B.S., M.S., M.A.R., Ed.D.*Associate Dean, Information Technology**Associate Professor of Information Technology*

B.S., M.A.R., Ed.D., Liberty University; M.S., Minot State University. At LU since 2012.

Harth, Joyce T.; B.A., B.S., M.Ed., M.Ed., Ph.D.*Assistant Professor of Education*

B.A., B.S., M.Ed., M.Ed., Ph.D., University of Florida. At LU since 2011.

Harvey, Hubbard H; B.S., M.Div., J.D.*Adjunct Instructor of Business*

B.S., University of Alabama Birmingham; M.Div., Southern Baptist Theological Seminary; J.D., Samford University. At LU since 2010.

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. At LU since 2016.

Hatfield, Laura; B.S., B.S., M.S., Ph.D.*Chair, Sport Management**Associate Professor of Sport Management*

B.S., B.S., Liberty University; M.S., Ph.D., University of Southern Mississippi At LU since 2016

Hawkins, Ronald E.; B.A., M.Div., Ed.S., D.Min., Ed.D.*Vice 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. At LU since 1978.

Hawkins, Scott M; B.S., M.A., Ph.D.*Professor of Counseling*

B.S., M.A., Ph.D., Liberty University. At LU since 2001.

Hayes, Scott M.; B.F.A., M.F.A.*Dean, School of Visual & Performing Arts**Professor of Theatre Arts*

B.F.A., University of California, Santa Barbara; M.F.A., Florida State University. At LU since 2013.

Heater, Homer; B.Min., M.A., Th.M., Ph.D.*Adjunct Instructor of Biblical Studies*

B.Min., Th.M., Capital Bible Seminary; M.A., Ph.D., Catholic University of America. At LU since 2009.

Heck, Timothy Andrew; B.A., M.A., M.A., Ph.D.*Assistant Professor of Counseling*

B.A., M.A., Cincinnati Christian University; M.A., Denver Seminary; Ph.D., Capella University. At LU since 2008.

Hecker, Connie; B.S., M.F.A.*Assistant Professor of Theatre Arts*

B.S., University of Cincinnati; M.F.A., Kent State University. At LU since 2014.

Heckler, Sonya; B.S., M.Ed., Ph.D.*Assistant Professor of Counseling*

B.S., Texas Tech University; M.Ed., Hardin Simmons University; Ph.D., Regent University. At LU since 2013.

Hedrick, Marc; B.S., M.S.Ed., J.D.*Assistant Professor of Criminal Justice*

B.S., M.S., Southern Illinois University; J.D., Regent University School of Law. At LU since 2006.

Heiser, Michael Steven; B.A., M.A., M.A., Ph.D.*Assistant Professor of Biblical Studies*

B.A., Bob Jones University; M.A., University of Pennsylvania; M.A., Ph.D., University of Wisconsin Exten. At LU since 2006.

Heisey, Kevin; B.A., M.A., Ph.D.*Associate Professor of Sport Management*

B.A., Franklin and Marshall; M.A., University of Central Missouri; Ph.D., German Sport University. At LU since 2011

Hemric, Mark Eugene; B.S., Ph.D.*Professor of Biochemistry*

B.S., University of North Carolina at Chapel Hill; Ph.D. East Carolina University. At LU since 2006.

Henderson, Catharine Anna; B.S., M.S., Ph.D.*Associate Professor of Health Sciences*

B.S., Albright College; M.S., Ph.D., Pennsylvania State University. At LU since 2012.

Henderson, Richard; B.S.W., B.A., M.A., Ed.D.*Assistant Professor of Counseling*

B.S.W., East Tennessee State University; B.A., Florida Atlantic University; M.A., Liberty University. Ed.D., University of Sarasota. At LU since 2013.

Henry, Kathleen; B.S., M.A., Ph.D.*Adjunct Instructor of Business*

B.S., Southern Illinois University; M.A., Ph.D., Fielding Institute. At LU since 2013.

Hensarling, Natalie K; B.S., M.S., Ph.D.*Adjunct Instructor of Health Professions*

B.S., M.S., Stephen F Austin State University; Ph.D., Texas Tech University. At LU since 2012.

Herrmann, Ingrid; B.A.S., M.P.H., M.D.*Adjunct Instructor of Health Professions*

B.A.S., University of Florida; M.P.H., Florida International University; M.D., Autonomous University of Guadalajara. At LU since 2013.

Hervey, Joy; B.A., Ed.M., Ed.D.*Assistant Professor of Education*

B.A., Harvard College; Ed.M., Ed.D., Harvard University Graduate School of Education. At LU since 2010.

Hesch, Joel D.; B.S., J.D.*Professor of Law*

B.S., Minnesota State University; J.D., The Catholic University of America, Columbus School of Law. At LU since 2006.

Hester, Malcolm O.; B.A., M.Div., Ph.D.*Assistant Professor of Theology*

B.A., Samford University; M.Div., Ph.D., The Southern Baptist Theological Seminary. At LU since 2006.

Hetzendorfer, Ruth P; B.R.E., B.A., M.A., Ed.D.*Adjunct Instructor of Counseling*

B.R.E., LIFE Bible College; B.A., Azusa Pacific University; M.A., University of South Florida; Ed.D., Argosy University-Tampa At LU since 2013.

Heuvelman-Hutchinson, Lorene Rae; B.S., M.S., Ed.S., Ed.D.

Adjunct Instructor of Counseling

B.S., M.S., Illinois State University; Ed.S., University of South Florida; Ed.D., Liberty University. At LU since 2012.

Hibbert, Tamika; B.S., M.S. Ed., Ed.S., Ed.D.

Assistant Professor of Education

B.S., York College; M.S. Ed., Brooklyn College; Ed.S., Argosy University; Ed.D., York College. At LU since 2010.

Hibbets, Aleecia R; B.B.A., Ph.D.

Adjunct Instructor of Business

B.B.A., University of Louisiana at Monroe; Ph.D., University of Alabama. At LU since 2011.

Hickman, Scott O; B.B.S., M.A., Psy.D.

Assistant Professor of Counseling

B.B.S., Hardin Simmons University; M.S., Psy.D., Biola University. At LU since 2009.

Hicks, Donald Quentin; B.S., M.Div., D.Min.

Assistant Professor of Practical Studies

B.S., Liberty University; M.Div., Midwestern Baptist Theological Seminary; D.Min., Liberty Baptist Theological Seminary. At LU since 2011.

Hicks, Melanie A.; B.S., M.B.A., D.B.A.

Associate Dean, School of Business Graduate Programs

Director of Accreditation

Professor of Accounting

B.S., Liberty University; M.B.A., Brenau University; D.B.A., Argosy University. At LU since 2005.

Hicks, Scott; B.S., M.B.A., Ph.D.

Interim Provost

Professor of Business

B.S., M.B.A., Liberty University; Ph.D., Northcentral University. At LU since 2006.

Hight, Archie T; B.A., M.Div., Ph.D.

Adjunct Instructor of Practical Studies

B.A., University of Memphis; M.Div., Ph.D., Mid-America Baptist Theological Seminary. At LU since 2009.

Higley, William John; B.S., M.A.C.E., Ed.D.

Assistant Professor of Practical Studies

B.S., Baptist Bible College; M.A.C.E., Dallas Theological Seminary; Ed.D., The Southern Baptist Theological Seminary. At LU since 2009.

Hildenbrand, Michael D; B.B.S., M.A., Ph.D.

Adjunct Instructor of Biblical Studies

B.B.S., Multnomah University; M.A., Western Conservative Baptist Seminary; Ph.D., University of California Berkeley. At LU since 2010.

Hill, Abby R.; B.S., M.A., Ed.D.

Assistant Professor of Counseling

B.S., St. Joseph's College; M.A., Liberty University; Ed.D., Argosy University. At LU since 2007.

Hill, Christy E.; B.S., M.Ed., Ed.D.

Adjunct Instructor of Education

B.S., M.Ed., Ed.D., Liberty University. At LU since 2009.

Hill, Paul; B.M., M.M., D.M.A.

Assistant Professor of Conducting

B.M., Sanford University; M.M., Southern Baptist Theological Seminary; D.M.A., Shenandoah Conservatory of Music. At LU since 2013.

Hillman, Elizabeth; B.S., M.Ed., Ph.D.

Assistant Professor of Teacher Education

B.S., M.Ed., Mississippi College; Ph.D., University of Maryland. At LU since 2013.

Hindson, Edward E.; 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 & Religion

B.A., William Tyndale College.; M.A., Trinity Evangelical Divinity School; Th.M., Grace Theological Seminary.; Th.D., Trinity Graduate School of Theology; D.Min., Westminster Theological Seminary.; D.Phil., Univ. of South Africa; Fellow of the International Biographical Association. At LU since 1974.

Hines, Claudia; B.A., M.A., Ph.D.

Assistant Professor in Teacher Education

B.A., M.A., Hampton University; Ph.D., Old Dominion University. At LU since 2014.

Hinkley, Patricia Ann; B.S., M.A., Ed.D.

Chair, Center for Counseling and Family Studies

Professor of Counseling

B.S., M.A., Liberty University; Ed.D., Argosy University-Sarasota, FL. At LU since 1986.

Hinkson, Craig Quentin; B.S., M.A.T.S., M.A., Ph.D.

Adjunct Instructor of Philosophy

B.S., Kansas State University; M.A.T.S., Bethel Seminary; M.A., Ph.D., University of Chicago Divinity School. At LU since 1997.

Hinson, Victor; B.A., M.Div., M.A., Ed.D.

Professor of Counseling

B.A., Gardner-Webb University; M.Div., Southeastern Theological Seminary; M.A., Liberty University; Ed.D., Argosy University. At LU since 1994.

Hinton, Jimmy C.; 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. At LU since 2009.

Hirschman, David Wesley; Th.B., M.A.R., M.Div., D.Min.

Online Chair, Department of Community Care and Counseling

Professor of Religion

Th.B., Baptist International Bible College; M.A.R., M.Div., D.Min., Liberty Baptist Theological Seminary; Ph.D., University of Pretoria. At LU since 2006.

Hite, Betty; B.A., M.A., Psy.D.

Adjunct Instructor of Counseling

B.A., M.A., Regent University; Psy.D., Clark Colleg. At LU since 2014.

Hobbs, John P.; B.A., M.Div., D.Min.

Assistant Professor of Counseling

B.A., Columbia International University; M.Div., New Orleans Baptist Theological Seminary; D.Min., Fuller Theological Seminary. At LU since 2006.

Hobbs, Russell J.; B.A., M.A., Ph.D.

Assistant Professor of Theology

B.A., Moody Bible Institute; M.A., Trinity Evangelical Divinity School; Ph.D., Baylor University. At LU since 2007.

Hoergerl, Carl Raymond; B.S., M.Sc., D.O.

Assistant Professor of Neurology

B.S., Gannon University; M.Sc., D.O., Philadelphia College of Osteopathic Medicine. At LU since 2013.

Hoglund, Leslie Elise; B.S., M.Ed., Ph.D.

Adjunct Instructor of Allied Health Professions

B.S., M.Ed., Liberty University; Ph.D., Walden University. At LU since 2014.

Holcomb, Linda; B.A., M.A. Ed., Ed.S., Ed.D.

Assistant Professor of Education

B.A., Stetson University; M.A. Ed., Ed.S., Western Carolina University; Ed.D., Stetson University. At LU since 2009.

Holder, Christine Jan; B.S., M.A.T.

Instructor of Education

B.S., SW Assemblies of God University; M.A.T., Liberty University. At LU since 2012.

Holder, David; B.S., M.Ed., Ph.D.

Assistant Professor of Education

B.S., Liberty University; M.Ed., Ph.D., University of North Texas At LU since 2008

Holdridge, Donald W.; B.S., Th.M., M.Div., Ph.D.

Adjunct Instructor of Biblical Studies

B.S., University of Rhode Island; Th.M., M.Div., Capital Bible Seminary; Ph.D., Dallas Theological Seminary. At LU since 2009.

Holland, Clarence; B.S., M.S., M.Ed., Ed.D.

Professor of Education

B.S., Northeastern State College; M.S., Northeastern Oklahoma State University; M.Ed., Northeastern State University; Ed.D., Northeastern State College. At LU since 2001.

Holland, Rich A.; B.S.M.E., M.Div., Ph.D.

Assistant Professor of Theology

B.S.M.E., Virginia Polytechnic Institute and State University; M.Div., Ph.D., Southeastern Baptist Theological Seminary. At LU since 2008.

Holland, William Mark; B.B.S., M.A., M.Div., Ph.D.

Adjunct Instructor of Counseling

B.B.S., SE Freewill Baptist Col; M.Div., Southeastern Baptist Theological Seminary; M.A., Ph.D., Liberty University. At LU since 2006.

Hollingsworth, Mary A.; B.S., M.A., M.S., Ed.S., Ph.D.

Adjunct Instructor of Counseling

B.S., William Carey College; M.A., Central Michigan University; M.S., University of Southern Mississippi; Ed.S., Mississippi State University; Ph.D., Walden University. At LU since 2011.

Hollingsworth, William-Glenn; M.A., M.A., Ph.D.

Assistant Professor of Counseling

M.A., M.A., Reformed Theological Seminary; Ph.D., Virginia Polytechnic Institute and State University. At LU since 2014.

Hollis, David Robert; B.A., M.R.E., Ed.D.

Assistant Professor of Counseling

B.A., Ontario Bible College; M.R.E., Liberty Baptist Theological Seminary; Ed.D., University of Sarasota. At LU since 2006.

Holman, Grania G.; B.A., M.Ed., Ed.S., Ed.D.

Assistant Professor of Education

B.A., M.Ed., Auburn University; Ed.S., University of Alabama; Ed.D., Auburn University. At LU since 2008.

Holt, David P.; B.A., M.A., M.A.T.S., Ph.D.

Adjunct Instructor of Government

B.A., University of California San Diego; M.A., Claremont Graduate University; M.A.T.S., University of St. Andrews; Ph.D., University of Chicago. At LU since 2014.

Holubz, Billie J.; B.S., B.A., M.Ed., Ed.D.

Assistant Professor of Education

B.S., B.A., Bryan College; M.Ed., University of Pittsburgh at Pittsburgh; Ed.D., Walden University. At LU since 2010.

Holzman, Glenn R.; B.A., B.S., M.Ed., Ph.D.

Adjunct Instructor of Education

B.A., University of Northern Colorado; B.S., University of Colorado, Boulder; M.Ed., University of Wyoming; Ph.D., Iowa State University. At LU since 2006.

Honeycutt, Andrew E.; B.A., M.B.A., D.B.A.

Assistant Professor of Business

B.A., Ottawa University; M.B.A., Boston University; D.B.A., Harvard University. At LU since 2009.

Hoo, Elizabeth C; B.S., M.P.H., Ph.D.

Adjunct Instructor of Public and Community Health

B.S., University of Georgia; M.P.H., Armstrong State University; Ph.D., Walden University. At LU since 2016.

House, Terry C.; M.S., Ph.D.

Adjunct Instructor of Business

M.S., Ph.D., Nova Southeastern University. At LU since 2018.

Howell, Clifton G; B.B.A., M.B.A., Ph.D.

Adjunct Instructor of Business

B.B.A., M.B.A., Tennessee Technological University; Ph.D., Capella University. At LU since 2014.

Howell, Larry Daniel; B.S., Ph.D.

Professor of Biology

B.S., Old Dominion University; Ph.D., Virginia Polytechnic Institute and State University. At LU since 2003.

Hoyt, Samuel Leroy; B.S., Th.M., M.Div., Th.D.

Adjunct Instructor of Theological Studies

B.S., Michigan State University; Th.M., M.Div., Western Conservative Baptist Seminary; Th.D., Grace College and Seminary. At LU since 2006.

Huang, Steward; BACC, M.S., Ph.D.

Adjunct Instructor of Business

BACC, National Defense University; M.S., Ph.D., University of California, Riverside At LU since 2015.

Huang, Yan; B.S., M.S., Ph.D.

Adjunct Instructor of Public and Community Health

B.S., Shanghai University of Traditional Chinese Medicine; M.S., Brandeis University; Ph.D., Indiana University. At LU since 2016.

Huband, Monica; B.A., M.A.T., Ed.D.

Assistant Professor of Education

B.A., M.A.T. Virginia Commonwealth University; Ed.D., Grand Canyon University. At LU since 2016.

Hubbard, Randall; B.S., M.S., Ph.D.

Professor of Biology

B.S., M.S., Ph.D., Iowa State University. At LU since 2006.

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. At LU since 2013.

Hudgins, Tracy; A.A.S., B.S.N., M.S.N., D.N.P.

Associate Professor of Nursing

A.A.S., Rappahannock Community College; B.S.N., University of Delaware; M.S.N., Jefferson College of Health Sciences; D.N.P., Case Western Reserve University. At LU since 2013.

Hueber, Michael G; B.S., M.S., D.O.

Assistant Dean of Clinical Rotations

Assistant Professor of Family Medicine

B.S., Old Dominion University; M.S., Sul Ross State University; D.O., University of North Texas Health Sciences Center, College of Osteopathic Medicine. At LU since 2013.

Huggins, Kevin L.; B.S., M.S., Ph.D.

Adjunct Instructor of Cyber Security

B.S., United States Military Academy; M.S., Naval Postgraduate School; Ph.D., MINES Paris Tech. At LU since 2015.

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. At LU since 2014.

Hughes, Duncan; B.S., M.P.H., M.D.

Adjunct Instructor of Public and Community Health

B.S., Messiah College; M.P.H., University of Texas Health Sciences Center Hospital; M.D., Uniformed Services University. At LU since 2016.

Hughes, Ron E.; B.A., B.A., M.S., Ed.D., D.Min.

Adjunct Instructor of Community Care and Counseling

B.A., Florida Bible College; B.A., Oglethorpe University; M.S., Ed.D., Bob Jones University; D.Min., Liberty University. At LU since 2016.

Hughes, Rosemarie S.; A.A., B.S., Ph.D.

Adjunct Instructor of Counseling

A.A., Regent, B.S., Duquesne University; Ph.D., Old Dominion University. At LU since 2013.

Hull, Kevin B.; B.A., M.A., Ph.D.

Assistant Professor of Counseling

B.A., University of South Florida; M.A., Ph.D., Liberty University. At LU since 2010.

Humphries, Jeffrey W.; B.S., M.S., Ph.D.

Adjunct Instructor of Cyber Security

B.S., United States Air Force Academy; M.S., Georgia Institute of Technology; Ph.D., Texas A&M University. At LU since 2014.

Hunt-Ruiz, Heidi; B.S., M.A., Ed.D.

Assistant Professor of Education

B.S. Louisiana State University, Baton Rouge; M.A. University of Texas, San Antonio, Ed.D. Liberty University. At LU since 2016.

Hunter, Suzanne; B.A., M.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., Armstrong Atlantic State University; M.S., Concordia University-Nebraska; M.A., Ph.D., Northcentral University. At LU since 2013.

Hurst, Marjorie F; B.A., M.B.A., D.B.A.

Adjunct Instructor of Business

B.A., Malone University; M.B.A., Baldwin-Wallace College; D.B.A., Nova Southeastern University. At LU since 2015.

Huseman, Christopher D.; B.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., M.B.A., Fontbonne College; Ph.D., Capella University. At LU since 2013.

Huson, Donna J.; B.S., M.A., Ph.D.

Assistant Professor of Counseling

B.S., San Diego Christian College; M.A., Ph.D., Biola University. At LU since 2010.

Hutcheson, Jacqueline J.; B.A., Ph.D.

Adjunct Instructor of Education

B.A., Biola University; Ph.D., University of Maryland Baltimore County. At LU since 2009.

Hutchinson, Jennifer; B.S.N., M.S.N., Ph.D.

Associate Professor of Nursing

B.S.N., M.S.N., Ph.D., University of Virginia. At LU since 2018.

Hutchison, Thomas H; B.A., M.Div., Ph.D.

Adjunct Instructor of Practical Studies

B.A., Cedarville University; M.Div., Grand Rapids Theological Seminary; Ph.D., Marquette University. At LU since 2010.

Hutter, Sarah; B.S., M.S., Ed.D.

Assistant Professor of Education

B.S., Houghton College; M.S., Regent University; Ed.D., Houghton College. At LU since 2008.

Hyde, Mark; M.A., Ed.S., Ed.D.

Adjunct Faculty

M.A., Providence Theological Seminary; Ed.S., Ed.D., Liberty University. At LU since 2016.

Ianuzzo, Charles David; B.Sc., M.Sc., Ph.D.

Professor of Physiology

B.Sc. Springfield College; M.Sc., Ph.D. Washington State University. At LU since 2013.

Ikwueme, Anthony C.; LL.B., LL.M., M.L.I.S., M.B.A.

Director, Ehrhorn Law Library

Administrative Faculty

LL.B., University of Nigeria; LL.M., University of Saskatchewan; M.L.I.S., University of Alberta; M.B.A., Liberty University. At LU since 2005.

Inniss-Richter, Zipporah M; B.A., M.Ed., Ph.D.

Adjunct Instructor of Health Professions

B.A., University Rochester; M.Ed., Ph.D., University of Cincinnati. At LU since 2013.

Inscore, Abreena Walker; B.A., M.Ed., Ed.S., Ed.D.

Adjunct Instructor of Education

B.A., M.Ed., Salem College; Ed.S., Ed.D., Liberty University. At LU since 2015.

Irving, Ryan; B.A.S., M.S.

Adjunct Instructor of Cyber Security

B.A.S., St Petersburg College; M.S., University of Central Florida. At LU since 2014.

Isaacs, Gary David; B.S., Ph.D.

Associate Professor of Biology

B.S., Liberty University; Ph.D. Cornell University. At LU since 2009.

Isaacson, Timothy; B.S., M.A.

Instructor of Studio and Digital Arts

B.S., Liberty University; M.A., Savannah College of Art and Design. At LU since 2011.

Jackson, Deidra R.; B.A., M.A., Ph.D.

Assistant Professor of Counseling

B.A., Dillard University; M.A., Santa Clara University; Ph.D., Southern Illinois University. At LU since 2006.

Jacobs, Paul D.; B.A., M.A.R., M.R.E., Ph.D.

Assistant Professor of Practical Studies

B.A., Ouchita Baptist University; M.A.R., Criswell College; M.R.E., Southwestern Baptist Theological Seminary; Ph.D., University of North Texas. At LU since 2009.

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. At LU since 2015.

James, Coleen; B.S., M.B.A., D.B.A.

Adjunct Instructor of Business

B.S., Florida State University; M.B.A., Kennesaw State University; D.B.A., Argosy University. At LU since 2014.

James, Donald C.; B.S.E., M.Ed., Ed.D.

Adjunct Instructor of Education

B.S.E., Tennessee Temple University; M.Ed., Samford University; Ed.D., Liberty University. At LU since 2010.

James, Jesse Loren; B.S., M.S., M.A., Psy.D.

Adjunct Instructor of Counseling

B.S., University of Texas Austin; M.A., Dallas Theological Seminary; M.S., Psy.D., Biola University. At LU since 2012.

Jarrett, Sherry; M.S., Ed.D.

Assistant Professor of Health Professions

M.S., CUNY City College of New York; Ed.D., A.T. Still University. At LU since 2016.

Jeanty, Guy C.; B.A., Th.M., M.S., Ph.D.

Adjunct Instructor of Counseling

B.A., Baptist Bible College; Th.M., Dallas Theological Seminary; M.S., Florida International University; Ph.D., Nova Southeastern University. At LU since 2009.

Jeffries, Gene L.; B.A., M.Div., Th.D.

Associate Professor of Practical Studies

B.A., Pittsburgh State University; M.Div., Midwestern Baptist Theological Seminary; Th.D., Luther Rice University. At LU since 2006.

Jenkins, Chalice C.; B.A., M.A., Ph.D.

Assistant Professor of Counseling

B.A., Rowan University; M.A., Argosy University; Ph.D., Capella University. At LU since 2009.

Jenkins, David; A.S., B.A., M.A., Psy.D.

Professor of Counseling

A.S., Montreat-Anderson College; B.A., Covenant College; M.A., Western Conservative Baptist Seminary; M.A., Appalachian State University; Psy.D., George Fox College. At LU since 2003.

Jenkins, Jeanne B; B.S.N., M.B.A., M.S.N., Ph.D.

Adjunct Instructor of Nursing

B.S.N., University of North Carolina at Charlotte; M.B.A., M.S.N., Ph.D., University of North Carolina at Greensboro. At LU since 2013.

Jesse, Chupp; B.S., M.A., Ph.D.

Assistant Instructor, Helms School of Government

B.S., Indiana Wesleyan University; M.A., Ball State University; Ph.D., Texas A&M University. At LU since 2010.

Jesse, Gayle; B.S., M.S., Ph.D.

Adjunct Instructor of Business

M.S., California University of Pennsylvania; B.S., Ph.D., Robert Morris University. At LU since 2013.

Jessee, Brenda T.; B.S.N., M.S.N., D.N.P.

Associate Professor of Nursing

B.S.N., M.S.N., East Tennessee State University; M.S.N., University of Virginia; D.N.P., Old Dominion University. At LU since 2018.

Johnson, Damien; B.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.S., University of South Carolina; M.A., Webster University; Ph.D., Capella University. At LU since 2013.

Johnson, David L.; B.S., M.M., Ph.D.

Assistant Professor of Business

B.S., University of Illinois; M.M., Northwestern University; Ph.D., University of Minnesota. At LU since 2008.

Johnson, Jacqueline J; B.S., B.S., M.A., Ed.S., Ed.D.

Assistant Professor of Education

B.S., B.S., San Diego Christian College; M.A., Liberty University; Ed.S., Point Loma University; Ed.D., Northern Arizona University. At LU since 2009.

Johnson, Judith; B.S., M.A., Psy.D.

Adjunct Instructor of Counseling

B.S., University of Florida; M.A., Regent University; Psy.D., Regent University. At LU since 2013.

Johnson, Kimberly; B.S., M.S., M.S., Ph.D.

Adjunct Instructor of Business

B.S., Tennessee State University; M.S., M.S., Ph.D., Auburn University. At LU since 2013.

Johnson, Matthew Lynn; B.S., M.Ed., Ed.D.

Adjunct Instructor of Education

B.S., M.Ed., Tennessee Temple University; Ed.D., University of Tennessee, Chattanooga. At LU since 2016.

Johnson, Paul D; B.S.E., M.Ed., Ed.D.

Adjunct Instructor of Education

B.S.E., M.Ed., Lynchburg College; Ed.D., Walden University. At LU since 2009.

Johnson, Steve G; B.A., Th.M., Ph.D.

Assistant Professor of Counseling

B.A., William Jennings Bryan University; Th.M., Dallas Theological Seminary; Ph.D., Texas Women's University. At LU since 2006.

Johnson, Suzie A.; B.A., M.Ed., Ph.D.

Assistant Professor of Counseling

B.A., Eastern Washington University; M.Ed., Whitworth College; Ph.D., Capella University. At LU since 2009.

Johnson-Blake, Deborah; B.A., M.P.A., D.Mgt.

Adjunct Instructor of Business

B.A., Old Dominion University; M.P.A., Troy University; D.Mgt., University of Phoenix. At LU since 2010.

Jolly, Laurant Undray; B.B.A., M.I.T., D.Mgt.

Adjunct Instructor of Business

B.B.A., Letourneau University; M.I.T., American InterContinental University; D.Mgt., University of Phoenix At LU since 2016.

Jones, Amy; B.S.E., M.Ed., Ed.S., Ed.D.

Adjunct Instructor of Education

B.S.E., M.Ed., University of North Alabama; Ed.S., Ed.D., Liberty University. At LU since 2016.

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. At LU since 2010.

Jones, Izola; M.A., Ed.D.

Adjunct Instructor of Counseling

B.A., Howard University; M.A., Oral Roberts University; Ed.D., Argosy University-Arlington/DC At LU since 2013.

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. At LU since 2010.

Jones, John Franklin; B.A., M.Div., Ph.D.

Adjunct Instructor of Theological Studies

B.A., Ouachita Baptist University; M.Div., Ph.D., Mid-America Baptist Theological Seminary. At LU since 2006.

Jones, Lauren L; B.S., Ph.D.

Adjunct Instructor of Health Professions

B.S., Ph.D., University of Florida. At LU since 2012.

Jones, Lynn Y; B.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.S., Bennett College; M.A., Clark Atlanta University; Ph.D., Capella University. At LU since 2014.

Jones, Marvin D.; B.A., M.Div., S.T.M., D.Th.

Assistant Professor of Theology

B.A., Criswell College; M.Div., Southeastern Baptist Theological Seminary; S.T.M., Dallas Theological Seminary; D.Th., University of South Africa. At LU since 2009.

Jones, Rodney Sinclair; B.S., B.A., M.S., Ph.D.

Adjunct Instructor of Health Professions

B.A., M.S., Saint Leo University; B.S., Old Dominion University; Ph.D., Walden University. At LU since 2013.

Jones, Ryan C; B.A., Ph.D.

Adjunct Instructor of Counseling

B.A., Ph.D., Oklahoma State University. At LU since 2013.

Jones, Shenika J; B.S.E., M.A., Ph.D.

Assistant Professor of Education

B.S.E., M.A., Winthrop University; Ph.D., University of North Carolina, Charlotte At LU since 2013

Jordan, JoAnne F; B.A., M.A.C., M.B.A.

Adjunct Instructor of Business

B.A., Lynchburg College; M.A.C., M.B.A., Keller Graduate School of Management. At LU since 2014.

Jordan-White, Barbara; B.A., M.A., Ph.D.

Assistant Professor of Education

B.A., M.A., Ph.D., University of South Florida. At LU since 2010.

Jose, Manuel L.; B.S., M.A.C., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., James Madison University; M.A.C., M.B.A., Ph.D., Virginia Polytechnic Institute and State University. At LU since 2016.

Joseph, Charles R.; B.A.

Assistant Professor of Neurology

B.A., University of Virginia. At LU since 2015.

Joseph, James B.; B.A., M.T.S., Ph.D.

Assistant Professor of Biblical Studies

B.A., University of North Carolina; M.T.S., Hood Theological Seminary; Ph.D., Southeastern Baptist Theological Seminary. At LU since 2007.

Joy, Donna; B.S., B.S., M.S., M.S., Ph.D.

Assistant Professor of Education

B.S., B.S., Towson University; M.S., Johns Hopkins University; M.S., Towson University; Ph.D., Virginia Polytechnic Institute and State University. At LU since 2007.

Joyce, Jill; B.S., M.Ed., Ph.D.

Assistant Professor of Counseling

B.S., West Chester University; M.Ed., University of Miami; Ph.D., Nova Southeastern University. At LU since 2009.

Kalu, Ben N.; M.D., M.S.

Associate Professor of Biology

M.D., Abia State Univ; M.S., Catholic University of America. At LU since 2012.

Katsion, John R.; B.S., M.A., Ph.D.

Adjunct Instructor of Strategic Communications

B.S., Pillsbury Baptist Bible College; M.A., Minnesota State University, Mankato; Ph.D., Regent University. At LU since 2010.

Katz, Lawrence; B.S., M.S., Ph.D.

Assistant Professor of Counseling

B.S., University of Illinois; M.S., Indiana State University; Ph.D., Loyola University. At LU since 2007.

Kauk, Myron C.; B.A., Th.M., M.Div., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., University of the Pacific; Th.M., M.Div., Talbot Theological Seminary; Ph.D., Westminster Theological Seminary. At LU since 2006.

Kay, Catherine; B.S.N., M.S.N., Ph.D.

Adjunct Instructor of Nursing

B.S.N., George Mason University; M.S.N., University of Virginia; Ph.D., Touro University International. At LU since 2013.

Kays, Jill Lindsey; B.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.S., Liberty University; M.A., Ph.D., Regent University. At LU since 2013.

Keafer, Kathy A; B.S.E., M.Ed., Ed.D.

Adjunct Instructor of Education

B.S.E., M.Ed., Indiana University of Pennsylvania; Ed.D., Regent University. At LU since 2009.

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. At LU since 2008.

Keith, Steven Edward; B.A., M.A., M.Div., D.Min.

Professor of Chaplaincy Ministry

B.A., M.Div., Bob Jones University; M.A., Air University; D.Min., Denver Seminary. At LU since 2012.

Kelly, William Stephen; B.A., M.Ed., Ph.D.

Instructor of Counseling

B.A., Virginia Military Institute; M.Ed., University of New Orleans; Ph.D., Liberty University. At LU since 2011.

Kendall, Robert; B.S., Th.M., Th.D.

Assistant Professor of Biblical Studies

B.S., Centre College of Kentucky; Th.M., Th.D., Dallas Theological Seminary. At LU since 2008.

Kennedy, Jeff W.; B.A., M.B.A., D.B.A.

Adjunct Instructor of Business

B.A., Florida Atlantic University; M.B.A., D.B.A., Nova Southeastern University. At LU since 2010.

Kennedy, Tonia; B.S.N., M.S.N., Ed.D.

Associate Professor of Nursing

B.S.N., M.S.N., Liberty University; Ed.D., Argosy University. At LU since 2018.

Kenney, Jamie; B.A., M.S., Ph.D.

Adjunct Instructor of Community Care and Counseling

B.A., University of Northern Colorado; M.S., Ph.D., Walden University. At LU since 2014.

Kesler, Melanie Falwell; B.S., M.Ed.*Instructor of Education*

B.S., Virginia Polytechnic Institute and State University; M.Ed., Liberty University. At LU since 2009.

Kidd, Tiffany Leigh; B.S.N., M.S.N., D.N.P.*Adjunct Instructor of Nursing*

B.S.N., M.S.N., Liberty University; D.N.P., James Madison University. At LU since 2016.

Kilian, Marcus K.; B.A., M.A., M.Div., Psy.D.*Assistant Professor of Counseling*

B.A., Fachhochschule Rheinland; M.A., Regent University; M.Div., Church of God Theological Seminary; Psy.D., Regent University. At LU since 2008.

Kim, Jaeduk; B.A., B.A., M.Div., Th.M., Ph.D.*Assistant Professor of Counseling*

B.A., Chongshin University; B.A., Yonsei University; M.Div., Chongshin University; Th.M., Liberty Baptist Theological Seminary; Ph.D., Liberty University. At LU since 2006.

Kim, Jaeshil A.; B.A., M.A., Ph.D.*Associate Professor of English*

B.A., Chungnam University and Taejon, S. Korea; M.A., University of Wisconsin-Madison; Ph.D., University of California-Irvine. At LU since 2007.

Kim, Jintae; B.A., M.Div., Ph.D.*Assistant Professor of Biblical Studies*

B.A., Seoul National University; M.Div., Alliance Theological Seminary; Ph.D., Westminster Theological Seminary. At LU since 2009.

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. At LU since 2014.

Kimball, Gary L.; B.S., M.Ed., Ed.S., Ed.D.*Assistant Professor of Education*

B.S., Greenville College; M.Ed., University of South Florida; Ed.S., Nova University; Ed.D., Greenville College. At LU since 2009.

Kimball, Patricia Lee; B.G.S., M.A.*Assistant Professor of Counseling*

B.G.S., University of Missouri - Columbia; M.A., Liberty University. At LU since 2015.

Kimball, Reginald; B.S., M.S., Ed.S., Ed.D.*Assistant Professor of Education*

B.S., University of Maine, Orono; M.S., Virginia Polytechnic Institute and State University; Ed.S., Lincoln Memorial University; Ed.D., Liberty University. At LU since 2012.

Kimbrough, Christopher William; B.S., M.B.A., J.D.*Adjunct Instructor of Business*

B.S., M.B.A., Georgia Southern University; J.D., Indiana University. At LU since 2013.

Kinchen, John Dawson; B.M., M.M., D.M.A.*Adjunct Instructor of Music and Worship*

B.M., Eastman School of Music; M.M., Florida State University; D.M.A., Boston University. At LU since 2006.

Kinder, Donald M; B.A., M.A., Ph.D.*Adjunct Instructor, School of Divinity*

B.A., M.A., Abilene Christian University; Ph.D., University of Iowa. At LU since 2014.

King, James B; B.R.E., M.R.E., Ph.D.*Adjunct Instructor of Theological Studies*

B.R.E., Baptist Bible College; M.R.E., Grand Rapids Baptist Seminary; Ph.D., Trinity International University. At LU since 2008.

King, Kevin L; B.S., M.Div., D.Min., Ph.D.*Associate Professor of Historical Theology*

B.S., Georgia State University; M.Div., Southeastern Baptist Theological Seminary; D.Min., Southern Baptist Theological Seminary; Ph.D., University of Pretoria, South Africa. At LU since 2009.

Kinniburgh, Leah; B.S., M.Ed., Ed.S., Ed.D.*Assistant Professor of Education*

B.S., M.Ed., University of Montevallo; Ed.S., University of Alabama; Ed.D., University of Montevallo At LU since 2010.

Kirk, Bruce Martin; B.G.S., M.A., Ed.D.*Dean, School of Communication & Digital Content**Associate Professor of Communication & Digital Content*

B.G.S., Kent State University; M.A., Spring Arbor University; Ed.D., Liberty University. At LU since 2009.

Kirkland, Kale; B.A., M.A., Ph.D.*Adjunct Instructor of Counseling*

B.A., Auburn University; M.A., Ph.D., University of Mississippi. At LU since 2014.

Kitchens, Lester D.; B.A., M.Div., Th.D.*Assistant Professor of Practical Studies*

B.A., Georgia Southwestern University; M.Div., Th.D., New Orleans Baptist Theological Seminary. At LU since 2009.

Kitchens, Sarah O.; B.S.E., M.S., Ph.D.*Assistant Professor of Education*

B.S.E., Liberty University; M.S., Troy University; Ph.D., Auburn University. At LU since 2013

Kitzmler, Elizabeth A.; B.B.A., M.A., M.Div., Th.M., Ph.D.*Assistant Professor of Counseling*

B.B.A., Georgia State University; M.A., M.Div., Th.M., Ph.D., New Orleans Baptist Theological Seminary. At LU since 2008.

Klamm, Harvey; 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. At LU since 2013.

Klauber, Martin I.; B.A., M.A., M.A., M.B.A., Ph.D.*Assistant Professor of Church History*

B.A., State University of New York-Buffalo; M.A., Trinity Evangelical Divinity School; M.A., M.B.A., Ph.D., University of Wisconsin-Madison. At LU since 2010.

Kline, Phillip; B.S., J.D.*Assistant Professor of Law*

B.S., Central Missouri State University; J.D., University of Kansas. At LU since 2009.

Klink, David Frederick; B.S., D.O.*Associate Professor of Ophthalmology*

B.S., Pennsylvania State Univ; D.O., Philadelphia College of Osteopathic Medicine. At LU since 2016.

Knight, Anita M; B.S., M.A., Ph.D.*Associate Professor of Counseling*

B.S., Tennessee Technological University; M.A., Ph.D., Regent University. At LU since 2010.

Knight, Pamela; B.A., M.A., Ph.D.*Adjunct Instructor of Counseling*

B.A., Chowan College; M.A., East Tennessee State University; Ph.D., Regent University. At LU since 2013.

Knighton, Tracy; B.B.A., M.Ed., Ed.D.*Assistant Professor of Education*

B.B.A., Georgia State University; M.Ed., Albany State University; Ed.D., Argosy University-Sarasota, FL At LU since 2013.

Knoche, Harry B; M.B.A., Ph.D.

Adjunct Instructor of Business

M.B.A., University of Chicago; Ph.D., Florida Atlantic University. At LU since 2011.

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. At LU since 2013.

Knox, John S.; B.A., Th.M., Ph.D.

Adjunct Instructor of Theological Studies

B.A., Oregon State University; Th.M., George Fox University; Ph.D., University of Birmingham. At LU since 2010.

Knox, Mark; B.S., M.Div., M.S., D.Min., Ph.D.

Adjunct Instructor of Community Care and Counseling

B.S., Nebraska Christian College; M.Div., Emmanuel School of Religion; M.S., Tarleton State University; D.Min., Louisville Presbyterian Theological Seminary; Ph.D., Regent University. At LU since 2016.

Kode, Erin; B.A., M.A., Psy.D.

Assistant Professor of Counseling

B.A., Taylor University, Upland; M.A., Psy.D., Regent University. At LU since 2013.

Kollars, Thomas; B.S., M.S., Ph.D.

Adjunct Instructor of Health Professions

B.S., M.S., Austin Peay State University; Ph.D., University of Memphis. At LU since 2012.

Kollock, Roger O.; B.S., M.A., Ph.D.

Adjunct Instructor of Health Professions

B.S., Gardner-Webb University; M.A., East Tennessee State University; Ph.D., Old Dominion University. At LU since 2016.

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. At LU since 2010.

Kopis, Sharon; B.S.N., M.S.N., Ed.D.

Chair, DNP Program

Professor of Nursing

B.S.N., Liberty University; M.S.N., Virginia Commonwealth University; Ed.D. Argosy University. At LU since 1993.

Koyzis, Anthony A; B.A., M.A., Ph.D.

Assistant Professor of Education

B.A., M.A., Ph.D., University of Iowa. At LU since 2009.

Kramer, Cecil V; B.S., M.A., M.Div., D.Min.

Professor of Strategic and Personal Communication

B.S., North Dakota State University; M.A., University of North Dakota; M. Div., Liberty Baptist Theological Seminary, D.Min., Bethel Seminary. At LU since 1981.

Krantz, Randy Calvin; A.A.S., B.A., M.A.R., J.D.

Adjunct Instructor of Law

A.A.S., Virginia Western Community College; B.A., Lynchburg College; M.A.R., Liberty Baptist Theological Seminary; J.D., University of Richmond. At LU since 2013.

Krause, Matthew; B.A., J.D.

Assistant Professor of Government

B.A., San Diego Christian College; J.D., Liberty University School of Law. At LU since 2013.

Kribs, James Wayne; B.A., D.O.

Chair and Associate Professor

B.A., Michigan State University; D.O., Michigan State University College of Osteopathic Medicine. At LU since 2013.

Kuhn, John R; B.A.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.A.S., Ph.D., University of Central Florida; M.B.A., University of Pittsburgh at Pittsburgh. At LU since 2009.

Kuhne, Gary; B.S., Ed.D.

Assistant Professor of Education

B.S., Pennsylvania State University; Ed.D., Pennsylvania State University. At LU since 2008.

Kuo, Chris C.; M.A., Ph.D.

Adjunct Instructor of Business

M.A., Ph.D., SUNY Stony Brook University. At LU since 2011.

Laatsch, Joel M; B.A., M.A., Ed.S., Ed.D.

Assistant Professor of Counseling

B.A., M.A., Concordia University; Ed.S., Ed.D., Argosy University. At LU since 2009.

Ladd, Steven W.; B.A., M.F.A., M.Div., Ph.D.

Assistant Professor of Theology

B.A., M.F.A., Georgia State University; M.Div., New Orleans Baptist Theological Seminary; Ph.D., Southwestern Baptist Theological Seminary. At LU since 2010.

Lafond, Blake; B.A., M.S., Ph.D., M.P.A.

Adjunct Instructor of Government

B.A., M.S., University of North Carolina at Charlotte; Ph.D., Capella University; M.P.A., American Military University. At LU since 2014.

Laine, James A; B.A., M.Div., Th.D., Ph.D., Ph.D.

Adjunct Instructor of Counseling

B.A., Grove City College; M.Div., Pittsburgh Theological Seminary; Th.D., International Seminary; Ph.D., Emmanuel Baptist University; Ph.D., Cornerstone University, LA. At LU since 2013.

Lamport, Mark A; B.A., M.A., M.Div., Th.M., Ph.D.

Assistant Professor of Education

B.A., Huntington University; M.A., Wheaton College; M.Div., Evangelical School of Theology; Th.M., Princeton Theological Seminary; Ph.D., Michigan State University. At LU since 2006.

Land, Christy; M.A., B.S., Ed.S., Ph.D.

Adjunct Instructor of Counseling

M.A., Marymount University; B.S., Lynchburg College; Ed.S., Ph.D., University of Georgia. At LU since 2015.

Landers, John M.; B.A., M.Div., Th.D., Ph.D.

Assistant Professor of Church History

B.A., Baylor University; M.Div., Th.D., Southwestern Baptist Theological Seminary; Ph.D., Texas Christian University. At LU since 2007.

Landrum, Jennifer; B.A., M.Ed., Ph.D.

Assistant Professor of Education

B.A., M.Ed., University of Northern Colorado; Ph.D., Northcentral University. At LU since 2009.

Landry, Karen; B.S., B.S., M.A., Ed.D.

Adjunct Instructor of Counseling

B.S., Eastern Michigan University; B.S., Kennesaw State University; M.A., Ed.D., Argosy University-Sarasota, FL. At LU since 2013.

Lane, Donna E.; B.S., Ph.D.

Assistant Professor of Counseling

B.S., Emory University; Ph.D., Walden University. At LU since 2006.

Lane, Richard A; B.S., M.P.H. & T.M., M.D., F.A.C.P.M.

Professor of Public and Community Health

B.S., University of Maryland; M.P.H., Tulane University; M.D., University of Maryland. At LU since 1989.

Lane-Tillerson, Crystal L; B.S.N., M.A.T., M.S.N., Ph.D.

Adjunct Instructor of Nursing

B.S.N., M.A.T., Howard University; M.S.N., Ph.D., Hampton University. At LU since 2013.

Lannom, Melissa; B.S., M.S., Ed.D.

Assistant Professor of Education

B.S., Averett College; M.S., Radford University; Ed.D., Liberty University. At LU since 2012.

Larimore, Kenneth M; B.A., B.Th, M.A./M.Div., M.S.W., Ph.D.

Assistant Professor of Counseling

B.A., B.Th, Kentucky Christian University; M.A./M.Div., Lincoln Christian Seminary; M.S.W., Ohio State University; Ph.D., Capella University. At LU since 2010.

Law, Colleen E; B.A., M.P.H., Ph.D.

Adjunct Instructor of Health Professions

B.A., Mount Holyoke College; M.P.H., University of Michigan Ann Arbor; Ph.D., Brandeis University. At LU since 2013.

Layton, Gary; B.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., Metropolitan State College of Denver; M.B.A., Embry-Riddle Aeronautical University; Ph.D., Northcentral University. At LU since 2012.

Lazaris, Nick A; M.A., M.A., Psy.D.

Adjunct Instructor of Counseling

M.A., Pepperdine University; M.A., Westmont College; Psy.D., Biola University. At LU since 2012.

Lazenka, Matthew; B.S., Ph.D.

Assistant Professor of Biology

B.S., East Tennessee State University; Ph.D., Virginia Commonwealth University. At LU since 2016.

Leatherbury, Linda C; B.B.A., M.S., Ph.D.

Adjunct Instructor of Business

B.B.A., Drexel University; M.S., Widener University; Ph.D., Union Institute & University. At LU since 2010.

Ledoux, Janine M; B.S., M.Ed., Dr.P.H.

Adjunct Instructor of Health Professions

B.S., M.Ed., Bridgewater State College; Dr.P.H., Loma Linda University. At LU since 2012.

Lee, Jennifer Jiageng; BACC, M.S., Ph.D.

Instructor of Cyber Security

BACC, Civil Aviation Management Institute of China; M.S., Ph.D., University of Alabama. At LU since 2014.

Lee, Lisa Pantana; B.G.S., M.Ed.

Instructor of Education

B.G.S., M.Ed., Liberty University. At LU since 2010.

Lee, YooJung; B.S., M.Div., Th.M., D.Min.

Adjunct Instructor of Worship and Music Studies

B.S., Yonsei University; M.Div. Chongshin Presbyterian Seminary; Th.M.; D.Min., Liberty Baptist Theological Seminary. At LU since 2014.

Lemmer, Stacey; B.A., M.S.W., Psy.D.

Adjunct Instructor of Counseling

B.A., Hood College; M.S.W., University of Maryland at Baltimore; Psy.D., Regent University. At LU since 2008.

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., M.S.P.H., Ph.D., University of Alabama at Birmingham. At LU since 2008.

Leon, Gil Torres; B.S., J.D.

Adjunct Instructor of Business

B.S., Liberty University; J.D., Liberty University School of Law. At LU since 2012.

Leonard, John; B.A., M.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., Asbury University; M.S., Georgia State University; M.A., Ph.D., University of South Florida. At LU since 2013.

Leonard, Timothy O.; B.S., M.D., Ph.D.

Senior Associate Dean for Medical Education

Associate Professor of Pathology, Department of Specialty Medicine

B.S., Houghton College; M.D., Ph.D., Pennsylvania State University. At LU since 2012.

Leos, Luis; B.S., M.A., M.A., Ph.D.

Adjunct Instructor of Counseling

B.S., Southern Illinois University; M.A., University of Phoenix; M.A., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2014.

Lerom, Daniel R; B.S.W., M.A., Psy.D.

Adjunct Instructor of Counseling

B.S.W., University of Maryland at Baltimore; M.A., Trinity Evangelical Divinity School; Psy.D., Florida Institute of Technology. At LU since 2014.

Lester, Brian K.; B.A., M.A., Ph.D.

Assistant Professor of Biblical Studies

B.A., M.A., Ph.D., Bob Jones University. At LU since 2007.

Lester, Kimberly; B.S., M.S., Ed.S., Ed.D.

Assistant Professor of Education

B.S., Tennessee State University; M.S., Fort Valley State University; Ed.S., Argosy University Ed.D., Tennessee State University. At LU since 2007.

Letting, Albert; B.S., M.Ed., Th.M., M.Div., Ed.D.

Adjunct Instructor of Practical Studies

B.S., Philadelphia College of Bible; M.Ed., United States International University; Th.M., M.Div., Capital Bible Seminary; Ed.D., Alliant International University. At LU since 2010.

Leverett, Jason; B.S., M.A.

Assistant Professor of Strategic and Personal Communication

B.S., M.A., Liberty University. At LU since 2014.

Lewis, Denise; B.A., M.A., Ph.D.

Assistant Professor of Counseling

B.A., Ohio Dominican College; M.A., Methodist Theological School; Ph.D., Ohio University. At LU since 2013.

Lewis, Stephany R; B.S., M.S., Ed.D.

Assistant Professor of Counseling

B.S., Columbus State University; M.S., Troy University; Ed.D., Argosy University. At LU since 2009.

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. At LU since 1985.

Light, Robert C; B.A., J.D.

Adjunct Assistant Professor of Law

B.A., University of Virginia; J.D., University of Richmond. At LU since 2006.

Lima, Maria Cristina; M.A., Ph.D.

Adjunct Instructor of Counseling

M.A., East Tennessee State University; Ph.D., University of North Carolina at Greensboro. At LU since 2013.

Lindevaldsen, Rena M.; B.A., J.D.

Associate Director, Liberty Center for Law and Policy

Professor of Law

B.A., Michigan State University; J.D., Brooklyn Law School. At LU since 2005.

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. At LU since 2014.

Linsky, Rose; B.S.N., M.S.N., D.N.P.

Adjunct Instructor of Nursing

B.S.N., M.S.N., D.N.P., University of Alabama Huntsville. At LU since 2018.

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. At LU since 1994.

Littlefield, Nancy; B.S.N., M.S.N., D.N.P.

Adjunct Instructor of Nursing

B.S.N., George Mason University; M.S., Virginia Commonwealth University; D.N.P., Old Dominion University. At LU since 2018.

Liu, Bo; Ph.D.

Assistant Professor of Anatomy

Ph.D., Old Dominion University. At LU since 2016.

Liu, Yingguang; B.M., M.M., Ph.D.

Associate Professor of Microbiology

B.M., Shandong Medical University; M.M., Shanghai Medical University; Ph.D., Ohio University. At LU since 2013.

Lloyd, Eugene L.; B.S., M.S., D.C.S.

Adjunct Instructor of Cyber Security

B.S., Grantham University; M.S., D.C.S., Colorado Technical University. At LU since 2015.

Lockwood, Michael D; B.S., M.S., M.D.

Professor of Osteopathic Manipulation

B.S., M.S., California State Polytechnic University; M.D., Kirksville College of Osteopathic Medicine. At LU since 2015.

Logue, Jeffrey; B.S., M.S., Ph.D.

Adjunct Instructor of Counseling

B.S., M.S., SW Assemblies of God University; Ph.D., Regent University. At LU since 2009.

Lonetti, Stephen; B.A., M.Div.

Assistant Professor of Ethnomusicology

B.A., Bethel University; M.Div., Master's Seminary; doctoral studies at Master's Seminary. At LU since 2009.

Long, Lauren; B.S., M.A.

Adjunct Instructor of Business

B.S., M.A., Liberty University. At LU since 2009.

Longan, Sara Watt; B.S., M.S., Ph.D.

Adjunct Instructor of Health Professions

B.S., M.S., Oklahoma State University; Ph.D., Walden University. At LU since 2013.

Lopez, Rene A.; B.A., Th.M., Ph.D.

Assistant Professor of Biblical Studies

B.A., Trinity International University; Th.M., Ph.D., Dallas Theological Seminary. At LU since 2012.

Love, Ada M.; B.A., M.S., Ed.D.

Adjunct Instructor of Counseling

B.A., Oral Roberts University; M.S., Troy State University; Ed.D., Argosy University-Sarasota, FL. At LU since 2014.

Lovelace, Hoyt W.; B.S., M.Div., Ph.D.

Adjunct Instructor of Theological Studies

B.S., University of Arkansas Fayetteville; M.Div., Ph.D., Mid-America Baptist Theological Seminary. At LU since 2008.

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. At LU since 2013.

Lovik, Eric; B.A., M.Div., M.Ed., Ph.D.

Assistant Professor of Education

B.A., Bob Jones University; M.Div., Calvary Baptist Seminary; M.Ed., Temple University; Ph.D., Pennsylvania State University. At LU since 2012

Lowder, JoHannah; B.A., M.L.S.

Scholarship Librarian, Jerry Falwell Library

B.A., Liberty University; M.L.S., University of Illinois-Urbana. At LU since 2016.

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., University of Arkansas, Fayetteville; Ed.D., Nova Southeastern University. At LU since 2015.

Lowe, Stephen; B.S., M.Ed., Ph.D.

Department Chair, School of Divinity

Professor of Christian Education

B.S., Calvary Bible College; M.Ed., Grand Rapids Baptist Seminary; Ph.D., Michigan State University. At LU since 2015.

Lowman, Buddy R.; Th.B., B.R.E., Th.M., D.Min.

Assistant Professor of Practical Studies

Th.B., B.R.E., Piedmont Baptist College; Th.M., D.Min., Dallas Theological Seminary. At LU since 2006.

Lowman, Dianne Koontz; B.S., M.A., M.S., Ed.D.

Assistant Professor of Education

B.S., M.S., James Madison University; M.A., Ed.D., University of Virginia. At LU since 2010.

Lucas, Roy; B.A., M.Div., M.A.R.E., Ph.D.

Assistant Professor of Biblical Studies

B.A., B.A., Oklahoma Baptist University; M.Div., M.A.R.E., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2006.

Lucas, Tory; B.A., J.D., LL.M.

Professor of Law

B.A., Culver-Stockton College; J.D., Creighton University School of Law; LL.M., University of Missouri-Kansas City School of Law. At LU since 2011.

Luck, Susan M.; B.A., M.S.W., D.Min., Ph.D.

Assistant Professor of Counseling

B.A., Rider University; M.S.W., SUNY University at Albany; D.Min., Pillsbury College and Seminary; Ph.D., Capella University. At LU since 2013.

Lunde, Rebecca M.; B.S., M.A.T., Ed.S.

Instructor of Education

B.S., M.A.T., Ed.S., Liberty University. At LU since 2010.

Lusk, Stephanie L.; B.A., M.A., Ph.D.

Adjunct Instructor of Counseling

M.A., Arkansas State University; B.A., Ph.D., University of Arkansas, Fayetteville. At LU since 2013.

Luter, A. Boyd; B.S., Th.M., Ph.D.

Assistant Professor of Biblical Studies

B.S., Mississippi State University; Th.M., Ph.D., Dallas Theological Seminary. At LU since 2006.

Maas, David; B.A., M.Div., M.Phil., Ph.D.

Assistant Professor of Biblical Studies

B.A., Wheaton College; M.Div., Covenant Seminary; M.Phil., Ph.D., Hebrew Union College. At LU since 2009.

Mack, Deana; B.S., M.A.T., Ph.D.

Assistant Professor of Education

B.S., M.A.T., University of Pittsburgh at Pittsburgh; Ph.D., Robert Morris University. At LU since 2011.

Mack, Robert R; B.A., M.T.S., Ph.M., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., Baptist Bible College; M.T.S., Alliance Theological Seminary; Ph.M., Ph.D., Hebrew Union College - OH. At LU since 2011.

Maddox, Annyce; A.S., B.A., M.A.

Chair, Online: Curricular Support

Assistant Professor of Education

A.S., Central Virginia Community College; B.A., M.A., Lynchburg College. At LU since 2006.

Maddox, Debra G; B.S.N., M.S.N, D.N.P.*Adjunct Instructor of Nursing*

B.S.N., Lynchburg College; M.S.N., Liberty University; D.N.P., Radford University. At LU since 2016.

Maddox, Johnny E.; 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. At LU since 2009.

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.***Adjunct Instructor of Public and Community Health*

R.N., Millard Fillmore Hospital; B.S. Johnson State College; M.S., Ph.D., Penn State University. At LU since 2004.

Maitland, Lauri A; B.A., M.P.H., D.O.*Associate Professor of Family Medicine*

B.A., Eastern Nazarene College; M.P.H., Boston University; D.O., University of New England. At LU since 2016.

Maldonado, Jose M; B.A., M.Ed., M.S., Ph.D.*Adjunct Instructor of Education*

B.A., East Stroudsburg University; M.Ed., Lehigh University; M.S., Wilkes University; Ph.D., University of Arkansas - Little Rock. At LU since 2013.

Maloney, Monique; B.S., M.A., M.F.A.*Associate Professor of Studio and Digital Arts*

B.S., M.A., Pensacola Christian College, M.F.A., Marywood University. At LU since 2010.

Mangrati, Danelis Dimonah; B.A., M.A., M.H.S., M.D.*Adjunct Instructor of Health Professions*

B.A., Saint Cloud State University; M.A., Liberty University; M.H.S., St. Joseph's College; M.D., St. Matthew's University School of Medicine. At LU since 2009.

Mann, Douglas F.; B.A., M.A., Ph.D.*Adjunct Instructor of History*

B.A., Bryan College; M.A., Trinity Evangelical Divinity School; Ph.D., University of Georgia. At LU since 2006.

Mann, James; B.A., M.Div., Ph.D.*Assistant Professor of Biblical Studies*

B.A., Oral Roberts University; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2009.

Manns, Frederick Phillip; B.S., J.D.*Professor of Law*

B.S., University of Virginia; J.D., University of Maryland School of Law. At LU since 2006.

Mantilla, Yuri G.; LL.B., M.A., LL.M., Ph.D*Director of Global Initiatives, School of Law**Program Director of the LL.M. Degree, School of Law**Professor of Law*

LL.B., Kiev State University; M.A., Simon Greenleaf University; LL.M., American University Washington College of Law; Ph.D., University of Aberdeen, Aberdeen, Scotland. At LU since 2013.

Mappes, David; B.A., Th.M., Ph.D.*Assistant Professor of Biblical Studies*

B.A., Ottawa University; Th.M., Western Seminary; Ph.D., Dallas Theological Seminary. At LU since 2008.

Marino, Ralph; B.S., M.S., Ed.S., Ed.D.*Assistant Professor of Education*

B.S., College of St Rose; M.S., Ed.S., SUNY University at Albany; Ed.D., Nova Southeastern University. At LU since 2008.

Marsh, Melissa Anne; B.A., M.A., M.S.*Adjunct Instructor of Interdisciplinary Studies*

B.A., M.A., Liberty University; M.S., University of Edinburgh. At LU since 2014.

Marshall, Lafaye; M.A., Psy.D.*Adjunct Instructor of Counseling*

M.A., Catholic University of America; Psy.D., Argosy University-Arlington, D.C. At LU since 2014.

Marshfield, Dale J; B.R.E., Th.B., M.Div., Th.D.*Adjunct Instructor of Biblical Studies*

B.R.E., Baptist Bible College; Th.B., University of South Africa; M.Div., Baptist Bible Seminary; Th.D., University of Kwazulu Natal. At LU since 2010.

Marston, Daniel; M.A., Ph.D.*Adjunct Instructor of Counseling*

M.A., Nova Southeastern University; Ph.D., Nova Southeastern University. At LU since 2014.

Martin, Batrina; B.A., M.S., M.P.H., Ph.D.*Adjunct Instructor of Business*

B.A., Saint Leo University; M.S., Troy University; M.P.H., Troy University; Ph.D., Capella University. At LU since 2016.

Martin, Carey L; B.S., M.F.A., Ph.D.*Professor of Digital Media and Journalism*

B.S., Northwestern University; M.F.A., Ph.D., Florida State University. At LU since 2007.

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. At LU since 2011.

Martin, Darlene Marie; B.S., M.Ed., ATC*Assistant Professor of Public and Community Health*

B.S., M.Ed., Liberty University. At LU since 2010.

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; Ph.D., Purdue University at West Lafayette. At LU since 2002.

Martin, John Richard; M.S., Ph.D.*Professor of Pharmacology*

M.S., University of the Pacific; Ph.D., University of Minnesota. At LU since 2016.

Martin, Matthew A.; B.A., M.Div., J.D.*Assistant Professor of Business*

B.A., Piedmont College; M.Div., Southern Baptist Theological Seminary; J.D., Florida State University. At LU since 2016.

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. At LU since 2014.

Martin, Vicky Lynn; B.S., M.S., D.S.M.*Professor of Sport Management*

B.S., Oral Roberts University; M.S., University of Tulsa; D.S.M., United States Sports Academy. At LU since 2005.

Martins, Joseph J.; B.A., J.D.*Professor of Law*

B.A., University of Virginia; J.D., University of Tennessee College of Law. At LU since 2011.

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. At LU since 2010.

Masters, Melissa Ann; B.S., M.S., Ph.D.*Adjunct Instructor of Health Professions*

B.S., M.S., Ph.D., University of Nebraska Lincoln. At LU since 2012.

Mastin, Gene; B.A., M.A., Ph.D.*Adjunct Faculty*

B.A., Taylor University, Upland; M.A., Pepperdine University; Ph.D., United States International University. At LU since 2014.

Mata-Hartshorn, Christella; B.A.S., M.A.C.M., Ph.D.*Adjunct Instructor of Counseling*

B.A.S., Texas Tech University; M.A.C.M., Adams State College; Ph.D., Regent University. At LU since 2013.

Mathis, Dalton K; B.A., M.S., Ph.D.*Adjunct Instructor of Business*

B.A., M.S., National-Louis University; Ph.D., Walden University. At LU since 2010.

Mattox, Joseph; M.A.R., M.M., M.Div., Ed.D.*Instructor of Business*

M.A.R., M.M., M.Div., Anderson School of Theology; Ed.D., University of San Diego. At LU since 2007.

Mattson, D J; B.A., M.S., Ed.D.*Adjunct Instructor of Education*

B.A., SUNY College at Oneonta; M.S., Duke University; Ed.D., Liberty University. At LU since 2008.

Mayo, Lois L; B.S., M.S., Ph.D.*Adjunct Instructor of Counseling*

B.S., M.S., Baptist Bible College; Ph.D., University Rochester. At LU since 2013.

McAlhaney, Timothy M.; B.A., M.A., Ph.D.*Assistant Professor of Church History*

B.A., Furman University; M.A., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2009.

McAuley-Davis, Talisha N; B.S., M.S., Ph.D.*Assistant Professor of Counseling*

B.S., University of North Carolina at Chapel Hill; M.S., Virginia Commonwealth University; Ph.D., Virginia Polytechnic Institute and State University. At LU since 2016.

McCarthy, Jeffrey Alan; B.A., M.A., Ph.D.*Assistant Professor of Counseling*

B.A., University of Maine, Presque Isle; M.A., Liberty University; Ph.D., Walden University. At LU since 2013.

McCarty, Jim D.; B.S., M.B.A., Ph.D.*Assistant Professor of Business*

B.S., Indiana University; M.B.A., Eastern University; Ph.D., Capella University. At LU since 2008.

McCastle, Yvonne; B.S., M.Ed., M.Ed., Ed.D.*Assistant Professor of Education*

B.S., M.Ed., Southern University and A&M College; M.Ed., University of West Alabama; Ed.D., Nova Southeastern University. At LU since 2007.

McChesney, Christopher S.; B.A., M.B.A., Ph.D.*Assistant Professor of Business*

B.A., M.B.A., University of Colorado; Ph.D., Northcentral University. At LU since 2009.

McClain-Millsaps, Erika; B.S., M.A., Psy.D.*Adjunct Instructor of Counseling*

B.S., Xavier University of Louisiana; M.A., Psy.D., Chicago School of Professional Psychology. At LU since 2013.

McClelland, Clive W.; B.A., M.A., Ph.D.*Professor of English*

B.A., Texas Tech University; M.A., Ph.D., University of Texas, Arlington. At LU since 2003.

McClendon, Cristie; B.S., M.A., Ph.D.*Assistant Professor of Education*

B.S., Texas Tech University; M.A., University of Texas; Ph.D., Texas Tech University. At LU since 2009.

McClintock, James Thomas; B.S., M.S., Ph.D.*Professor of Biology*

B.S., James Madison University; M.S., Ph.D., University of Maryland. At LU since 2013.

McClurg, Andrew H.; B.A., Ph.D.*Adjunct Instructor, School of Divinity*

B.A., Evergreen State College; Ph.D., Southern Bapt Theo Sem. At LU since 2014.

McCready, Robert Collison; B.S., M.A., Ph.D., Th.M.*Adjunct Instructor, School of Divinity*

B.S., Lee University; M.A., Church of God Theological Seminary; Ph.D., Southern Baptist Theological Seminary; Th.M., Liberty Baptist Theological Seminary. At LU since 2014.

McCreary, Stanley; B.A., M.Div., S.T.M., Ph.D.*Assistant Professor of Counseling*

B.A., St. Louis Christian College; M.Div., Lincoln Christian Seminary; S.T.M., Yale University; Ph.D., Alliant International University. At LU since 2006.

McCreight, Carolyn; B.S., M.Ed., Ed.D.*Associate Professor of Education*

B.S., University of Mary Hardin-Baylor; M.Ed., Texas A&M; Ed.D., University of Mary Hardin-Baylor. At LU since 2007.

McCune, Lorne A.; B.M.E., Th.M., M.Div., Ph.D.*Adjunct Instructor of Biblical Studies*

B.M.E., University of Nebraska; Th.M., M.Div., Grace Theological Seminary; Ph.D., Dallas Theological Seminary. At LU since 2013.

McDonald, Dennis R.; B.B.A., Th.M., Ph.D.*Assistant Professor of Theology*

B.B.A., University of Texas; Th.M., Ph.D., Dallas Theological Seminary. At LU since 2007.

McDonald, Larry Steven; B.A., M.Div., D.Min., Ph.D.*Assistant Professor, School of Divinity*

B.A., Mississippi College; M.Div., International School of Theology; D.Min., Reformed Theological Seminary; Ph.D., Southeastern Baptist Theological Seminary. At LU since 2014.

McDonald, Olivia; B.A., M.P.A., Ph.D.*Assistant Professor, Helms School of Government*

B.A., M.P.A., Indiana University; Ph.D., Purdue University. At LU since 2012.

McDonald, Steven Alton; B.B.A., M.B.A., Ed.D.*Assistant Professor of Education*

B.B.A., M.B.A., Mississippi State University; Ed.D., Liberty University. At LU since 2009.

McDow, George; B.M., M.M., Ph.D.*Assistant Professor of Ethnomusicology*

B.M., Oklahoma Baptist University; M.M., Ph.D., University of Oklahoma. At LU since 2009.

McFarland, Philip Rodney; B.S., M.A.R., M.Div., D.Min.*Adjunct Instructor of Practical Studies*

B.S., M.A.R., M.Div., D.Min., Liberty University. At LU since 2011.

McFarland, Richard C.; B.S., B.A., M.S., Ed.D.*Adjunct Instructor of Community Care and Counseling*

B.S., B.A., M.S., University of Arizona; Ed.D., Northern Arizona University. At LU since 2016.

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. At LU since 2006.

McGinn, John A.; B.A., M.A., Ed.D.*Adjunct Instructor of Practical Studies*

B.A., University of Texas, Arlington; M.A., Southwestern Baptist Theological Seminary; Ed.D., University of Phoenix. At LU since 2010.

McGinnis, Harold; B.S., M.S., M.P.A., Ph.D.*Adjunct Instructor of Health Professions*

B.S., M.S., Florida Institute of Technology; M.P.A., Ph.D., Florida State University. At LU since 2012.

McGinniss, Mark; B.S., Th.M., Ph.D.*Adjunct Instructor, School of Divinity*

B.S., Richard Stockton College of NJ; Th.M., Ph.D., Summit University of Pennsylvania. At LU since 2014.

McGuire, William; B.S., Th.M., M.Ed., Ph.D.*Adjunct Instructor of Counseling*

B.S., M.Ed., Mississippi State University; Th.M., Dallas Theological Seminary; Ph.D., Texas Womans University. At LU since 2014.

McGuirt, Davis; B.S., M.Div., D.V.M.*Associate Professor of Biology*

B.S., Furman University; M.Div., Southeastern Baptist Theological Seminary; D.V.M., University of Georgia. At LU since 2004.

McIntyre, Robert D.; B.A., M.Ed., Ph.D.*Adjunct Instructor of Business*

B.A., Angelo State University; M.Ed., Ph.D., Texas A&M University. At LU since 2010.

McIvor, Debra L.; B.A., M.Ed., Ph.D.*Assistant Professor of Counseling*

B.A., Liberty University; M.Ed., Lynchburg College; Ph.D., Virginia Polytechnic and State University. At LU since 2007.

McKenzie, Tracy Joel; B.S., M.Div., Ph.D.*Adjunct Instructor of Biblical Studies*

B.S., Emporia State University; M.Div., Ph.D., Southeastern Baptist Theological Seminary. At LU since 2008.

McLario, David J; B.S., M.S., D.O.*Associate Professor of Pediatrics*

B.S., Central Michigan University; M.S., University of Arizona; D.O., Michigan State University. At LU since 2016.

McLaughlin, Colleen; B.S., M.S., Ph.D.*Professor of Business*

B.S., University of Central Texas; M.S. Tarlton State University; Ph.D., Capella University. At LU since 2005.

McLean, John; B.R.E., Th.M., M.A., Ph.D.*Assistant Professor of Biblical Studies*

B.R.E., William Tyndale College; Th.M., Dallas Theological Seminary; M.A., Ph.D., University of Michigan. At LU since 2009.

McLemore, Amy J.; B.S., M.Ed., Ed.D.*Assistant Professor of Education*

B.S., University of Southern Mississippi; M.Ed., Central Michigan University; Ed.D., University of Southern Mississippi. At LU since 2010.

McMillan, Homer; 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. At LU since 2011.

McMurphy, John; B.A., M.A., Ph.D.*Adjunct Instructor of Counseling*

B.A., Vennard College; M.A., Azusa Pacific University; Ph.D., Ohio State University. At LU since 2014.

McNeil, Natika; M.A., Ph.D.*Adjunct Instructor of Counseling*

M.A., Lincoln University; Ph.D., Capella University. At LU since 2013.

McNeill, Jeninne; B.A., M.A., M.S., Ph.D.*Adjunct Instructor of Counseling*

B.A., Covenant College; M.S., University Rochester; M.A., Ph.D., Hofstra University. At LU since 2012.

McNulty, Sean; B.A., M.Th., M.L.S.*Graduate Research Assistance Librarian, Jerry Falwell Library*

B.A., SUNY University at Buffalo; M.Th., Grace Seminary College, M.L.S., Indiana University. At LU since 2016.

McRaney, Will; B.A., M.Div., Ph.D.*Adjunct Instructor of Practical Studies*

B.A., Mississippi State University; M.Div., Ph.D., New Orleans Baptist Theological Seminary. At LU since 2009.

Mearidy-Bell, Lakisha; B.A.S., M.A., Ph.D.*Adjunct Instructor of Counseling*

B.A.S., Southern University; M.A., Louisiana State University - Baton Rouge; Ph.D., Capella University. At LU since 2013.

Mensah-Dartey, Virgil; B.S., M.S., Ph.D.*Adjunct Instructor of Business*

B.S., Kwame Nkrumah University of Science and Technology; M.S., Ph.D., Cornell University. At LU since 2013.

Mercer, Dennis M.; B.S., M.S., M.B.A.*Adjunct Instructor of Cyber Security*

B.S., Devry University; M.S., M.B.A., University of Maryland at College Park. At LU since 2015.

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. At LU since 2004.

Meyer, Allen D; B.A., M.A., Ph.D.*Chair, Center for Counseling and Family Studies**Associate Professor of Counseling*

B.A., M.A., Bob Jones University; M.A., Ph.D., Indiana University. At LU since 2011.

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. At LU since 2012.

Meyer, Jeffrey T; B.M., M.A., Ph.D.*Assistant Professor of Ethnomusicology*

B.M., Wheaton College; M.A., Ph.D., University of Minnesota. At LU since 2009.

Michael, Kurt; B.A., M.S., Ph.D.*Associate Professor of Education*

B.A., M.S., East Carolina University; Ph.D., Virginia Polytechnic Institute and State University. At LU since 2012

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. At LU since 2009.

Mickahail, Adeeb F; B.A., B.Div., Th.M., Ph.D.*Adjunct Instructor of Biblical Studies*

B.A., University of Minnesota; B.Div., Evangelical Theological Seminary; Th.M., Grace College and Seminary; Ph.D., Baltimore Hebrew University. At LU since 2010.

Mikkelsen, Suzanne; B.A., M.A., Ph.D.*Assistant Professor of Counseling*

B.A., Duke University; M.A., Reformed Theological Seminary; Ph.D., Regent University. At LU since 2016.

Milacci, Frederick A; B.R.E., M.Ed., D.Ed.*Professor of Education*

B.R.E., Baptist Bible College; M.Ed., D.Ed., Pennsylvania State University. At LU since 2003.

Miller, David R.; B.S., M.Ed., Ph.D.*Assistant Professor of Counseling*

B.S., M.Ed., Wayne State University; Ph.D., University of South Carolina. At LU since 2006.

Miller, Eric P.; D.O.*Assistant Professor of Surgery*

D.O., Kirksville College of Osteopathic Medicine. At LU since 2018.

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. At LU since 2014.

Miller, Paul; B.A., Ph.D.

Associate Professor of Biology

B.A., University of Alabama at Birmingham; Ph.D., Vanderbilt University. At LU since 2018.

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. At LU since 2004.

Miller, Samantha R; B.A., M.Mus., D.M.A.

Assistant Professor of Music & Worship

B.A., Alderson-Broadbent University; M.Mus., D.M.A., The Ohio State University. At LU since 2014.

Mills, Max Grayson; B.A., M.A., M.Div., Ph.D.

Assistant Professor of Counseling

B.A., Catawba College; M.A., M.Div., Grace College and Seminary; Ph.D., Liberty University. At LU since 2007.

Mingus, Thomas M.; B.A., M.S., M.A., Ph.D.

Adjunct Instructor of Sport Management

B.A., Mount Vernon Nazarene University; M.S., M.A., Slippery Rock University; Ph.D., Northcentral University. At LU since 2011.

Mink, Jared Timothy; B.A., M.A.R.

Adjunct Instructor, College of Applied Studies and Academic Success

B.A., M.A.R., Liberty University. At LU since 2009.

Mintle, Linda; B.A., M.S.W., Ph.D.

Chair, Department of Psychiatry/Behavioral Sciences

B.A., M.S.W., Western Michigan University; Ph.D., Old Dominion University. At LU since 2013.

Misseijer, Charles; B.A., M.A., J.D.

Assistant Professor of Government

B.A., Bob Jones University; M.A., J.D., Regent University. At LU since 2013.

Mitchell, Colleen; B.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.S., Oakwood University; M.A., Ph.D., Loma Linda University. At LU since 2013.

Mitchell, Eric A; B.B.A., M.Div., Ph.D.

Adjunct Instructor, School of Divinity

B.B.A., Baylor University; M.Div., Mid-America Baptist Theological Seminary; Ph.D., Southern Baptist Theological Seminary. At LU since 2014.

Mitchell, Jamila; B.S., M.P.A., J.D.

Assistant Professor, Helms School of Government

B.S., M.P.A., University of Akron; J.D., University of Akron School of Law. At LU since 2011.

Mitchell, Kimberly Ann; B.S., M.S., Ph.D.

Associate Professor of Biology

B.S., Liberty University; M.S., Ph.D., University of Virginia. At LU since 2009.

Moemena, Florence; B.A., M.S., Ed.D.

Adjunct Instructor of Community Care and Counseling

B.A., Columbus State University; M.S., Troy State University; Ed.D., Argosy University. At LU since 2015.

Moitinho, Denise D; CTG, M.A.C.M., Ph.D.

Adjunct Instructor of Practical Studies

Adjunct Instructor of Counseling

CTG, M.A.C.M., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2010.

Moitinho, Elias S.; B.S., M.R.E., M.A., Ph.D.

Professor of Counseling

B.S., South Brazil Baptist Theological Seminary; M.R.E., M.A., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2011.

Montoya, Araceli; B.A., M.A., Ed.D.

Assistant Professor of Education

B.A., Arizona State University; M.A., Northern Arizona University; Ed.D., Arizona State University. At LU since 2009.

Moody, Christopher B.; B.A., Th.M., Ph.D.

Assistant Professor of Theology

B.A., Texas A&M University; Th.M., Dallas Theological Seminary; Ph.D., Southwestern Baptist Theological Seminary. At LU since 2007.

Moon, Natasha S.; B.A., M.Ed., Ed.S., Ph.D.

Adjunct Instructor of Counseling

B.A., University of Georgia; M.Ed., Ed.S., University of West Georgia; Ph.D., University of Georgia At LU since 2013.

Mooney, Amy N.; B.S., M.S., Ph.D.

Assistant Professor of Counseling

B.S., University of West Florida; M.S., Troy State University; Ph.D., Capella University. At LU since 2008.

Moore, Ed; 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. At LU since 2007.

Moore, John; M.S., M.B.A., Ph.D.

Adjunct Instructor of Counseling

M.S., California College; M.B.A., Indiana Institute of Technology; Ph.D., Northcentral University. At LU since 2013.

Moore, Robert L.; B.A., M.A., M.Div., Ed.D.

Assistant Professor of Counseling

B.A., Tennessee Temple University; M.A., Middle Tennessee State University; M.Div., Church of God Theological Seminary; Ed.D., Vanderbilt University. At LU since 2005.

Moore, Vickie B; B.S.N., M.S.N., D.N.P.

Associate Professor of Nursing

B.S.N., Lynchburg College; M.S.N., University of Virginia; D.N.P., Radford University. At LU since 2018.

Moosbrugger, Daniel P; B.B.S., M.Div., Ph.D.

Assistant Professor of Practical Studies

B.B.S., Florida Baptist College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Regent University. At LU since 2007.

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. At LU since 2009.

Mork, Melissa B; B.A., M.A., Psy.D.

Adjunct Instructor of Counseling

B.A., Jamestown College; M.A., Psy.D., Argosy University. At LU since 2012.

Morrison, John; B.A., M.A., M.Div., Th.M., Ph.D.

Professor of Theology

B.A., University of Montana; M.Div., Th.M., Western Conservative Baptist Seminary; M.A., Ph.D., University of Virginia. At LU since 1983.

Morrison, Ray L; M.D.

Assistant Dean of Clinical Education

Academic and Career Advisor

Chair of Surgery (Department of Specialty Medicine)

M.D., University of North Texas Health Sciences. At LU since 2015.

Mort, Dale L; B.B.S., M.C.E., M.Div., Ph.D.

Adjunct Instructor of Practical Studies

B.B.S., Florida Bible College; M.C.E., Talbot Theological Seminary; M.Div., Luther Rice Seminary & University; Ph.D., Texas A&M University. At LU since 2010.

Moser, Bradley Bridgewater; B.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.S., Liberty University; M.A., Webster University; Ph.D., Capella University. At LU since 2013.
Mosholder, Eleanor; B.A., M.A., Ph.D.
Assistant Professor of Counseling
 B.A., Saint Leo's College; M.A., Ph.D., Regent University. At LU since 2006.
Moss, Kimberly D; B.A., M.S.N., Ph.D.
Adjunct Instructor of Nursing
 B.A., Texas A&M University; M.S.N., University of Texas, Austin; Ph.D., Capella University. At LU since 2015.
Mott, Kathleen; B.S., M.A., Ed.D.
Assistant Professor of Education
 B.S., Baptist Bible College; M.A., Ed.D., Regent University. At LU since 2014
Mott, Robert; B.A., M.A., Ph.D.
Associate Professor of Digital Media and Journalism
 B.A., Messiah College; M.A., Ph.D., Regent University. At LU since 2017.
Mouly, Barbara; A.B., M.M., J.D.
Professor of Law
 A.B., College of William and Mary; M.M., University of Maryland; J.D., George Mason University. At LU since 2007.
Muli, Alfred M; Th.B., Th.M., M.Div., Ph.D.
Adjunct Instructor of Theological Studies
 Th.B., Scott Theological College; Th.M., Calvin Theological Seminary; M.Div., Nairobi International School of Theology; Ph.D., Westminster Theological Seminary. At LU since 2013.
Muller, Paul; B.A., M.A., Ph.D.
Associate Professor of English and Linguistics
 B.A., University of Tennessee; M.A., University of Texas at Arlington; Ph.D., Louisiana State University. At LU since 1991.
Mullinix, Erik N.; B.S., M.A.T., Ed.D.
Assistant Professor of Education
 B.S., Eastern Michigan University; M.A.T., Marygrove College; Ed.D., Eastern Michigan University. At LU since 2009.
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 at College Park; D.C.N., University of Medicine and Dentistry of New Jersey. At LU since 2013.
Munton, Douglas W.; B.A., M.Div., Ph.D.
Assistant Professor of Practical Studies
 B.A., Wheaton College; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2008.
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. At LU since 2005.
Murphy, Dorothy; A.A.S., B.S.N., M.S.N., D.N.P.
Associate Professor of Nursing
 A.A.S., B.S.N., University of Rio Grande; M.S., Wright State University; D.N.P., West Virginia University. At LU since 2013.
Mwendwa, Joy Mueni; B.S., M.A., Ph.D.
Adjunct Instructor of Counseling
 B.S., M.A., Liberty University; Ph.D., Old Dominion University. At LU since 2014.
Myers, Jimmy K.; B.A., M.A., Ph.D.
Assistant Professor of Counseling
 B.A., Howard Payne University; M.A., Ph.D., Liberty University. At LU since 2006.
Myers, Mark; B.S., M.A.R., M.R.E., Ph.D.
Associate Professor of Counseling
 B.S., Liberty University; M.A.R., M.R.E., Liberty Baptist Theological Seminary; Ph.D., Liberty University. At LU since 2009.

Nash, Julie A.; B.A., M.R.E., Ph.D.
Adjunct Instructor of Counseling
 B.A., Simmons College; M.R.E., Ph.D., Fairleigh Dickinson University. At LU since 2014.
Naus, Scott; B.A., J.D.
Assistant Professor, Helms School of Government
 B.A., Albright College; J.D., Widener University School of Law. At LU since 2011.
Needham, Charles R.; B.S., M.P.A., D.B.A.
Adjunct Instructor of Business
 B.S., Marygrove College; M.P.A., University of Detroit; D.B.A., University of Phoenix At LU since 2010.
Nelson, David; B.S., M.Ed., Ph.D.
Assistant Professor of Education
 B.S., Johnson Bible College; M.Ed., Ashland University; Ph.D., Capella University. At LU since 2012.
Nemitz, David; B.R.E., M.A., M.A., D.Min., Ed. D.
Associate Professor of Educational Leadership, Instructional Design and Divinity
 B.R.E., Baptist Bible College of Pennsylvania; M.A., M.A., Dallas Theological Seminary; D.Min., Grand Rapids Theological Seminary; Ed.D., Liberty University. At LU since 2006.
Nengean, Isaiah; Th.B., M.A., Th.M., Ph.D.
Adjunct Instructor of Theological Studies
 Th.B., University of Calabar; M.A., Th.M., Calvin College; Ph.D., Westminster Theological Sem. At LU since 2011.
Ness, Lawrence R; B.S., M.B.A., Ph.D.
Adjunct Instructor of Business
 B.S., M.B.A., California State University, Dominguez Hills; Ph.D., Northcentral University. At LU since 2008.
Newton, LaShanna G; M.S., Ed.D.
Adjunct Instructor of Counseling
 M.S., Fort Valley State College; Ed.D., Argosy University-Sarasota, FL. At LU since 2013.
Nichols, Kenneth W.; B.A., M.A., M.S., Psy.D.
Adjunct Instructor of Counseling
 B.A., Cedarville University; M.S., Wright State University-Dayton; M.A., Psy.D., Biola University. At LU since 2013.
Nichols, Leldon W.; B.S., M.A., Ed.D.
Associate Professor of Education
 B.S., Tennessee Temple College; M.A., University of Alabama; Ed.D., Tennessee Temple College. At LU since 2008.
Nicholson, Shana; B.S., M.S., Ph.D.
Adjunct Instructor of Counseling
 B.S., Fairmont State University; M.S., Ph.D., Capella University. At LU since 2012.
Niebuhr, Katherine H.; B.S., M.Ed., Ed.D.
Assistant Professor of Counseling
 B.S., M.Ed., Ed.D., Auburn University. At LU since 2009.
Nikoi, Aristarchus A; B.B.A., M.G.S., M.B.A., Ph.D.
Adjunct Instructor of Business
 B.B.A., University of Ghana; M.G.S., University of Cape Coast; M.B.A., Fitchburg State University; Ph.D., Colorado Technical University. At LU since 2009.
Nimtz, Mark A.; B.S., M.A.T., M.A., Ph.D.
Adjunct Instructor of Counseling
 B.S., Concordia University-Nebraska; M.A.T., Webster University; M.A., California Christian College; Ph.D., Liberty University. At LU since 2013.
Nixon, John A.; B.A., M.Div., Ph.D.
Instructor of Theological Studies
 B.A., University of Mobile; M.Div., Ph.D., Southeastern Baptist Theological Seminary. At LU since 2009.
Nolan, Frank P.; B.S., M.B.A., Ph.D.
Adjunct Instructor of Business

B.S., University of Illinois-Urbana; M.B.A., Regis University; Ph.D., Touro College. At LU since 2010.

Noonan, Jennifer E.; B.A., M.A., M.A., Ph.M., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., Malone University; M.A., M.A., Ashland Theological Seminary; Ph.M., Ph.D., Hebrew Union College - OH. At LU since 2009.

Norris-Brown, Candice; B.S., M.S., Ed.S., Ph.D.

Adjunct Instructor of Counseling

B.S., M.S., Virginia State University; Ed.S., Ph.D., University of Georgia. At LU since 2013.

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. At LU since 1985.

O'Brien, Timothy P.; B.A., M.P.A., Ph.D.

Adjunct Instructor, Helms School of Government

B.A., St. Edward's University; M.P.A., University of Texas-Austin; Ph.D., Virginia Commonwealth University. At LU since 2015.

O'Connell, Bethesda; B.S., M.P.H., D.P.H.

Associate Professor of Public and Community Health

B.S., M.P.H., D.P.H., East Tennessee State University. At LU since 2016.

O'Hara, Sharon; B.A., M.A.R., D.S.L.

Adjunct Instructor of Practical Studies

B.A., Southeastern University; M.A.R., Liberty University; D.S.L., Regent University. At LU since 2008.

O'Neill, Desmond Jim; B.B.S., M.B.S., D.Miss.

Adjunct Instructor of Theological Studies

B.B.S., Liberty University; M.B.S., Grace College and Seminary; D.Miss., Western Conservative Baptist Seminary. At LU since 2009.

Oberman, Aaron H.; B.A., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., University of South Florida; M.A., West Virginia University; Ph.D., University of Tennessee-Knoxville At LU since 2013.

Odedina, Folashade; B.A., B.S., B.S.N., M.S.N., D.N.P.

Associate Professor of Nursing

B.S., B.A., University at Buffalo SUNY; B.S.N., M.S.N., Dyouville College; D.N.P., University of Virginia. At LU since 2018.

Odom, Richard David; M.Div., D.Min.

Adjunct Instructor of Practical Studies

M.Div., Southeastern Baptist Theological Seminary; D.Min., Southern Baptist Theological Seminary. At LU since 2009.

Odom-Dull, Mary Jo; B.S., M.A., Ph.D.

Adjunct Instructor of Business

B.S., Chancellor University; M.A., University of Phoenix; Ph.D., Capella University. At LU since 2014.

Oguegbu, Adaeze; B.S., M.S., M.S., Ph.D.

Adjunct Instructor of Health Professions

B.S., M.S., University of Nigeria; M.S., Southern Connecticut State University; Ph.D., Walden University. At LU since 2012.

Ojo, David; M.S., M.B.A., Ph.D.

Assistant Professor, Helms School of Government

M.S., Indiana State University; M.B.A., National University; Ph.D., Union University. At LU since 2010.

Ojuola, Olubukola; M.P.H., M.D.

Chair, Division of Pediatrics

M.P.H., Harvard University; M.D., University of Ilorin. At LU since 2015.

Olender, Robert G.; B.A., M.Div., Ph.D.

Assistant Professor of Biblical Studies

B.A., Florida Baptist Theological College; M.Div., Ph.D., Southeastern Baptist Theological Seminary. At LU since 2009.

Olowu, Obinna; B.S.E., M.B.A., D.B.A.

Adjunct Instructor of Business

B.S.E., University of Port Harcourt, Nigeria; M.B.A., D.B.A., Argosy University-Atlanta. At LU since 2014.

Olsen, Robert; B.S., M.Div., Ph.D.

Assistant Professor of Church History

B.S., North Carolina State University; M.Div., Ph.D., Southeastern Baptist Theological Seminary. At LU since 2008.

Orr, Douglas; B.A., M.A., M.B.A., Ph.D.

Assistant Professor of Criminal Justice

B.A., Bob Jones University; M.A., Gonzaga University; M.B.A., Saint Leo University; Ph.D., Washington State University. At LU since 2006.

Orr, Kelly; B.A., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., Azusa Pacific University; M.A., Ph.D., Biola University. At LU since 2013.

Ortiz, Steven M.; B.A., M.A., M.B.S., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., California State University-LA; M.A., Ph.D., University of Arizona; M.B.S., Jerusalem University College. At LU since 2010.

Osborne, Joy Kristin; B.A.S., M.Ed.

Adjunct Instructor of Education

B.A.S., Liberty University; M.Ed., Virginia Tech. At LU since 2010.

Osborne, Michael; B.S., M.S., Ph.D.

Adjunct Instructor of Community Care and Counseling

B.S., Park University; M.S., Troy University; Ph.D., Walden University. At LU since 2015.

Osemwegie, Stella; M.S., M.A., Ph.D.

Adjunct Instructor of Counseling

M.S., CUNY City College of New York; M.A., New Jersey City University; Ph.D., Capella University. At LU since 2013.

Oster, JoAnna Ruth; B.A., M.Ed., Ed.D.

Assistant Professor of Education

B.A., Palm Beach Atlantic University; M.Ed., Florida Atlantic University; Ed.D., Liberty University. At LU since 2010.

Outhouse, Alan G; B.S., M.S., M.Div., D.Min.

Adjunct Instructor of Practical Studies

B.S., DeVry University; M.S., University of Central Texas; M.Div., D.Min., Southeastern Baptist Theological Seminary. At LU since 2010.

Pace, Robert S.; B.S., M.Div., Ph.D.

Assistant Professor of Practical Studies

B.S., North Carolina State University; M.Div., Ph.D., Southeastern Baptist Theological Seminary. At LU since 2009.

Pack, Tresvil G; B.A., M.S., Ph.D.

Adjunct Instructor of Counseling

B.A., Arkansas Technical University; M.S., Ph.D., University of Arkansas-Fayetteville. At LU since 2014.

Pak, Joseph; B.S., M.S.T., M.Div., Ph.D.

Adjunct Instructor of Biblical Studies

B.S., Virginia Polytechnic Institute and State University; M.S.T., Ph.D., Dallas Theological Seminary; M.Div., Liberty University. At LU since 2009.

Palmer, Tomika; B.A., M.S., M.S., Ed.D.

Adjunct Instructor of Counseling

B.A., M.S., California State University-Long Beach; M.S., University of La Verne; Ed.D., Argosy University-Los Angeles. At LU since 2013.

Palmieri, Nicholas; B.S., M.Ed., Ed.D.

Adjunct Instructor of Counseling

B.S., California University of Pennsylvania; M.Ed., Pennsylvania State University; Ed.D., University of South Florida. At LU since 2007.

Palomino, Miguel A.; Th.B., M.A.R., M.Div., Ph.D.

Adjunct Instructor of Theological Studies

Th.B., Instituto Biblico Buenos Aires; M.A.R., Seminario Evangelico de Lima; M.Div., Eastern Baptist Theological Seminary; Ph.D., University of Edinburgh. At LU since 2011.

Paltzer, Jason; B.S., M.P.H., Ph.D.

Assistant Professor of Health Professions

B.S., University of Wisconsin-Madison; M.P.H., University of Minnesota; Ph.D., University of Wisconsin-Madison. At LU since 2014.

Pang, Katherine; A.B.D., B.A., J.D., L.L.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; L.L.M., Georgetown University School of Law; Th.M., M.Div., Talbot School of Theology Biola University; M.Ed., University of Texas-Brownsville; M.B.A., M.S., Ph.D., Texas A&M University. At LU since 2012.

Pangle, Mary; B.A., M.S., Ph.D.

Assistant Professor of Counseling

B.A., University of North Carolina-Asheville; M.S., Western Carolina University-Cullowhee; Ph.D., Walden University. At LU since 2006.

Pannone, Sarah Jeanne; B.S., M.Ed., Ed.D.

Adjunct Instructor of Education

B.S., M.Ed., Clearwater Christian College; Ed.D., Liberty University. At LU since 2016.

Pantana, John J.; B.S., M.Ed., Ed.D.

Adjunct Instructor of Education

B.S., Bob Jones University; M.Ed., Georgia State University; Ed.D., University of Virginia. At LU since 1975

Pardue, Micheal Somers; B.A., M.A., Ed.D.

Adjunct Instructor, School of Divinity

B.A., Gardner-Webb University; M.A., North Greenville University; Ed.D., Southeastern Baptist Theological Seminary. At LU since 2014.

Park, Meredith Jeanne; B.A., M.S., Ed.D.

Assistant Professor of Education

B.A., Oral Roberts University; M.S., SE Oklahoma State University; Ed.D., Liberty University. At LU since 2015

Parke, Stephen M.; B.S., J.D., LL.M.

Associate Dean, Helms School of Government

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. At LU since 2006.

Parker, Frances R.; B.A., M.Ed., Ed.D.

Assistant Professor of Counseling

B.A., Eckerd College; M.Ed., Stetson University; Ed.D., Argosy University. At LU since 2009.

Parker, Karen; B.A., M.S., Ed.D.

Dean Emeritus, School of Education

Professor of Education

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

Parks, Stephen K.; B.A., M.A., M.Div., Ph.D.

Adjunct Instructor of Theological Studies

B.A., Moody Bible Institute; M.A., M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2011.

Patrick, Michael; B.B.E., M.A., Ed.S., Ed.D.

Assistant Professor of Education

B.B.E., M.A., Lee University; Ed.S., Ed.D., Liberty University. At LU since 2012.

Patterson, Eugene; B.S., Ph.D.

Professor of Pharmacology

B.S., Ferris State College; Ph.D., University of Michigan. At LU since 2013.

Patterson, Jeffrey; M.L.L., J.D.

Adjunct Instructor of Business

M.L.L., University of Alabama; J.D., Lewis and Clark College. At LU since 2012.

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. At LU since 2008.

Pawlowski, Lisa; B.S., M.A., Psy.D.

Assistant Professor of Counseling

B.S., Old Dominion University; M.A., Psy.D., Regent University. At LU since 2007.

Paynter, Kelly Lynn; B.B.A., M.B.A., Ed.S., Ed.D.

Assistant Professor of Education

B.B.A., Ed.S., University of Georgia; M.B.A., Georgia State University; Ed.D., Liberty University. At LU since 2012.

Pearson, Constance; B.A., M.S.E., Ed.D.

Adjunct Instructor of Education

B.A., Tennessee Temple University; M.S.E., Illinois State University; Ed.D., University of Tennessee. At LU since 2004.

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. At LU since 2013.

Pelletier, Matthew Kent; B.S., Ph.D.

Director of Assessment and Outcomes

Associate Professor of Human Genetics

B.S., Liberty University; Ph.D., Virginia Polytechnic Institute and State University. At LU since 2013.

Percer, Leo; B.A., M.Div., M.A., Ph.D.

Associate Professor of Biblical Studies

B.A., Union University; M.Div., Southern Baptist Theological Seminary; M.A., Western Kentucky University; Ph.D., Baylor University. At LU since 2004.

Perry, Tony J.; 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. At LU since 2008.

Peters, Clay Etha; B.A., B.S., M.A., Ed.D., L.P.C.

Associate Professor of Counseling

B.A., Thomas Edison State College; B.S., Regent's College; M.A., Liberty University; Ed.D., University of Sarasota. At LU since 2003.

Pettitt, Raena; B.S., D.O.

Chair, Assistant Professor of Family Medicine

B.S., College of William and Mary; D.O., Nova Southeastern University. At LU since 2016.

Pettus, David D.; B.S., M.Div., Ph.D.

Associate Professor of Biblical Studies

B.S., Southwest Baptist University; M.Div., Southwestern Baptist Theological Seminary; Ph.D., Baylor University. At LU since 2005.

Peveler, Willard; B.A., M.S., Ph.D.

Professor of Health Professions

B.A., M.S., Western Kentucky University; Ph.D., University of Alabama. At LU since 2016.

Phenix, Morgan; B.A., M.A., Ed.D.

Assistant Professor of Education

B.A., Muhlenberg College; M.A., Ed.D., Teacher's College-Columbia University. At LU since 2012.

Phillips, Christopher S.; B.S., M.F.A., M.F.A.

Assistant Professor of Studio and Digital Arts

B.S., M.F.A., Pensacola Christian College; M.F.A., Marywood University. At LU since 2011.

Phillips, Kelsey K.; B.S., M.F.A.

Assistant Professor of Studio and Digital Arts

B.S., Pensacola Christian College; M.F.A., Marywood University. At LU since 2012.

Phillips, Mary; B.A., M.A., M.B.A., Ph.D.

Adjunct Instructor of Business

B.A., Union University; M.A., Southwestern Baptist Theological Seminary; M.B.A., Dallas Baptist University; Ph.D., Capella University. At LU since 2013.

Pickard, Jerry Vance; B.S., M.A.T., Ed.D., A.T.C.

Professor of Health Professions

B.S., University of Texas at El Paso; M.A.T., Western New Mexico University; Ed.D., Sam Houston State University. At LU since 2003.

Pierce, John; B.S., M.D.

Chair, Division of Women's Health

B.S., M.D., University of Florida At LU since 2016.

Pierre, Denel; B.B.A., M.B.A., D.B.A.

Adjunct Instructor of Business

B.B.A., Temple University; M.B.A., Wilmington University; D.B.A., Argosy University-Atlanta. At LU since 2013.

Pinaire, Kenneth; B.A., M.B.A., Sc.D.

Assistant Professor of Business

B.A., M.B.A., University of Texas-Dallas; Sc.D., Dakota State University. At LU since 2016.

Pinkston, Deborah A.; B.S., M.S., Ph.D.

Assistant Professor of Counseling

B.S., Ouachita Baptist University; M.S., Troy State University; Ph.D., International Theological Seminary. At LU since 2010.

Piorkowski, Chris; M.F.A.

Assistant Professor of Commercial Music and Film

M.F.A., Vermont College At LU since 2016.

Pockras, Nathaniel J; B.A., M.L.S., M.A.

Electronic Resources Librarian, Jerry Falwell Library

B.A., Geneva College; M.L.S., M.A., Indiana University. At LU since 2016.

Poirier, Dean; B.S., M.A., J.D.

Assistant Professor of Business

B.S., Bridgewater State College; M.A., Fairleigh-Dickinson University; J.D., University of North Carolina School of Law. At LU since 2006.

Poole, Melesa; B.S., MACCT, Ph.D.

Associate Professor of Business Management Information Systems

B.S. Concord University; MACCT., Virginia Tech; Ph.D., Virginia Tech. At LU since 2013.

Poplin, Wayne; B.A., Th.M., Ph.D.

Assistant Professor of Biblical Studies

B.A., Wake Forest University; Th.M., Ph.D., New Orleans Baptist Theological Seminary. At LU since 2009.

Porter, Chrystal D.; B.S., M.A., Ed.S., Ph.D.

Assistant Professor of Sport Management

B.S., M.A., Ohio University-Athens; Ed.S., Florida State University; Ph.D., Capella University. At LU since 2011.

Potter, Laura J.; B.S., M.D.

Assistant Professor of Emergency Medicine

B.S., Colorado State University; M.D., University of Colorado-Denver. At LU since 2016.

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. At LU since 2015.

Pou, Keisha; B.A., M.A., Ed.D.

Adjunct Instructor of Counseling

B.A., Morris Brown College; M.A., Argosy University-Atlanta; Ed.D., Argosy University-Sarasota, FL. At LU since 2012.

Poulos, Misti; B.F.A., M.A., M.Div., Ph.D.

Adjunct Instructor of Counseling

B.F.A., University of Tennessee-Knoxville; M.A., M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2013.

Pounds, Angelia; B.A., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., University of Colorado-Denver, M.A., Shorter University; PhD, Capella University. At LU since 2018.

Pounds, Jerry W.; B.A., M.R.E., Ed.D.

Adjunct Instructor, School of Divinity

B.A., Samford University; M.R.E., New Orleans Baptist Theological Seminary; Ed.D., Vanderbilt University. At LU since 2014.

Powell, Charles E.; B.S., Th.M., Ph.D.

Assistant Professor of Biblical Studies

B.S., Texas A&M University; Th.M., Ph.D., Dallas Theological Seminary. At LU since 2009.

Powell, Debra; B.B.A., M.B.A., D.B.A.

Adjunct Instructor of Business

B.B.A., McMurray University; M.B.A., Hardin Simmons University; D.B.A., Argosy University-Sarasota, FL. At LU since 2014.

Powell, Diane; B.S., M.S., Ph.D.

Assistant Professor of Counseling

B.S., University of Missouri; M.S., University of Nebraska; Ph.D., St. Louis University. At LU since 2006.

Powell, Julie A; B.S., M.Ed., Ed.D.

Adjunct Instructor of Sport Management

B.S., M.Ed., Union University; Ed.D., Northcentral University. At LU since 2012.

Powers, Dennis; B.B.A., Ph.D.

Adjunct Instructor of Business

B.B.A., Memphis State University; Ph.D., Texas A&M University. At LU since 2013.

Powers, Patricia A; B.Pharm, Pharm.D.

Online Adjunct

B.Pharm, Pharm.D., Ohio State University. At LU since 2013.

Preacher, Stephen P; B.A., M.B.A., M.S., D.B.A.

Adjunct Instructor of Business

B.A., Bob Jones University; M.B.A., M.S., National University; D.B.A., Alliant International University. At LU since 1980.

Prentice, Mary; B.S., M.S.L.S., Ph.D.

Assistant Professor, Helms School of Government

B.S., Furman University; M.S.L.S., Clarion University; Ph.D., University of Florida. At LU since 2011.

Preston, Stephanie Alyssa; B.A., M.A., Ph.D.

Assistant Professor, Visual and Performing Arts

B.A., Grove City College; M.A., Ph.D., Duquesne University. At LU since 2016.

Price, J. Randall; B.A., Th.M., Ph.D.

Professor of Jewish Studies

B.A., Texas State University; Th.M., Dallas Theological Seminary; Ph.D., University of Texas. At LU since 2007.

Price, Michael S; B.S., M.S., Ph.D.

Associate Professor of Biology

B.S., University of Delaware; M.S., Ph.D., North Carolina State University. At LU since 2013.

Pride, Jennifer S.; M.A.

Adjunct Instructor, Visual and Performing Arts

M.A., Florida State University. At LU since 2015.

Pride, Melvin; B.S., M.A., M.S., Ph.D.

Associate Professor of Counseling

B.S., Towson University; M.A., Capital Bible Seminary; M.S., Ph.D., Loyola University Maryland. At LU since 2013.

Prior, Karen Swallow; B.A., M.A., Ph.D.

Professor of English

B.A., Daemen College; M.A., Ph.D., SUNY at Buffalo. At LU since 1999.

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. At LU since 2011.

Pritchard, Tracey B; B.S., M.Ed., Ed.D.

Assistant Professor of Education

B.S., Liberty University; M.Ed., Wilmington College; Ed.D., Liberty University. At LU since 2007.

Provenzola, Thomas A.; B.R.Ed., Th.M., Ph.D.

Adjunct Instructor of Philosophy

B.R.Ed., William Tyndale College; Th.M., Dallas Theological Seminary; Ph.D., Trinity International University. At LU since 2004.

Pruitt, H Edward; Th.B., Th.M., M.Div., Ph.D.

Adjunct Instructor of Theological Studies

Th.B., Florida Baptist Theological College; M.Div., Southeastern Baptist Theological Seminary; Th.M., Ph.D., University of South Africa. At LU since 2009.

Ptomey, Jessica D.; B.A., M.A., Ph.D.

Adjunct Instructor of Strategic Communications

B.A., Bryan College; M.A., Ph.D., Regent University. At LU since 2015.

Puckett, Darrel W.; B.A., M.A., J.D.

Adjunct Faculty, School of Law

B.A., Lynchburg College; M.A., University of South Dakota; J.D., Regent University. At LU since 2018.

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. At LU since 2007.

Puga, Jose; B.A., M.Ed., M.A., Ed.D.

Assistant Professor of Education

B.A., University of Texas-Rio Grande Valley; M.Ed., Texas Southmost College; M.A., Texas Tech University; Ed.D., Texas A&M University. At LU since 2008.

Pumphrey, Jade N; B.S., M.S., Ph.D.

Assistant Professor of Government

B.S., San Diego State University; M.S., National University; Ph.D., Capella University. At LU since 2014.

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. At LU since 2014.

Pyle, John; B.S., J.D.

Assistant Professor of Government

B.Th., Life Bible College East; B.S., Liberty University; J.D., Wake Forest University Law School. At LU since 2006.

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. At LU since 2010.

Quigg, Brooke C.; B.S., M.B.A., D.B.A.

Instructor of Business

B.S., Philadelphia University; M.B.A., Lehigh University; D.B.A., Argosy University-Sarasota, FL. At LU since 2006.

Quinn, Edwin; B.A., M.S., D.B.A.

Adjunct Instructor of Business

B.A., University of Mississippi; M.S., Mississippi College; D.B.A., Argosy University-Atlanta. At LU since 2014.

Quinn, Starla K.; B.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.S., M.A., University of Colorado-Colorado Springs; Ph.D., Liberty University. At LU since 2012.

Rackley, Jefferson Blake; B.A., M.A., Psy.D.

Assistant Professor of Counseling

B.A., Emmanuel College; M.A., Psy.D., Regent University. At LU since 2010.

Ragle, William; M.B.A., Ph.D.

Adjunct Instructor of Business

M.B.A., Ph.D., University of North Texas. At LU since 2009.

Randall, Pamela; B.S., M.Ed., Ed.S., Ed.D.

Adjunct Instructor of Education

B.S., Glenville State College; M.Ed., Radford University; Ed.S., University of Virginia; Ed.D., Liberty University. At LU since 2009.

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. At LU since 2010.

Ranglin, Carlos; B.S., M.S., Ph.D.

Adjunct Instructor of Business

B.S., University of the West Indies; M.S., Thomas A Edison State College; Ph.D., Capella University. At LU since 2015.

Rasar, Jacqueline Diane; B.S., M.Div., Ph.D.

Adjunct Instructor of Counseling

B.S., Welch College; M.Div., Southern Baptist Theological Seminary; Ph.D., Liberty University. At LU since 2012.

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. At LU since 1991.

Rasberry, Tamra; B.S.N., M.S.N., Ph.D.

Associate Professor of Nursing

B.S.N., Liberty University; M.S.N., University of Virginia; Ph.D., Liberty University. At LU since 2018.

Ratcliffe, Martin; M.Ed., Ed.D.

Adjunct Instructor of Education

M.Ed., Ed.D., Oral Roberts University. At LU since 2013.

Rathel, Mark A.; M.Div., Ph.D., M.A.

Adjunct Instructor, School of Divinity

M.Div., Ph.D., New Orleans Baptist Theological Seminary; M.A., Biola University. At LU since 2014.

Rauch, Walter C.; B.S., M.A., Ph.D.

Assistant Professor of Business

B.S., Central Michigan University; M.A., Ph.D., Regent University. At LU since 2006.

Rausch, Dana; B.A., J.D.

Adjunct Instructor of Business

B.A., Louisiana State University-Shreveport; J.D., Regent University. At LU since 2012.

Rawls, Kevin Lee; B.S., M.A.R., M.B.A., Ph.D.

Associate Dean for Online, School of Visual and Performing Arts

B.S., M.A.R., M.B.A., Liberty University; Ph.D., Northcentral University. At LU since 2015.

Ray, Andrea L.; B.S., M.Ed., Ph.D.*Assistant Professor of Education*

B.S., University of Delaware; M.Ed., Widener University; Ph.D., Capella University. At LU since 2009.

Reason, Casey; B.S., M.A., Ed.S., Ph.D.*Assistant Professor of Education*

B.S., M.A., Bowling Green State University; Ed.S., University of Toledo; Ph.D., Bowling Green State University. At LU since 2008.

Reason, Lisa; B.S., M.A., Ph.D.*Assistant Professor of Education*

B.S., University of Toledo; M.A., Bowling Green State University; Ph.D., University of Toledo. At LU since 2008.

Rector, Jeff; B.A., M.Ed., Ed.D.*Assistant Professor of Education*

B.A., Tennessee Temple University; M.Ed., Ed.D., University of Tennessee. At LU since 2012.

Redden, Kenneth; B.A.S., M.A., Ed.D.*Adjunct Instructor of Health Professions*

B.A.S., Wingate University; M.A., Radford University; Ed.D., University of North Carolina-Charlotte. At LU since 2013.

Reddick, Geoffrey; B.A., M.S., Ph.D.*Adjunct Instructor, Community Care and Counseling*

B.A., University of Arkansas-Fayetteville; M.S., John Brown University; Ph.D., Saint Louis University. At LU since 2015.

Reed, Cynthia Shinabarger; B.A., M.S., M.A., Ph.D., Ph.D.*Adjunct Instructor of Counseling*

B.A., Indiana University; M.S., University of Tennessee-Martin; M.A., University of Texas-Arlington; Ph.D., Saint Louis University; Ph.D., Texas Womans University. At LU since 2013.

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. At LU since 2014.

Reid, Angela; B.A., M.A., Ph.D.*Assistant Professor of Counseling*

B.A., Messenger College; M.A., Assemblies of God Theological Seminary. Ph.D., Forest Institute of Professional Psychology. At LU since 2013.

Reiner, Beth L; B.A., M.A., Ph.D.*Assistant Professor of Counseling*

B.A., University of Nebraska-Lincoln; M.A., Ph.D., Regent University. At LU since 2013.

Reiners, Beth L.; B.A., M.A., Ph.D.*Instructor of Counseling*

B.A., University of Nebraska-Lincoln; M.A., Ph.D., Regent University. At LU since 2013.

Reinke, Jennifer; B.S., J.D.*Adjunct Instructor of Business*

B.S., University of Nebraska-Omaha; J.D., Creighton University. At LU since 2012.

Reisman, Judith; M.A., Ph.D.*Visiting Professor of Law*

M.A., Ph.D., Case Western Reserve University. At LU since 2011.

Reynolds, Brad; B.A., M.Div., Ph.D.*Assistant Professor of Practical Studies*

B.A., The Criswell College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., The College of William and Mary. At LU since 2009.

Reynolds, Noel; B.S., M.S., Ph.D.*Adjunct Instructor of Business*

B.S., M.S., University of the West Indies; Ph.D., University of South Florida. At LU since 2014.

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. At LU since 2007.

Rice, Angela; B.A., M.L.S.*Dean, Jerry Falwell Library*

B.A., Longwood College; M.L.S., Syracuse University. At LU since 2013.

Rice, Dwight Cecil; B.S., M.Div., D.Min., Ph.D.*Assistant Professor of Counseling*

B.S., Western Carolina University; M.Div., Mid-America Baptist Theological Seminary; D.Min., Louisiana Baptist University; Ph.D., Liberty University. At LU since 2010.

Rice, Laurie Ruthe; B.S.E., M.Ed.*Assistant Professor of Education*

B.S.E., M.Ed., Liberty University. At LU since 2011.

Rice, Stephen M.; B.A., J.D.*Professor of Law*

B.A., Michigan State University; J.D. Thomas M. Cooley Law School. At LU since 2007.

Richards, Janet S; B.S.E., M.Ed., Ed.D.*Adjunct Instructor of Education*

B.S.E., Bob Jones University; M.Ed., Chapman University; Ed.D., Azusa Pacific University. At LU since 2007.

Richardson, Eric; B.S., M.B.A., Ph.D.*Adjunct Instructor of Business*

B.S., University of Virginia at Wise; M.B.A., Liberty University; Ph.D., Capella University. At LU since 2013.

Richeson, Brandy; B.S., M.Ed., Ed.S., Ph.D.*Adjunct Instructor of Education*

B.S., Virginia Commonwealth University; M.Ed, Hampton University; Ed.S., Ph.D., Old Dominion University. At LU since 2013.

Richmond, Shawn P.; B.S., M.A., Ph.D.*Assistant Professor of Business*

B.S., M.A., University of Maryland; Ph.D., Capella University. At LU since 2010.

Ricks, Lacey; M.Ed., Ed.S., Ph.D.*Assistant Professor of Counseling*

M.Ed., Georgia Southern University; Ed.S., Valdosta State University; Ph.D., Auburn University. At LU since 2015.

Rieger, Keith E.; B.B.A., M.A.*Adjunct Instructor of Business*

B.B.A., University of New Mexico; M.A., University of Alabama. At LU since 2015.

Rigg, Katelyn Marie; B.A., Ed.S.*Adjunct Instructor of Education*

B.A., Ed.S., Liberty University. At LU since 2014.

Ringstaff, Martin Eugene; B.S., M.A., Ed.D.*Assistant Professor of Education*

B.S., Virginia Interment College; M.A., George Washington University; Ed.D., Liberty University. At LU since 2008.

Ritchey, Brigitte Margaret; B.A., M.A., Ph.D.*Adjunct Instructor of Counseling*

B.A., Biola University; M.A., Southwestern Baptist Theological Seminary; Ph.D., Liberty University. At LU since 2013.

Ritz, Robert L; B.S., M.Ed., Ph.D.*Assistant Professor of Education*

B.S., M.Ed., Baptist Bible College; Ph.D., Kent State University. At LU since 2010

Roberts, Amanda Moore; B.S., M.S., Ph.D.*Adjunct Instructor of Education*

B.S., Liberty University; M.S., Ph.D., Old Dominion University. At LU since 2014.

Roberts, Carey M.; B.A., M.A., Ph.D.*Associate Dean, College of Arts and Sciences*

Professor of History

B.A., University of Southern Mississippi; M.A., Ph.D., University of South Carolina. At LU since 2013.

Roberts, Jennifer; B.A., M.Ed., Ed.D.

Adjunct Instructor of Counseling

B.A., University of Colorado-Boulder; M.Ed., University of Houston-Victoria; Ed.D., Texas Southern University. At LU since 2013.

Roberts, William E.; B.A., M.S., Ph.D.

Assistant Professor of Counseling

B.A., Southwestern University; M.S., Texas A&M University; Ph.D., Iowa State University. At LU since 2009.

Robertson, Robert Anthony; B.B.A., J.D.

Assistant Professor of Government

B.B.A., University of Louisiana at Monroe; J.D., Regent University. At LU since 2015.

Robinson, Sue; B.S., M.Ed., Ph.D.

Assistant Professor of Counseling

B.S., Tarleton State University; M.Ed., Hardin Simmons University; Ph.D., Regent University. At LU since 2006.

Robinson, Wendy; B.A., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., University of Texas-Dallas; M.A., Dallas Baptist University; Ph.D., Texas A&M University-Commerce. At LU since 2013.

Roden, Chet; B.A., M.Div., Ph.D.

*Department Chair**Associate Professor of Old Testament*

B.A., The Baptist College of Florida; M.Div., Ph.D., Southeastern Baptist Theological Seminary. At LU since 2009.

Rodriguez, Porfirio; M.A., M.A., Ph.D.

Adjunct Instructor of Theological Studies

M.A., M.A., Ph.D., Fuller Theological Seminary. At LU since 2006.

Rogers, Daniel P; B.S., M.S., D.S.L.

Adjunct Instructor of Business

B.S., United States Coast Guard Academy; M.S., Purdue University at West Lafayette; D.S.L., Regent University. At LU since 2010.

Rogers-Larke, Christie; B.A., M.A., Ed.D.

Adjunct Instructor of Counseling

B.A., Converse College; M.A., Webster University; Ed.D., Argosy University-Sarasota, FL At LU since 2013.

Rolen, Laura L; B.A., M.S., Th.M., Ed.S., Ph.D.

Assistant Professor of Counseling

B.A., University of Tennessee-Knoxville; M.S., Radford University; Th.M., Pacific School of Theology; Ed.S., Radford University; Ph.D., Virginia Polytechnic Institute and State University. At LU since 2008.

Rolfs, Mark E; B.A., B.S., Pharm.D., D.O.

Assistant Professor of Family Medicine

B.A., B.S., Pharm.D., Washington University; D.O., Edward Via College of Osteopathic Medicine. At LU since 2016.

Romanoski, Frank A; B.A.S., M.A., M.S., Ph.D.

Instructor of Business

B.A.S., West Virginia University; M.A., Central Michigan University; M.S., Johns Hopkins University; Ph.D., Northcentral University. At LU since 2009.

Ross, Jillian; B.S., M.Div., Ph.D.

Professor of Biblical Languages

B.S., Maranatha Baptist University; M.Div., Central Baptist Theological Seminary; Ph.D., Trinity International University. At LU since 2016.

Rost, Grant M.; B.A., M.Ed., J.D.

Associate Lawyering Skills Legal Instructor

B.A., Ohio University-Athens; M.Ed., Lynchburg College; J.D., University Of Akron At LU since 2005.

Rost, John C.; B.A., M.F.A.

*Chair, Digital Media and Journalism**Associate Professor of Digital Media and Journalism*

B.A., Kent State University; M.F.A., Regent University. At LU since 2014.

Rothwell, Ronni R.; B.S.N., M.S.N., D.N.P.

Adjunct Instructor of Nursing

B.S.N., Lynchburg College; M.S.N., Walden University; D.N.P., Liberty University. At LU since 2018.

Rowe, Kimberly Jane; B.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.S., University of Maryland University College; M.A., Liberty University; Ph.D., Walden University. At LU since 2011.

Royer, John; B.B.A., M.B.A., Ph.D.

Adjunct Instructor of Business

B.B.A., Warner University; M.B.A., Baker College Center for Graduate Studies Online; Ph.D., Argosy University-Tampa. At LU since 2012.

Ruddell, Jennifer; B.S., M.Ed, Ph.D.

Adjunct Instructor of Sport Management

B.S., M.ED, Ph.D., University of Illinois-Urbana. At LU since 2012.

Rumrill, Paul; B.A., M.Mus., M.A., D.M.A.

*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.M.A., Eastman School of Music. At LU since 2008.

Ruot, Charles W; B.S., M.S., Ed.D.

Adjunct Instructor of Health Professions

B.S., Illinois State University; M.S., Eastern Illinois University; Ed.D., University of Kentucky At LU since 2016.

Russell, Tamika; B.S., M.P.A., Ph.D.

Adjunct Instructor of Government

B.S., Louisiana State University-Baton Rouge; M.P.A., Ph.D., Walden University. At LU since 2015.

Sabou, Sorin V; Th.B., Ph.D.

Adjunct Instructor of Biblical Studies

Th.B., Emanuel University of Oradea; Ph.D., London School of Theology. At LU since 2011.

Sadik, S. Sue; B.A., M.A., M.Ed., Ed.S., Ph.D.

Assistant Professor of Counseling

B.A., M.A., M.Ed., Ed.S., Ph.D., University of South Carolina. At LU since 2009.

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. At LU since 2012.

Saenz, Roswitha; B.A., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., University of Texas-El Paso; M.A., Ph.D., New Mexico State University-Las Cruces. At LU since 2013.

Saez, Megan E.; B.S., M.A., Ph.D.

Assistant Professor of Business

B.S., Lee University; M.A., Ph.D., University of Phoenix. At LU since 2009.

Sainz, Monica Emmanuelle; B.A., M.S., Ph.D

Assistant Professor of Education

B.A., M.S., Glenville State College; Ph.D, United States Sports Academy. At LU since 2012

Salmon, Arthur E.; B.S., M.I.S.M.

Adjunct Instructor of Cyber Security

B.S., DeVry University; M.I.S.M., Keller Graduate School of Management. At LU since 2014.
Sanderfer, Mary A; B.A., M.A., Ph.D.
Adjunct Instructor of Visual and Performing Arts
 B.A., University of Louisville; M.A., Regent University; Ph.D., Old Dominion University. At LU since 2015.
Sanders, Kenard; B.A., M.Ed., Ed.S., Ph.D.
Assistant Professor of Counseling
 B.A., Clark Atlanta University; M.Ed., Ed.S., University of West Georgia; Ph.D., Auburn University. At LU since 2010.
Sanders, Lynne; B.S.N., M.S.N., Ed.D.
Assessment Coordinator for Graduate Programs
Professor of Nursing
 B.S.N., Liberty University; M.S.N., University of Virginia; Ed.D., Argosy University. At LU since 1992.
Sanders, Matthew L; B.A., M.A., Ph.D.
Adjunct Instructor, School of Divinity
 B.A., University of Hawaii-Manoa; M.A., Southwestern Baptist Theological Seminary; Ph.D., University of St. Andrews. At LU since 2014.
Sandez, Michael M.; B.A., J.D.
Adjunct Instructor of Law
 B.A., University of San Diego; J.D., University of San Diego School of Law. At LU since 2008.
Sandlin, Judy R; B.S., M.S., Ph.D.
Assistant Professor of Health Professions
 B.S., Louisiana Tech University; M.S., Baylor University; Ph.D., Texas A&M University. At LU since 2000.
Sanford, Frances R; B.A., M.Ed., Ed.D.
Adjunct Instructor of Counseling
 B.A., Eckerd College; M.Ed., Stetson University; Ed.D., Argosy University-Sarasota, FL. At LU since 2009.
Sarno, Albert J; M.S., Ph.D.
Adjunct Instructor of Counseling
 M.S., Nova Southeastern University; Ph.D., Capella University. At LU since 2014.
Satta, Ronald F; B.S., M.Div., Th.M., D.Min., M.A., Ph.D.
Adjunct Instructor of History
 B.S., SUNY College at Brockport; M.Div., Th.M., Capital Bible Seminary; D.Min., Trinity Evangelical Divinity School; M.A., SUNY College at Brockport; Ph.D., University of Rochester. At LU since 2014.
Satterlee, Anita; B.S., M.A., Ed.D.
Professor of Business
 B.S., Florida Southern College; M.A., Webster University; Ed.D., Liberty University. At LU since 2004.
Satterlee, Brian; B.S., M.S., Ed.D., D.B.A.
Professor of Business Administration
 B.S., Southwest University; M.S., Central Michigan; Ed.D., Nova Southeastern; D.B.A., University of Sarasota. At LU since 2001.
Sattler, Abigail R.; B.S., M.S.
Archivist, Jerry Falwell Library
 B.S., Liberty University; M.S., University of Tennessee. At LU since 2005.
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. At LU since 2008.
Savage, Jeffrey; B.S., M.S.A., Ed.D.
Assistant Professor of Education
 B.S., Culver-Stockton College; M.S.A., Central Michigan University; Ed.D., Culver-Stockton College. At LU since 2007.
Sawyer, Randy; B.A., M.Div., D.Min.
Assistant Professor of Worship

B.A., Welch College; M.Div., Southeastern Southern Baptist Theological Seminary; D.Min., Reformed Theological Seminary (Charlotte). At LU since 2013.
Scheidle, Laurie; B.S., M.A., Psy.D.
Adjunct Instructor of Counseling
 B.S., Geneva College; M.A., Psy.D., Regent University. At LU since 2013.
Schellenberg, Rita; B.S., M.Ed., Ph.D.
Professor of Counselor Education
 B.S., Christopher Newport University; M.Ed., College of William and Mary; Ph.D., Regent University. At LU since 2010.
Schlabra, Lisa W; B.S., M.S., Ed.S., Ed.D.
Assistant Professor of Education
 B.S., M.S., North Georgia College; Ed.S., Lincoln Memorial University; Ed.D., Liberty University. At LU since 2009.
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. At LU since 2013.
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.Ed., University of Colorado (Boulder); D.M.A., Boston University. At LU since 2013.
Schmalz, Karen; B.S.E., M.Ed., Ed.D.
Adjunct Instructor of Education
 B.S.E., Geneva College; M.Ed., Shippensburg University; Ed.D., Regent University. At LU since 2011.
Schmidt, Cynthia; B.A., M.S
Head, Communication and Customer Services, Jerry Falwell Library
 B.A., M.S., Longwood College. At LU since 2010.
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 At LU since 2003.
Schneider, Charles; B.A., M.Ed., Ed.D.
Assistant Professor of Education
 B.A., M.Ed., Ed.D., University of Virginia. At LU since 2000.
Schnittjer, Gary E.; B.S., Th.M., Ph.D.
Assistant Professor of Biblical Studies
 B.S., Philadelphia Biblical University; Th.M., Ph.D., Dallas Theological Seminary. At LU since 2010.
Schoffstall, Heather; B.S., M.S., Ed.D.
Dean, School of Education
Associate Professor of Education
 B.S., M.S., Old Dominion University; Ed.D., Argosy University. At LU since 2003.
Schreiber, Beverly; B.S., M.Ed.
Adjunct Faculty
 B.S., Eastern Michigan University; M.Ed., Keene State College. At LU since 2014.
Schroeder, Johannes; B.S., M.A., Ed.D.
Adjunct Instructor, Center for Music and Worship
 B.S., Liberty University; M.A., Liberty Baptist Theological Seminary; Ed.D., Liberty University. At LU since 2014.
Schultz, Jonathan D.; B.S., M.B.A., D.B.A.
Assistant Professor of Business
 B.S., Southwestern Assemblies of God University; M.B.A., Amberton University; D.B.A., Argosy University. At LU since 2010.
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. At LU since 2002.

Schulze, Dietmar W.; Th.M., Ph.D.

Adjunct Instructor of Biblical Studies

Th.M., University of Hamburg; Ph.D., Ruhr University. At LU since 2010.

Schwartz, Stuart H.; B.A., M.A., M.A., Ph.D.

Associate Dean, School of Communication & Digital Content

Professor of Strategic and Personal Communication

B.A., University of Connecticut; M.A., Fairfield University; M.A., Liberty University; Ph.D., Temple University. At LU since 2005.

Schwedt, Rachel; B.A., M.L.S.

Research Assistance Librarian, Jerry Falwell Library

B.A., Roberts Wesleyan College; M.L.S., University of New York. At LU since 1997.

Scott, Wesley; B.Th., M.R.E., Th.M., Ph.D., Ed.D.

Assistant Professor of Education

B.Th., Atlantic Baptist Bible College; M.R.E., Th.M., Ph.D., Bethany Theological Seminary; Ed.D., Atlantic Baptist Bible College At LU since 2008

Seay, Steven; B.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., University of San Francisco; M.B.A., City University; Ph.D., Walden University. At LU since 2009.

Seiler, Sigmund P; B.S., M.D.

Associate Professor of Family Medicine

B.S., Eastern Mennonite University; M.D., Medical College of Virginia At LU since 2015.

Self, Stanley W.; B.S., M.B.A., D.B.A., D.Min.

Adjunct Instructor of Business

B.S., M.B.A., University of South Alabama; D.B.A., Argosy University-Sarasota, FL; D.Min., Master's International School of Divinity. At LU since 2009.

Selladurai, Raja S.; M.A., Ph.D.

Adjunct Instructor of Business

M.A., Abilene Christian University; Ph.D., Texas A&M University. At LU since 2011.

Sellers, Jeremy Andrew; B.S., Ph.D.

Professor of Biology

B.S., Campbell University; Ph.D., Wake Forest University. At LU since 2014.

Seo, Ki Won Isaac; B.A., M.A.R., M.Div.

Graduate Teaching Assistant, Writing Center

B.A., Handong Global University; M.A.R., M.Div., Liberty University. At LU since 2014.

Severance, Scott M; B.S., M.S., Ph.D.

Assistant Professor of Biochemistry

B.S., Bob Jones University; M.S., Ph.D., SUNY University at Buffalo. At LU since 2016.

Seward, James; B.R.E., M.S., Ed.D.

Adjunct Instructor of Counseling

B.R.E., Southwest Baptist University; M.S., Western Illinois University; Ed.D., Argosy University-Denver. At LU since 2013.

Shaler, Laurel; B.S., M.S.W., Ph.D.

Assistant Professor of Counseling

B.S., College of Charleston; M.S.W., Florida State University; Ph.D., Regent University. At LU since 2013.

Shanek, Mark; B.S., M.S., Ph.D.

Associate Professor of Computational Sciences

B.S., Rutgers University-The State University; M.S., Ph.D., University of Minnesota. At LU since 2007.

Shanks, Monte A.; B.A., Th.M., Ph.D.

Assistant Professor of Biblical Studies

B.A., University of South Florida; Th.M., Dallas Theological Seminary; Ph.D., The Southern Baptist Theological Seminary. At LU since 2009.

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. At LU since 2014.

Sharp, Tim; B.M., M.M., D.M.A.

Assistant Professor of Conducting

B.M., Belmont University; M.M., D.M.A., Southern Baptist Theological Seminary. At LU since 2013.

Sheard, Daniel W.; B.A., Th.M., Ph.D.

Assistant Professor, School of Divinity

B.A., Taylor University Upland; Th.M., Dallas Theological Seminary; Ph.D., Spurgeon's College At LU since 2018.

Sheeler, Cameron; B.S., Ph.D.

Associate Professor of Biology

B.S., University of California at Davis; Ph.D., University of Cincinnati College of Medicine. At LU since 2017.

Shelton, James B.; B.A., M.A., Ph.D., C.P.A.

Professor of Business

B.A. University of Maryland; M.A. Virginia Polytechnic Institute and State University; Ph.D., Virginia Commonwealth University. At LU since 1995.

Shelton, Nickeda; B.A., M.Ed., Ed.S., Ph.D.

Assistant Professor of Counseling

B.A., Mississippi Valley State University; M.Ed., Delta State University; Ed.S., Mississippi State University; Ph.D., University of Mississippi. At LU since 2015.

Sheperis, Donna S; B.B.A., M.Ed., Ph.D.

Adjunct Instructor of Counseling

B.B.A., University of Mississippi; M.Ed., Delta State University; Ph.D., University of Mississippi. At LU since 2015.

Sherbert, Edward George; M.B.A., D.B.A.

Adjunct Instructor of Business

M.B.A., Berry College; D.B.A., Nova Southeastern-Davie, FL. At LU since 2008.

Shields, David; B.S., M.S.

Adjunct Instructor of Cyber Security

B.S., Mid-America Christian University; M.S., University of Maryland University College. At LU since 2015.

Shillingford-Butler, Margaret; B.S., M.Ed., Ph.D

Adjunct Instructor of Education

B.S., Strayer University; M.Ed., Bowie State University; Ph.D., University of Central Florida. At LU since 2013.

Shipe, Nancy J.; B.S., M.A.

Adjunct Instructor of Psychology

B.S., M.A., Liberty University. At LU since 2009.

Shoemaker, Judy; B.A., M.A., Ed.D.

Assistant Professor of Education

B.A., College of Wooster; M.A., St. Francis College; Ed.D., College of Wooster. At LU since 2007.

Shyers, Larry E; B.A., M.A.T, M.Ed., Ph.D.

Adjunct Instructor of Counseling

B.A., Lipscomb University; M.A.T, Stetson University; M.Ed., University of Central Florida; Ph.D., University of Florida At LU since 2011.

Sibcy, Gary; B.S., M.A., Ph.D., LP, LPC, LMFT

Professor of Counseling

B.S., M.A., Liberty University; Ph.D., The Union Institute. At LU since 2002.

Silva-Wilkins, Penny Ann; M.A., M.Ed., D.A.

Instructor of Business

M.A., D.A., University of Phoenix; M.Ed., California State University-East Bay. At LU since 2005.

Simlton, Mildred D; B.A., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., Pfeiffer University; M.A., University of North Carolina-Charlotte; Ph.D., North Carolina State University. At LU since 2010.

Simon, Linda; B.A., M.S., Ed.D.

Adjunct Instructor of Counseling

B.A., Shorter University; M.S., Jacksonville State University; Ed.D., Argosy University-Phoenix. At LU since 2013.

Sims, Veronica; A.A., B.A., M.Ed., Ed.D.

Assistant Professor of Education

A.A., Essex County College; B.A., New Jersey City University; M.Ed., University of Phoenix; Ed.D., New Jersey City University. At LU since 2008

Sirles, Wesley A; B.S., M.A., Ed.D.

Adjunct Instructor of Practical Studies

B.S., Murray State University; M.A., Southwestern Baptist Theological Seminary; Ed.D., Southern Baptist Theological Seminary. At LU since 2010.

Sites, Albert L.; M.S., D.P.

Adjunct Instructor of Business

M.S., Liberty University; D.P., Northcentral University. At LU since 2018.

Slater, Robert Glenn; B.A., M.A., M.Ed., Ph.D.

Adjunct Instructor of History

B.A., M.A., M.Ed., Texas A&M University-Commerce; Ph.D., University of Tennessee-Knoxville At LU since 2016.

Slaughter, Patty; B.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.S., Houghton College; M.A., New York University; Ph.D., Indiana State University. At LU since 2012.

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 North Carolina-Chapel Hill. At LU since 2012.

Small, Don K.; B.A., M.A., M.Div., M.S., Ph.D.

Assistant Professor of Counseling

B.A., M.A., M.Div., Cincinnati Christian University; M.S., Indiana University; Ph.D., Southern Baptist Theological Seminary. At LU since 2009.

Smith, A. Todd; B.A., B.S., M.F.A.

Chair, Department of Studio and Digital Arts

Professor of Studio and Digital Arts

B.A., Emmanuel College; B.S., M.F.A., Radford University. At LU since 2002.

Smith, Albert W.; B.A., M.A., Ph.D.

Assistant Professor of Counseling

B.A., Baylor University; M.A., Ph.D., Southwestern Baptist Seminary. At LU since 2009.

Smith, Almer J.; B.A., M.Div., Ph.D.

Assistant Professor of Church History

B.A., Hardin-Simmons University; M.Div., Ph.D., The Southern Baptist Theological Seminary. At LU since 2006.

Smith, Angela M.; B.A., M.A., Ed.D.

Assistant Professor of Education

B.A., Arizona State University; M.A., Northern Arizona University; Ed.D., Arizona State University. At LU since 2006.

Smith, Ashton C.; B.S., M.Div., D.Min.

Assistant Professor of Practical Studies

B.S., Virginia Commonwealth University; M.Div., Southeastern Baptist Theological Seminary; D.Min., Luther Rice University. At LU since 2007.

Smith, C. Fred; B.A., M.Div., Ph.D.

Adjunct Instructor of Biblical Studies and Theology

B.A., Memphis State University; M.Div., Mid-America Seminary; Ph.D., Southwestern Seminary. At LU since 2004.

Smith, Charles M.; M.B.A., Ph.D.

Adjunct Instructor of Business

M.B.A., Dallas Baptist University; Ph.D., Capella University. At LU since 2011.

Smith, Charles; B.A., M.S., Ph.D.

Assistant Professor of Education

B.A., Southeastern University; M.S., Nova Southeastern University; Ph.D., Southeastern University. At LU since 2008.

Smith, Christopher J.; B.A., M.A., Ph.D.

Associate Professor of History

B.A., Texas A&M University; M.A., Ph.D., University of Houston. At LU since 2012.

Smith, Clayton; B.S., M.Div., D.Min.

Adjunct Instructor of Counseling

B.S., Wayne State University; M.Div., Detroit Baptist Theological Seminary; D.Min., Bethel University. At LU since 2013.

Smith, Earl; B.S., M.B.A.

Online Chair, School of Business

Assistant Professor of Business

B.S., North Carolina State University; M.B.A., University of North Carolina. At LU since 2012.

Smith, Ethan C.; B.S., M.S., Ph.D.

Professor of Mathematics

B.S., Grove City College; M.S., Ph.D., Clemson University. At LU since 2012.

Smith, Fred H; B.A., M.A., Ph.D.

Adjunct Instructor of Theological Studies

B.A., Toccoa Falls College; M.A., Ph.D., Fuller Theological Seminary. At LU since 2007.

Smith, Ganella; B.S., M.S., Ph.D.

Assistant Professor of Community Care and Counseling

B.S., University of Wisconsin-Milwaukee; M.S., Ph.D., Capella University. At LU since 2014.

Smith, Gary; B.A., B.A., M.Ed., Ed.D.

Assistant Professor of Education

B.A., B.A., Clearwater College; M.Ed., University of North Florida; Ed.D., Nova University. At LU since 2012

Smith, Gregory Arnold; 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. At Lu since 2009.

Smith, Lisa; B.S.N., M.S.N., D.N.P.

Adjunct Instructor of Nursing

B.S.N., Lynchburg College; M.S.N., University of Virginia; D.N.P., Radford University. At LU since 2018.

Smith, Lonnie W; B.A.S., M.S., Ph.D.

Adjunct Instructor of Counseling

B.A.S., M.S., Radford University; Ph.D., Union Institute & University. At LU since 2013.

Smith, Neal D; B.A., M.S.W, M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., M.S.W, University of South Carolina; M.A., Webster University; Ph.D., Capella University. At LU since 2013.

Smith, Rita P; B.A., M.A., Ph.D.

Assistant Professor of Counseling

B.A., Morgan State University; M.A., Ph.D., University of Maryland at College Park. At LU since 2008.

Smith, Samuel C.; B.A., M.A., Ph.D.

Chair, Department of History

Professor of History

B.A., M.A., Bob Jones University; Ph.D., University of South Carolina. At LU since 2004.

Smith, Samuel James; B.A., M.A., Ed.D.

Chair, Online: Administrative Support

Professor of Education

B.A., Mid-American Christian University; M.A., Grace Theological Seminary; Ed.D., Oklahoma State University. At LU since 2006

Smith, Shanda Y; B.A., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., California State University-San Bernardino; M.A., Azusa Pacific University; Ph.D., Walden University. At LU since 2011.

Smith, Trevor K; B.A., M.P.A., Ph.D.

Adjunct Instructor, Helms School of Government

B.A., Pfeiffer University; M.P.A., Webster University; Ph.D., Walden University. At LU since 2014.

Smither, Edward L.; B.A., M.A.R., M.Div., Ph.D.

Adjunct Instructor of Church History and Global Studies

B.A., North Carolina State University; M.A.R., M.Div, Liberty Theological Seminary; Ph.D. University of Wales, Lampeter; Ph.D, University of Pretoria. At LU since 2006.

Smylie, Kenneth L; B.A., M.A., Ed.S., Ph.D.

Assistant Professor of Counseling

B.A., Ambassador University; M.A., Appalachian State University; Ed.S., Ph.D., University of Florida. At LU since 2005.

Smylie, Scott; B.H.S., M.S., J.D.

Assistant Professor of Business

B.H.S., M.S., J.D., University of Florida. AT LU since 2007.

Snavely, Bruce; B.S., M.Div., Ph.D.

Assistant Professor of Theology

B.S., New England Baptist College; M.Div., Michigan Theological Seminary; Ph.D., Trinity College, University of Bristol (UK). At LU since 2010.

Snead, David; B.A., M.A., Ph.D.

Professor of History

B.A., M.A., Virginia Polytechnic Institute and State University; Ph.D., University of Virginia. At LU since 2004.

Snodgrass, Deborah; B.S., M.Ed., Ed.D.

Assistant Professor of Counseling

B.S., East Coast Bible College; M.Ed., Winthrop University; Ed.D., Argosy University. At LU since 2007.

Sopeju, Olugbenga; B.A., LL.M., J.D.

Adjunct Instructor of Business

B.A., Ogun State University; LL.M., Northwestern University; J.D., University of Iowa. At LU since 2012.

Soria, Tatiana M; B.A., B.S., M.A., Psy.D.

Adjunct Instructor of Community Care and Counseling

B.A., University of New Mexico; B.S., University of Maryland-Munich; M.A., Bowie State University; Psy.D., University of Denver. At LU since 2015.

Sosin, Lisa S.; B.S., M.A., Ph.D., LLP, LPC

Assistant Professor of Counseling

B.S., State University of New York; M.A., Michigan School of Professional Psychology; Ph.D., Liberty University. At LU since 2008.

Soto, Edward L.; B.A., J.D.

Assistant Professor of Government

B.A., Christopher Newport University; J.D., Regent University School of Law. At LU since 2006.

Southerland, Jodi L; M.A., Dr.P.H.

Adjunct Instructor of Health Professions

M.A., Biola University; Dr.P.H., East Tennessee State University. At LU since 2013.

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. At LU since 2004.

Spano, Eric J; B.S., M.Div., Ph.D.

Adjunct Instructor of Biblical Studies

B.S., University of Alabama-Birmingham; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2009.

Spaulding, Lucinda; B.S., M.Ed., Ph.D.

Chair: Research Administrative

Associate Professor of Education

B.S., Old Dominion University; M.Ed., Roberts Wesleyan College; Ph.D., Regent University. At LU since 2009.

Spaulding, Maria Theresa; B.S., M.Ed.

Instructor of Education

B.S., Liberty University; M.Ed., Averett University. At LU since 2010.

Spaulding, Timothy R.; B.S., J.D.

Associate Dean for External Relations

B.S., Roberts Wesleyan College; J.D., Regent University. At LU since 2018.

Spears, Douglas A; B.S., M.Div., M.Ed., Th.M., Ph.D.

Adjunct Instructor of Counseling

B.S., M.Div., Cincinnati Christian University; Th.M., Louisville Bible College; M.Ed., Ph.D., Kent State University. At LU since 2013.

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. At LU since 2011.

Speight, Dallas; B.A., M.Div., M.S., D.Min., Ed.D.

Assistant Professor of Community Care and Counseling

B.A., Bob Jones University; M.Div., New Orleans Baptist Theological Seminary; M.S., Troy University; D.Min., Columbia Theological Seminary; Ed.D., Argosy University-Sarasota, FL. At LU since 2016.

Speight, Sheila J; A.Div., B.A., M.S. Ph.D.

Assistant Professor of Counseling

A.Div., New Orleans Baptist Theological Seminary; B.A. Southeastern University; M.S., Troy University; Ph.D., Capella University. At LU since 2013.

Spinden, Paul; B.S., M.A., J.D., LL.M.

Professor of Law

B.S., Evangel College; M.A., Missouri State University; J.D., University of Missouri, Kansas City School of Law; LL.M., University of Virginia. At LU since 2009.

Springer, Gary; B.A., M.A., M.Ed., Ph.D., Ph.D.

Adjunct Instructor of Counseling

B.A., M.Ed., University of Texas-Austin; M.A., St. Edward's University; Ph.D., California Southern University; Ph.D., Northcentral University. At LU since 2012.

Stacy, Robert Wayne; B.A., M.Div., Ph.D.

Assistant Professor of Biblical Studies

B.A., Palm Beach Atlantic College; M.Div., Ph.D., The Southern Baptist Theological Seminary. At LU since 2007.

Staley-Abney, Carol; B.A., M.Ed., Ph.D.

Adjunct Instructor of Counseling

B.A., CUNY City College of New York; M.Ed., Troy University; Ph.D., Capella University. At LU since 2013.

Stallard, Michael Darrel; B.S., M.Div., S.T.M., Ph.D.

Adjunct Instructor, School of Divinity

B.S., University of Alabama-Huntsville; M.Div., Liberty University; S.T.M., Ph.D., Dallas Theological Seminary. At LU since 2014.

Stanley, Susan; B.S., M.A., M.Ed., Ed.D.

Assistant Professor of Education

B.S., Texas A&M University-Commerce; M.A., Trinity College of Bible Theological Seminary; M.Ed., University of Florida; Ed.D., Liberty University. At LU since 2012

Stanton, Toni; B.S., M.Ed., Ed.D.

Assistant Professor of Education

B.S., M.Ed., Ed.D., University of South Alabama. At LU since 2009

Starcher, Keith; M.B.A., Ph.D.

Adjunct Instructor of Business

M.B.A., Ph.D., University of South Florida. At LU since 2012.

Stark, John D; B.A., M.A., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., M.A., Faulkner University; Ph.D., Southeastern Baptist Theological Seminary. At LU since 2011.

Stark, Rachael; B.A., M.A., Psy.D.

Adjunct Instructor of Counseling

B.A., University of North Texas; M.A., Psy.D., Southwestern Baptist Theological Seminary. At LU since 2014.

Starling, LaRonda D; B.A., M.S., Ph.D.

Adjunct Instructor of Counseling

B.A., M.S., University of North Texas; Ph.D., Walden University. At LU since 2013.

Starner, Eva M; B.S., M.S., Ph.D.

Adjunct Faculty

B.S., Oakwood College; M.S., Alabama A&M University; Ph.D., Loma Linda University. At LU since 2015.

Staten, Bridget H.; B.S., M.A., Ph.D.

Assistant Professor of Counseling

B.S., Albany State University; M.A., South Carolina University; Ph.D., Southern Illinois University-Carbondale. At LU since 2009.

Staten, David; B.S., M.A., Ph.D.

Adjunct Instructor of Counseling

B.S., M.A., South Carolina State University; Ph.D., University of Iowa. At LU since 2013.

Statti, Aubrey LeeAnne; B.A., M.A., Ed.D.

Instructor of Counseling

B.A., University of Florida; M.A., Ed.D., Liberty University. At LU since 2010.

Steffen, Daniel S.; B.A., M.S.W., Th.M., Ph.D.

Assistant Professor of Biblical Studies

B.A., Indiana University of Fort Wayne; M.S.W., University of Illinois-Champaign; Th.M., Ph.D., Dallas Theological Seminary. At LU since 2009.

Steffens, Barbara A; B.A., M.Ed., Ph.D.

Instructor of Counseling

B.A., St. Joseph's College; M.Ed., Xavier University; Ph.D., Regent University. At LU since 2009.

Steiner, Tim; B.S., M.S.

Adjunct Instructor of Cyber Security

B.S., M.S., Wilmington University. At LU since 2014.

Stephens, LaRue; B.A., M.Div., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., Mississippi College; M.Div., Ph.D., New Orleans Baptist Theological Seminary. At LU since 2010.

Sterling, John A.; B.S., M.A., J.D.

Adjunct Instructor of Government

B.S., Regis University; M.A., J.D., Regent University. At LU since 2010.

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. At LU since 2012.

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. At LU since 2012.

Stiles, Roger; B.A., B.D., M.S., Ed.D.

Assistant Professor of Education

B.A., Temple Baptist Seminary; B.D., Tennessee Temple College; M.S., University of Tennessee; Ed.D., Tennessee Temple College. At LU since 2010.

Stivers, Courtney L; B.A., M.S., Ph.D.

Adjunct Instructor of Counseling

B.A., M.S., Harding University; Ph.D., University of Louisiana at Monroe. At LU since 2014.

Stivers, Ryan; B.A., M.S., Ph.D.

Adjunct Instructor of Counseling

B.A., M.S., Harding University; Ph.D., University of Louisiana at Monroe. At LU since 2013.

Stockslager, Tess Rebecca; B.A., M.A., Ph.D.

Director, Center for Writing and Languages

Director, Graduate Writing Center

Assistant Professor of English

B.A., M.A., Liberty University; Ph.D., Indiana University of Pennsylvania. At LU since 2011.

Stowe, Jamie; B.S., M.S.A., C.P.A.

Assistant Professor of Business

B.S., M.S.A., Liberty University. At LU since 2013.

Street, James; B.A., Th.M., Ph.D.

Assistant Professor of Biblical Studies

B.A., Baptist Bible College; Th.M., Ph.D., Dallas Theological Seminary. At LU since 2007.

Strickland, Dawn S; B.S.E., M.Ed.

Adjunct Instructor, Writing Center

B.S.E., M.Ed., University of North Georgia-Dahlonega. At LU since 2009.

Stringer, Kathleen B; M.A., M.A., Ph.D.

Adjunct Instructor of Counseling

M.A., M.A., Webster University; Ph.D., Capella University. At LU since 2013.

Strohman, John M; B.B.A., J.D.

Adjunct Instructor of Business

B.B.A., University of Iowa; J.D., University of South Dakota. At LU since 2009.

Stroter, Antionette D; BAS, M.Ed., Ph.D.

Adjunct Instructor of Education

BAS, University of Central Arkansas; M.Ed., University of Oklahoma; Ph.D., Virginia Polytechnic Institute and State University. At LU since 2015.

Struble, Kevin Daniel; B.S., M.A., Ed.S., Ed.D.

Associate Dean, School of Education

Assistant Professor of Education

B.S., M.A., Ed.S., Ed.D., Liberty University. At LU since 2016.

Stumme, Clifford James; B.A., M.A.

Adjunct Instructor, College of Applied Studies and Academic

Success

B.A., Thomas A Edison State College; M.A., Liberty University. At LU since 2015.

Sturgess, Anan Li; B.A.S., M.A., M.S.

Adjunct Instructor of Business

B.A.S., Beijing Forestry University; M.A., Duke University; M.S., Liberty University. At LU since 2016.

Suarez, Gus; B.S., M.Div., D.Min., Ph.D.

Adjunct Instructor, School of Divinity

B.S., University of Maryland at College Park; M.Div., Mid-America Baptist Theological Seminary; D.Min., Golden Gate Baptist Theological Seminary; Ph.D., Southern Baptist Theological Seminary. At LU since 2014.

Subash, William J.; B.Sc., B.D., M.A., S.T.M., Ph.D.

Assistant Professor of Biblical Studies

B.Sc., PSG College of Arts and Sciences (India); B.D., Union Biblical Seminary (India); M.A., S.T.M., Ph.D., Dallas Theological Seminary. At LU since 2010.

Suk, Tae Jun; B.A., M.Div., Ph.D.

Adjunct Instructor of Theological Studies

B.A., Hankuk University of Foreign Studies; M.Div., Talbot Theological Seminary; Ph.D., Drew University. At LU since 2011.

Sulfridge, James H.; B.A., M.Div., Ed.D., Ph.D.

Assistant Professor of Practical Studies

B.A., Clear Creek Baptist Bible College; M.Div., Ed.D., Ph.D., The Southern Baptist Theological Seminary. At LU since 2009.

Sullins, Jeremiah; B.A., M.S., Ph.D.

Adjunct Instructor of Counseling

B.A., M.S., Ph.D., University of Memphis. At LU since 2012.

Sullivan, Gene Roy; B.S., M.S., M.R.E., Ph.D., C.P.A.

Professor of Accounting

B.S., M.S., Virginia Commonwealth University; M.R.E., Liberty Baptist Theological Seminary. Ph.D., Regent University. At LU since 1987.

Suttles, Daniel M.; B.R.E., B.M., M.M., D.M.A.

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. At LU since 2007.

Sutton, Jerry; B.A., M.Div., Ph.D.

Adjunct Instructor of Theological Studies

B.A., University of South Alabama; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2009.

Swafford, Karla; B.A., M.A., Ed.D.

Assistant Professor of Education

B.A., Georgia State University; M.A., University of Georgia; Ed.D., Georgia State University. At LU since 2009.

Swanson, Robert James; BACC, B.S.N., M.S., Ph.D.

Chair and Professor

BACC, Wheaton College; B.S.N., Old Dominion University; M.S., Ph.D., Florida State University. At LU since 2013.

Sweazey, Caleb; B.A., J.D.

Director of Academic Support, School of Law

Adjunct Instructor of Law

B.A., University of Minnesota; J.D., Liberty University School of Law. At LU since 2016.

Sweis, Khaldoun A; B.A., M.A., Ph.D.

Adjunct Instructor of Theological Studies

B.A., Eastern Illinois University; M.A., Trinity International University; Ph.D., University of Hull. At LU since 2008.

Swezey, James; B.A., M.Ed., Ed.D.

Chair, Qualitative Dissertation Research

Professor of Education

B.A., Simpson University; M.Ed., Columbia International University; Ed.D., George Fox University. At LU since 2011.

Switzer, Robin; M.A., Ed.D.

Adjunct Instructor of Counseling

M.A., Regis University; Ed.D., Argosy University-Denver. At LU since 2013.

Tailer, Kathleen I; B.A., J.D.

Adjunct Instructor of Business

B.A., University of New Mexico; J.D., Florida State University. At LU since 2011.

Tailor, Sophia; B.S., M.A., Ed.S., Ph.D.

Assistant Professor of Counseling

B.S., Southern Illinois University; M.A., Norfolk State University; Ed.S., Ph.D., Old Dominion University. At LU since 2015.

Talada, Jessica; B.S., M.S.E., Ed.D.

Assistant Professor of Education

B.S., Houghton College; M.S.E., Elmira College; Ed.D., Liberty University. At LU since 2012.

Tanner, Marcus N; B.S., M.Ed., Ph.D.

Adjunct Instructor of Counseling

B.S., M.Ed., SW Assemblies of God University; Ph.D., Texas Tech University. At LU since 2011.

Tapper, Paul; B.A., M.Ed., Ed.D.

Assistant Professor of Education

B.A., Dordt College; M.Ed., Texas A&M University; Ed.D., Dordt College. At LU since 2009.

Tarber, Dominique; B.A., M.S., Psy.D.

Adjunct Instructor of Community Care and Counseling

B.A., College of William and Mary; M.S., Psy.D., Radford University. At LU since 2016.

Taylor, Aly; B.A., M.A., Ph.D.

Adjunct Instructor of Community Care and Counseling

B.A., M.A., Ph.D., University of Louisiana at Monroe. At LU since 2014.

Taylor, Carlene H; B.S.E., M.Ed., Ed.D.

Adjunct Instructor of Counseling

B.S.E., University of South Florida; M.Ed., Auburn University; Ed.D., Argosy University-Phoenix. At LU since 2012.

Taylor, Cecil R; B.A., Th.M., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., Louisiana College; Th.M., New Orleans Baptist Theological Seminary; Ph.D., Baylor University. At LU since 2011.

Taylor, Chris; B.A., M.Ed., Ph.D.

Assistant Professor of Education

B.A., University of Arkansas; M.Ed., University of Montaville; Ph.D., University of Alabama. At LU since 2012.

Taylor, Crystal B; B.B.A., M.Ed., Ph.D.

Adjunct Instructor of Education

B.B.A., Hofstra University; M.Ed., Regent University; Ph.D., Virginia Tech. At LU since 2011.

Taylor, Monica; B.M., M.M.E., Ed.S., Ph.D.

Adjunct Instructor, Center for Music and Worship

B.M., M.M.E., Ed.S., University of Georgia; Ph.D., University of South Carolina. At LU since 2016.

Taylor, Rebecca C; B.A., M.A., Ph.D.

Assistant Professor of Counseling

B.A., M.A., Olivet Nazarene University; Ph.D., Capella University. At LU since 2008

Tchividjian, Basyle J.; B.A., J.D.

Professor of Law

B.A. Stetson University; J.D. Samford University, Cumberland School of Law. At LU since 2008.

Teel, Faith E; B.S., M.S., Ph.D.

Adjunct Instructor of Counseling

B.S., East Texas State University; M.S., Ph.D., Texas A&M University-Commerce. At LU since 2008.

Teer, Ashley Grace; B.S., M.S.

Adjunct Instructor of Sport Management

B.S., M.S., Liberty University. At LU since 2013.

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. At LU since 1993.

Terrell, Timothy David; B.S., M.A., Ph.D.

Adjunct Instructor of Government

B.S., M.A., Clemson University; Ph.D., Auburn University. At LU since 2014.

Tetrault, David; B.S., M.Div., Ph.D.

Assistant Professor of Counseling

B.S., Clarkson College of Technology; M.Div., Golden Gate Baptist Theological Seminary; Ph.D., Liberty University. At LU since 2006.

Thiesen, Norman L; B.A., M.A., Psy.D.

Adjunct Instructor of Counseling

B.A., Biola University; M.A., Pepperdine University; Psy.D., Rosemeade Graduate School. At LU since 2010.

Thigpen, Lora; B.S., M.G.S., M.C.M., Ph.D.

Adjunct Instructor, School of Divinity

B.S., East Tennessee State University; M.G.S., Regent University; M.C.M., Southeastern Baptist Theological Seminary; Ph.D., Biola University. At LU since 2016.

Thirtle, Michael; B.S., M.B.A., M.S., Ph.D.

Assistant Professor of Business

B.S., United States Air Force Academy; M.B.A., M.S., Wright State University; Ph.D., Frederick S. Pardee RAND Graduate School. At LU since 2007.

Thomas, Carol A; B.A., Th.M., Ph.D.

Adjunct Instructor of Biblical Studies

B.A., Carver Bible Institute & College; Th.M., Ph.D., Dallas Theological Seminary. At LU since 2011.

Thomas, Charles N; B.A., M.Div., M.S., D.Min., Ph.D.

Associate Professor of Counseling

B.A., Point University; M.Div., Emmanuel School of Religion; M.S., Oklahoma State University; D.Min., Phillips University; Ph.D., Liberty University. At LU since 2006.

Thomas, Dwane; B.S., M.S., Ph.D.

Adjunct Instructor of Business

B.S., Norfolk State University; M.S., Troy University-Norfolk; Ph.D., Northcentral University. At LU since 2013.

Thomas, John C; B.S., M.A., Ph.D., Ph.D.

Professor of Counseling

B.S., M.A., Liberty University; Ph.D., University of South Carolina; Ph.D., Capella University; Graduate Certificate in Alcohol and Drug Studies, University of South Carolina. At LU since 2004.

Thomas, John Baker; B.M., M.M., Ed.D.

Assistant Professor of Worship

B.M., East Texas Baptist University; M.M., Ed.D., New Orleans Southern Baptist Theological Seminary. At LU since 2009.

Thomas, Rachel; B.S., M.S., Ph.D.

Adjunct Instructor, Helms School of Government

B.S., M.S., Florida A&M University; Ph.D., Southern University and A&M College. At LU since 2015.

Thomas, Randall; B.S., M.Ed., Ed.D.

Adjunct Instructor of Education

B.S., M.Ed., Lynchburg College; Ed.D., University of Virginia. At LU since 2013.

Thomas, Reshowrn; B.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., Florida A&M University; M.B.A., Mercer University-Atlanta; Ph.D., Capella University. At LU since 2012.

Thomas, Shawntrice; B.S., M.S., Ed.D.

Assistant Professor of Education

B.S., University of Florida; M.S., Nova Southeastern University; Ed.D., University of Florida. At LU since 2008.

Thomas, Walter L.; B.S., M.A., Ed.D.

Adjunct Instructor of Community Care and Counseling

B.S., Spring Arbor University; M.A., Michigan State University; Ed.D., University of Tulsa. At LU since 2015.

Thomason, Gina Bennett; B.S., M.Ed., Ed.S., Ed.D.

Adjunct Instructor of Education

B.S., Brenau University; M.Ed., Clemson University; Ed.S., Piedmont College; Ed.D., Liberty University. At LU since 2008.

Thompson, Alvin L.; B.S., Th.M., Ph.D.

Assistant Professor of Biblical Studies

B.S., Biola University; Th.M., Ph.D., Dallas Theological Seminary. At LU since 2008.

Thompson, Connie; B.A., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., Western Washington Univ; M.A., Chapman University; Ph.D., Seattle Pacific University. At LU since 2013.

Thompson, Donald; M.P.H., M.D.

Adjunct Instructor of Health Professions

M.P.H., Tulane University; M.D., Uniformed Services University. At LU since 2012.

Thompson, Katie Adrienne; B.S., M.S., Ed.S., Ed.D.

Adjunct Instructor of Education

B.S., Lagrange College; M.S., Ed.S., Troy University; Ed.D., Liberty University. At LU since 2016.

Thompson, Kenneth; Pharm.D.

Associate Professor of Nursing

Pharm.D., University of Nebraska Medical Center. At LU since 2015.

Thompson, Scott E.; B.A., M.A., J.D.

Director, Center for Lawyering Skills, School of Law

Professor of Law

B.A., University of Iowa; M.A., Regent University School of Public Policy; J.D., Regent University School of Law. At LU since 2004.

Thorndike, Jeanie; B.A., M.Div., M.A., M.S.W., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., University of La Verne; M.Div., M.A., Fuller Theological Seminary; M.S.W., University of Southern California; M.A., Ph.D., Fuller Theological Seminary. At LU since 2012.

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. At LU since 2009.

Tierce, Kenneth R; B.M.E., M.M.E., Ed.D.

Assistant Professor of Education

B.M.E., Howard Payne University; M.M.E., University of North Texas; Ed.D., Tarleton State University. At LU since 2009.

Tobias, Magdalene; B.A., M.A., M.Ed., Ph.D.

Assistant Professor of Education

B.A., Caribbean Union College; M.A., Siena Heights University; M.Ed., University of the West Indies; Ph.D., Caribbean Union College. At LU since 2009.

Todd, Pamela; B.S., M.S.W., Ph.D.

Adjunct Instructor of Counseling

B.S., Morgan State University; M.S.W., Ph.D., Clark-Atlanta University. At LU since 2012.

Todd, Timothy M.; B.S., M.S., J.D., CPA

Associate Dean for Academic Affairs, School of Law

Professor of Law

B.S., M.S., Liberty University; J.D., Liberty University School of Law. At LU since 2012.

Toler, Ashley; D.O., FAAP

Assistant Professor

D.O., FAAP, West Virginia School of Osteopathic Medicine. At LU since 2018.

Tomlin, Gregory D.; B.A., M.A., Ph.D.

Assistant Professor of Church History

B.A., University of Arkansas; M.A., Southwestern Baptist Theological Seminary; Ph.D., Dallas Theological Seminary. At LU since 2006.

Tompkins, Abreena Walker; B.A., M.Ed., Ed.S., Ed.D.

Assistant Professor of Education

B.A., M.Ed., Salem College; Ed.S., Ed.D., Liberty University. At LU since 2010.

Tompkins, Cynthia; B.A., J.D.

*Director of the Center for Prosecution, School of Law
Professor of Law*

B.A., Wake Forest University; J.D., University of Cincinnati College of Law. At LU since 2011.

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. At LU since 2007.

Towns, Elmer; B.A., M.A., Th.M., M.R.E., D.Min.

*Vice President and Co-Founder, Liberty University
Distinguished Professor of Systematic Theology*

B.A., Northwestern College; M.A., Southern Methodist University; Th.M., Dallas Theological Seminary; M.R.E., Garrett Theological Seminary; D.Min., Fuller Theological Seminary; D.D., Baptist Bible College. At LU since 1971.

Trammell, Bonnie Ann; B.A., M.S., Ed.S., Ph.D.

Adjunct Instructor of Counseling

B.A., University of North Carolina-Wilmington; M.S., Ed.S., Georgia State University; Ph.D., Liberty University. At LU since 2015.

Trammell, Mark Edward; B.S., J.D.

Adjunct Instructor of Law

B.S., Union University; J.D., Liberty University School of Law. At LU since 2016.

Travis, Brandon Keith; B.A., M.Div., M.A., D.Min.

Adjunct Instructor, School of Divinity

B.A., Carson-Newman College; M.Div., Southeastern Baptist Theological Seminary; M.A., Liberty University; D.Min., Erskine College. At LU since 2016.

Triscornia, Star Lynn Chacon; B.S., M.S., Ph.D.

Adjunct Instructor of Counseling

B.S., Oklahoma Panhandle State University; M.S., Ph.D., Walden University. At LU since 2013.

Trotter, Yvonne; B.S., M.A.T., Ph.D.

Adjunct Instructor of Education

B.S. Kent State University, M.A.T. University of Dayton, Ph.D. Kent State University. At LU since 2016.

Trout, John; B.M., M.A., D.M.A.

Assistant Professor of Ethnomusicology

B.M., M.M., D.M.A., Cincinnati Conservatory of Music. At LU since 2012.

Troy, Amanda Erin; B.S., M.S., Ph.D.

Assistant Professor of Anatomy

B.S., High Point University; M.S., University of North Carolina-Greensboro; Ph.D., Pennsylvania State University. At LU since 2015.

Tucker, Austin B; B.A., B.Div., Th.D.

Adjunct Instructor of Practical Studies

B.A., East Texas Baptist University; B.Div., Th.D., Southwestern Baptist Theological Seminary. At LU since 2006.

Tucker, Melissa R; B.S.E., M.Ed., Ed.S., Ed.D.

Assistant Professor of Education

B.S.E., Liberty University; M.Ed., Ed.S., Eastern Kentucky University; Ed.D., Walden University. At LU since 2009.

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. At LU since 2006.

Tuomala, Jeffrey C; B.S.E., LL.M., J.D.

Professor of Law

B.S.E., Ohio State University; LL.M., George Washington University; J.D., Capital University. At LU since 2003.

Tuzi, Frank; B.S., M.A., Ph.D., M.S.

Adjunct Instructor of Modern Languages

B.S., Lancaster Bible College; M.A., West Chester University; Ph.D., Indiana University of Pennsylvania; M.S., Capitol Institute of Technology. At LU since 2014.

Twine, Saudia; B.A., M.A., M.A., Ph.D.

Adjunct Instructor of Community Care and Counseling

B.A., M.A., Michigan State University; M.A., Ph.D., Liberty University. At LU since 2015.

Twoey, Emery D; B.S., M.Div., Ed.D.

Adjunct Instructor of Counseling

B.S., Saint Leo University; M.Div., Barry University; Ed.D., Nova Southeastern University. At LU since 2010.

Tyer, Andrew; B.A., Ph.D.

Adjunct Instructor of Counseling

B.A., University of South Carolina; Ph.D., University of Virginia. At LU since 2012.

Tyson, June; B.A., M.S.W., Ph.D.

Adjunct Instructor of Counseling

B.A., Nyack College; M.S.W., Fordham University; Ph.D., Capella University. At LU since 2013.

Udobong, Edna; LL.B., B.L., LL.M., LL.M.

Associate Professor of Law

LL.B., LL.M., University of Lagos; B.L., Nigerian Law School; LL.M., Harvard Law School. At LU since 2010.

Ulrich, Jennifer B; B.A., M.A.

Adjunct Instructor, College of General Studies

B.A., Clearwater Christian College; M.A., Liberty University. At LU since 2014.

Underation, Chris; B.A., M.A.R., M.A., Ph.D.

Associate Professor of Digital Media and Journalism

B.A., University of Mount Union; M.A.R., Gordon-Conwell Theological Seminary; M.A., Ph.D., Regent University. At LU since 2014.

Upton, Ron; B.B.A., M.R.E., D.Min.

Assistant Professor of Worship

B.B.A., Memphis State University; M.R.E. Mid-America Baptist Seminary; D.Min. Luther Rice Seminary. At LU since 2007.

Valerioti, Jeffrey John; B.B.A., M.A.

Adjunct Instructor of College of Applied Studies and Academic

Success

B.B.A., University of Florida; M.A., Liberty University. At LU since 2009.

Van Heemst, David; B.A., M.A., Ph.D.

Assistant Professor of Government

B.A., Dordt College; M.A., The American University; M.A., M.A., Olivet Nazarene University; Ph.D., University of Virginia. At LU since 2012.

Van Wynsberg, Kevin Paul; M.A., Ph.D.

Associate Dean, School of Behavioral Sciences

Adjunct Instructor of Counseling

M.A., Ph.D., Liberty University. At LU since 2014.

Vance, Gilbert T.; B.A., M.P.A., M.S., Ph.D.

Adjunct Instructor of Counseling

B.A., Clemson University; M.P.A., University of Georgia; M.S., Ph.D., Virginia Commonwealth University. At LU since 2009.

Vance, James; B.S., M.S., Ph.D.

Adjunct Instructor of Health Professions

B.S., Bluefield College; M.S., Ph.D., Virginia Polytechnic Institute and State University. At LU since 2015.

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. At LU since 2011.

Vareene-Thomas, Jimletta Y.; B.S., M.S., Ed.D.

Assistant Professor of Counseling

B.S., Jacksonville University; M.S., Ed.D., Nova Southeastern University. At LU since 2006.

Verga, Joseph T.; B.A., M.A., Ph.D.

Assistant Professor of Counseling

B.A., Kings College; M.A., New School Social Research; M.A., Ph.D., Fuller Theological Seminary At LU since 2006.

Victor, William M.; B.A., M.Div., Ph.D.

Assistant Professor of Biblical Studies

B.A., St. Louis University; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2006.

Vidu, Adonis; B.A., M.Phil., Ph.D.

Assistant Professor of Theology

B.A., Emmanuel Bible Institute; M.Phil., Bahe-Bolyai University (Romania); Ph.D., Nottingham University (UK). At LU since 2006.

Villarreal-Davis, Christina; A.A., B.A., Ph.D.

Assistant Professor of Counseling

A.A., B.A., Southwestern Assemblies of God University; Ph.D., Regent University. At LU since 2013.

Virtue, James R.; B.S., B.S., M.A.R., M.S., Ed.D.

Adjunct Instructor of Education

B.S., Evangel University; B.S., Baptist University of America; M.A.R., Liberty University; M.S., Ed.D., Florida International University. At LU since 2011.

Vlach, Michael J.; B.S., M.Div., Ph.D.

Assistant Professor of Theology

B.S., University of Nebraska-Lincoln; M.Div., The Master's Seminary; Ph.D., Southeastern Baptist Theological Seminary. At LU since 2008.

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. At LU since 2013.

Volk, Frederick; B.S., M.A., Ph.D.

Professor of Counseling

B.S., Newman University; M.A., Ph.D. Wichita State University. At LU since 2006.

Vuncannon, Jerry; B.A., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., East Coast Bible College; M.A., Ph.D., Regent University. At LU since 2013.

Waechter, Steven L.; B.A., M.Div., Ph.D.

Assistant Professor of Biblical Studies

B.A., Baylor University; M.Div., Ph.D., Mid-America Baptist Theological Seminary. At LU since 2009.

Waita, Jonathan M.; Th.B., Th.M., Ph.D.

Adjunct Instructor of Theological Studies

Th.B., Scott Theological College; Th.M., Ph.D., Dallas Theological Seminary. At LU since 2013.

Waldenstrom, Rebecca L.; B.A., M.Ed., Ed.D., Ph.D.

Adjunct Instructor of Counseling

B.A., University of Wisconsin Extension; M.Ed., Northern Arizona University; Ed.D., Temple University; Ph.D., Walden University. At LU since 2011.

Waldo, Robert Doug; B.A., M.B.A., D.B.A.

Assistant Professor of Business

B.A., Palm Beach Atlantic University; M.B.A., D.B.A., University of Sarasota. At LU since 2008.

Walker, Michael; B.B.S., M.A., M.B.A., D.B.A.

Adjunct Instructor of Business

B.B.S., Welch College; M.A., M.B.A., Trevecca Nazarene College; D.B.A., Anderson University. At LU since 2013.

Waller, Gary W.; B.S.P.E., M.R.E., Ph.D., Ph.D.

Assistant Professor of Practical Studies

B.S.P.E., Baylor University; M.R.E., Ph.D., Southwestern Baptist Theological Seminary; Ph.D., University of North Texas. At LU since 2010.

Waller, Gary W.; B.S., M.R.E., Ph.D., Ph.D.

Assistant Professor

B.S., Baylor University; M.R.E., Southwestern Baptist Theological Seminary; Ph.D., Southwestern Baptist Theological Seminary; Ph.D., University of North Texas. At LU since 2015.

Walters-Jeffers, Lisa Roxanne; B.A., J.D.

Adjunct Instructor of Business

B.A., CUNY School of Professional Studies; J.D., Yeshiva University. At LU since 2013.

Walton, Mark D.; B.A., M.Div., Ph.D.

Adjunct Instructor of Theological Studies

B.A., Luther Rice Seminary & University; M.Div., Ph.D., Southeastern Baptist Theological Seminary. At LU since 2008.

Ward, Jeffrey D.; B.A., M.Div., D.Min.

Adjunct Instructor of Practical Studies

B.A., Belmont University; M.Div., D.Min., Southwestern Baptist Theological Seminary. At LU since 2010.

Ware, LaVerne Y.; B.S., M.Ed., Ed.S., Ph.D.

Adjunct Instructor of Counseling

B.S., M.Ed., Ed.S., University of West Georgia; Ph.D., Capella University. At LU since 2013.

Warner, Daniel A.; B.A., Th.M., Ph.D.

Assistant Professor of Biblical Studies

B.A., Spurgeon Baptist College (UK); Th.M., Grace Theological Seminary; Ph.D., University of Bristol (UK). At LU since 2010.

Warren, Debra P.; B.S., M.A., Ed.D.

Assistant Professor of Practical Studies

B.S., Virginia Polytechnic Institute and State University; M.A., Southeastern Baptist Theological Seminary; Ed.D., Regent University. At LU since 2010.

Warren, Jen; B.A., M.Ed., Ph.D.

Assistant Professor of Counseling

B.A., Carson Newman College; M.Ed., East Tennessee State University; Ph.D., University of Tennessee. At LU since 2007.

Warren, Steve Emil; B.S., M.A., M.A., Ph.D.

Administrative Dean, School of Behavioral Sciences

Associate Professor of Counseling

B.S., University of Florida; M.A., Dallas Theological Seminary; M.A., Liberty University. At LU since 2009.

Washington, Daphne; B.S., B.A., M.S., M.A., Ph.D.

Assistant Professor of Counseling

B.S., B.A., Univ of Maryland-Baltimore County; M.S., Johns Hopkins University; M.A., Trinity College of Bible Theological Seminary; Ph.D., University of Minnesota. At LU since 2007.

Watkins-Bailey, Shalah; B.S., M.A., Ph.D.

Adjunct Instructor of Health Professions

B.S., Ball State University; M.A., Indiana University-Purdue University; Ph.D., Texas Womans University. At LU since 2012.

Watson, Scott; B.A., M.A., Ph.D.

Chair, Quantitative Dissertation Research

Professor of Education

B.A., M.A., Ph.D., University of South Florida. At LU since 2004.

Watson, Stanley; B.A., M.A., Ph.D.

Assistant Professor, Helms School of Government

B.A., Clemson University; M.A., Ph.D., Emory University. At LU since 2011.

Wattleworth, Roberta A; B.S., D.O., M.H.S., M.P.H.

Associate Dean Medical Education

B.S., Morningside College; D.O., Des Moines University; M.H.S., Des Moines University; M.P.H., Des Moines University. At LU since 2015.

Weaver, Angela; B.A., M.Ed., Ph.D.*Adjunct Instructor of Counseling*

B.A., Clemson University; M.Ed., The Citadel; Ph.D., Liberty University. At LU since 2012.

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. At LU since 2002.

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. At LU since 2014.

Weigner, Michael B; B.A., M.D.*Associate Dean of Clinical Affairs**Associate Professor of Emergency Medicine*

B.A., Temple University; M.D., Pennsylvania State University. At LU since 2013.

Welch, Dave; B.B.A., M.B.A., D.B.A.*Adjunct Instructor of Business*

B.B.A., M.B.A., East Tennessee State University; D.B.A., Argosy University-Sarasota, FL. At LU since 2014.

Welch, James S; B.A., M.A., M.B.A., M.Div., D.Min., J.D.*Adjunct Instructor of Business*

B.A., University of South Carolina; M.A., University of Alabama; M.B.A., Florida State University; M.Div., Louisville Presbyterian Theological Seminary; D.Min., Columbia Theological Seminary; J.D., University of Kentucky. At LU since 2012.

Welch-Sigmon, Lori T.; B.S., M.A., M.S., Ph.D.*Assistant Professor of Counseling*

B.S., Florida State University; M.A., Fielding Graduate Institute; M.S., Augusta State University; Ph.D., Fielding Graduate Institute. At LU since 2005.

Wells, Jason Eric; B.S., Ph.D.*Associate Professor of Neurosciences**Chair, Division of Neurosciences**OMS-I Curriculum Director**Vice-Chair, Department of Anatomical Sciences*

B.S., Allegheny College; Ph.D., West Virginia University School of Medicine. At LU since 2013.

Wells, Jerry; B.A., M.S., Ed.D.*Assistant Professor, Helms School of Government*

B.A., Western Kentucky University; M.S., Eastern Kentucky University; Ed.D., Spalding University. At LU since 2013.

Welsh, Eric P; B.A., M.A., M.A., M.A., Ph.D.*Adjunct Instructor of Counseling*

B.A., University of Mississippi; M.A., Reformed Theological Seminar; M.A., Teachers College Columbia University; M.A., Ph.D., Adelphi University. At LU since 2014.

Wendt, Jillian; B.S., M.Ed., Ed.S., Ed.D.*Adjunct Instructor of Education*

B.S. Virginia Commonwealth University, M.Ed., Ed.S., Ed.D. Liberty University. At LU since 2016

Weniger, Jennifer; B.A., M.A., Ph.D.*Adjunct Instructor of Counseling*

B.A., California State Polytechnic University; M.A., Adler School of Professional Psychology; Ph.D., California Southern University. At LU since 2013.

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. At LU since 2013.

Wesbrook, Michelle Anghel; B.A., M.Ed.*Adjunct Instructor of Education*

B.A., M.Ed., Liberty University. At LU since 2014.

West, Lucinda; B.A., M.A., Ph.D.*Adjunct Instructor of Counseling*

B.A., Warner University; M.A., East Tennessee State University; Ph.D., Regent University. At LU since 2013.

West, Patricia; B.S., M.Div., D.Min.*Assistant Professor of Counseling*

B.S., Old Dominion University; M.Div., Regent University; D.Min., Fuller Theological Seminary. At LU since 2006.

West, Rosa M; B.S., M.B.A., M.Ed., Ed.S., Ph.D.*Adjunct Instructor of Counseling*

M.B.A., Saint Leo University; B.S., M.Ed., Ed.S., Ph.D., University of Florida. At LU since 2013.

Wetmore, Robert; B.A., M.Div., Th.M., Th.D.*Assistant Professor of Theology*

B.A., Nyack College; M.Div., Th.M., Trinity Evangelical Divinity School; Th.D., Concordia Seminary, St. Louis. At LU since 2006.

Whaley, Rodney D.; B.A., M.Div., M.A., D.Min.*Assistant Professor of Worship Studies*

B.A. Freewill Baptist College; M.Div., Luther Rice Seminary; M.A., Middle Tennessee State University; D.Min., Liberty Baptist Theological Seminary. At LU since 2009.

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. At LU since 2005.

Wheatley, John; B.S., M.Div., Ed.D.*Adjunct Instructor of Counseling*

B.S., Lancaster Bible College; M.Div., Palmer Theological Seminary; Ed.D., Argosy University-Sarasota, FL. At LU since 2013.

Wheeler, H. William; B.A., M.S., Ph.D.*Adjunct Instructor of Counseling*

B.A., Eastern Nazarene College; M.S., Virginia Commonwealth University; Ph.D., Virginia Polytechnic Institute and State University. At LU since 1977.

Wheeler, Kelly; B.A., M.P.H., Ph.D.*Adjunct Instructor of Health Professions*

B.A., University of Houston-Clear Lake; M.P.H., Walden University; Ph.D., Walden University. At LU since 2013.

White, Barbara; B.A., M.A., Ph.D.*Assistant Professor of Education*

B.A., M.A., Ph.D., University of South Florida. At LU since 2012.

White, Daniel L.; B.A., J.D.*Assistant Professor of Business*

B.A., Texas Tech University; J.D., Liberty University School of Law. At LU since 2007.

White, Douglas A.; B.A., M.R.E., Ed.D.*Assistant Professor of Practical Studies*

B.A., Houghton College; M.R.E., Trinity Evangelical Divinity School; Ed.D., The Southern Baptist Theological Seminary. At LU since 2009.

White, Jeffrey Wheeler; B.B.A., M.A., M.Div., Ph.D.*Adjunct Instructor of Counseling*

B.B.A., University of Memphis; M.A., M.Div., Reformed Theological Seminary; Ph.D., Drexel University. At LU since 2011.

White, William; B.S., M.A., Ph.D.*Assistant Professor of Business*

B.S., M.A., Ball State University; Ph.D., Walden University. At LU since 2009.

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., Ph.D., Northcentral University. At LU since 2012.

Whitfield-Williams, Mary; B.A., B.S., M.A., Ph.D.*Adjunct Instructor of Counseling*

B.A., B.S., M.A., North Carolina Central University; Ph.D., College of William and Mary. At LU since 2013.

Whittaker, Tyra N; B.A.S., M.A., Ph.D.*Adjunct Instructor of Counseling*

B.A.S., M.A., Xavier University of Louisiana; Ph.D., Southern Illinois University. At LU since 2010.

Whittington, Michael; M.S. M.Div., M.S., M.S.S., M.S.S.,**D.Min.***Assistant Professor of Practical Studies*

M.S., Oklahoma Christian University; M.Div, M.S., M.S.S, Abilene Christian University; M.S.S., Air University; D.Min., Saint Paul School of Theology. At LU since 2013.

Whorley, Elizabeth; B.S.N., M.S.N.*Assistant Professor of Nursing*

B.S.N., M.S.N., Liberty University. At LU since 2013.

Wicks, Carolyn; B.A., M.S., Ed.D., Ed.D.*Adjunct Instructor of Education*

B.A., Washington Baptist Teachers College; M.S., Ed.D., Pensacola Christian College; Ed.D., Liberty University. At LU since 2011.

Wielhouwer, Peter; B.S., M.A., Ph.D.*Adjunct Instructor of Government*

B.S., Heidelberg University; M.A., Ph.D., University of Georgia. At LU since 2013.

Wiinamaki, Marcia K; B.A., M.Ed., M.A., Psy.D.*Assistant Professor of Counseling*

B.A., Cedarville University; M.Ed., Texas Tech University; M.A., Psy.D., George Fox College. At LU since 2005.

Willhite, Dennis M.; B.R.E., M.R.E., Ed.D.*Assistant Professor of Practical Studies*

B.R.E., Baptist Bible College; M.R.E., Grand Rapids Theological Seminary; Ed.D., Nova Southeastern University. At LU since 2007.

Willard, Nancy E; B.S., M.Ed., Ed.S., Ed.D.*Adjunct Instructor of Education*

B.S., M.Ed., Ed.S., Georgia State University; Ed.D., Argosy University-Sarasota, FL. At LU since 2009.

Willert, Bert; B.S., L.L.M., J.D.*Assistant Professor of Business*

B.S., University of Southern California; L.L.M., University of San Diego School of Law; J.D., Thomas Jefferson School of Law. At LU since 2007.

Williams, Aisha; B.S.W., M.S.W., Ph.D.*Adjunct Instructor of Counseling*

M.S.W., Washington University; B.S.W., Ph.D., Clark-Atlanta University. At LU since 2013.

Williams, Charity D.; B.S.W., M.Div., Th.M., Ph.D.*Assistant Professor of Counseling*

B.S.W., Jacksonville State University; M.Div., Th.M., Ph.D., New Orleans Baptist Theological Seminary. At LU since 2008.

Williams, Charles W.; M.A., M.B.A., D.B.A.*Adjunct Instructor of Business*

M.A., Rice University; M.B.A., Texas A&M University; D.B.A., Louisiana Tech University. At LU since 2009.

Williams, Murray; B.B.A., M.R.E., M.A., M.Div., M.B.A., Ed.S., Ed.D.*Assistant Professor of Education*

B.B.A., Delta State University; M.R.E., M.A., M.Div., Luther Rice University; M.B.A., Ed.S., Ed.D., Liberty University. At LU since 2012.

Williams, Robyn; B.S., M.S., Ed.D.*Adjunct Instructor of Counseling*

B.S., Towson University; M.S., Bowie State University; Ed.D., Argosy University-Arlington/DC. At LU since 2014.

Williams, Yulanda L; B.A., M.S., Ed.D.*Adjunct Instructor of Counseling*

B.A., Delaware State University; M.S., Fort Valley State College; Ed.D., Argosy University-Sarasota, FL. At LU since 2009.

Willis, Ben; M.S., Ph.D.*Adjunct Instructor of Counseling*

M.S., Ph.D., University of North Carolina-Greensboro. At LU since 2014.

Willis, Roderick Carter; B.A., Th.M., Ph.D.*Adjunct Instructor of Practical Studies*

B.A., Cedarville University; Th.M., Dallas Theological Seminary; Ph.D., University of North Texas. At LU since 2013.

Wilmouth, Carrie; B.S., M.S., Ph.D.*Assistant Professor of Psychology*

B.S., Bridgewater College; M.S., Ph.D., Binghamton University. At LU since 2013.

Wilson, Alice E; M.A., Ph.D.*Adjunct Instructor of Counseling*

M.A., James Madison University; Ph.D., Indiana University. At LU since 2011.

Wilson, Billy Dale; B.S., M.Ed., Ph.D.*Adjunct Instructor, Helms School of Government*

B.S., Eastern Kentucky University; M.Ed., Liberty University; Ph.D., Capella University. At LU since 2015.

Wilson, Darnell; B.S., M.B.A., D.B.A.*Adjunct Instructor of Business*

B.S., Wilberforce University; M.B.A., The University of Findlay; D.B.A., Argosy University. At LU since 2014.

Wilson, Joe M.; B.S., M.S., Ph.D.*Adjunct Instructor of Cyber Security*

B.S., M.S., City University; Ph.D., Capella University. At LU since 2016.

Wilson, Jonathan; M.S.S., D.Mgt., Ph.D.*Adjunct Instructor of Business*

M.S.S., University of Cape Town; D.Mgt., University of Cranfield; Ph.D., University of Surrey. At LU since 2010.

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. At LU since 2015.

Wilson, Joy; B.S., M.A., Ed.D.*Assistant Professor of Counseling*

B.S., Northern Kentucky University; M.A., Cincinnati Christian University; Ed.D., University of Cincinnati. At LU since 2008.

Wilson, Mary L; B.S.E., M.A., Ed.D.*Assistant Professor of Education*

B.S.E., M.A., Malone University; Ed.D., Liberty University. At LU since 2012.

Wilson, Muriel A; B.S., Ph.D.*Adjunct Instructor of Business*

B.S., Old Dominion University; Ph.D., University of Oxford. At LU since 2011.

Wilson, Wayne; B.A., M.Div., D.Min.*Assistant Professor of Counseling*

B.A., Georgetown College; M.Div., D.Min., Southern Baptist Theological Seminary. At LU since 2006.

Wimberley, Alan D.; B.S., M.Ed., Ed.D.*Adjunct Instructor of Education*

B.S., Tarleton State University; M.Ed., Liberty University; Ed.D., University of North Texas. At LU since 2011.

Wines, Maria R.; B.S.N., M.S.N., Ph.D.*Adjunct Instructor of Nursing*

B.S.N., Dominican University of California; M.S.N., Case Western Reserve University; Ph.D., Loyola University. At LU since 2013.

Winner, William D.; B.A., M.Div., Ph.D.*Adjunct Instructor of Practical Studies*

B.A., Eastern University; M.Div., Eastern Baptist Theology Seminary; Ph.D., Regent University. At LU since 2010.

Wireman, Matthew S.; B.A., M.Div., Ph.D.*Adjunct Instructor of Theological Studies*

B.A., University of Louisville; M.Div., Ph.D., Southern Baptist Theological Seminary. At LU since 2013.

Wirth, Jacqueline L.; B.S.E., M.Ed., Ed.S., Ph.D.*Associate Professor of Education*

B.S.E., Towson University; M.Ed., Loyola University; Ed.S., Louisiana State University-Baton Rouge; Ph.D., Florida Atlantic University. At LU since 2013.

Wise, Dawnne; B.S., M.A., Ph.D.*Adjunct Instructor of Health Professions*

B.S., M.A., Ph.D., Ohio State University. At LU since 2012.

Witek, Joseph T.; B.A., J.D.*Adjunct Instructor of Business*

B.A., Yale University; J.D., University of Illinois-Urbana. At LU since 2012.

Wolstencroft, Joseph; B.B.S., M.R.E., M.Div., Ph.D.*Adjunct Instructor of Counseling*

B.B.S., Covenant College; M.R.E., Reformed Theological Seminary; M.Div., Westminster Theological Seminary; Ph.D., Florida State University. At LU since 2010.

Wong, Denise W.; M.S., J.D.*Adjunct Instructor of Health Professions*

M.S., J.D., University of Utah. At LU since 2012.

Woo, Jeffrey S.; B.A., M.S., M.B.A., D.B.A.*Adjunct Instructor of Business*

B.A., University of Mary Washington; M.S., Liberty University; M.B.A., Averett University; D.B.A., Nova Southeastern University. At LU since 2006.

Woo, Rodney W.; B.A., M.Div., Ph.D.*Assistant Professor of Biblical Studies*

B.A., East Texas Baptist University; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2008.

Wood, James A.; B.A., M.Div., Ph.D.*Assistant Professor of Practical Studies*

B.A., University of Mobile; M.Div., Southwestern Baptist Theological Seminary; Ph.D., Regent University. At LU since 2010.

Wood, Mark Kelly; B.S., M.S., Ed.S., Ed.D.*Assistant Professor of Education*

B.S., Bowling Green State University; M.S., University of Great Falls; Ed.S., University of Idaho; Ed.D., Liberty University. At LU since 2009.

Woodard, Branson; B.A., B.S., M.A., D.A.*Professor of English*

B.A., Free Will Baptist College; B.S., East Carolina University; M.A., Tennessee State University; D.A., Middle Tennessee State University. At LU since 1985.

Woodbridge, Jerry L; B.S., M.A.T., Ph.D.*Assistant Professor of Education*

B.S., Eastern Nazarene College; M.A.T., Jacksonville University; Ph.D., Walden University. At LU since 2012

Woodbridge, Russell S; B.S., M.Div., Ph.D.*Adjunct Instructor, School of Divinity*

B.S., Rensselaer Polytechnic Institute; M.Div., Ph.D., Southeastern Baptist Theological Seminary. At LU since 2014.

Wooddell, Joseph D; B.S., M.Div., Ph.D.*Adjunct Instructor of Theological Studies*

B.S., Liberty University; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2010.

Woods, Gary; B.S., M.Div, D.Min., Ed.D.*Assistant Professor of Education*

B.S., Liberty University; M.Div, Southwestern Baptist Theological Seminary; D.Min., Southern California Seminary; Ed.D., Liberty University. At LU since 2008.

Woodward, Jimmy; B.S., M.Ed., Ed.S., Ed.D.*Assistant Professor of Education*

B.S., M.Ed., Ed.S., University of North Georgia-Dahlonega; Ed.D., Liberty University. At LU since 2010.

Woolard, Linda J.; B.S., C.A.S., M.Ed., Ph.D.*Assistant Professor of Education*

B.S., C.A.S., M.Ed., Ph.D., East Carolina University. At LU since 2008.

Wright, James Henry; M.Div., D.Min.*Adjunct Instructor, School of Divinity*

M.Div., D.Min., Southern Baptist Theological Seminary.

Wright, Jason G; B.S., M.A., Ph.D.*Assistant Professor of Counseling*

B.S., Lynchburg College; M.A., Ph.D., Liberty University. At LU since 2006.

Wright, Lacie A; B.A., M.Ed.*Adjunct Instructor, Writing Center*

B.A., Virginia Wesleyan College; M.Ed., Liberty University. At LU since 2010.

Xu, David; B.A., M.F.A.*Adjunct Instructor, Visual and Performing Arts*

B.A., Shanghai Jiao Tong University; M.F.A., Pratt Institute. At LU since 2015.

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. At LU since 2007.

Yates, Gary; B.A, Th.M., Ph.D.*Professor of Biblical Studies*

B.A., Washington Bible College; Th.M.; Ph.D., Dallas Theological Seminary. At LU since 2003.

Yeager, Jonathan M; M.A., Th.M., Ph.D.*Adjunct Instructor, School of Divinity*

M.A., Th.M., Regent College; Ph.D., University of Stirling. At LU since 2014.

Yeo, Ju-Ping Chiao; B.A., M.S., M.A., Ph.D.*Adjunct Instructor of Counseling*

B.A., National Cheng Chi University; M.S., Florida State University; M.A., Reformed Theological Seminary; Ph.D., Liberty University. At LU since 2014.

Yocum, Russell; B.A., M.Ed., Ed.S., Ed.D.*Professor of Education*

B.A., University of Kentucky; M.Ed., Ed.S., Ed.D., University of West Florida. At LU since 2011.

Young, George A.; B.S., M.S., Ph.D.

Professor of Business

B.S., M.S., Arizona State University; Ph.D., Michigan State University. At LU since 2004.

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. At LU since 2014.

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. At LU since 2009.

Zakhari, Raymond; B.S.N., M.S.N., M.Ed., D.N.P.

Adjunct Instructor of Nursing

B.S.N., Liberty University; M.S.N., Cuny Hunter College; M.Ed., Teacher's College-Columbia University; D.N.P., Chatham College. At LU since 2016.

Zapf, James L.; B.S., M.A., Ph.D.

Assistant Professor of Counseling

B.S., Grace College; M.A., Grace Theological Seminary; Ph.D., Walden University. At LU since 2007.

Zealand, Clark; B.S., M.A., Ph.D.

Associate Professor of Sport Management

B.S., M.A., Liberty University; Ph.D., University of Waterloo-Ontario. At LU since 2008.

Zeidan-Lukacs, May; B.A., M.P.H., M.A., Ph.D.

Adjunct Instructor of Counseling

B.A., University of Central Florida; M.A., Webster University; M.P.H., Ph.D., Barry University. At LU since 2014.

Zombory, Steve Thomas; B.A., M.Div., Ph.D.

Adjunct Instructor of Counseling

B.A., Rutgers University; M.Div., Moody Bible Institute; Ph.D., Illinois Institute of Technology. At LU since 2007.

Addendum Record

Courses of Instruction – Graduate Programs

September 7, 2018

<http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=32>

GS FIO 181905

Page 183, Modify course prerequisites for ACCT 511, ACCT 521, ACCT 531, ACCT 612, ACCT 614, ACCT 616, ACCT 622, ACCT 632, ACCT 642, ACCT 645, ACCT 650, ACCT 654, and ACCT 660.

GSB 181902

Page 268, Deletion of courses THEO 605 (Theology of Global Engagement) and THEO 675 (Contextualization and Global Theology).

GS FIO 181904

Page 202, Modification of course description for CLED 900 (Research Methods for Christian Leadership).

GSB 171805 - Addendum

Page 260-262, Modification of course descriptions for PLCY 811, PLCY 840, PLCY 841, PLCY 850, PLCY 851, PLCY 852, PLCY 860, PLCY 861, PLCY 870, PLCY 871, PLCY 880, PLCY 881, and PLCY 990.

GSB 181904

Page 222-224, Remove all prerequisite requirements from EDUC 703, 710, 721, 735, 771, 812, 815, 817, 871, 872, 915, and 980.

Page 224, Modify prerequisites for EDUC 989.

Page 191, Modify prerequisites for BMAL 704, BMAL 706, BMAL 710.

Page 222, Modify course title for EDUC 710.

School of Health Sciences

September 10, 2018

<https://www.liberty.edu/index.cfm?PID=39290>

PLO Revision Form

Page 155, Modify Program Learning Outcomes for Master of Public Health (M.P.H.) program.

School of Education

September 10, 2018

<https://www.liberty.edu/index.cfm?PID=39268>

GSB 181904

Page 142-143, Add new program Doctor of Philosophy in Education (Ph.D.).

Program of Study

September 10, 2018

<https://www.liberty.edu/index.cfm?PID=39284>

GSB 181904

Page 72, Add new program Doctor of Philosophy in Education (Ph.D.).

Graduate Admissions

September 10, 2018

<https://www.liberty.edu/index.cfm?PID=39272>

GSB 181904

Page 22, Add new program Doctor of Philosophy in Education (Ph.D.) to Post-Master's and Doctoral Degree Program Admissions Requirements Matrix.

Page 24, Add new program Doctor of Philosophy in Education (Ph.D.) to Transfer Credit Matrix.

School of Behavioral Sciences

September 11, 2018

<https://www.liberty.edu/index.cfm?PID=39295>

PLO Revision Form

Page 103, Modify Master of Education in School Counseling (M.Ed.) Program Learning Outcomes.

Board of Trustees; Administration and Staff

September 17, 2018

<https://www.liberty.edu/index.cfm?PID=39286>

Request for Catalog Change Form

Page 274, Modify Greg Dowell's title information.

Program of Study

September 21, 2018

<https://www.liberty.edu/index.cfm?PID=39284>

GSB 161712 – Matrices Endorsement (RCCF 141)

Page 73, Modify Graduate Requirements for Doctor of Philosophy in Anatomy and Cell Biology (Ph.D.) program.

School of Health Sciences

September 21, 2018

<https://www.liberty.edu/index.cfm?PID=39290>

GSB 161712 – Matrices Endorsement (RCCF 141)

Page 153, Modify Graduate Requirements for Doctor of Philosophy in Anatomy and Cell Biology (Ph.D.) program.

Expenses and Financial Policy

September 25, 2018

<https://www.liberty.edu/index.cfm?PID=39275>

Request for Catalog Change Form

Page 44, Modify Dining Fee subsection.

Page 47, Modify Withdrawal Refund Policy subsection.

Program of Study

September 26, 2018

<https://www.liberty.edu/index.cfm?PID=39284>

Request for Catalog Change Form

Page 72, Removing the following statement: “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>.”

Page 72, Removing off-campus instructional site information.

Introduction to the Campus

September 26, 2018

<https://www.liberty.edu/index.cfm?PID=39270>

Request for Catalog Change Form

Page 8, Add Freedom Tower information.

Academic Information and Policies

October 10, 2018

<https://www.liberty.edu/index.cfm?PID=39273>

GSB 1819-04 (RCCF 142)

Page 33, Add new program Doctor of Philosophy in Education (PhD) Academic GPA Standing Chart.

GSB 1718-19 (RCCF 146)

Page 33, Add GRST 501 into the Academic Standing verbiage.

School of Health Sciences

October 10, 2018

<https://www.liberty.edu/index.cfm?PID=39290>

GAC 1718-26 (RCCF 143)

Page 152, Remove recommendations in the Program Specific Admission Procedures subsection.

Expenses and Financial Policy

October 25, 2018

<https://www.liberty.edu/index.cfm?PID=39275>

Request for Catalog Change Form

Page 42, Modify Register Nurse fee information; change goes into effect Spring 2019.

Courses of Instruction – Graduate Programs

November 5, 2018

<http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=32>

GS FIO 181906

Page 196, Modify course prerequisites for BUSI 683.

GS FIO 181907

Page 190-191, Modify course prerequisites for BMAL 500, BMAL 602, BMAL 501, BMAL 530, BMAL 550, BMAL 560, BMAL 604 and BMAL 570.

GS FIO 181908

Page 194, Modify course prerequisites for BUSI 612.

Page 195, Modify course prerequisites for BUSI 613 and BUSI 314.

Page 245, Modify course prerequisites for MRKT 640, MRKT 661 and MRKT 690.

GSB 181910

Page 252, Add new courses NURS 631, NURS 632 and NURS 633.

School of Nursing

October 10, 2018

<https://www.liberty.edu/index.cfm?PID=39294>

GSB 181910

Page 170, Add new concentration Program Learning Outcome for Master of Science in Nursing (M.S.N.) – Community Health.

Page 172, Add new concentration DCP link for Master of Science in Nursing (M.S.N.) – Community Health.

GSB 181911

Page 170, Add new concentration Program Learning Outcome for Master of Science in Nursing (M.S.N.) – Health Policy.

Page 172, Add new concentration DCP link for Master of Science in Nursing (M.S.N.) –Health Policy.

Program of Study

November 5, 2018

<https://www.liberty.edu/index.cfm?PID=39284>

GSB 181910

Page 75, Add new concentration Master of Science in Nursing (M.S.N.) – Community Health.

GSB 181911

Page 75, Add new concentration Master of Science in Nursing (M.S.N.) – Public Policy.

GSB 181909

Page 75, Add new cognates for Doctor of Philosophy in Education (Ph.D.) – Special Education and Doctor of Philosophy in Education (Ph.D.) – Instructional Design and Technology.

School of Education

November 5, 2018

<https://www.liberty.edu/index.cfm?PID=39268>

GSB 181909

Page 143, Add new cognates for Doctor of Philosophy in Education (Ph.D.) – Special Education and Doctor of Philosophy in Education (Ph.D.) – Instructional Design and Technology.

Courses of Instruction – Graduate Programs

November 6, 2018

<http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=32>

GSB 181909

Page 218, Add new courses EDSP 722, EDSP 724, EDSP 725 and EDSP 726.

Page 222, Add new courses EDUC 731, EDUC 732, EDUC 733 and EDUC 736.

Expenses and Financial Policy

November 8, 2018

<https://www.liberty.edu/index.cfm?PID=39275>

Request for Catalog Change Form

Page 44, Modify Course, Online Content, Material, and Inclusive Access Fees subsection.

School of Health Sciences

November 15, 2018

<https://www.liberty.edu/index.cfm?PID=39290>

Request for Catalog Change Form (RCCF 147)

Page 156, Modify Program Specific Admission Procedures subsection for Master of Public Health.

Alton W. and Lois H. Overton Graduate School of Business

December 4, 2018

<https://www.liberty.edu/index.cfm?PID=39266>

GSB 181903

Page 92, Add Advanced Graduate Certificate in Leadership.

Program of Study

December 4, 2018

<https://www.liberty.edu/index.cfm?PID=39284>

GSB 181903

Page 74, Add Advanced Graduate Certificate in Leadership.

Helms School of Government

December 18, 2018

<https://www.liberty.edu/index.cfm?PID=39243>

GSB 181907

Page 150, Add new Advanced Graduate Certificate in Public Policy.

GSB 181908

Page 150, Add new Advanced Graduate Certificate in Criminal Justice.

School of Education

December 18, 2018

<https://www.liberty.edu/index.cfm?PID=39268>

GSB 181905

Page 145, Add new Executive Certificate in Higher Education Administration.

GSB 181906

Page 145, Add new Executive Certificate in Curriculum & Instruction.

School of Nursing

December 18, 2018

<https://www.liberty.edu/index.cfm?PID=39294>

GAC 1819-07

Page 172, Modify work experience in Post BSN DNP FNP located in the “Admission standards for Post - BSN DNP Family Nurse Practitioner” subsection.

GAC 1819-08

Page 174, Modify admission requirements for Post MSN DNP.

Graduate Admissions

December 4, 2018

<https://www.liberty.edu/index.cfm?PID=39272>

GSB 181905

Page 29, Add new Executive Certificate in Higher Education Administration.

GSB 181906

Page 29, Add new Executive Certificate in Curriculum & Instruction.

GSB 181907

Page 29, Add new Advanced Graduate Certificate in Public Policy.

GSB 181908

Page 29, Add new Advanced Graduate Certificate in Criminal Justice.

Program of Study

December 4, 2018

<https://www.liberty.edu/index.cfm?PID=39284>

GSB 181905

Page 74, Add new Executive Certificate in Higher Education Administration.

GSB 181906

Page 74, Add new Executive Certificate in Curriculum & Instruction.

GSB 181907

Page 75, Add new Advanced Graduate Certificate in Public Policy.

GSB 181908

Page 75, Add new Advanced Graduate Certificate in Criminal Justice.

Expenses and Financial Policy

January 3, 2019

<https://www.liberty.edu/index.cfm?PID=39275>

Request for Catalog Change Form

Page 41, Remove “Graduate Certificate Programs 540”, “Post-Graduate” Header under Rawlings School of Divinity, and “Master of Theology (Th.M.) \$410”.

Page 46-47, Modify Withdrawal Refund Policy fee verbiage to reflect semester instead of courses.

Page 47, Add “(Online Students-Only)” in intensive title.

Alton W. and Lois H. Overton Graduate School of Business

January 3, 2019

<https://www.liberty.edu/index.cfm?PID=39266>

GSB 181916 Addendum

Page 85, Add Economics Cognate to the Master of Business Administration.

Program of Study

January 3, 2019

<https://www.liberty.edu/index.cfm?PID=39284>

GSB 181916 Addendum

Page 92, Add Economics Cognate to the Master of Business Administration.

Courses of Instruction – Graduate Programs

January 8, 2019

<http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=32>

GSB 181940

Page 225, Add new courses ENGL 603.

Academic Information and Policies

January 9, 2019

<https://www.liberty.edu/index.cfm?PID=39273>

Request for Catalog Change Form

Page 30, Move Travis Hoegh to Associate Registrar for Academic Operations and add Kelli Goins, B.S. to the Assistant Registrar for Academic Operations title.

School of Education

January 10, 2019

<https://www.liberty.edu/index.cfm?PID=39268>

GSB 181909

Page 134, Update Administration listing to reflect “Deanna L. Keith, B.A., M.Ed., Ed.S., Ed.D., Interim Dean, School of Education, Professor of Education”; “Kevin D. Struble, B.S., M.A., M.Ed., Ed.S., Ed.D., Associate Dean, Assistant Professor of Education”; “Michelle E. Goodwin, B.S., M.Ed., Ed.D., Senior Assistant Dean, Teacher Education/Licensure, Professor of Education.”

School of Behavioral Sciences

January 15, 2019

<https://www.liberty.edu/index.cfm?PID=39295>

PLO Revision Form

Page 110, Modify Master of Arts in Applied Psychology (M.A.) number two PLO.

Financial Aid Information and Policies

January 15, 2019

<https://www.liberty.edu/index.cfm?PID=39276>

Request for Catalog Change Form

Page 50, Update hyperlinks for the follow subsections: Financial Aid Satisfactory Academic Progress Policy (SAP); Financial Aid Withdrawal Policy; Financial Aid Repeat Policy; Financial Aid Disbursement Policy; Consumer Information Statements; Student Rights and Responsibilities; Award Terms and Conditions; Enrollment Levels and Types.

Page 51, Update hyperlinks for the follow subsections: Federal Teach Grant Summary; Federal Work Study (FWS); The General Scholarship Rule (GSR).

Page 52, Institutional Scholarship Appeal Process; Financial Aid General Appeal for Assistance; Virginia State Grant Appeal Process; Federal Student Loan Appeal Process; Submitting Complaints of Fraud, Waste, and Abuse to the Office of Inspector General; Athletic Scholarship Appeal; Continuing Education (CE) Appeal; State Consumer Complaint Contact Information; Student Complaint Resolution Process; Undergraduate Resident Complaint Reporting.

Expenses and Financial Policy

January 21, 2019

<https://www.liberty.edu/index.cfm?PID=39275>

Request for Catalog Change Form

Page 46, Modify Official Withdrawal subsection for online students.

Page 41, Modify Graduate Writing Assessment fee from \$100 to \$125.

Graduate Admissions

January 24, 2019

<https://www.liberty.edu/index.cfm?PID=39272>

GSB 181904

Page 15, Replace Prior Learning Assessment verbiage with Experiential Learning Credit verbiage in the “Special (Non-Degree Seeking) Students” subsection.

Page 19, Replace Prior Learning Assessment verbiage with Experiential Learning Credit verbiage in the “Special (Non-Degree Seeking) Students” subsection.

Academic Information and Policies

January 24, 2019

<https://www.liberty.edu/index.cfm?PID=39273>

Request for Catalog Change Form

Page 30, Modify Institutional Challenge Examinations (ICE) subsection.

School of Education

January 29, 2019

<https://www.liberty.edu/index.cfm?PID=39268>

Request for Catalog Change Form

Page 143, Remove “There will be a time limit of five years for completion of the Ph.D. for candidates who were granted 18 hours or more of advanced standing from a previously completed Ph.D. or equivalent degree” from the Time Limits for Degree Completion subsection under the Doctor of Philosophy in Higher Education (Ph.D.) program.

Page 144, Remove “There will be a time limit of five years for completion of the Ph.D. for candidates who were granted 18 hours or more of advanced standing from a previously completed Ph.D. or equivalent degree” from the Time Limits for Degree Completion subsection under the Doctor of Philosophy in Higher Education Administration (Ph.D.) program.

College of Arts and Sciences

January 30, 2019

<https://www.liberty.edu/index.cfm?PID=39267>

Request for Catalog Change Form

Page 78, Move Master of Arts in Teaching English as a Second Language (M.A.) to page 80 and create Department of Modern Languages.

Expenses and Financial Policy

January 30, 2019

<https://www.liberty.edu/index.cfm?PID=39275>

Request for Catalog Change Form

Page 42, Modify Graduate Writing Assessment fee from \$100 to \$125 and add a footnote stating “* \$100 from Spring 2019 and prior”; change goes into effect Spring 2019.

Page 42, Modify Bachelor of Science in Nursing-Master of Science in Nursing (Dual Degree) (B.S.N.-M.S.N.)*** fee information; change goes into effect Spring 2019. Also, add a Graduate Writing Assessment fee of \$125 and add a footnote stating “* \$100 from Spring 2019 and prior”; change goes into effect Spring 2019.

Expenses and Financial Policy

February 19, 2019

<https://www.liberty.edu/index.cfm?PID=39275>

Request for Catalog Change Form

Page 41, Modify BARBRI Fee- School of Law fee to 440 per semester and 880 per year.

Graduate Admissions

February 21, 2019

<https://www.liberty.edu/index.cfm?PID=39272>

Request for Catalog Change Form (RCCF 155)

Page 23, Modify typo in “Master of Arts in Arts in Promotion and Video Content (MA)” to reflect “Master of Arts in Promotion and Video Content (MA)”

Page 24, Modify typo in hours in the program for “Master of Divinity in Chaplaincy - 93-hour (MDiv)” Online table reflected 93 hours (which is correct), however the pdf version of catalog had 75 hrs instead of 93.

Page 23-24, Move the entry for the “Master of Science in Sport Management” from the School of Education to the School of Business between the “Master of Science in Project Management” and the “Doctor of Business Administration”.

Expenses and Financial Policy

April 01, 2019

<https://www.liberty.edu/index.cfm?PID=39275>

Request for Catalog Change Form

Page 41, Modify notes for doctorate military rate.

School of Nursing

April 09, 2019

<https://www.liberty.edu/index.cfm?PID=39294>

GSB 181910

Page 171-174, Edit DNP information.

Graduate Admissions

April 12, 2019

<https://www.liberty.edu/index.cfm?PID=39272>

GAC 1819-12

Page 25, Add “The PhD allows the transfer of up to 15 hours earned through another institution, and up to 27 hours (as applicable) from an EdS in Higher Education Administration degree earned through Liberty towards the PhD in Higher Education Administration and up to 27 hours (as applicable) from an EdS in Curriculum & Instruction degree earned through Liberty towards the PhD in Education – Curriculum & Instruction.” to footnote two in the Transfer Credit Matrix.

School of Music

May 09, 2019

<https://www.liberty.edu/index.cfm?PID=39291>

PLO Revision Form

Page 164, Edit PLO’s for M.A. in Ethnomusicology.

Page 165, Edit PLO’s for M.A. in Music Education.

Page 166, Edit PLO’s for M.A. in Music and Worship.

Page 167, Edit PLO’s for M.A. in Worship Studies.

Expenses and Financial Policy

May 9, 2019

<https://www.liberty.edu/index.cfm?PID=39275>

Request for Catalog Change Form

Page 41, Modify Payment Plan amount from \$45 to \$50 in residential section.

Page 42, Modify Rawlings School of Divinity Programs table section. Condensing repeat information. Modify Payment Plan amount from \$45 to \$50 in online section.

Page 43, Modify Payment Plan amount from \$45 to \$50 in the subsection “Payment Plans.”

School of Education

August 7, 2019

<https://www.liberty.edu/index.cfm?PID=39268>

GAC 1819-11

Page 141, Remove from the subsection “Program Specific Admission Requirements” of the Ed.D. the following: “Applicants must submit a 1000-to-1500-word Statement of Purpose that answers the following questions: How has your previous education and/or work experience prepared you for earning your Ed.D. at Liberty University? What is your goal with regard to pursuing an Ed.D. at Liberty University? Please describe the character and values you possess that will help you succeed in your desired field.”

Page 142, Remove from the subsection “Program Specific Admission Requirements” of the Ph.D. in Education the following: “Applicants must submit a 1000-to-1500-word Statement of Purpose that answers the following questions: How has your previous education and/or work experience prepared you for earning your Ed.D. at Liberty University? What is your goal with regard to pursuing an Ed.D. at Liberty University? Please describe the character and values you possess that will help you succeed in your desired field.”

Page 143, Remove from the subsection “Program Specific Admission Requirements” of the Ph.D. in Higher Education Administration the following: “Applicants must submit a 1000-to-1500-word Statement of Purpose that answers the following questions: How has your previous education and/or work experience prepared you for earning your Ed.D. at Liberty University? What is your goal with regard to pursuing an Ed.D. at Liberty University? Please describe the character and values you possess that will help you succeed in your desired field.”

GAC 1819-12

Page 142, Add “Students who have earned an Education Specialist in Curriculum and Instruction degree through Liberty are permitted to apply up to 27 hours (as applicable) from that degree toward the Ph.D. in Education - Curriculum and Instruction” to the Transfer of Credit subsection for the Doctor of Philosophy in Education.

Page 143, Add “Students who have earned an Education Specialist in Curriculum and Instruction degree through Liberty are permitted to apply up to 27 hours (as applicable) from that degree toward the Ph.D. in Education - Curriculum and Instruction” to the Transfer of Credit subsection for the Doctor of Philosophy in Higher Education Administration.



1971 UNIVERSITY BLVD.
LYNCHBURG, VA. 24515

(434) 582-2000 | LIBERTY.EDU