UNDERGRADUATE CATALOG

2018-19

LIBERTY UNIVERSITY
Training Champions for Christ since 1971
LIBERTY UNIVERSITY®
1971 University Boulevard
Lynchburg, VA 24515
(434) 582-2000

UNDERGRADUATE 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](http://www.liberty.edu/registrar)

### FIRST SEMESTER

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<th>Date</th>
<th>Event Description</th>
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<tr>
<td>August 13, Monday</td>
<td>Faculty return</td>
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<tr>
<td>August 15-21, Wednesday – Tuesday</td>
<td>Faculty Orientation</td>
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| 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

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<td>January 7, Monday</td>
<td>Intensives begin</td>
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| 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                                                                                                                                            |
| May 11, Saturday   | Baccalaureate Service                                                                                                                                             |
| May 15-17, Wednesday – Friday | Commencement                                                                                                          |
| May 17, Friday     | Final grades due                                                                                                                                                 |

**SUMMER TERM**

May 13–August 16
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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 residentially 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 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

TELEPHONE
(434) 582-2000

WEBSITE
www.liberty.edu

ACADEMIC CALENDAR
Two semesters with a Winter Intersession and Summer Session.

ACREDITATION 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 Counseling 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.sbedac.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...

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

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/.

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 Scriptureanum, 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/lucm/.

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=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://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 civilian 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/](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*

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Sub-term</th>
<th>Acceptance Deadline</th>
<th>Registration Deadline</th>
<th>Financial Check-In Deadline</th>
<th>Student Access (0 Week)</th>
<th>Start Date</th>
<th>End Date</th>
<th>Grades Due</th>
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<tr>
<td>2018</td>
<td>40</td>
<td>J</td>
<td></td>
<td></td>
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<td>12/14/18</td>
<td>12/21/18</td>
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<tr>
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<td>8/15/18</td>
<td>8/20/18</td>
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<tr>
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<td>8/20/18</td>
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<td>2018</td>
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<td>9/26/18</td>
<td>10/10/18</td>
<td>10/15/18</td>
<td>10/18–21, 2018</td>
<td>10/22/18</td>
<td>12/14/18</td>
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**Winter Semester 2019 – Winter Intensives (2019-10)**

*Registration for Winter 2018-2019 Opens September 19, 2018*

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<tr>
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<th>End Date</th>
<th>Grades Due</th>
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<tbody>
<tr>
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<td>J</td>
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</table>

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

*Registration for Spring 2019 Opens September 19, 2018*

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<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Sub-term</th>
<th>Acceptance Deadline</th>
<th>Registration Deadline</th>
<th>Financial Check-In Deadline</th>
<th>Student Access (0 Week)</th>
<th>Start Date</th>
<th>End Date</th>
<th>Grades Due</th>
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<tr>
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<tr>
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<tr>
<td>2019</td>
<td>20</td>
<td>C</td>
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<td>4/12/19</td>
</tr>
</tbody>
</table>

*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*

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Sub-term</th>
<th>Acceptance Deadline</th>
<th>Registration Deadline</th>
<th>Financial Check-In Deadline</th>
<th>Student Access (0 Week)</th>
<th>Start Date</th>
<th>End Date</th>
<th>Grades Due</th>
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<tbody>
<tr>
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<td></td>
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Admissions – Resident Program

Chris E. Johnson, B.S., M.B.A.
Senior Vice President of Resident Enrollment

William Wegert, B.S., M.S., M.Div., D.Min.
Dean of International Student Programs

Timothy E. Rees, B.S., M.B.A., Ed.S.
Director of Undergraduate Admissions

Darren Hereyk, B.S., M.A.
Director of Recruitment

Jeremy Breaux, B.S., M.A.
Director of Orientation and Retention

General Requirements

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

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

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

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

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

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

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

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

CONTACT INFORMATION

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

Resident Admissions Office:
Phone: (800) 543-5317
Fax: (800) 542-2311
Email: admissions@liberty.edu
Websites: www.libertyu.com; www.liberty.edu

Hours of Operation:
M–F 8:00 a.m. – 9:00 p.m. EST
SAT 10:00 a.m. – 6:00 p.m. EST

Mailing Address:
Liberty University
Attn: Resident Admissions Office
MSC Box #710278
1971 University Blvd.
Lynchburg, Virginia 24515

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

Application for Admission

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

Admission decisions are competitive and are based primarily on the following factors:
- Cumulative High School GPA and college (if applicable)
- GED, HiSET, or TASC scores (if applicable)
- Consistency and trends of grades
- Results from the CLT, SAT or ACT, using the highest score on each section where applicable
- Essay submission

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

Mid-ranges for enrolled freshmen:
- High School GPA 3.17-3.85
- SAT (math and *critical reading) 950-1170
- ACT composite 20-26

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

ITEMS TO BE SUBMITTED
1. Application Fee – $50.00 (non-refundable, non-transferable)
2. Academic Records

Prior to matriculation, applicants must submit an official transcript (see below for details) from an accredited high school or an official transcript of the General Educational Development
ADMISSIONS – RESIDENT PROGRAM

(GED), High School Equivalency Test (HiSET), or Test Assessing Secondary Completion (TASC) scores. Applicants with prior college coursework must submit official transcripts from all colleges attended.

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

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

b. **Final transcript** – must reflect all coursework and final grades received for grades 9-12, must list graduation date, an overall GPA, and must be signed by the school administrator.

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

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

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

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

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

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

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

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

3. **Test Scores**

All applicants, age 21 or younger, must submit official copies of test results from either the Classic Learning Test (CLT), Scholastic Aptitude Test (SAT) or the American College Testing (ACT) exam. Liberty University does not recognize the essay portion of the SAT or ACT exam for acceptance decision purposes. SAT scores are based on Critical Reading (now known as Evidence-based Reading and Writing) and Math portions only. The best scores from multiple exams may be combined for admissions purposes. SAT scores are based on Evidence – based Reading and Writing and Math portions only. The best scores from multiple exams may be combined for admissions purposes. However, we do not combine best test scores if the SAT was taken both before and after March 2016. The SAT, ACT, And CLT is not required for students 22 or older and/or who have 25+ credit hours transferred into Liberty. Applicants who fail to meet the minimum required scores may have their application rejected or will be evaluated on other indicators of ability to perform satisfactorily at the college level and may be admitted on Academic Caution or Probation. Scores will be used for academic counseling and placement. SAT Subject tests are not acceptable. Test scores may be waived if they are unobtainable due to circumstances as determined by the Resident Admissions Office.

Information on the CLT may be obtained via the internet at [https://www.cltexam.com](https://www.cltexam.com). Information on the SAT may be obtained via the Internet at [http://www.collegeboard.org](http://www.collegeboard.org) or by writing to: The College Board; SAT Program; P.O. Box 255505, Miami, FL 33150.

Information on the ACT may be obtained via the Internet at [www.act.org](http://www.act.org) or by writing to: ACT Student Services; 2272 Scott Road; P.O. Box 414; Iowa City, Iowa 52243-0414. Liberty’s Institutional Codes are 5385 for the SAT and 4364 for the ACT.

4. **Essay**

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

5. **Other Documentation**

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

U.S. Citizens and those with Legal Permanent Residency in the U.S. who have completed a secondary education outside of the U.S. will be evaluated as international students for admission purpose.

6. **Priority Deadlines for Admissions Process**

**Resident Program:**

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

- **Spring:** Application: November 1

“These dates are subject to change”

**HOMESCHOOL APPLICANTS**

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

**Homeschooled applicants** must submit the above requirements plus:
a. Verification that they have completed the equivalent of a standard secondary school education. This requirement may be satisfied by a statement signed by the parent or guardian, a home-education diploma, or a graduation date posted on the home education records.

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

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

TRANSFER STUDENTS

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

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

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

TRANSFER OF CREDITS

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

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

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

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

Internship credit is not transferable.

MILITARY EVALUATIONS

Liberty University will evaluate students’ prior military experience and develop a degree plan for each student to follow. Evaluations will be based solely upon the recommendations of the American Council of Education (ACE) guidebook, A Guide to the Evaluation of Educational Experiences in the Armed Services. Military applicants should send in military transcripts or documentation from their particular branch of service. If those documents are unavailable, applicants should submit a copy of their DD214, 2-1, 2A, or DD295 for evaluation.

ADMISSION NOTIFICATION

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

CONFIRMATION DEPOSIT

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

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

HEALTH RECORD

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

EARLY ADMISSION PROGRAM

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

1. Cumulative GPA of 3.50 or higher in grades 9–11;
2. A minimum combined score range for Evidence-based Reading and Writing and mathematics of 980-1010 on
SAT (900-930 for tests taken prior to March 2016) or a minimum composite score of 19 on the ACT;
3. Enrollment in a college preparatory track;
4. If homeschooled, submission of verification that the home education was carried out in compliance with applicable commonwealth or state laws;
5. Submission of an Early Admission Certification form; or, if homeschooled, submission of a letter of recommendation from the parent/teacher; and
6. Submission of a regular Liberty University application with all required support documentation.

SPECIAL STUDENTS

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

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

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

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

AUDIT

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

READMISSION

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

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

ACADEMIC AMNESTY

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

1. Not enrolled at the University for a period of three (3) years. For 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. A student seeking readmission under academic amnesty must first appeal in writing to the Registrar’s Office through the designated portal. The request must be stated clearly and contain: (1) the reason for the request, and (2) efforts made to improve during absence from Liberty.
3. Corroboration may be requested of the student (e.g., transcripts from other institutions, certificates, awards, etc.).
4. Students who were Academically Dismissed because of academic dishonesty are not eligible for Academic Amnesty.

The Registrar’s Office, upon receiving the written request, must receive approval from Community Life Student Financial Services, and the Office of the Provost before readmission will be granted.

a. Previously earned grades of “A,” “B,” and “C” will remain on the student’s record and will calculate into his or her GPA. As determined by the Office of the Provost, grades of “D” and “F” are revised to “Q.”

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

c. If any prior certificate or degree has been awarded through Liberty University, grades earned during that time period 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.

d. 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.

e. If, after the first term of enrollment following readmission under Academic Amnesty, the student’s cumulative GPA falls below the minimum cumulative GPA required for good academic standing in the student’s degree program, the student will be Academically Dismissed, and will not be permitted to submit any further appeals for permission to continue his/her studies through Liberty University.

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

International Admission

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

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

Any college transcript from an educational institution outside of the US must be officially translated into English and submitted to a credential evaluation service accredited by the National
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.englishlc.edu
- Level 109: ELS Educational Services (ELS) www.els.edu

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

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

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

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

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

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

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

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

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

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

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

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

International students must be covered by an adequate health insurance policy each semester of enrollment. A mandatory student health insurance fee is added to the account of international students each fall and spring semester. It is the responsibility of international students to remain enrolled in an adequate health insurance policy while studying at the University.

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

 Newly accepted international students are required to complete the International Online Orientation course on their ASIST account.

Parent and Family Connections

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

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

Articulation Agreements

THE VIRGINIA COMMUNITY COLLEGE SYSTEM

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

RICHARD BLAND COLLEGE

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

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

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

Ron Kennedy, B.S., M.B.A.
Executive Vice President of Enrollment Management and Marketing

Dennis Bridge, B.S., M.A.
Sr. Director of Admissions

General Requirements

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

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

Liberty University Online Admissions Office:
Phone: (800) 424-9595
Fax: (888) 301-3577
Email: luundergrad@liberty.edu
Website: www.luonline.com

Hours of Operation:
M–F 8:00 a.m. – 8:00 p.m. EST
SAT 10:00 a.m. – 6:00 p.m. EST

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

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

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

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.

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

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

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

TECHNOLOGY REQUIREMENTS

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

Application for Admission

ITEMS TO BE SUBMITTED

Applicants must submit the following items to the Office of Admissions in order to be considered as candidates for admission.

A decision will not be made until all documentation has been received and evaluated.

Application for Admission

1. Academic Records

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

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

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

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

2. Other Documentation

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

U.S. Citizens and those with Legal Permanent Residency in the U.S. who have completed a secondary education outside of the U.S. will be evaluated as international students for admission purpose.

3. RN to BSN program
Students who are interested in the RN to BSN program must submit additional admissions documents, such as:
- RN licensure in state of residence (copy of licensure document)
- Graduate of an NLN accredited nursing program leading to an associate degree or hospital diploma

4. BS in Aviation program
Students who are interested in the BS in Aviation: program must submit additional admissions documents:
- Confirmation at which Liberty University Flight Training Affiliate they will be completing their flight training requirements, and that they meet Federal Transportation Security Administration requirements.
- In lieu of the above requirement, a student can provide a Commercial Pilot Certificate issued by the Federal Aviation Administration.

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

5. Wilmington School of the Bible Program
Students applying to this program only need to submit proof of high school graduation (see details above regarding the high school transcript requirement). Students with a conferred accredited Associates degree or higher can have the High School Transcript requirement waived.

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

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

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, www.goarmyed.com. Admission and enrollment through the Army portal will allow Tuition Assistance to be approved through the enrollment process. Additional information is provided online, www.liberty.edu/militaryaffairs.

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

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

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

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

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

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

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

Unofficial transcripts will allow for acceptance and registration. Unofficial transcripts will not be reviewed for transfer credit. Before submitting unofficial transcripts, please make sure they include the following:
1. School name or logo printed on the document
2. List of completed courses and earned credit

Upon an admission decision, official transcripts are required within 60 days; official transcripts are required in order to register for a second semester of courses.
All students who intend to transfer to Liberty must be eligible for re-enrollment or readmission at the last institution attended. The record is reviewed based on Liberty’s admissions standards. If an applicant’s GPA does not meet Liberty’s admissions standards, even though the applicant may not have been placed on Academic Warning or Probation at the last school attended, the applicant may be denied or admitted on caution. Appeals may be granted, and will be evaluated on other indicators of ability to perform satisfactorily at the college level as determined by the Office of Admissions.

**TRANSFER OF CREDITS**

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

Credit will be accepted for those courses that are equivalent to courses offered at Liberty in which applicants have made a grade of C or better. Transcripts are evaluated by the Liberty University Online Office of Transfer Evaluations under the guidelines established by the Liberty University Online Curriculum Committee. In order to receive direct credit for a course, the description must overlap the Liberty University course content at least 60%. Courses that do not match a Liberty University course by at least 60% are eligible to transfer as elective credit where allowable. Elective credit is coded as 1XX – 4XX, depending on the level of the course.

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

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

**SERVICEMEMBERS OPPORTUNITY COLLEGES (SOC)**

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

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

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

**SOC Degree Network System**

The SOC Degree Network System (DNS) consists of a subset of member institutions selected by the military Services to deliver specific Associate and Bachelor's degree programs to service members and their families. Institutional members of the SOC DNS have adopted special requirements and obligations outlined in the Voluntary Education Partnership Memorandum of Understanding (MOU) that provide military students, their spouses and children with opportunities to complete college degrees without suffering loss of academic credit due to changes of duty station.

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

**MILITARY EVALUATIONS**

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

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

**International Admission**

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

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

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

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

If an international student completes an undergraduate degree at an accredited university/college outside of the U.S. in which the primary medium of instruction is English, the English proficiency test requirement may be waived. (Proof must be submitted in the form of an official statement from the school's Registrar Office.)
Students who have attended an American college/university for two or more years may not be required to submit a test of English proficiency.

The University offers general admission to its undergraduate program of study to students who achieve one of the following scores on a standardized test of English proficiency:
- TOEFL (Internet Based Test or iBT): 61
- International English Language Testing System (IELTS): 6.0
- Pearson Test of English (PTE): 51
- International Test of English Proficiency Academic Plus (iTEP): 3.6

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

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

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

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

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

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

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

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

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

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

1. Not enrolled at the University for a period of two (2) years. For 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 2018 term.
2. A student seeking readmission under academic amnesty must first appeal in writing to the Registrar’s Office through the designated portal. The request must be stated clearly and contain: (1) the reason for the request, and (2) efforts made to improve during absence from Liberty.
3. Corroboration may be requested of the student (e.g., transcripts from other institutions, certificates, awards, etc.).
4. Students who were Academically Dismissed because of academic dishonesty are not eligible for Academic Amnesty. The Registrar’s Office, upon receiving the written request, must receive approval from Community Life, Student Financial Services, and the Office of the Provost before readmission will be granted.

If approved for Academic Amnesty, the student will be readmitted under the following provisions:

a. Previously earned grades of “A,” “B,” and “C” will remain on the student’s record and will calculate into his or her GPA. As determined by the Provost, grades of “D” and “F” are revised to “Q.”

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

c. If any prior certificate or degree has been awarded through Liberty University, grades earned during that time period 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.

d. 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.

e. If, after the first term of enrollment following readmission under Academic Amnesty, the student’s cumulative GPA falls below the minimum cumulative GPA required for good academic standing in the student’s degree program, the student will be Academically Dismissed, and will not be permitted to submit any further appeals for permission to continue his/her studies through Liberty University.

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

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

ADDITIONAL INFORMATION
Additional information regarding the University’s academic and administrative policies and procedures can be found on the University website at www.liberty.edu/online.
Admissions – Undergraduate Certificates

General Requirements

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

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

Liberty University Online Admissions Office:
Phone: (800) 424-9595
Fax: (888) 301-3577
Email: luundergrad@liberty.edu
Website: www.luonline.com

Hours of Operation:
M–F 8:00 a.m. – 8:00 p.m. EST
SAT 10:00 a.m. – 6:00 p.m. EST

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

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

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

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

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.

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

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

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

TECHNOLOGY REQUIREMENTS

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

Available Undergraduate Certificates

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

Application for Admission

ITEMS TO BE SUBMITTED

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

Application for Admission

1. Academic Records

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

a. Students may submit a High School Self-Certification form through ASIST in lieu of a final official high school transcript.

b. Preliminary transcripts – must reflect all coursework and final grades received for grades 9-11, and an overall grade point average (GPA), and must be signed by the school administrator.

c. Final transcripts – must reflect all coursework and final grades received for grades 9-12, a graduation date, and an overall GPA.

da. Students should refer to www.liberty.edu/online/online-education-admission-requirements/ for a detailed list of applicable admissions requirements.

The high school transcript, GED requirement, and High School Self-Certification form will be waived if the applicant earned an associate’s degree.

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

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

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

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

2. Other Documentation

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

HOMESCHOOL APPLICANTS

Homeschooled applicants must submit the above requirements plus:

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

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

Students homeschooled outside of the United States must submit a transcript that confirms completion of a secondary education according to an identified standard or authority.

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

CONDITIONAL ENROLLMENT

Conditional Enrollment is not available to students pursuing certificates.

ADMISSION NOTIFICATION

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

TRANSFER STUDENTS

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

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

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

International Admission

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

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

If an International student is seeking admission into an undergraduate program and has earned a high school diploma at an accredited high school outside of the U.S. in which all classes are taught in English, the TOEFL score can be waived for admission. (Proof must be submitted in the form of an official statement from the school’s Registrar’s Office.)

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

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

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

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

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

BREAK IN ENROLLMENT

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

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

READMISSION

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

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

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

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

ADDITIONAL INFORMATION

Additional information regarding the University’s academic and administrative policies and procedures can be found on the University website at www.luonline.com or www.liberty.edu.
Academic Information and Policies – Resident Program

Helene Vance, B.A., M.B.A.
University Registrar

Lori Baker, B.S., M.A.
Senior Associate Registrar for Student Services and Records
Program Manager for Commencement

Jaime Velastegui, B.S., M.A.
Assistant Registrar for Student Services and Records

Martin Granda, B.S., M.A.
Assistant Registrar for Transfer Evaluations

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

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

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

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

<table>
<thead>
<tr>
<th>Classification</th>
<th>Semester Hours Earned</th>
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<tbody>
<tr>
<td>Freshman</td>
<td>0—23.99</td>
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<tr>
<td>Sophomore</td>
<td>24.00—47.99</td>
</tr>
<tr>
<td>Junior</td>
<td>48.00—71.99</td>
</tr>
<tr>
<td>Senior</td>
<td>72.00—and above</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Quality Points Per Semester Hour</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
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<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
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<td>D</td>
<td>Poor</td>
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<td>F</td>
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<td>0</td>
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<tr>
<td>FN</td>
<td>Failure for Non-Attendance</td>
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</tr>
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<td>Failure for Non-Attendance</td>
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<td>P</td>
<td>Pass</td>
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<td>Q</td>
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<tr>
<td>W</td>
<td>Withdraw</td>
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</tbody>
</table>

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

**“R” is no longer an active option for a grade. Please see the Undergraduate Repeat Policy section for the current policy.
DEAN’S LIST
Undergraduate students who earn 12 or more GPA hours in the fall or spring semester with a GPA of 3.50 or above are placed on the Dean’s List. The Dean’s list is not awarded for the summer term. This does not apply for certificate level students.

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

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

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

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

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

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

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

Transfer credit may not be used in Certificate programs to meet degree requirements.

INTERNATIONAL TRANSFER CREDIT
The evaluation of international transfer credit requires students to submit a translated official transcript. Course descriptions are typically required to determine direct transfer credit.

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

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

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

For information on the IB (International Baccalaureate) policy please visit: http://www.liberty.edu/academics/registrar/index.cfm?PID=31875.

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

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

<table>
<thead>
<tr>
<th>AP Title</th>
<th>Required Score</th>
<th>LU Course(s)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>3</td>
<td>CSTU 101</td>
<td>3</td>
</tr>
<tr>
<td>Art: Studio Art - 2D Drawing</td>
<td>3</td>
<td>ARTS 113</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>BIOL 101 &amp; 103</td>
<td>4</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3</td>
<td>MATH 126</td>
<td>3</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3</td>
<td>MATH 126</td>
<td>3</td>
</tr>
<tr>
<td>Calculus AB Sub-score</td>
<td>3</td>
<td>MATH 126</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>CHEM 105 &amp; 107</td>
<td>8</td>
</tr>
<tr>
<td>Chinese Language &amp; Culture</td>
<td>3</td>
<td>CHIN 101 &amp; 102</td>
<td>6</td>
</tr>
<tr>
<td>Comparative Politics</td>
<td>3</td>
<td>GOVT 330</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>3</td>
<td>CSIS 212</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>3</td>
<td>CSIS 111 &amp; 112</td>
<td>6</td>
</tr>
<tr>
<td>Economics – Micro</td>
<td>3</td>
<td>ECON 213</td>
<td>3</td>
</tr>
<tr>
<td>Economics – Macro</td>
<td>3</td>
<td>ECON 214</td>
<td>3</td>
</tr>
<tr>
<td>English Language</td>
<td>3</td>
<td>ENGL 101</td>
<td>3</td>
</tr>
</tbody>
</table>
EXPERIENTIAL LEARNING CREDIT

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

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

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

Each portfolio must define learning in terms of college-level competencies for specific course credit. All documentation submitted in portfolios will remain in the student’s personal file at the University. Students may submit portfolios and/or experiential-learning documentation no later than the semester before they are to graduate. Credit earned through this process is considered transfer credit will not be counted toward the required minimum number of credit hours that must be completed through Liberty University. Further information may be found online at http://www.liberty.edu/online/experienceplus/.

INSTITUTIONAL CHALLENGE EXAMINATIONS (ICE)

ICE are available to students with 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.

Military Evaluations

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

CREDIT FOR SEMINARS

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

COURSEWORK AT OTHER INSTITUTIONS WHILE ENROLLED AT LIBERTY

Prior to registering for any course at another institution, students must submit a Future Course Request Form to guarantee transferability. The online form can be found on the Registrar’s Office webpage at https://apex.liberty.edu/apex/banprd/f?p=189:1:104591628190395.

DECLARATION OF UNDERGRADUATE MAJOR

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

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

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

CHANGE OF MAJOR

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

DOUBLE MAJORS

Students pursuing an associate’s or bachelor’s degree who wish to complete a double major or two separate degrees - should email their academic evaluator in the Registrar’s Office.

Students pursuing a certificate may not pursue more than one certificate at the same time.

Students who wish to complete a bachelor’s degree with a double major (BA/BA, BFA/BFA, BM/BM, BS/BS or BSN/BSN) or two separate bachelor’s degrees (any two-degree combination of

<table>
<thead>
<tr>
<th>AP Title</th>
<th>Required Score</th>
<th>Required Course(s)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature</td>
<td>3</td>
<td>ENGL 102</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3</td>
<td>ENVR 215</td>
<td>3</td>
</tr>
<tr>
<td>European History</td>
<td>3</td>
<td>HIEU 201 &amp; 202</td>
<td>6</td>
</tr>
<tr>
<td>French Language</td>
<td>3</td>
<td>FREN 101 &amp; 102</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>FREN 101, 102 &amp; 201</td>
<td>9</td>
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<tr>
<td></td>
<td>5</td>
<td>FREN 101, 102, 201 &amp; 202</td>
<td>12</td>
</tr>
<tr>
<td>German Language</td>
<td>3</td>
<td>GRMN 101 &amp; 102</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>GRMN 101, 102 &amp; 201</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>GRMN 101, 102, 201 &amp; 202</td>
<td>12</td>
</tr>
<tr>
<td>Government &amp; Politics: US</td>
<td>3</td>
<td>GOVT 220</td>
<td>3</td>
</tr>
<tr>
<td>Human Geography</td>
<td>3</td>
<td>GEOG 200</td>
<td>3</td>
</tr>
<tr>
<td>Physics 1</td>
<td>3</td>
<td>PHYS 201</td>
<td>4</td>
</tr>
<tr>
<td>Physics 2</td>
<td>3</td>
<td>PHYS 202</td>
<td>4</td>
</tr>
<tr>
<td>Physics C – Mechanics</td>
<td>3</td>
<td>PHYS 231</td>
<td>4</td>
</tr>
<tr>
<td>Physics C – Electricity</td>
<td>3</td>
<td>PHYS 232</td>
<td>4</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>PSYC 101</td>
<td>3</td>
</tr>
<tr>
<td>Research</td>
<td>3</td>
<td>ELEC 1XX</td>
<td>3</td>
</tr>
<tr>
<td>Seminar</td>
<td>3</td>
<td>ELEC 1XX</td>
<td>3</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>3</td>
<td>SPAN 101 &amp; 102</td>
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<tr>
<td></td>
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<td>9</td>
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<tr>
<td></td>
<td>5</td>
<td>SPAN 101, 102, 201 &amp; 202</td>
<td>12</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
<td>MATH 201</td>
<td>3</td>
</tr>
<tr>
<td>Studio Art Drawing</td>
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<td>ARTS 211</td>
<td>3</td>
</tr>
<tr>
<td>U.S. History</td>
<td>3</td>
<td>HIUS 221 &amp; 222</td>
<td>6</td>
</tr>
<tr>
<td>World History</td>
<td>3</td>
<td>HIEU 201 &amp; 202</td>
<td>6</td>
</tr>
</tbody>
</table>
Students who wish to complete an associate’s degree with a double major (AA/AA) or two separate associate’s degrees (AA and AAS) must have at least 15 unique hours within the major of the first or second degree.

The General Education/Core Competency Requirements may be shared if they are the same. However, if any requirements are different, the student must fulfill the higher of the two requirements.

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

**RETURNING TO LU FOR A SECOND DEGREE**

Students with an associate’s degree who wish to pursue a second associate’s degree must successfully complete at least 15 additional hours through Liberty University, and there must be at least 15 unique hours within the major of the first or second degree. Note: The 15 additional hours may also count toward the unique hours.

Students with a bachelor’s degree who wish to pursue an associate’s degree must successfully complete at least 15 additional hours through Liberty University, and there must be at least 15 unique hours within the major of the first or second degree. Note: The 15 additional hours may also count toward the unique hours.

Students with a bachelor’s degree who wish to pursue a second bachelor’s degree must successfully complete at least 30 additional hours through Liberty University, and there must be at least 30 unique hours within the major of the first or second degree. Note: The 30 additional hours may also count toward the unique hours.

**DUPLICATE CREDIT**

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

**INTERCOLLEGIATE ATHLETIC CREDIT**

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

**CERTIFICATE COMPLETION PLAN AUDIT**

The Certificate Completion Plan Audit (found under Degree Completion Plan Audit via ASIST) provides real-time advice and counsel, making it possible for students to track progress towards certificate completion at their convenience. It also enables students to immediately view how their credits will apply towards different degree programs available inside the Degree Completion Plan.

**DEGREE COMPLETION PLAN (DCP) AUDIT**

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

**INTERCOLLEGIATE ATHLETIC CREDIT**

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**CERTIFICATE COMPLETION PLAN AUDIT**

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

**DEGREE COMPLETION PLANS**

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

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

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

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

**DEGREE COMPLETION PLAN (DCP) AUDIT**

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

**INTERCOLLEGIATE ATHLETIC CREDIT**

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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.

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

1. University Approved Absences
   a. University Approved Absences include Liberty University sponsored events, athletic competition, and other Provost approved absences.
   b. The student must provide written documentation in advance for University Approved Absences.
   c. Work missed for University approved absences may be made up.

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

   iii. For classes that meet once per week, the student will be permitted one elective absence per semester.
   g. Penalties for each absence over the permitted number of elective absences per semester will be as follows:
      i. 50 points for classes that meet 3 times per week
      ii. 75 points for classes that meet 2 times per week
      iii. 100 points for classes that meet once per week

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

1. University Approved Absences
   a. University Approved Absences include Liberty University sponsored events, athletic competition, and other Provost approved absences.
   b. The student must provide written documentation in advance for University Approved Absences.
   c. Work missed for University approved absences may be made up.

2. Student Elective Absences
   a. While the University believes that consistent attendance in all classes is the largest contributor to students earning good grades, the University Attendance Policy allows students in upper-level classes the opportunity to make their own decisions concerning attendance.
   b. Work missed for Student Elective Absences may be made up at the discretion of the faculty member.
   c. When circumstances result in excessive absences (e.g., serious medical illness, family crisis), upon return to campus, the student shall communicate in writing with the Registrar's Office (Registrar@liberty.edu) and provide an explanation of his or her situation with appropriate documentation. The Registrar will consult with the faculty member before making the final decision and will notify, in writing, the student and the faculty member.

CLASS CANCELLATION POLICY
From time to time, it may be necessary to cancel a class because of insufficient enrollment or other extenuating circumstances. The decision for such a cancellation is ultimately that of the Provost of the University. The full policy and procedures are published in the Policy Directory online at https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#policy/153.

INDEPENDENT STUDY
Students may request to do an independent study project in a major field or related discipline. This option is limited to graduating seniors, students who have changed majors and have no other course of action, and students who may have approved extenuating circumstances. Permission for the independent study will be granted only upon approval by the Department Chair, the Dean/Administrative Dean of the
COURSE AUDITS

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

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

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

COURSE SUBSTITUTIONS

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

DROPPING/ADDING/WITHDRAWING FROM COURSES

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

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

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

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

Exceptions to these deadlines may be granted by the Registrar in unusual circumstances, such as extreme illness or other circumstances beyond the student’s control. If a student is unable to withdraw for a specific reason (e.g., death, incapacitation, incarceration, hospitalization, etc.) an administrative grade change to “W” may be approved by the Registrar’s Office.

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

NOTE:

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

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

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

RESIDENT STUDENTS TAKING ONLINE CLASSES

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

Withdrawal from Liberty

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

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

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

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

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

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

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

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

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

DEFINITION OF ATTENDANCE
Regular attendance in residential 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/247.

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.

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

Undergraduate students are subject to the following conditions:
1. When an undergraduate course is successfully repeated*, the Undergraduate Repeat Policy will automatically be applied, all earned grades will remain visible on the student’s permanent record, and the most recent grade earned will be the only grade to count toward the student’s GPA. The registrar’s office will automatically apply the Undergraduate Repeat Policy at the end of each semester*, including the summer semester, to all eligible courses.
2. On the student’s transcript, the letter “E” will follow the previous earned grade(s) to indicate that the grade has been “excluded” from the GPA. The letter “I” will follow the most recent grade to indicate that the grade has been “included” in the student’s GPA. The grades which have been excluded from the GPA calculation will not count toward GPA hours or hours earned, but will remain on the student’s record as attempted hours. Consultation by the student with the Financial Aid office may be needed to determine how the Repeat Policy will affect the student’s Satisfactory Academic Progress.
3. There is no limit on the number of different courses or retakes in which the Undergraduate Repeat Policy may be applied. However, there may be a limited number of times that Federal Financial Aid will pay for a course taken and passed (grade of “D” or higher). It would be wise to consult with a Financial Aid counselor if there are any questions about this.
4. The Undergraduate Repeat Policy will only be used on Liberty University courses that have been repeated at Liberty University. No transfer credit or credit earned through institutional or standardized testing may be used in the Undergraduate Repeat Policy.
5. The Undergraduate Repeat Policy will only be applied when the same course number/title is retaken, unless there’s been a university approved course number/title change and the department confirms that the courses are the same. Course replacements/substitutions are not eligible for the Undergraduate Repeat Policy.
6. Undergraduate courses in which a grade of B, C, D, F, or FN was awarded are eligible for the Undergraduate Repeat Policy. Courses which are NOT eligible for the Undergraduate Repeat Policy are: pass/fail courses, zero-credit courses, CSERs, and courses with grades of AU (audit), I, M, Q, R, W, WF, X, and Z, or those courses failed due to academic dishonesty. Also, courses that are designed as repeatable courses within certain majors will not have the Undergraduate Repeat Policy applied automatically.
7. Activation of the Undergraduate Repeat Policy for a prior semester will not affect the academic standing or dean’s list award for that semester. Academic standing or dean’s list in a prior semester can only be changed as a result of an approved grade change.
8. Once a student has graduated, the Undergraduate Repeat Policy may not be used on a course taken prior to graduation to enhance the cumulative GPA which was recorded at the time of degree conferral. The repeat of a class after graduation could, however, be used to enhance the students overall undergraduate GPA at Liberty.

* Final grade has been earned and posted
^ Including sub-terms

Academic Standing
Warning/Probation/Suspension/Dismissal
Students must maintain satisfactory academic standing in order to remain at Liberty. Satisfactory academic standing for students enrolled in an undergraduate programs is:

<table>
<thead>
<tr>
<th>Level</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (0–23.99 hours)</td>
<td>1.50</td>
</tr>
<tr>
<td>2 (24–47.99 hours)</td>
<td>1.65</td>
</tr>
<tr>
<td>3 (48–71.99 hours)</td>
<td>1.85</td>
</tr>
<tr>
<td>4 (72 or more hours)</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Academic Standing is calculated at the end of each Fall and Spring term, or upon completion of all courses within a Fall or Spring term. When academic standing is updated, students on Academic Warning, Probation, Suspension, and Dismissal will be sent a notification by the Registrar’s Office.
Any University organization that has students who represent Liberty University in activities that involve student traveling (exclusive of one-time missions exposure trips) must first provide a list of students on the team to the Registrar to verify if the students
are in good academic standing. Students who are not in good academic standing are prohibited from traveling.

**Academic Warning**

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

**Academic Probation**

At the end of the term on Academic Warning, students who fail to raise their cumulative GPA to the required academic level (see above) are placed on Academic Probation.

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 full-time and fail all courses while on Academic Probation or Suspension will progress to the next academic standing level.

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

**Academic Suspension**

At the end of the term on Academic Probation, students who fail to raise their cumulative GPA to the required academic level (see above) are placed on Academic Suspension. Students who desire to return to Liberty in the future must appeal to the Registrar’s Office in writing through the designated portal. Students should not expect automatic readmission after serving a period of Suspension.

If approved to return, the Registrar’s Office/CASAS will determine a plan that will prepare students for a successful re-entry to Liberty. These students are required to sign an academic plan indicating the grades necessary to remove the Academic Suspension status. During the next term of attendance, undergraduate students are limited to a 12-14-semester-hour course load, are required to take CLST 101 or 105 and may not represent the University on any team without approval from the appropriate committee. A student may not drop or withdraw from the CLST course without permission from the Academic Success Center.

If a student is denied to return under a contract, he/she will not be permitted to submit a new appeal until he/she has been away from Liberty for a minimum of three academic years.

**Academic Dismissal**

Students who are readmitted to Liberty after serving a period of suspension and who fail to raise their cumulative GPA to the required academic level (see above) by the end of the term will be Academically Dismissed and will not be allowed to appeal to return to Liberty until a period of at least three academic years has passed.

**ACADEMIC AMNESTY**

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

1. Not enrolled at the University for a period of three (3) years. For 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. A student seeking readmission under academic amnesty must first appeal in writing to the Registrar’s Office through the designated portal. The request must be stated clearly and contain: (1) the reason for the request, and (2) efforts made to improve during absence from Liberty.
3. Corroboration may be requested of the student (e.g., transcripts from other institutions, certificates, awards, etc.).
4. Students who were Academically Dismissed because of academic dishonesty are not eligible for Academic Amnesty.

The Registrar’s Office, upon receiving the written request, must receive approval from Community Life, Student Financial Services, and the Office of the Provost before readmission will be granted.

If approved for Academic Amnesty, the student will be readmitted under the following provisions:

a. Previously earned grades of “A,” “B,” and “C” will remain on the student’s record and will be calculated into his or her GPA. As determined by the Office of the Provost, grades of “D” and “F” are revised to “Q.”

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

c. If any prior certificate or degree has been awarded through Liberty University, grades earned during that time period 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.

d. 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.

e. If, after the first term of enrollment following readmission under Academic Amnesty, the student’s cumulative GPA falls below the minimum 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.

**Academic Code of Honor**

**I. PREAMBLE**

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

Anyone, whether Christian or non-Christian, who shares our values and goals, is both welcome and valued in our community. We want all students to feel comfortable in our community of learning.
and we extend to all of our students our spiritual and academic resources, with the goal of fostering spiritual growth, character development, and academic maturity. Communities are based upon shared values and practices. This Code of Honor, an expression of the values inherent in our Doctrinal Statement, defines the rules and principles by which our community functions. At the core of this Code are two key concepts: a belief in the dignity of all persons and an insistence on the existence of objective truth.

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

ACADEMIC HONOR CODE
A. ACADEMIC MISCONDUCT
Academic misconduct includes, but is not limited to plagiarism, cheating and falsification.

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

Plagiarism in papers, projects or any assignment prepared for a class shall include the following:
- Omitting quotation marks or other conventional markings around material quoted from any printed source (including digital material)
- Directly quoting or paraphrasing a specific passage from a specific source without properly referencing the source
- Replicating another person’s work or parts thereof and then submitting it as an original
- Purchasing a paper (or parts of a paper) and representing it as one’s own work

2. Cheating
Cheating is a form of dishonesty in which a student gives the appearance of a level of knowledge or skill that the student has not obtained, provides unauthorized aid, or wrongly takes advantage of another’s work. Examples include, but are not limited to:
- Copying from another person’s work on an examination or an assignment
- Allowing another student to copy any portion of one’s work on an examination or an assignment
- Using unauthorized materials or giving or receiving any other unauthorized assistance on an examination or an assignment
- Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for the student
- Reusing a paper from a previous course
- Paying another student to complete a course, an individual assignment or exam

3. Falsification
Falsification is a form of dishonesty in which a student misrepresents the truth, invents facts, or distorts the origin or content of information used as authority. Examples include, but are not limited to:
- Dishonestly answering or providing information in the application process
- Citing a source that is known not to exist
- Attributing to a source ideas and information that are not included in the source
- Falsely citing a source in support of a thought or idea when it is known not to support the thought or idea
- Citing a source in a bibliography when the source was neither cited in the body of the paper nor consulted
- Intentionally distorting the meaning or applicability of data
- Inventing data or statistical results to support conclusions

B. PROCEDURES FOR THE INVESTIGATION, ADJUDICATION, AND LEVELING OF SANCTIONS FOR THE VIOLATIONS OF THE ACADEMIC CODE OF HONOR
1. Processing Allegations
When an alleged violation of the Academic Code of Honor has been reported to the instructor or administration, the instructor will confront the student within ten business days of the discovery of the infraction. The instructor may issue an oral (or written) reprimand, send written notification to the Department Chair or Program Director, reduce a grade, adjust credit on an assignment and/or require additional work. The instructor may determine that a failing grade for the course is the appropriate sanction. In any event, the instructor will inform the student of the decision.

The reporting procedure is as follows:

a. The instructor will write a report outlining the violation.

b. The report will be provided to the student and the Department Chair or Program Director along with the sanctions recommended.

c. If blatant academic dishonesty occurs in a clear and convincing manner, the student may receive a grade of F for the course in which the academic misconduct occurred.

d. Students receiving a grade of F for academic dishonesty on a particular assignment will be notified by the professor of the course in an appropriate manner, including but not limited to returning the assignment with comments, email, letter, telephone call, and/or a personal meeting.

e. If warranted, the results of academic honesty review may be forwarded to the Office of Student Affairs for any other disciplinary action that may be appropriate.

f. If non-blatant academic misconduct (such as inadvertent plagiarism) occurs in a course, the professor will contact the student and conduct such further investigation as needed. If the professor determines that a sanction is called for, the
professor may issue an oral reprimand, send written notification to the Department Chair or Program Director of the School in which the course resides, reduce a grade, adjust credit and/or require additional work.

g. When a student receives a course grade of F for academic dishonesty, the professor may report the reason for the F to the Registrar and request that it be recorded as an F grade. This F grade will appear on the student’s transcript.

h. The student, upon receipt of the results of the academic honesty review, will have five business days to appeal the decision to the professor and the Department Chair or Program Director.

2. Sanctions

If the professor determines that a sanction is called for, the professor may issue an oral or written reprimand, adjust credit and/or require additional work. The professor also maintains the right to assign the grade of F for the course if the investigation determines that it is the appropriate sanction. In this instance, the Registrar will record the F, which will appear on the student’s transcript.

The repeat policy may not be applied to this grade.

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

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

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

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

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

3. Appeal Procedure

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

Examples of retaliation include, but are not limited to:

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

A complete overview of the appeal process follows:

1. Within five business days of the notification of an alleged violation, the student may submit a written appeal to the Department Chair or Program Director. The Department Chair or Program Director will review the instructor’s report and the student's written appeal, then notify the instructor and the student of his/her decision.

2. Both the student and any Liberty University personnel involved in or affected by the Academic Code of Honor violation will have the right to present their views to the Department Chair or Program Director before any decision is rendered.

3. If the student produces additional support for his/her appeal, the student will be given an opportunity to provide oral evidence in person and written evidence in opposition to the charge.

4. The Department Chair or Program Director will determine whether the student may continue in the class pending the outcome of the appeal.

5. Once informed by the Department Chair or Program Director of the decision, the student may further appeal to the Dean of the appropriate school for review.

6. Once informed by the Dean of the decision, the student may further appeal to the Faculty Senate Committee on Academic & Admissions Standards (CAAS) for further review.

7. In determining whether any violation has occurred, the Committee will apply a “clear and convincing” evidence standard. In some cases, Student Affairs or another University representative may join in the deliberations of the Committee as a non-voting member for the purpose of providing any background information that may be pertinent to the case.

8. If deemed appropriate by the Committee or if requested by the student, the student only may be present in person at the meeting of the Committee where the review will be made.

9. The student will not be permitted to be present after the Committee has received all evidence and begun its deliberation toward a decision.

10. The Committee will inform the Dean of its decision regarding the appeal. The decision of the CAAS in regard to the occurrence of academic dishonesty is final.

11. The student will be informed of the decision of the Committee by the Dean of the appropriate school in writing or by e-mail within ten academic days of the meeting.
12. Should no violation be found, the Committee’s report indicating such will be forwarded to the Department Chair or Program Director and faculty member. A report of all findings (either in favor of or against the student) will be sent to the Student Affairs and Registrar’s office. The findings will be kept in the student’s official record.

13. In cases that do not require a grade of F for Academic Dishonesty, but may require a failed assignment, failure in the course or reduced grade, the professor reserves the right not to report the violation to Student Affairs’ or Registrar’s office.

4. Reinstatement
Upon receiving two or more grades of F for academic dishonesty, the student will be dismissed for violation of the Code of Honor. Following dismissal, the student may not be considered for readmission for a minimum of three years.

Readmission to the University will follow the academic amnesty policy described in the Academic Catalog. The Dean of the School has the right to refuse readmission of the student to the same degree program from which he or she was dismissed for academic dishonesty.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Undergraduate Grading Scale</th>
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<tbody>
<tr>
<td>(100 point scale)</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

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

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

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

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 syllabus for the course assignments
- Written communication (e.g., email, announcements, etc.)
- Calculation error on an assignment (resulting in a change to the final grade)

Appeals, other than those mentioned above, will not be reviewed. The student must provide written documentation that demonstrates the occurrence of one or more of the above grounds for appeal. Documentation may be in the form of email correspondence, graded assignments, proof of timely submission, etc.

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

1. Within 30 calendar days of the end of the term, the student may submit a written appeal to the Department Chair. The student must include the information required above. The Chair will consult with the instructor and review the student’s written appeal. The Chair will then notify the instructor and the student of his/her decision.
2. If the student has additional support for their appeal, the student may submit a written appeal to the Dean after receiving the decision by the Department Chair. This written appeal must be received by the dean within five (5) business days of the Chair’s email. The Dean will review the student’s appeal, as well as any information provided by faculty member. When a decision has been reached, the Dean will notify the Chair, the faculty member and the student.

ACADEMIC TRANSCRIPTS

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

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

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

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

GRADUATION HONORS

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

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

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

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

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

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

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

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

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

CERTIFICATE COMPLETION REQUIREMENTS

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

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

GRADUATION REQUIREMENTS

All undergraduate residential students must meet these requirements for graduation.

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

7. Graduate or Graduate or Doctoral credit may not be applied to an undergraduate degree, unless required as part of a dual degree program.

8. Technology Competency
9. Submission of graduation application
10. The Registrar’s Office will process the conferral of a degree once all degree requirements have been met, including the minimum GPA requirement and graduation application. If a student wishes to take further non-applicable coursework, they must do so under a new application.

**GRADUATION CHECKLIST**

After the matriculated bachelor’s degree candidate has completed approximately 90 hours toward graduation, the Academic Evaluators in the Registrar’s Office will evaluate the academic and Christian/Community Service record using the transcript and any approved exceptions to the program which might have been placed in the file.

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

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

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

**GRADUATION APPROVAL**

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

**GRADUATION CEREMONY**

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

**TIME LIMITS FOR DEGREE COMPLETION**

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

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

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

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

**BREAK IN ENROLLMENT**

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

Any military students wishing to be readmitted who broke enrollment due to deployment must contact the Office of Military Affairs.
ENROLLMENT VERIFICATION
A student is enrolled when he/she are registered for a course and have attended the course 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](https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?pid=30130#/policy/355).

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

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

<table>
<thead>
<tr>
<th>Classification</th>
<th>Semester Hours Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0—23.99</td>
</tr>
<tr>
<td>Sophomore</td>
<td>24.00—47.99</td>
</tr>
<tr>
<td>Junior</td>
<td>48.00—71.99</td>
</tr>
<tr>
<td>Senior</td>
<td>72.00—and above</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Quality Points Per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>FN</td>
<td>Failure for Non-Attendance</td>
<td>0</td>
</tr>
<tr>
<td>NF</td>
<td>Failure for Non-Attendance</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>0</td>
</tr>
<tr>
<td>Q</td>
<td>Academic Amnesty</td>
<td>0</td>
</tr>
<tr>
<td>R*</td>
<td>Course Repeated</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
<td>0</td>
</tr>
</tbody>
</table>

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

**“R”** is no longer an active option for a grade. Please see the Undergraduate Repeat Policy section for the current policy.
DEAN’S LIST
Undergraduate associate and bachelor level students who earn 12 or more GPA hours with a term GPA of 3.50 or above are placed on the Dean’s List. This does not apply for certificate level students.

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

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

Transfer of Credits
Normally courses and degrees from regionally accredited institutions or those nationally accredited by accrediting agencies recognized by the U.S. Department of Education (e.g., SACSOC, TRACS, ABHE, etc.) will be evaluated for transfer of credit. However, on a limited basis, Liberty does accept transfer credit via experiential learning, advanced placement and professional certificates from unaccredited institutions under certain terms and conditions established by Committee on Academic and Admissions Standards. Credit earned through this process will not be counted toward the required minimum of 60% of the major and minimum of 25% of the credit hours that must be completed through Liberty University for an associate’s or bachelor’s degree. Also, credit earned through the portfolio process or professional certificate evaluation cannot exceed 30 credit hours. Applicants must request that official transcripts be sent directly from the Registrar(s) of the previous school(s) to the Registrar’s Office at Liberty University. These transcripts must be received before an admission decision will be made.

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

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

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

INTERNATIONAL TRANSFER CREDIT
The evaluation of international transfer credit requires students to submit a translated official transcript. Course descriptions are typically required to determine direct transfer credit. International transfer credit is accepted only from an institution recognized by the government of the country in which the institution is located.

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

Transfer credit may not be used in Certificate programs to meet degree requirements.

CREDIT BY EXAMINATION
Liberty University offers students the opportunity to receive academic credit toward their undergraduate degrees through testing. Credit may be earned through the Advanced Placement, CLEP, ICE, DSST, Excelsior and Federal Aviation Administration programs. The items listed above, and the following credit by examination options, are not applicable to certificate seeking students. For more information please visit: http://www.liberty.edu/academics/Registrar/index.cfm?PID=38283.

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

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

Institutional Challenge Examinations (ICE)
ICE are available to students with 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.

DANTES Subject Standardized Tests (DSSTs)
Undergraduate college credit may be earned through the DANTES Subject Standardized Tests (DSSTs) program, which is administered by Educational Testing Services (ETS) in conjunction with DANTES. Examinations are available to both military personnel and civilians. Students may find an approved testing center and view fact sheets for various tests that are offered at www.getcollegecredit.com. A complete list of accepted exams, course
equivalency and the minimum required score is available at https://www.liberty.edu/academics/registrar/index.cfm?PID=30373.

**Excelsior College Exam Credit**

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

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

**EXPERIENTIAL LEARNING CREDIT**

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

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

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

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

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

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

**Military Evaluations**

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

**CREDIT FOR SEMINARS**

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

**COURSEWORK AT OTHER INSTITUTIONS**

Prior to registering for any course at another institution, students must submit a Future Course Request Form to guarantee transferability. The online form can be found at https://apex.liberty.edu/apex/banprd/f?p=189:1:104591628190395.

**CHANGE OF CERTIFICATE**

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

**CHANGE OF MAJOR**

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

**DOUBLE MAJORS**

Students pursuing an associate’s or bachelor’s degree who wish to complete a double major or two separate degrees must contact the Academic Advising Department and declare the double major via phone or their Liberty University webmail account. Students pursuing a certificate may not pursue more than one certificate at a time.

Students who wish to complete a bachelor’s degree with a double major (BS/BS or BSN/BSN) or two separate bachelor’s degrees (BFA and BS, BFA and BSN, or BS and BSN) must have at least 30 unique hours within the major of the first or second degree.

Students who wish to complete an associate’s degree with a double major (AA/AA) or two separate associate’s degrees (AA and AAS) must have at least 15 unique hours within the major of the first or second degree.

The General Education/Core Competency Requirements may be shared if they are the same. However, if any requirements are different, the student must fulfill the higher of the two requirements.

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

**RETURNING TO LU FOR A SECOND DEGREE**

Students with an associate’s degree who wish to pursue a second associate’s degree must successfully complete at least 15 additional hours through Liberty University, and there must be at least 15 unique hours within the core of the first or second degree. Note: The 15 additional hours may also count toward the unique hours.

Students with a bachelor’s degree who wish to pursue an associate’s degree must successfully complete at least 15 additional hours through Liberty University, and there must be at least 15 unique hours within the major of the first or second degree. Note: The 15 additional hours may also count toward the unique hours.

Students with a bachelor’s degree who wish to pursue another bachelor’s degree must successfully complete at least 30 additional hours through Liberty University, and there must be at least 30 unique hours within the major of the first or second degree. Note: The 30 additional hours may also count toward the unique hours.

**DUPLICATE CREDIT**

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

Online certificate students who would like to either earn another certificate after completing one certificate or move onto a degree seeking program upon completion of the certificate must contact Liberty University Online Admissions to apply for readmission to another certificate or degree-seeking program. All courses taken within the undergraduate certificate will transfer directly into the new undergraduate certificate or degree program, only if applicable. Students must have at least one outstanding course requirement for the new certificate in order to gain acceptance into that program. Completion of that requirement and all other certificate requirements must be successfully met before the new certificate is awarded.

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

CERTIFICATE COMPLETION PLAN AUDIT

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

DEGREE COMPLETION PLAN (DCP) AUDIT

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

GENERAL EDUCATION REQUIREMENTS FOR OUT OF STATE STUDENTS

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

IMPORTANT INFORMATION REGARDING INTERNSHIPS AND CLINICAL PLACEMENTS

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

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

MINORS

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

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

SPECIAL STUDENT REGISTRATION

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

COURSE REGISTRATION, ACTIVATION, AND COMPLETION DATES

Students may register for courses online through ASIST. A student’s enrollment period (course activation) begins the first day of the 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 CLASS ATTENDANCE

Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion board post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options.

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

CLASS CANCELLATION POLICY

From time to time, it may be necessary to cancel a class because of insufficient enrollment or other extenuating circumstances. The decision for such a cancellation is ultimately that of the Provost of...
the University. 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.

LATE ASSIGNMENT POLICY
If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by Liberty Webmail. Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:
1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the class will not be accepted.
4. Late Discussion Board threads or replies will not be accepted. Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

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

Course audits may not be added via ASIST, but must be requested 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.

Audited courses will not count toward graduation requirements.

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

DROPPING/ADDING 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.

DEFINITION OF ATTENDANCE
In an effort to comply with U.S. Department of Education policies, attendance is measured by any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion board posts, etc.) or initiating any communication with one’s professor regarding an academic subject. Attending is defined as completing an academically related activity which includes, but is not limited to:
- Physically attending a class where there is an opportunity for direct interaction between the instructor and students.
- Submitting a required academic assignment (in Blackboard or disparate system).
- Taking an exam.
- Taking a required interactive tutorial or computer-assisted instruction.
- Attending a study group that is assigned by the school.
- Participating in an online discussion about academic matters.
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

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

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

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

Undergraduate students are subject to the following conditions:

1. When an undergraduate course is successfully repeated*, the Undergraduate Repeat Policy will automatically be applied, all earned grades will remain visible on the student’s permanent record, and the most recent grade earned will be the only grade to count toward the student’s GPA. The Registrar’s Office will automatically apply the Undergraduate Repeat Policy at the end of each term*, including the summer term, to all eligible courses.

2. On the student’s transcript, the letter “E” will follow the previous earned grade(s) to indicate that the grade has been “excluded” from the GPA. The letter “I” will follow the most recent grade to indicate that the grade has been “included” in the student’s GPA. The grades which have been excluded from the GPA calculation will not count toward GPA hours or hours earned, but will remain on the student’s record as attempted hours. Consultation by the student with the Financial Aid office may be needed to determine how the Repeat Policy will affect the student’s Satisfactory Academic Progress.

3. There is no limit on the number of different courses or retakes in which the Undergraduate Repeat Policy may be applied. However, there may be a limited number of times that Federal Financial Aid will pay for a course taken and passed (grade of “D” or higher). It would be wise to consult with a Financial Aid counselor if there are any questions about this.

4. The Undergraduate Repeat Policy will only be used on Liberty University courses that have been repeated at Liberty University. No transfer credit or credit earned though institutional or standardized testing may be used in the Undergraduate Repeat Policy.

5. The Undergraduate Repeat Policy will only be applied when the same course number/title is retaken, unless there’s been a university approved course number/title change and the department confirms that the courses are the same. Course replacements/substitutions are not eligible for the Undergraduate Repeat Policy.

6. Undergraduate courses in which a grade of A, B, C, D, F, or FN was awarded are eligible for the Undergraduate Repeat Policy. Courses which are NOT eligible for the Undergraduate Repeat Policy are: pass/fail courses, zero-credit courses, and courses with grades of AU (audit), I, M, NF, Q, R, W, WF, X, and Z, or those courses failed due to academic dishonesty. Also, courses that are designed as repeatable courses within certain majors will not have the Undergraduate Repeat Policy applied automatically.

7. Activation of the Undergraduate Repeat Policy for a prior semester will not affect the academic standing or dean’s list award for that semester. Academic standing or dean’s list in a prior semester can only be changed as a result of an approved grade change.

8. Once a student has graduated, the Undergraduate Repeat Policy may not be used on a course taken prior to graduation to enhance the cumulative GPA which was recorded at the time of degree conferral. The repeat of a class after graduation could, however, be used to enhance the students' overall undergraduate GPA at Liberty.

* Final grade has been earned and posted
^ Including sub-terms

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

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

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

Academic Standing
Warning/Probation/Suspension/Dismissal
Students must maintain satisfactory standing in order to remain at Liberty. Satisfactory academic standing for students enrolled in an undergraduate program is:

<table>
<thead>
<tr>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 (0–23.99 hours)</td>
</tr>
<tr>
<td>Level 2 (24–47.99 hours)</td>
</tr>
<tr>
<td>Level 3 (48–71.99 hours)</td>
</tr>
<tr>
<td>Level 4 (72 or more hours)</td>
</tr>
</tbody>
</table>

Academic Standing for Liberty University Online students is calculated at the end of the Fall, Spring and Summer terms, or upon completion of all courses within a term. When academic standing is updated, students on Academic Warning, Probation, Suspension, and Dismissal will be sent a notification by the Registrar’s Office.

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

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

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 full-time and fail all courses while on Academic Probation or Suspension will progress to the next academic standing level.

Academic Suspension
At the end of the term on Academic Probation, Liberty University Online students who fail to raise their cumulative GPA to the required academic level (see above) are placed on Academic Suspension. Students who desire to return to Liberty in the future must appeal to the Registrar’s Office in writing through the designated portal.
The Registrar’s Office will review the appeal, and if it is approved, an Academic Contract will be formulated. The student must agree in writing to abide by the terms of the contract prior to being permitted to register for courses. If a student is a re-applicant to Liberty University Online, the student must agree in writing to abide by the terms of the contract prior to being approved for re-admission.

If a student is denied to return under a contract, he/she will not be permitted to submit a new appeal unless he/she has been away from Liberty for a minimum of two academic years.

**Academic Dismissal**

Liberty University Online students who are permitted to take classes while Academically Suspended and who fail to raise the GPA to the required academic level (see above) by the end of the term or fail to meet the terms of their Academic Contract will be **Academically Dismissed**, and will not be allowed to appeal to return to Liberty until a period of at least two academic years has passed.

**ACADEMIC AMNESTY**

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

1. Not enrolled at the University for a period of two (2) years. For 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 2018 term.
2. A student seeking readmission under academic amnesty must first appeal in writing to the Registrar’s Office through the designated portal. The request must be stated clearly and contain: (1) the reason for the request, and (2) efforts made to improve during absence from Liberty.
3. Corroboration may be requested of the student (e.g., transcripts from other institutions, certificates, awards, etc.).
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, Student Financial Services, and the Office of the Provost before readmission will be granted.

If approved for Academic Amnesty, the student will be readmitted under the following provisions:

a. Previously earned grades of “A,” “B,” and “C” will remain on the student’s record and will calculate into his or her GPA. As determined by the Office of the Provost, grades of “D” and “F” are revised to “Q.”

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

c. If 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.

d. 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.

e. If, after the first term of enrollment following readmission under Academic Amnesty, the student’s cumulative GPA falls below the minimum cumulative GPA required for good academic standing, 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.

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

**ACADEMIC AND PERSONAL CODE OF HONOR**

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

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

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


**INCOMPLETES**

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

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

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

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

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

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

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

Military students must notify their Military Education Office of a course Incomplete if they are receiving Tuition Assistance. Incomplete requests and supporting documents may be faxed to (434) 455-1287 or scanned and emailed to luomilitary@liberty.edu, or mailed to: Liberty University; Liberty University Online; Office of Military Affairs; 1971 University Blvd.; Lynchburg, VA 24515

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

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

<table>
<thead>
<tr>
<th>Undergraduate Grading Scale (100-point scale)</th>
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<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

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

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

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

Criteria for appeal:
Only final posted grades may be appealed beyond the professor. Please click here to access the grade appeal form. To access the form, you will need to login using your Liberty username and password.

Appeals are accepted only when the grade assigned conflicts with:
- The published grading rubrics for the course assignments
- Written communication (i.e., email, announcements, etc.)
- Calculation error on an assignment (resulting in a change to the final grade)

Appeals, other than those mentioned above, will not be reviewed. The student must provide written documentation that demonstrates the occurrence of one or more of the above grounds for appeal. Documentation may be in the form of email correspondence, graded assignments, proof of timely submission, etc. After submitting the appeal, if additional information is needed, the student will be notified via their Liberty Webmail.

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

1. Within 30 calendar days of the end of the sub-term, the student may submit a written appeal to the Online Chair, but should do so through the grade appeal form. The student must include the information required above. The Professor will also be notified of the appeal and will be able to provide pertinent documentation, prior to the Online Chair rendering their decision. The Online Chair will have 7 days to review the appeal, from the time of submission. When the review is complete, the student will be notified of the decision via their Liberty Webmail and the appeal portal.

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

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

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

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

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

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

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

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

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

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

CERTIFICATE COMPLETION REQUIREMENTS

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

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

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

1. The bachelor’s degree requires a minimum of 120 semester hours. Of these total hours, a specified number of upper-level (300-400) courses must be completed with the minimum number being 30 semester hours. Each program differs; therefore, the student must follow the degree requirements carefully. The Associate of Arts degree requires a minimum of 60 semester hours.
2. Each undergraduate degree program consists of designated General Education requirements, a major, and electives. Electives may be taken from the undergraduate courses offered in any department. A GPA of 2.00 or higher, unless otherwise specified in a particular major or minor, is required for graduation.
3. To satisfy the requirements for the major and minor fields of study, only grades of C or above in upper level courses may be included. This includes directed electives. Certain majors require a grade of C or above in all major courses.
4. At least twenty-five percent of the credit hours required for the bachelor’s degree must be completed at Liberty. Fifty percent of the semester hours in the major and minor must be completed at Liberty, unless otherwise specified within the degree requirements. At least twenty-five percent of the credit hours required for the associate’s degree must be completed at Liberty, and
with the exception of the A.A. in General Studies or the A.A. in Interdisciplinary Studies, 50% of the hours in the major component of the Associate degree must be completed at Liberty.

5. Graduate or Doctoral credit may not be applied to an undergraduate degree, unless required as part of a dual degree program.

6. The Registrar’s Office will process the conferral of a degree once all degree requirements have been met, including the minimum GPA requirement and graduation application. If a student wishes to take further non-applicable coursework, they must do so under a new application.

**GRADUATION APPROVAL**

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

**GRADUATION CEREMONY**

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

**TIME LIMITS FOR DEGREE COMPLETION**

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

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

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

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

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

**Robert Ritz, B.S., M.Ed., Ph.D.**
Executive Vice-President of Finance

**Ashley Ann Reich, M.A., Ed.S.**
Vice President of Student Financial Services

### Resident Tuition and Fees 2018 – 2019

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Per Hour</th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate (Full-Time) (12 – 18 semester hours)</td>
<td>$11,900</td>
<td>$23,800</td>
<td></td>
</tr>
<tr>
<td>More than 18 semester hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time (less than 12 semester hours)</td>
<td>815</td>
<td></td>
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</tr>
<tr>
<td>Summer</td>
<td>440</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### HOUSING/ROOM & BOARD:

| Housing Fees: | Tier 1: Main 25-28 (The Circle) | 2,300 |
| | Tier 2: East Campus 3-Person, Quad 2-Person, & Main 33 | 2,900 |
| | Tier 3: East Campus 2-Person & Hill 3-Person | 3,380 |
| | Tier 3A: Hill 2-Person & Quad 1-Person | 3,580 |
| | Tier 4: The Commons 1-3 | 3,750 |

### Dining Fees:

| Freedom Dining Plan | 1,890 |
| Freedom Plus Dining Plan | 2,090 |

### ANNUAL FEES (Mandatory):

| Activity Fee | 385 |
| Student Health Fee | 170 |

### BASIC FEES:

| Application Fee | 50 |
| Readmission Application Fee | 50 |
| Certificate Completion Application Fee | 50 |
| Audit Fee | 75 |
| Inclusive Access Fee | 38 |

### ESTIMATED COST:

| Books | 707 |
| | 1,414 |

### CONDITIONAL FEES:

| Nursing Semester Fee | 500 |
| Vehicle Registration (optional) | 285 (max) |

### Assessment Fees:

| Graduation Application Fee | 100 |
| Financial Check-In Late Fee | 125 |
| Withdrawal Fee | 50 |
| Replacement ID Card (Flames Pass) | 25 |
| Replacement Bank/Mobile card | 10 |
| Check Cashing Fee (per check) | 1 |
| Failed Payment Processing Fee (per transaction) | 35 |

### WASHINGTON FELLOWSHIP PROGRAM:

<table>
<thead>
<tr>
<th>Item</th>
<th>Registration Fee</th>
<th>Administration Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Aviation Administration (FAA) Written Exam (per course)</td>
<td>5</td>
<td>$130</td>
</tr>
<tr>
<td>College Level Examination Program (CLEP)</td>
<td>50</td>
<td>87</td>
</tr>
<tr>
<td>Defense Activity for Non-Traditional Education Support (DSST)</td>
<td>50</td>
<td>85</td>
</tr>
<tr>
<td>Institutional Challenge Exam (ICE)</td>
<td>50</td>
<td>80</td>
</tr>
<tr>
<td>ICE Student Material Package (Optional)</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

### CONFIRMATION/ADMISSIONS DEPOSIT

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

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

### FINANCIAL CHECK-IN (FCI)

Financial Check-In (FCI) is Liberty University’s online system that secures financial arrangements with the University for direct charges like tuition and fees, to include prior, current, and/or future balances. All resident students are required to complete FCI through ASIST each semester prior to attending a class or arriving on campus. Current deadlines, procedures, and payment options can be viewed on the Student Financial Services webpage: http://www.liberty.edu/financeadmin/studentfinances/. Students who do not complete FCI by the published deadline will be subject to

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

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Liberty University Undergraduate Catalog – 2018-2019
to having courses and housing (if applicable) dropped and may be assessed a late FCI fee of $125. FCI deadlines are given in Eastern Standard Time (EST).

Once a student completes FCI, all payments made prior to the beginning of the semester are held in deposit to secure the student’s class schedule and institutional grants or scholarships, and campus housing, as applicable.

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

RESIDENT STUDENTS TAKING ONLINE COURSES

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

NON-ATTENDING OR NON-RETURNING STUDENTS

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

PAYMENTS ON STUDENT ACCOUNT

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

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

A student’s account must be paid in full prior to registering for any future courses. When a student completes FCI for a future term and then becomes delinquent in the current term, or financial aid funds are returned and causes a balance owed, 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 changes or payments are added, removed, or adjusted after the payment plan is in place which result in an increase or decrease in the remaining balance, it is the responsibility of the student to review and make any adjustments to the payment plan. Any payment(s) made outside of the payment plan will not prevent the next scheduled draft from being processed. The student may confirm any changes by 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 parents, the student’s personal checking account, or a Liberty University payroll check.

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

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

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

BANKMOBILE
BankMobile is the University’s refund management third-party servicer that disburses refunds, per diems, and stipends for the University. Upon completing FCI, new students are mailed a welcome packet containing a personal code from BankMobile. Using the code, students are able to choose one of three options to receive a refund. For information about these refund options, go to www.liberty.edu/refund.

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

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

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

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

ACTIVITY FEE
All resident students are required to pay an activity fee each semester (Fall and Spring). This fee provides access to Liberty University activities, admission to athletic events, access to the LaHaye Student Union recreational facilities and helps to offset the cost of other resources dedicated to student activities. Regardless of residence status, all students are subject to this fee. This fee is not pro-rated for part-time students.

HEALTH FEE
All residential students are required to pay a health fee each semester (Fall and Spring). Services covered by the health fee can be reviewed at this link: https://www.lustudenthealth.com/lu-student-health.html. 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.

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/). Most fees are non-refundable unless stated otherwise.

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.

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

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

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

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

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

DINING FEE
Any student living in University housing is also required to pay the applicable dining fees each semester. The fee covers the selected resident dining plan in the University dining hall 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 meal plan was used.

NEW STUDENT ASSESSMENT FEES

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

Students have the option to take assessments in English and Math. These assessments aid in placing students in the appropriate course levels in these disciplines. An assessment fee will be applied to the student’s account for each assessment taken.

WITHDRAWAL FEE

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

GRADUATION APPLICATION FEE

All graduating students must complete a graduation application through their ASIST account. A $100 graduation application fee is automatically assessed when the application is processed, not upon degree conferral. This non-refundable fee is not contingent on the student’s attendance at graduation events or activities.

CERTIFICATE COMPLETION APPLICATION FEE

A certificate completion application fee is automatically assessed by Registrar near the time of the Certificate Completion Application, not certificate conferral. This is a non-refundable fee.

FEE APPEAL POLICY

Resident students may appeal a Late Financial Check-In Fee, returned payment fee, or activity fee by submitting a written appeal online to the Student Accounts Office within 30 business days of the billing/notification. The student may fill out the fee appeal form at www.liberty.edu/index.cfm?PID=20659 and must attach all supporting documentation. The student will receive a response within 30 days of receipt of the appeal.

If a student would like to appeal any other charge, they may submit a written appeal to the department that assessed the charge.

Students repeating flight courses may have their flight fee waived. Contact Student Accounts for more information.

REFUND POLICY FOR ENROLLED STUDENTS:

Enrolled qualified students can receive a refund from their student account once all obligations have been met and a credit balance remains.

FCI provides students with two credit-management options through the Authorizations page of FCI.

- By Selecting "Hold my credit" a student authorizes Liberty University to hold a Title IV credit balance for a future term.
- By Selecting "Refund my credit" a student authorizes Liberty University to release a Title IV refund to the student (in all cases except Parent PLUS loan refunds).

Credit from Title IV must be refunded via a student's selected refund preference. At the end of each academic year, all Title IV (Federal Grants and Federal Loans) credit balances must be refunded or returned to the U.S. Department of Education in the case of federal student loans. Credit balances will ONLY be refunded to the student.

Refunds will be released by the University and then disbursed by BankMobile. The student must select a refund preference according to instructions provided with the BankMobile welcome packet. Once a refund has been received by BankMobile, the funds will be made available for the student to access through the following options:

- Deposit to another bank account.
- Deposit to a BankMobile Vibe Account
- Paper check.

Title IV Refunds

(Federal Subsidized Loan, Federal Unsubsidized Loan, Federal Parent PLUS loans, Federal Pell Grant, FSEOG, etc.)

Within the FCI process, students authorize the handling of a credit balance on their student account. The funds may be held throughout the academic year and apply to any account balance, or students can authorize the credit balance to be refunded.

Liberty University encourages students to only borrow the minimum amount of loans to cover direct charges. Students who wish to reduce their loans to eliminate a credit balance to refund may do so by completing a Loan Change Form in ASIST.

Title IV aid, in addition to institutional and State aid, is disbursed 21 days after the student becomes eligible. Title IV refunds begin processing on day 25, but all are processed within 14 days from when aid is disbursed in accordance with federal regulations.

Credits from Parent PLUS will be refunded to the loan borrower in the form of a check, unless written authorization is submitted to the Financial Aid Office stating that the refund may be sent to the student.

For more information about disbursements, visit the Student Financial Services homepage under the Disbursement Process link for more information at http://www.liberty.edu/financeadmin/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:

- studentrefunds@liberty.edu

OFFICIAL WITHDRAWAL POLICY FOR RESIDENT STUDENTS

Liberty University is committed to the success of every student and will work with each student to determine the best way to handle any financial and/or academic challenges. Withdrawals from Liberty University fall under different categories: academic, administrative, medical or personal.

PLEASE NOTE: Resident students who must withdraw due to military deployment are required to meet with the Student Advocate Office with a copy of their orders. They will then be referred to the Military Affairs Office.

- Resident Student:
  - Withdrawing from individual courses while maintaining enrollment in others does not constitute a total withdrawal.
  - Students requesting to withdraw from courses during the semester must submit a Withdrawal Form to the Registrar. Generally, the withdrawal date will be the date the student submitted the form to the Registrar.
  - No refund will be issued for resident students withdrawing from individual courses, and all billing hours will remain on the student’s account.
EXPENSES AND FINANCIAL POLICY – RESIDENT PROGRAM

For more information, please visit www.liberty.edu/index.cfm?PID=25048.

- **Intensives and Summer School**
  - A resident student who withdraws from an on-campus intensive or summer class will be assigned a grade of “W” for that class and will be responsible for all tuition and fees.
  - Additional information is available on the Registrar’s web page at https://www.liberty.edu/academics/registrar/index.cfm?PID=20052.

**UNOFFICIAL WITHDRAWAL**

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

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

**MEDICAL WITHDRAWAL POLICY**

This applies to resident students only and only for medical conditions documented by a licensed physician. Tuition, housing fee (if applicable), and some fees may be prorated according to the date of withdrawal. The student is responsible for 100% of non-refundable fees.

**WITHDRAWAL REFUND POLICY**

**Resident students** are considered withdrawn from the University if they withdraw from all courses for the semester.

- Any resident student who withdraws from the University and completes the official withdrawal procedure will receive a refund of tuition and some fees as follows:
  1. 100% will be credited if a student withdraws during the first week of 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 FCI.

**UNPAID ACCOUNTS**

Tuition, the housing fee (if applicable), and all other costs on a student’s account are payable prior to or at the time of FCI. Students who do not make payment on their account within a reasonable amount of time may be denied access to some University services until such arrangements are made. If a student is 10 or more days delinquent on his account, the student may be removed from classes. Failure to make financial arrangements could ultimately result in removal from university housing and an administrative withdrawal.

Students with unpaid accounts will not be eligible to register for subsequent terms. They will also be ineligible to receive an official transcript or diploma until the account is paid in full.

**ADDITIONAL INFORMATION**

Additional information regarding the University’s academic and administrative policies and procedures can be found on the University website at www.Liberty.edu or www.Libertyu.com.
Expenses and Financial Policy – Online Program

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

Online Tuition and Fees – 2018-2019

<table>
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<tr>
<th>TUITON:</th>
<th>One Time</th>
<th>Per Hour</th>
<th>Per Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG Full-time (12 or more semester hours)</td>
<td>$390</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG Part-time (11 semester hours or less)</td>
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</tr>
<tr>
<td>UG Military</td>
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<tr>
<td>Registered Nurse - Bachelor of Science in Nursing (R.N.-B.S.N)**</td>
<td>330 (PT)</td>
<td>330 (FT)</td>
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<tr>
<td>Registered Nurse - Bachelor of Science in Nursing - Master of Science in Nursing (R.N.-B.S.N.-M.S.N. Accelerated Program)**</td>
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<td>Bachelor of Science in Nursing-RN Post Licensure</td>
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<td>Wilmington School of the Bible</td>
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</table>

*The B.S.N.-M.S.N. Dual Degree program is formatted in a way in which students enrolled specifically in this program will earn their Bachelor of Science in Nursing and a Master of Science in Nursing concurrently.

BASIC FEES:
- Application Fee (non-refundable) $50
- Certification Completion Application Fee 50
- Readmission Application Fee 50
- Inclusive Access Fee 38
- Technology Fee* 199 (per semester)

CONDITIONAL FEES:
- Financial Check-In Late Fee $ | $ | $125
- Course Audit Fee 75
- Withdrawal Fee 50
- Graduation Application Fee 100
- Failed Payment Processing Fee 35
- Replacement ID Card (Flames Pass) 25
- Replacement (BankMobile card) 10

PAYMENT PLAN FEES:
- Payment Plan Participation Fee 50

Student Identity Verification:
Liberty University does not charge additional fees for student identity verification.

EXPERIENTIAL LEARNING:
<table>
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<tr>
<th>Item</th>
<th>Registration Fee</th>
<th>Administration Fee</th>
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<tbody>
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<td>Institutional Challenge Exam (ICE)</td>
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<tr>
<td>ICE Study Material Package (Optional)</td>
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<tr>
<td>Portfolio Assessment</td>
<td>100</td>
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</tbody>
</table>

CERTIFICATE PROGRAMS

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

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

FINANCIAL CHECK-IN (FCI)

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

Once a student completes FCI, all payments made prior to the beginning of the semester are held in deposit to secure the student’s class schedule, institutional grants or scholarships, and housing, as applicable.

All online students: register for courses and then complete FCI.

NON-ATTENDING OR NON-RETURNING STUDENTS

If an online student decides not to attend and drops their course(s), they may request a refund of the initial payments (excluding payments covering non-refundable fees) by emailing [luostudentrefunds@ liberty.edu](mailto:luostudentrefunds@liberty.edu).

PAYMENTS ON STUDENT ACCOUNT

Payments on a student’s account can be made by check, ACH, money order, cashier’s check, credit/debit card, online via the student’s ASIST account, or through Liberty’s International payment portal (for international students only). Liberty University cannot process payments from non-U.S. bank accounts, money markets, trusts, home equity, or savings accounts. Cash payments are received at Cashiering & Treasury Services located in the Student Service Center in Green Hall. Liberty accepts international payments through Liberty’s International Payment Portal ([https://www.flywire.com/pay/liberty](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](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, financial aid is removed or reduced on the account, 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 FCI 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 re completing FCI. The system will calculate and display new draft amounts in FCI, and once completed, the FCI receipt page will display the updated draft amount(s). If the student fails to re complete FCI to confirm the adjusted drafts, the previously confirmed draft amount(s) will be processed and the student is responsible to pay any remaining balance.

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

FAILED PAYMENT PROCESSING FEE

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

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

CHECK CASHING

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

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

FLAMES PASS

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

FLAMES CASH

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

BANKMOBILE

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

Additional Information

Additional information about the Flames Pass, Flames Cash, and BankMobile can be found online at www.Liberty.edu/CampusServices.

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. All online books and supplies are available online through MBS Direct: www.mbsdirect.net/liberty.

Online students using financial aid or payment plans can pay for course materials by requesting a book voucher advance for use at MBS Direct. To estimate the amount needed for the book voucher, students should contact MBS Direct. If a student has a credit on their Liberty University student account, books and supplies may be charged to the student’s account by means of the online book voucher system. Students can add funds to a book voucher through FCI, which is transferred to MBS Direct for the student to use. Any amount added to the voucher that is not covered by the student’s credit must be paid out of pocket. Book vouchers for online students can only be used at MBS Direct.

Effective 2018-19, the University will provide online undergraduate students with all of their required books for the online undergraduate course(s) that they are registered for. Online undergraduate students will no longer need or have access to request a Book Voucher.

Any online student taking a Resident or Intensive course may need to purchase their books and supplies through the Liberty University On-Campus Bookstore.
EXPENSES AND FINANCIAL POLICY – ONLINE PROGRAM

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 (www.liberty.edu/index.cfm?PID=296). Most fees are non-refundable unless stated otherwise. 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 waived for Online undergraduate students taking undergraduate Online courses. Students in the BSN-MSN program at the undergraduate level will have the inclusive access fee waived for any Online undergraduate courses.

WITHDRAWAL FEE

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

GRADUATION APPLICATION FEE

All graduating students must complete a graduation application through their ASIST account. A $100 graduation application fee is automatically assessed when the application is submitted, not upon degree conferral. This non-refundable fee not contingent on the student’s attendance at graduation events or activities.

CERTIFICATE COMPLETION APPLICATION FEE

A certificate completion application fee is automatically assessed by Registrar near the time of the Certificate Completion Application, not certificate conferral. This is a non-refundable fee.

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.

FEE APPEAL POLICY

An online student may appeal a Late Financial Check-In Fee or a returned payment fee by submitting a written appeal online to the Student Accounts Office within 30 business days of the billing/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 the receipt of the appeal.

If a student would like to appeal any other charge, they may submit a written appeal to the department that assessed the charge.

Students repeating flight courses may have their flight fee waived. Contact Student Accounts for more information.

ONLINE CLASS ATTENDANCE

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

The student is solely responsible for any course work missed due to non-attendance. A student who presents the instructor with an adequate and documented reason for absence may be given an opportunity to make up the work missed.

Students who attend a course by submitting an academic assignment and then cease progressing toward the completion of the course will be assigned a grade of FN (Failure for Non-Attendance) during the semester.

REFUND POLICY FOR ENROLLED STUDENTS:

Enrolled qualified students can receive a refund from their student account once all obligations have been met and a credit balance remains.

FCI provides students with two credit-management options through the Authorizations page of FCI.

- By selecting "Hold my credit" a student authorizes Liberty University to hold a Title IV credit balance for a future term.
- By selecting "Refund my credit" a student authorizes Liberty University to release a Title IV refund to the student (in all cases except Parent PLUS loan refunds).

Credit from Title IV must be refunded via a student's selected refund preference. At the end of each academic year, all Title IV (Federal Grants and Federal Loans) credit balances must be refunded or returned to the U.S. Department of Education in the case of federal student loans. Credit balances will ONLY be refunded to the student.

Refunds will be released by the University and disbursed by BankMobile. The student must select a refund preference according to instructions provided with the BankMobile welcome packet. Once a refund has been received by BankMobile, the funds will be made available for the student to access through the following options:

- Deposit to another bank account.
- Deposit to a BankMobile Vibe Account
- Paper check.

Title IV Refunds

(Federal Subsidized Loan, Federal Unsubsidized Loan, Federal Parent PLUS loan, Federal Pell Grant, FSEOG, etc.)

Within the FCI process, students authorize the handling of a credit balance on their student account. The funds may be held throughout the academic year and apply to any account balance, or students can authorize the credit balance to be refunded.

Liberty University encourages student to only borrow the minimum amount of loans to cover direct charges. Students who wish to reduce their loans to eliminate a credit balance to refund may do so by completing a Loan Change Form in ASIST.

Title IV aid, in addition to institutional and State aid, is disbursed 21 days after the student becomes eligible. Title IV refunds begin processing on day 25, but all are processed within 14 days from when aid is disbursed in accordance with federal regulations.

Credits from Parent PLUS will be refunded to the loan applicant in the form of a check, unless written authorization is submitted to the Financial Aid Office stating that the refund may be sent to the student.

For more information, visit the Student Financial Services homepage under the Disbursement Process link for more information at http://www.liberty.edu/financeadmin/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: luorefunds@liberty.edu
OFFICIAL WITHDRAWAL POLICY

Liberty University is committed to the success of every student and will work with each student to determine the best way to handle any financial and/or academic challenges. The online withdrawal categories are: administrative, military, official, and unofficial.

ADMINISTRATIVE WITHDRAWAL

An expulsion resulting from violation of the disciplinary system or any other valid reason initiated by the University which is approved by an authorized University administrator will result in an administrative withdrawal. Grades of “W” will be recorded in all courses for which the student is registered.

MILITARY WITHDRAWAL

Online students who must withdraw due to military duties are required to send a copy of their orders and other supporting documentation to the Military Affairs Office. Military Affairs will then review to determine if the student is eligible for an official military withdrawal. Additional information regarding military withdrawals can be found online at www.Liberty.edu/index.cfm?ID=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 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 courses are progressing toward the completion of their courses. The Title IV regulations require universities to have a mechanism in place for determining whether or not a student who begins a course, and received or could have received a disbursement of Title IV funds, unofficially withdrew.

Students who have begun, yet cease to submit academic assignments (such as an examination, written paper or project, discussion board post, or other academic assignments) during the enrollment period, will be assigned the grade of FN. If a student receives the grade of FN for all courses in a semester and ceases attendance, an unofficial withdrawal will be processed for that semester. The withdrawal date is the last date an academic assignment was submitted during the enrollment period. A Title IV withdrawal calculation will be performed based on the withdrawal date and the student will be reported as withdrawn. Students will be notified by the Financial Aid Office regarding the results of the Title IV withdrawal calculation. The student will be responsible for any remaining account balance.

WITHDRAWAL REFUND POLICY

Once a withdrawal is processed, the student will need to contact Student Accounts to receive further details about their individual refund.

Students who unofficially withdraw as outlined in the Withdrawal Policy will be charged for full tuition and fees as it applies and will be responsible for any outstanding balance on his or her account.

Any student who completes the official withdrawal procedure may receive a refund of tuition according to the schedule below. In the event of a total withdrawal, some fees may be prorated.

Intensives: The start of the course is defined as the first day that the course begins; it is not necessarily the first day of the in-class portion of the intensive. Some intensive courses require pre-work and/or post-work to be completed. These courses start as soon as the pre-work begins and continue until the last day to submit post-work. Any student who completes the official withdrawal procedure may receive a refund of tuition according to the schedule below. In the event of a total withdrawal, some fees may be prorated. For refund purposes, a week begins at 12:00 a.m. the morning the course starts and closes at 11:59 p.m. seven days later.

Eight-Week Courses
1. 100% tuition will be credited if the student withdraws within the first week of the course, but before submission of the first assignment (first assignment includes the Course Requirements Checklist). The student's request will be processed as a drop for the purpose of refunding charges only, not for Financial Aid attendance or recalculating of aid.
2. 75% tuition will be credited if the student withdraws after submitting their first assignment and through the close of the second week of courses.
3. 50% tuition will be credited if the student withdraws after the second week of courses, but before the close of the fourth week of courses.
4. 25% tuition will be credited if the student withdraws after the fourth week of courses, but before the close of the sixth week of courses.
5. No tuition will be credited after the sixth week of courses.

Fifteen-Week and Sixteen-Week Courses
1. 100% tuition will be credited if the student withdraws within the first week of the course, but before submission of the first assignment (first assignment includes Course Requirements Checklist). The student's request will be processed as a drop for the purpose of refunding charges only, not for Financial Aid attendance or recalculating of aid.
2. 75% tuition will be credited if the student withdraws after submitting the first assignment and through the close of the fourth week of courses.
3. 50% tuition will be credited if the student withdraws after the fourth week of courses, but before the close of the eighth week of courses.
4. 25% tuition will be credited if the student withdraws after the eighth week of courses, but before the close of the twelfth week of courses.
5. No tuition will be credited after the twelfth week of courses.

Seventeen-Week Courses
1. 100% tuition will be credited if the student withdraws within the first week of the course, but before submission of the first assignment (first assignment includes Course Requirements Checklist). The student's request will be processed as a drop for the purpose of refunding charges only, not for Financial Aid attendance or recalculating of aid.
2. 75% tuition will be credited if the student withdraws after submitting the first assignment and through the close of the fifth week of courses.
3. 50% tuition will be credited if the student withdraws after the fifth week of courses, but before the close of the ninth week of courses.
4. 25% tuition will be credited if the student withdraws after the ninth week of courses, but before the close of the thirteenth week of courses.
5. No tuition will be credited after the thirteenth week of courses.

Intensives: The start of the course is defined as the first day that the course begins; it is not necessarily the first day of the in-class portion of the intensive. Some intensive courses require pre-work and/or post-work to be completed. These courses start as soon as the pre-work begins and continue until the last day to submit post-work. Any student who completes the official withdrawal procedure may receive a refund of tuition according to the schedule below. In the event of a total withdrawal, mandatory fees may be prorated. For refund purposes, a week begins at 12:00 a.m. the morning the course starts and closes at 11:59 p.m. seven days later.

1. One-Week Intensive
   100% - Start of course to close of the first day
   50% - Start of course to close of the second day
   25% - Start of course to close of the third day
   0% - After the close of the second day, the student is liable for all tuition.

2. Two-Week Intensive
   100% - Start of course to close of the first day
   50% - Start of course to close of the third day
   25% - Start of course to close of the fifth day
   0% - After the close of the fifth day, the student is liable for all tuition.

3. Three-Week Intensive
   100% - Start of course to close of the first day
   50% - Start of course to close of the fourth day
   25% - Start of course to close of the eighth day
   0% - After the close of the eighth day, the student is liable for all tuition.

4. Four-Week Intensive
   100% - Start of course to close of the first day
   50% - Start of course to close of the fifth day
   25% - Start of course to close of the tenth day
   0% - After the close of the tenth day, the student is liable for all tuition.

5. Five-Week through Eighteen-Week Intensives
   100% - Start of course to close of the first week, but before submission of the first assignment (first assignment includes Course Requirements Checklist). The student’s request will be processed as a drop for the purpose of refunding charges only, not for Financial Aid attendance or recalculating of aid.
   75% - Submission of the first assignment through the close of the first quarter (1/4 of the course length)
   50% - After the close of the first quarter (1/4), but before the close of the second quarter (1/2 of the course length)
   25% - After the close of the second quarter (1/2), but before the close of the third quarter (3/4 of the course length)
   0% - After the close of the third quarter (3/4), the student is liable for all tuition.

UNPAID ACCOUNTS
Tuition, and all other costs on a student’s account are payable prior to or at the time of FCI. If a student is 10 or more days delinquent on his account, the student may be removed from classes. Failure to make financial arrangements could ultimately result in an administrative withdrawal.

Students with unpaid accounts will not be eligible to register for subsequent terms. They will also be ineligible to receive an official transcript or diploma until the account is paid in full.

ADDITIONAL INFORMATION
Additional information regarding the University’s academic and administrative policies and procedures can be found on the University website at www.Liberty.edu/online.
Financial Aid Information and Policies

Ashley Ann Reich, M.A., Ed.S.
Vice President of Student Financial Services

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

Financial aid is available to eligible students to help meet education-related expenses. The types of financial aid available include grants, scholarships, employment, loans and external aid sources. Grants and scholarships are “gift aid” and do not need to be repaid. Employment offered as a type of financial aid is paid at a predetermined 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 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](https://fafsa.ed.gov). The school code for Liberty University, 010392, must be entered on the FAFSA for the 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 to 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 [https://www.irs.gov](https://www.irs.gov) and selecting “Get a Tax Transcript” under Tools. Lastly, select “Get Transcript Online.”

For new students entering in the Spring semester, the preferred date to file the FAFSA is by October 1.

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

Once the completed FAFSA is received by ED, information provided by the student on the FAFSA is used to generate a Student Aid Report (SAR). The SAR indicates the amount of money the student and/or the student’s family is expected to contribute towards the student’s education. This is called the Expected Family Contribution (EFC), and is used to determine the student’s financial need.

The student’s financial need is the difference between the Cost of Attendance and the EFC. The Cost of Attendance includes the educational expenses of:

- Tuition;
- Room and board (for students living on and off campus);
- Required fees;
- Books and supplies;
- Transportation; and
- Miscellaneous expenses.

The amounts for these six educational expenses are the student’s estimated Cost of Attendance at Liberty University, and they become the student’s budget for financial aid purposes. Only the actual tuition, fees, and room and board (for resident students living in campus housing) are charged on the student’s University bill.

Financial aid recipients are selected on the basis of demonstrated financial need, academic 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](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.


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 FAFSA form, or you can call 1-847-688-6888. (TTY users can call 1-847-688-2567); Maintain satisfactory academic progress once in school;
- Certify that you will use federal student aid only for educational purposes.

FEDERAL PELL GRANT
Federal Pell Grant awards range from $650 to $6,095 for 2018-2019 and vary from year-to-year. Award amounts are based on cost of attendance, enrollment status (full-time or part-time), and need analysis information provided on the Student Aid Report (SAR). Up to an additional 50% of Pell Grant aid may be available to students in the summer who use their entire Pell Grant in Fall and Spring, known as 'Year-Round Pell'. To receive Year-Round Pell, students must enroll at least half-time in the summer term and meet all other eligibility requirements. Summer Pell Grants, which are different from Year-Round Pell, may be available to students who did not use their entire Pell Grant in the Fall and Spring terms. Additional information may be found at http://www.liberty.edu/index.cfm?PID=299.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)
The Federal Supplemental Educational Opportunity Grant (FSEOG) is available for undergraduate students with an Expected Family Contribution of zero. In 2018-19, the maximum award amount is $1,000 and can vary year to year. Students are required to be enrolled at least half-time, which is six credit hours for an undergraduate student, to maintain eligibility for this award. Additional information may be found at http://www.liberty.edu/index.cfm?PID=299.
FEDERAL TEACH GRANT SUMMARY

The Federal TEACH grant program is the first federal grant program that requires a service agreement and has the potential of converting to an unsubsidized loan with compounded interest from the original awarding date. The full policy and statement and procedures are published in the Policy Directory online at https://wiki.os.liberty.edu/display/IE/3.3.4.0+Federal+TEACH+Grant+Policy.

FEDERAL DIRECT STUDENT LOANS

Federal Direct Student Loans are low interest loans available to students who are enrolled at least half-time. Students demonstrating sufficient need, based on the FAFSA, may be eligible for subsidized loan funds, in which the government pays interest accruing while they are in school and during the grace period. Students who do not have sufficient demonstrated need may be eligible for unsubsidized loan funds, in which the student pays the interest. Students have the option of capitalizing the interest (adding it to the principal) while attending school or making payments on the interest while in school. Repayment begins six (6) months after students graduate, withdraw, break enrollment, or drop below half-time status. We encourage all borrowers to only borrow what is needed to cover educational expenses. Additional information regarding the Federal Direct Student loans can be found at http://www.liberty.edu/index.cfm?PID=20361 and https://www.liberty.edu/index.cfm?PID=23344#studentloans.

FEDERAL DIRECT PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS)

Federal Direct Parent Loans for Undergraduate Students (PLUS) are loans available to parents of dependent undergraduate students who are enrolled at least half-time. Credit-worthy parents may borrow up to the full cost of attendance minus all other aid. We encourage all borrowers to only borrow what is needed to cover educational expenses. Additional information regarding the Federal Direct PLUS loans can be found at http://www.liberty.edu/index.cfm?PID=20361 and https://www.liberty.edu/index.cfm?PID=23344#studentloans.

FEDERAL WORK STUDY (FWS)

The Federal Work Study program provides employment opportunities for students who have a demonstrated financial need based on the FAFSA. Students are paid on an hourly basis; pay will be at least the current federal minimum wage. The total amount of aid a student receives from both federal and non-federal sources cannot exceed financial need. The $4,000 Federal Work Study funds cannot be applied toward initial Financial Check-In. Federal Work Study is awarded to eligible students with remaining federally defined unmet need. Awards are made until projected program funds are depleted. The full policy statement and procedures are published in the Policy Directory online at https://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.

VIRGINIA TWO-YEAR COLLEGE TRANSFER GRANT (CTG) AND CTG PLUS PROGRAMS

Up to $1,000 can be awarded to students who received an Associate’s degree at a Virginia two-year public institution with a cumulative GPA of 3.00 on a 4.00 scale who are enrolled at a participating four-year institution. Virginia Two Year College Transfer Grant award projections will always be estimated awards until a final State budget is passed and a final roster of students is collected. Please keep in mind that this grant is subject to change based on State budgetary needs. Additional information regarding CTG can be found at http://www.liberty.edu/index.cfm?PID=299.

REHABILITATIVE SERVICES

State and federal education benefits may be available to assist eligible students with varying degrees of physical disability (paralysis, sight, hearing, etc.). Eligibility requirements differ from agency to agency. For more information, contact the appropriate agency or the Financial Aid Office.

Liberty University Scholarships

GENERAL SCHOLARSHIP REGULATIONS

All recipients of Liberty University institutional scholarships, institutional aid, or any type of federal aid must complete and file a Free Application for Federal Student Aid (FAFSA) with the U.S. Department of Education and complete verification, if selected. Virginia residents should also apply for the Virginia Tuition Assistance Grant Program (VTAG) through the Financial Aid Office. Annual application is not required for VTAG. In addition, each Liberty University scholarship recipient must accept all federal and state grants for which they are eligible as a condition of awarding the Liberty University scholarships. All scholarships are awarded for a period of one year, unless otherwise noted. Most resident scholarships are for prospective, full-time undergraduate students unless stated. For details regarding institutional scholarships and eligibility guidelines, please go to https://www.liberty.edu/index.cfm?PID=298.

The General Scholarship Rule (GSR)

The full policy statement and procedures are published in the Policy Directory online at https://wiki.os.liberty.edu/display/IE/3.3.4.0+2018-19+General+Scholarship+Rule+Policy.

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 requirements 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.

Apex and Complaint Policies
Policies and processes for residential and online students who wish to file a complaint or appeal their financial aid awards are published online at http://www.liberty.edu/financeadmin/financialaid/index.cfm?PID=19260.

INSTITUTIONAL SCHOLARSHIP APPEAL PROCESS
The full policy statement and procedures are published in the Policy Directory online at https://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+Process.

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.

STUDENT COMPLAINT RESOLUTION PROCESS
The full policy statement and procedures are published in the Policy Directory online at https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/352.

ATHLETIC SCHOLARSHIP APPEAL
The full policy statement and procedures are published in the Policy Directory online at https://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://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/92.

UNDERGRADUATE RESIDENT COMPLAINT REPORTING
The full policy statement and procedures are published in the Policy Directory online at https://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 Hopkinson
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 the 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

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.
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

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

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 University to the highest standards of moral and ethical conduct. No one will become spiritual merely by observing rules; nonetheless, the spiritual student will desire to abide by the rules, regulations and policies. Liberty holds the development of men and women of strong Christian character as one of its foremost goals. Firm moral conviction and dependable self-discipline are as important as academic competence.

The specific rules, regulations and policies that govern student behavior are found in The Liberty Way, which is available online at http://www.liberty.edu/libertyway (login required).

The Academic Code of Honor is published in the Academic Information and Policies section of this catalog.

Office of Residence Life

The purpose of the Office of Residence Life is to provide a quality on-campus living experience that fosters a diverse community, academic growth, and the holistic development of students. It collaborates with other Student Affairs departments to provide a holistic student life experience.

ON CAMPUS LIVING

Liberty University requires all unmarried students under the age of 21 to live on campus. Students living on campus must be currently enrolled in a residential program and must be attending classes on campus.

All students must complete financial check-in prior to occupancy and must agree to the terms and policies as outlined in the on-campus “Housing Agreement”. Students who are married or 25 years of age or older (at any time during the semester) are not allowed to live on campus. Rooms are assigned on a first-come, first-served basis. Detailed information is available online at http://www.liberty.edu/residencelife.

The Office of Residence Life employs a team of professionals and paraprofessionals on the residence hall:

Resident Director
Resident Directors (RDs) oversee the residence halls, as well as the Resident Assistant teams on each floor. Additionally, they are responsible to enforce the standards of The Liberty Way while promoting the overall well-being of the students residing in the halls.

Resident Assistant
Resident Assistants (RAs) provide leadership to students in the residence halls in the form of discipline, discipleship and overall oversight.

OFF CAMPUS LIVING

The off campus living policy states that single students must be 21 years of age or older or be living with an immediate family member who is 21 years of age or older in order to live off campus.

For specific information regarding the off-campus living policy, contact the Office of Student Life.

The Office of Student Life provides an online “Apartment Finder” that lists apartments, houses, rooms, etc. that are available for rent or for sale in the Lynchburg area. Rental fees generally range from $500 to $800 per month.

Student Government Association

The purpose of Liberty University’s Student Government Association (SGA) is to involve the student body in the administrative process and to promote well-being and a sense of responsibility among students. The SGA is also available to hear
student concerns and to convey an understanding of student needs to the administration.

Membership in the Student Government Association is open to all currently-enrolled resident and commuter students who are not on any form of probation or suspension and have professed their faith in Jesus Christ.

For additional information, visit the SGA’s website at http://www.liberty.edu/sga.

Student Clubs and Organizations
Student clubs and organizations must request and receive permission from Liberty University administration before they may meet on campus, advertise, distribute or post materials or use any University facilities for activities or events. All club or organization-sponsored activities or events must be consistent with the University’s mission and must be and remain in compliance with The Liberty Way, the Honor Code and any policies or procedures promulgated by the University. The University reserves the right to refuse the use of its facilities for any reason to any student club, organization, activity or event.

Information and policies regarding student clubs, as well as a list of approved clubs and organizations is available online at http://www.liberty.edu/index.cfm?PID=19868.

**Student Health Center & Wellness Initiatives:**

**PURPOSE STATEMENT**
The department of Student Health Center and Wellness Initiatives seeks to provide quality medical health services and educational programming that promotes healthy living in the university community.

**DEPARTMENT OBJECTIVES:**
- Provide designated clinics and services that are cost-effective and responsive to student needs.
- Promote campus-wide wellness initiatives so as to reduce the impact of illness and other health concerns which may interfere with student success.
- Maintain the security of student health records and oversee the official release of information to comply with federal and state regulations.
- Coordinate the distribution of self-disclosed student medical information among university departments so that students with health related needs might secure the necessary support services.

Liberty University Student Health Center, located in 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
- Health and Wellness
- Student Union, Room 3560
- Health Center and Wellness Initiatives Commons III
- LU Student Health Center Commons III
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

Dr. Lew Weider  
Executive Director, LU Serve

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 student 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 System, which comprises several trail races during the fall and spring semesters.

HYDAWAY OUTDOOR RECREATION CENTER

The Hydaway Outdoor Recreation Center features an eight-acre lake with beach access for swimming, as well as outdoor equipment rentals. Students can check out items such as, canoes, kayaks, fishing gear, camping gear, and mountain bikes. Additionally, team building and leadership development courses can be scheduled for groups on our high and low ropes course. The facility has twelve campsites and multi-purpose space for group meetings as well as events.

LIBERTY MOUNTAIN TRAIL SYSTEM

The Liberty Mountain Trail System consists of over 65 miles of single and double track trails and logging roads that spans approximately 5,000 acres. The mountain rises to over 1,360 feet and offers something for all difficulty levels, from a leisurely stroll to the Liberty University Monogram, to cross country and gravity-fed trails for both hiking and mountain biking. A trail map and additional information is available online at http://www.liberty.edu/campusrec/outdoorrec/index.cfm?PID=281-89.

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 boiler 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 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

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<thead>
<tr>
<th>Archery</th>
<th>Racquetball</th>
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<td>Shooting Sports</td>
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<td>Cycling</td>
<td>Ski &amp; Snowboard</td>
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<td>Disc Golf</td>
<td>Swimming &amp; Diving</td>
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<td>Equestrian</td>
<td>Taekwondo</td>
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<td>Gymnastics</td>
<td>Triathlon</td>
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<td>Hockey (DI, DII &amp; DIII)</td>
<td>Volleyball</td>
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<td>Lacrosse</td>
<td>Ultimate</td>
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<td>Paintball</td>
<td>Wrestling</td>
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WOMEN’S CLUB SPORTS

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

WOMEN
Basketball
Cross Country
Field Hockey
Lacrosse
Soccer
Softball
Swimming
Tennis
Track and Field
(Indoor and Outdoor)
Volleyball

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 echeer@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](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](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](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/](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](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](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/](http://liberty.prod.ridesystems.net/).

For more details regarding Liberty University Transit Services see [http://www.liberty.edu/transit](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](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](http://www.liberty.edu/sao).

**International Student Center**

William Wegert, B.S., M.S., M.Div., D.Min.
Dean, International Student Programs

The C. Daniel Kim International Student Center (ISC) opened its doors in the spring of 2004 to meet the needs of the growing body of international students at Liberty University. The ISC now sponsors more than 50 events per year celebrating international students and their cultures and giving international students an opportunity to enjoy their experience in the U.S.

The International Student Center is the primary location for information and activities for current international students. International Student Advisors, the International Student Retention Specialist, the International Student Operations Coordinator and Office Manager and the International Student Operations Assistant and Health Insurance Representative are all housed in the International Student Center. More information regarding the ISC and additional information for international students is provided at [www.liberty.edu/international](http://www.liberty.edu/international).

**Liberty University Bookstore**

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

- 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](http://www.liberty.edu/helpdesk). The HelpDesk is located at Green Hall Room 1539 and DeMoss Hall 2414; to contact by phone call (866) 447-2869 or (434) 592-7800.

ON-CAMPUS WIRELESS INTERNET

Information Technology has implemented a 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-ins, 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](http://www.liberty.edu/TEC) or contact by phone call (434) 592-7820.

IT MARKETPLACE

The IT Marketplace, Liberty’s Campus Technology Store, provides students, 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](http://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](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](http://mylu.liberty.edu).

NETWORK PRINTING

Multiple network print stations are provided for students 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](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/](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 Monteview 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
UNIVERSITY SERVICES

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 Program

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
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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 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:

Liberty University Undergraduate Catalog – 2018-2019
- 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 costs 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.
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 email 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.

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.
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

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.
Programs of Study

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

Academic Programs

At the undergraduate level, Liberty University defines a degree program as a major. Concentrations and cognates within given majors are listed under the major. Liberty University defines a Concentration as a specific grouping of 18 or more credit hours that may be offered within the requirements for an Undergraduate Major or Graduate Program. A Cognate/Specialization is defined as a specific grouping of 9 to 17 credit hours that may be offered within the requirements for an Undergraduate Major or Graduate Program.

The requirements for graduation for all undergraduate programs are listed in this Catalog and on Degree Completion Plans (DCP) which can be accessed at http://www.liberty.edu/index.cfm?PID=2981.

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 viewing the last page in the degree completion plan links.

Undergraduate students declare a major when they are accepted to Liberty. They may process a change of major at any time following matriculation through the College of Applied Studies and Academic Success (CASAS). Exceptions are majors which require acceptance into the program, i.e., Athletic Training, Education, Individualized Studies, Interdisciplinary Studies, and Nursing majors.

Unless published in this Catalog, no other undergraduate degree programs or major and minor fields can be offered by Liberty and students must be aware that Liberty has no responsibility to offer any degree program, major, or minor unless such information is found in this publication. At least 50% of the semester hours in the major for any program of study or minor must be earned at Liberty University with the exception of the A.A. in Interdisciplinary Studies.

Teacher Licensure

Liberty University offers teacher licensure programs which are approved by the State of Virginia Department of Education.

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

Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education. Licensure information is also available at http://www.liberty.edu/uguide.

Listing of Programs of Study

College of Applied Studies and Academic Success

Technical Studies (A.A.S) (R)
Technical Studies Minor (R)

College of Arts and Sciences

American Sign Language and Interpreting (B.A.) (R)
English (B.A.) (R) *
Family and Child Development (B.S.) (R)
Family and Consumer Sciences (B.S.) (R) *
  Cognate: Professional and Creative Industries
Fashion (B.S.) (R)
  Concentration: Fashion Design
  Concentration: Fashion Merchandising
History (B.A./B.S.) (O,R)
Interdisciplinary Studies (B.A./B.S.) (O,R)
Interior Design (B.S.) (R)
Mathematics (B.S.) (R) *
  Cognate: Actuarial
Philosophy (B.A.) (R)
Social Sciences (B.S.) (R) *
  Spanish (B.A.) (R) *
Teaching English as a Second/Foreign Language (B.A.) (R) *

Interdisciplinary Studies (A.A) (O,R)
American Sign Language Minor (R)
Chinese Minor (R)
Creation Studies Minor (R)
Creative Writing Minor (O,R)
English Minor (R)
Family and Consumer Sciences – Clothing and Textiles Minor (R)
Family and Consumer Sciences – Family and Child Development Minor (R)
Family and Consumer Sciences – General Minor (R)
French Minor (R)
German Minor (R)
History Minor (O,R)
International Studies Minor (O,R)
Linguistics Minor (R)
Mathematics Minor (R)
Military History Minor (O,R)
Military Leadership Minor (R)
Philosophy Minor (R)
Spanish Minor (R)
  Writing Minor (O,R)

Teaching English as a Second Language – Certificate (O,R)

School of Aeronautics

Aeronautics (B.S.) (R)
  Concentration: Commercial/Corporate
  Concentration: Global Studies
  Concentration: Unmanned Aerial Systems
  Cognate: Military
Aviation (B.S.) (R)
  Aviation Administration (B.S.) (R)
  Cognate: Aviation Safety Management
  Cognate: Flight
Aviation Maintenance (B.S.) (R)
  Cognate: Management
  Cognate: Unmanned Aerial Systems
Aviation Maintenance Management (B.S.) (O)
Aeronautics - Airline Flight Attendant (A.A.) (R)
Aviation Maintenance Technician (A.A.) (R)

Aviation Minor (R)
Airline Flight Attendant Minor (R)
Aviation Safety Minor (R)
Unmanned Aerial Systems Operator Minor (R)
Aviation Maintenance Technician - Certificate (R)
School of Behavioral Sciences

Human Services (B.S.) *(R)
Psychology (B.S.) *(R,R)
  Cognate: Addictions and Recovery *(O)
  Cognate: Child Life Speciality *(R)
  Cognate: Christian Counseling *(O)
  Cognate: Counseling *(R)
  Cognate: Criminal Psychology *(O,R)
  Cognate: Crisis Counseling *(O)
  Cognate: Developmental Psychology *(O,R)
  Cognate: Industrial/Organizational Psychology *(R)
  Cognate: Life Coaching *(O)
  Cognate: Military Resilience *(O)
  Cognate: Sport Psychology *(R)
  Cognate: Substance Abuse Counseling *(R)

Social Work (B.S.) *(O,R) *

Psychology (A.A.) *(O)

Christian Counseling Minor *(O)
Dobson Center Family Advocacy, Public Policy and the Future Minor *(O)
Dobson Center Marriage and Family Studies Minor *(O)
Dobson Center Parenting and Child/Adolescent Development Minor *(O)
Psychology Minor *(O,R)
Sociology Minor *(R)

Military Resilience Certificate *(O)

School of Business

Accounting (B.S.) *(O,R)
Business Administration (B.S.) *(O,R) *
  Concentration: Finance
  Concentration: Financial Planning
  Concentration: Healthcare Management
  Cognate: Automotive Dealership Management
  Cognate: Communications
  Cognate: Digital Marketing & Advertising
  Cognate: Economics
  Cognate: Entrepreneurship
  Cognate: Green and Sustainable Management *(O)
  Cognate: Human Resource Management
  Cognate: International Business
  Cognate: Leadership *(O)
  Cognate: Marketing Analytics
  Cognate: Marketing Sales Management and Professional Selling
  Cognate: Project Management
  Cognate: Public Administration *(O)
  Cognate: Strategic Marketing Management *(O)

Coaching (B.S.) *(R)
Computer Science (B.S.) *(R)
  Cognate: Cyber Security
  Cognate: General
  Cognate: Information Security
  Cognate: Software Engineering
  Cognate: Web and Mobile Programming

Computer Science Cybersecurity (B.S.) *(O)
Healthcare Administration (B.S.) *(O)
Informatics (B.S.) *(O,R)
  Cognate: Healthcare Informatics
Information Systems (B.S.) *(O,R)
  Cognate: Accounting Information Systems
  Cognate: Data Networking
  Cognate: Database
  Cognate: Global Studies *(R)

Cognate: Information Assurance
Information Technology (B.S.) *(O,R)
  Cognate: Application and Database Development
  Cognate: Data Networking and Security
  Cognate: Gaming Design
  Cognate: Web and Mobile Programming

Sport Management (B.S.) *(O,R)
  Cognate: General
  Cognate: Sport Administration
  Cognate: Sport Communication & Public Relations
  Cognate: Sport Outreach
  Cognate: Venue & Event Management

Accounting (A.A.) *(O)
Business (A.A.) *(O)

Information Systems (A.A.) *(O)

Accounting Minor *(O,R)
Business Minor *(O,R)
Coaching Minor *(R)
Computer Science Minor *(R)
Information Security Minor *(O,R)
Information Systems Minor *(O,R)
Sport Management Minor *(O,R)
Sport Outreach Minor *(O,R)

Accounting Certificate *(O)
Application Development Certificate *(O)
Business Administration Certificate *(O)
Data Networking Certificate *(O)
Database Certificate *(O)
Information Assurance Certificate *(O)
International Business Certificate *(O)
Project Management Certificate *(O)
Web Development Certificate *(O)

School of Communication and Creative Arts

Communication (B.S.) *(R)
  Concentration: Communication
  Concentration: Integrated Communication

Digital Media (B.S.) *(R)
  Concentration: Audio
  Concentration: Performance
  Concentration: Video

Journalism (B.S.) *(R)

Strategic Communication (B.S.) *(R)
  Cognate: Social Media Management
  Cognate: Strategic Communication

Coaching Minor *(R)
Digital Media – Audio Minor
Digital Media – Editing Minor
Digital Media – Performance Minor
Digital Media – Video Minor
Digital Media – Writing for Digital Media Minor

Journalism Minor

Rawlings School of Divinity

Biblical and Educational Studies (B.S.) *(O)
Biblical Studies (B.A.) *(R)
Camp and Outdoor Adventure Leadership (B.S.) *(R)
  Cognate: Global Studies
  Cognate: Sport Outreach
  Cognate: Youth Ministries

Christian Leadership and Church Ministries (B.S.) *(R)
  Cognate: Biblical Studies
  Cognate: Camp and Outdoor Adventure Leadership
  Cognate: Global Studies
  Cognate: Technical Studies
Cognate: Theology and Apologetics
Cognate: Women's Leadership
Cognate: Worship
Christian Leadership and Management (B.S.) (O)
Concentration: Business Management
Global Studies (B.S.) (R)
Pastoral Leadership (B.S.) (R)
Religion (B.S.) (O)
  Cognate: Apologetics
  Cognate: Biblical and Theological Studies
  Cognate: Christian Counseling
  Cognate: Christian Leadership
  Cognate: Christian Ministries
  Cognate: Global Studies
  Cognate: Evangelism
  Cognate: NextGen
Religious Studies (B.S.) (R)
  Concentration: Biblical Languages
  Concentration: Global Studies
  Concentration: New Testament
  Concentration: Old Testament
  Concentration: Theology and Apologetics
Theology and Apologetics (B.A.) (R)
  Cognate: Biblical Scholarship
  Cognate: Global Studies
  Cognate: Writing and Literature
Youth Ministries (B.S.) (R)
  Cognate: Biblical Studies
  Cognate: Camp and Outdoor Adventure Leadership
  Cognate: Christian Leadership
  Cognate: Global Studies
  Cognate: Pastoral Leadership
  Cognate: Sport Outreach
  Cognate: Technical Studies
  Cognate: Theology and Apologetics
  Cognate: Women's Leadership
  Cognate: Worship
Apologetics (A.A.) (O)
Religion (A.A.) (O)
  Apologetics Minor (O)
  Apologetics and Cultural Engagement Minor (R)
  Biblical Greek Minor (R)
  Biblical Languages Minor (R)
  Biblical Studies Minor (O, R)
  Camp and Outdoor Adventure Leadership Minor (R)
  Christian Leadership Minor (R)
  Christian Ministries Minor (O)
  Evangelism Minor (O)
  Expositional Preaching Minor (R)
  Global Studies Minor (R)
  Pastoral Leadership Minor (R)
  Theology Minor (R)
  Women's Leadership Minor (R)
  Youth Ministries Minor (R)
  Biblical Studies Certificate (O)
  Christian Ministry Certificate (O)
  Global Studies Certificate (O)

School of Education
Early Childhood Education Interdisciplinary Studies (Non-Licensure) (B.S.) (O)
Elementary Education Integrated Studies (B.S.) (R)
  Cognate: English
  Cognate: Mathematics
  Cognate: Science
  Cognate: Social Science
  Cognate: Spanish
  Elementary Education Interdisciplinary Studies (With Fifth-Year Option for M.A.T. and Licensure) (B.S.) (O)
  Special Education Integrated Studies (B.S.) (R)
  Special Education Interdisciplinary Studies (With Fifth-Year Option for M.A.T. and Licensure) (B.S.) (O)
  Early Childhood Education (Non-Licensure) (O)
  Education (Non-Licensure) (A.A.) (O)
  Autism Minor (O)
  Special Education (Non-Licensure) Minor (O, R)
  Preschool Certificate (O)

School of Engineering
Computer Engineering (B.S.) (R)
  Electrical Engineering (B.S.) (R)
  Industrial and Systems Engineering (B.S.) (R)
  Mechanical Engineering (B.S.) (R)

School of Health Sciences
  Athletic Training (B.S.) (R)
  Biochemistry and Molecular Biology (B.S.) (R)
  Biomedical Sciences (B.S.) (R)
  Cognate: Global Studies
  Biopsychology (B.S.) (R)
  Biotechnology (B.S.) (R)
  Chemistry (B.S.) (R)
  Environmental Biology (B.S.) (R)
  Exercise Science (B.S.) (R)
  Cognate: Fitness Specialist
  Cognate: Therapeutic Science
  Forensic Science (B.S.) (R)
  General Biology (B.S.) (R)
  Physical Education and Health (B.S.) (R)
  Public Health (B.S.) (R)
  Concentration: Health Promotion
  Concentration: Pre-Clinical Respiratory Therapy (B.S.) (Post-Licensure) (O)
  Zoo and Wildlife Biology (B.S.) (R)
  Zoology (B.S.) (R)
  Medical Office Assistant (A.A.S.) (O)
  Biology Minor (R)
  Biomedical Sciences Minor (R)
  Chemistry Minor (R)
  Health Promotion Minor (R)
  Kinesiology Minor (R)
  Public Health Minor (R)
  Health Sciences Certificate (R)

Helms School of Government
Criminal Justice (B.S.) (O, R)
  Cognate: Business Administration and Management (O)
  Cognate: Crime Scene Investigation
  Cognate: Criminal Psychology (O)
  Cognate: Homeland Security
  Cognate: Juvenile Justice (R)
  Cognate: Public Administration
  Cognate: Strategic Intelligence Studies
  Fire Administration (B.S.) (O)
  Government (B.A./B.S.) (O, R)
  Concentration: National Security (R)
  Concentration: Politics and Policy
Concentration: Public Administration (O)
International Relations (B.A.) (R)
Concentration: International Politics and Policy
Concentration: Strategic and Intelligence Studies
Law and Policy (B.A./B.S.) (O,R)
Political Science (B.S.) (O)
Public Administration (B.S.) (O)
Criminal Justice (A.A.) (O,R)
Government (A.A.) (R)
Criminal Justice Minor (O,R)
Government Minor (R)
Ethics Minor (O)
Homeland Security Minor (O)
International Relations Minor (R)
Politics and Policy Minor (R)
Public Administration Minor (O)
Strategic and Intelligence Minor (O)
Strategic and Intelligence Studies Minor (R)

School of Law
Paralegal Studies (B.S.) (O)
Paralegal Studies (A.A.) (O)
Paralegal Studies – Certificate (O)

School of Music
Music – Instrumental (B.A./B.S.) (R)
Music – Vocal (B.A./B.S.) (R)
Music and Worship (B.S.) (R)
Concentration: Cinematic Arts
Concentration: Pastoral Leadership
Concentration: Worship Technology (Audio)
Cognate: Biblical Studies
Cognate: Business
Cognate: Theatre Ministries
Cognate: Women’s Leadership
Cognate: Youth Ministries
Worship Studies (B.S.) (O)
Choral Music (B.M.) (R) *
Concentration: Music Education

Concentration: Commercial Music (B.M.) (R)
Concentration: Artist Production
Concentration: Film Scoring (Film and Media)
Concentration: Jazz Studies
Concentration: Publishing and Producing
Concentration: Songwriting

Ethnomusicology (B.M.) (R)
Guitar Performance (B.M.) (R)
Instrumental Music (B.M.) (R) *
Concentration: Music Education
Leadership Communication (B.M.) (R)
Piano Performance (B.M.) (R)
String Performance (B.M.) (R)
Vocal Performance (B.M.) (R)
Woodwind, Brass, or Percussion Performance (B.M.) (R)
Worship Leadership (B.M.) (R)

Music – Brass, Woodwind, or Percussion Minor (R)
Music – Liberal Arts Minor (R)
Music – Performance: Voice, Keyboard, Guitar or Strings Minor (R)

School of Nursing
Nursing (B.S.N.) (R)
Cognate: Global Studies
RN to BSN (O) *
Cognate: Global Studies

School of Visual and Performing Arts
Cinematic Arts (B.S.) (R)
Studio and Digital Arts (B.S.) (R) *
Theatre Arts (B.A./B.S.) (R) *
Acting (B.F.A.) (R)
Graphic Design (B.F.A.) (O, R)
Musical Theatre (B.F.A.) (R)
Studio Arts (B.F.A.) (R)

Cinematic Arts Minor (R)
Cinematic Arts Production Minor (R)
Graphic Design Minor (R)
Photography Minor (R)
Studio Art Minor (R)
Theatre Arts Minor (R)

Willmington School of the Bible
Biblical Studies (Th.G.) (O)

Course Identification
Each course is identified by a four-letter prefix and a three digit number. The letters represent the academic area. The first digit will be 1, 2, 3, or 4 to indicate that the course is a freshman, sophomore, junior, or senior level course, respectively. Graduate course numbers begin with 5 and above.
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<td>Youth Ministries</td>
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</table>

* Not listed in this publication. See the Christian/Community Service Website at: [http://www.liberty.edu/christianservice](http://www.liberty.edu/christianservice)
College of Applied Studies and Academic Success

Administration
Brian C. Yates, B.S., M.Ed., Ed.D.
Dean, College of Applied Studies and Academic Success
Professor of Education

Dwayne K. Melton, B.S., M.B.A., D.B.A.
Associate Dean
Assistant Professor of Education

Nina M. Shenkle, B.S., M.Ed.
Associate Dean
Assistant Professor

Executive Director, Academic Success Center
Assistant Professor

Bradley Burgess, B.S., M.A.R., M.B.A.
Department Chair
Assistant Professor

Lindsay Burgess, B.M.
Director, Residential Tutoring Services

Alisha P. Castañeda, B.A.S., M.A., Ed.S.
Director, Online Tutoring Services

Caitlin Elliott, B.A., M.A.
Director, Residential Writing Services

David Hart, B.S., M.A.R.
Director of Advising
Assistant Professor

George Sherman, B.S., M.A.
Director, Center for Professional and Continuing Education

Shelah Simpson, B.S., M.A.R., M.A., Ph.D.
Director, Online Writing Center
Associate Professor of English

Tess Stockslager, B.A., M.A., Ph.D.
Senior Director, Center for Writing and Languages
Director, Graduate Writing Center
Assistant Professor

Frank DiGregorio, B.S., M.A.R.
Coordinator, Eagle Scholars Program

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&C atID=31 where faculty can be searched for by Department.

RESEARCH INTENSIVE COURSES
All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

PURPOSE
The mission of the College of Applied Studies and Academic Success (CASAS) is to serve those we encounter through purposeful action and faithful commitment to support academic, career, and life success. To accomplish this, the faculty and staff manage academic testing and advising, Integrative Studies requirements, Academic Success Center, Eagle Scholars Program, Center for Writing and Languages, and Technical Studies majors as well as Continuing Education courses. For additional information visit www.liberty.edu/casas.

Honor Societies
TAU SIGMA HONOR SOCIETY
Advisors: Dr. Jacqueline Johnson and Clifford Stumme

Tau Sigma is an academic honor society designed specifically to "recognize and promote the academic excellence and involvement of transfer students."

Tau Sigma was incorporated as a non-profit in 1999 with Auburn University being the home of the first chapter. At that time, Auburn University was becoming increasingly aware of the significant number of transfers on campus as well as the university’s inability to adequately serve them. Tau Sigma was born out of Auburn University’s desire to improve its service to and recruiting and retention of transfer students.

Today, over 175 other universities have established or are currently establishing Tau Sigma chapters in their efforts to improve the services that they provide to their transfer student population. Although Tau Sigma is a relatively young organization, many members in all parts of the country have become active at their universities, participating in such activities as on-campus recruiting events for prospective transfer students, transfer student orientation, community service projects, assisting the admissions office with the recruitment of prospective transfers at junior colleges, and participating in intramural sports and socials that allow them opportunities to fellowship with one another and make new friends.

The Liberty University Chapter was approved in fall 2008, with the first class inducted in the spring 2009. To be eligible, a student must be a transfer student having transferred at least 24 college credits and achieve at least a 3.50 GPA while taking a minimum of 12 credit hours during the first semester at Liberty University. For additional information, visit www.liberty.edu/tausigma.

ALPHA LAMBDA DELTA HONOR SOCIETY
Advisors: Dr. Marilyn Gadomski

Alpha Lambda Delta (ALD) is a national interdisciplinary honor society founded in 1924 at the University of Illinois to recognize academic excellence among first-year students. The Liberty University Chapter provides Christian, intellectual and social enrichment, along with leadership experience for the officers, for students who will become eligible for the honor societies of their majors.

An invitation for membership is sent to students who meet the following requirements:
- GPA of 3.50 or higher at the end of the first two semesters of college (with no repeats).
- Full-time enrollment pursuing a bachelor’s degree.
- Freshman transfer students must have the required GPA on the courses taken during their first semester of enrollment combined with the cumulative average of their transfer credits.

Liberty University Undergraduate Catalog – 2018-2019
Associate of Applied Science in Technical Studies Major (A.A.S.)

PURPOSE
The Associate of Applied Science (AAS) in Technical Studies degree is a 60 credit hour program consisting of 38 hours of general education required courses, 12 core hours and 10-16 hours of required technical requirements. Instruction in most technical coursework will be delivered at Virginia Technical Institute, 201 Ogden Road, Altavista, Virginia. For additional information, visit www.liberty.edu/trades.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Demonstrate a comprehensive knowledge of the skills required by craft workers and technicians employed in the construction industry.
2. Demonstrate appropriate safety skills and knowledge of safety applications.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Associate of Applied Science in Technical Studies (A.A.S.)

MINOR
Technical Studies Minor
Technical coursework will be delivered at Virginia Technical Institute, 201 Ogden Road, Altavista, Virginia.
Delivery Format: Residential Only
Technical Studies Minor (Resident)

Academic Advising
Director: David Hart
First-year and Second-year students have access to personalized advising through their assigned Professional Advisor, based on the student’s academic area of study. Juniors and Seniors will meet with Faculty Mentors, as needed, in the Academic Department that corresponds with their major. All undergraduate students are also assigned to an Academic Evaluator in the Registrar Office, who tracks their progress toward graduation and responds to requests for an official evaluation. Both Professional Advisors and Faculty will assist students with reaching their spiritual, academic, and personal goals. For additional information, visit www.liberty.edu/advising.

Academic Success Center
Executive Director: Dr. Orlando Lobaina
The Academic Success Center provides a range of programs to meet our students learning needs and support their academic success while at Liberty University. We supplement faculty instruction by providing peer-tutoring, academic coaching, critical skill workshops, and study skills courses:

- Mentoring Courses
  - ASCS 101: Theory for Academic Success
  - ASCS 104: College Transition and Study (Summer Bridge)
  - ASCS 105: Accountability for Academic Success

Center for Professional and Continuing Education
Director: George Sherman
The Liberty University Center for Professional and Continuing Education (CPCE) provides residential and online professional development and community service activities through credit and noncredit offerings.

- Credit offerings include certificate programs and Summer Programming. Certificate programs, generally delivered online, complement undergraduate or graduate degrees, and Summer Programming delivers in-residence academic classes through compressed schedules. Both programs award college credit which supports academic degrees.
- Noncredit activities, including instructional services, consultation, technical assistance, and community education classes, conferences, workshops, etc., generally award Continuing Education Units (CEUs).

To effectively serve individuals and organizations, the CPCE offers its services through open enrollment and customized venues. For additional information, visit www.liberty.edu/ce. Liberty University Online provides opportunities for individuals to enrich their online education in a variety of fields including undergraduate and graduate certificate programs. Additional information is available online at http://www.liberty.edu/online/programs/certificate.

Center for Writing and Languages
Senior Director: Dr. Tess Stockslager
The Center for Writing and Languages (CWL), formerly known as the University Writing Program (UWP), was established in 2006 as part of Liberty’s efforts to improve graduate student writing. The heart of the CWL is one-on-one coaching. The CWL—the umbrella organization over the Graduate Writing Center (GWC), Undergraduate Writing Center (UWC), Online Writing Center (OWC), and Online Foreign Language Lab (OFLL)—employs advanced students with superior writing and teaching skills to offer individualized writing and language instruction to Liberty University students.

In addition to coaching, the CWL also offers a variety of tools to help students with their writing. The CWL webpage (http://www.liberty.edu/cwl) includes a large collection of resources on common topics such as “commas” or “APA Documentation.” In addition, the web page offers a variety of links to reliable online sources for writing instruction. Through the web page, students can e-mail quick questions to writing-center coaches or offer suggestions for further online writing aids that the CWL should...
consider developing. Foreign language resources are also available on the Foreign Language Lab web page.

The Directors of the CWL are available to faculty for classroom presentations or for help in developing teaching aids, rubrics, or assignments. CWL staff members routinely make presentations on topics such as documentation, common grammar errors, plagiarism, and many other writing and language skills in classrooms and in faculty workshops.

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

GRADUATE WRITING CENTER
Senior Director: Dr. Tess Stockslager

The GWC offers writing-related services tailored to the University’s residential graduate population, and it supports faculty members as they seek to incorporate writing instruction in their classrooms. The GWC also offers help to any Liberty University affiliated scholars seeking to publish or present their work in professional venues. A trained coach will review drafts and offer feedback, suggestions for revision, and personalized instruction on all aspects of the writing process. Coaches can help with brainstorming, grammar, punctuation, content, organization, and documentation, and help is available to students from the earliest stages of a program through the thesis or dissertation.

Coaching for counseling and seminary students is also available, by appointment, in the Center for Counseling and Family Studies in the Carter building. Residential students or faculty may contact the center by calling (434) 592-2598 or by emailing undergradwriting@liberty.edu.

UNDERGRADUATE WRITING CENTER

The Undergraduate Writing Center (UWC) was established as part of Liberty’s efforts to improve student writing. Formed in 2008, the UWC builds on the programs and services already established in the Graduate Writing Center (GWC).

The heart of the UWC is one-on-one coaching. The UWC employs advanced students with superior writing and teaching skills to offer individualized writing instruction to any Liberty University undergraduate student. Residential students can schedule appointments with the UWC, and a coach will review their drafts and offer feedback, suggestions for revision, and personalized instruction on all aspects of the writing process. Coaches can help with brainstorming, grammar, punctuation, content, organization, and documentation, and they are available from the earliest stages of a program through the capstone project.

Residential students or faculty may contact the center by calling (434) 592-2598 or by emailing undergradwriting@liberty.edu.

ONLINE WRITING CENTER
Director: Dr. Shelah Simpson

The Online Writing Center (OWC) was established as part of Liberty’s efforts to improve student writing and thus offers writing-related services tailored to the University’s online student population. Through the Online Writing Center web page (http://www.liberty.edu/onlinewritingcenter), online students can submit drafts of upcoming assignments to receive coach feedback, schedule appointments to speak online with a coach, e-mail quick questions to coaches, or offer suggestions for further online writing aids that the OWC should consider developing. Students may contact the OWC by emailing onlinewriting@liberty.edu.

ONLINE FOREIGN LANGUAGE LAB

In August 2012, the Center for Writing and Languages (CWL) opened the Online Foreign Language Lab (OFLL). The OFLL provides free one-on-one coaching sessions for students studying German, Mandarin, French, Spanish, and English as a second language (ESL) through the Liberty University Online conversational language courses.

The OFLL employs highly qualified individuals with native-speaking ability who not only meet the language standards but are also skilled in effectively coaching and teaching essential language skills. These coaches provide personalized instruction in all areas related to language acquisition, including grammar, vocabulary, appropriate writing style, and oral and auditory practice and development. Considering the long-distance nature of online learning, students will meet with coaches via Skype and Google Hangouts. To find out more information about this center and scheduling an appointment, students can contact the OFLL by any of the following methods:

Website: http://www.liberty.edu/onlineforeignlanguagelab
Email: onlinefll@liberty.edu
Phone: (434) 592-6514

Eagle Scholars Program

Coordinator: Frank DiGregorio

The Eagle Scholars Program provides high achieving freshman and sophomore students the training necessary for personal and professional development to become leaders throughout college and beyond. This program fosters a sense of community, bolsters academic knowledge and provides leadership and professional experience. For more information, please visit the Eagle Scholars website at http://www.liberty.edu/eaglescholars.

Students in the Eagle Scholars Program take a series of four courses to complete the program.

- ESLP 101: Introduction to Leadership: Connecting with Others
- ESLP 102: Self Leadership Development
- ESLP 201: The Art and Science of Leading Others
- ESLP 202: The Art and Science of Changing Culture

Please see the Courses of Instruction – Residential Program for complete course information.
College of Arts & Sciences

Administration
Roger Schultz, B.A., M.A., Ph.D.
Dean, College of Arts & Sciences
Professor of History
Carey Roberts, B.A., M.A., Ph.D.
Associate Dean, College of Arts & Sciences
Professor of History

Program Directors
A listing of program directors can be viewed at http://www.liberty.edu/programdirectors.

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

RESEARCH INTENSIVE COURSES
All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

PURPOSE
The purpose of the College of Arts & Sciences is to develop Christ-centered lifelong learners who think critically, live morally, and act skillfully to make contributions in their workplaces, communities, and around the world. They will be equipped with the essential knowledge, values, and skills in disciplines focused on philosophical, cultural, and scientific achievements. Graduates from the College of Arts & Sciences will be able to apply, communicate, and expand the knowledge they have gained as they seek to glorify God in fulfilling the Great Commission.

Departments of the College include English, Family & Consumer Sciences, History, Mathematics, Modern Languages, and Philosophy. The College offers learning opportunities in American Sign Language, family and consumer sciences, fashion merchandising, child development, interior design, Chinese, English, French, Spanish, Teaching English as a Second/Foreign Language, geography, history, humanities, linguistics, mathematics, military science, philosophy, physical science, physics, and social sciences.

TEACHER LICENSURE
Liberty University offers teacher licensure programs which are approved by the State of Virginia Department of Education. Among the options available to students through the College of Arts & Sciences are courses of study leading to licensure in English, family and consumer sciences, history/social science, mathematics, Spanish, and Teaching English as a Second/Foreign Language.

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

Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education. Licensure information is also available at www.liberty.edu/uguide.

Air Force – ROTC

PURPOSE
The Air Force Reserve Officer Training Corps (AFROTC) offered to Liberty University students through the University of Virginia affords students the opportunity to receive United States Air Force officer training while completing undergraduate studies. AFROTC is the largest of three programs available through the Air Force to earn a commission and serve as an officer in the United States Air Force.

AFROTC offers commissioning opportunities for undergraduate students. The 4-year program is designed for students who join during their first year of college. Students take all four years of Air Science classes and attend a 4-week summer field training encampment at an Air Force Base between their second and third years in the Air Force ROTC program.

Students may also enroll in AFROTC during their second year of college. Those seeking to complete the program in three years will dual enroll in both the AIRS 100 and AIRS 200 courses during their second year of college and must email AFROTC at afrotc@virginia.edu to apply. Students will then attend a 4-week summer field training encampment between their first and second years in the Air Force ROTC program.

Unless the student earns an AFROTC scholarship, there is no service obligation in the first two years of the 4-year program. However, all students who enter into the Professional Officer Course (the last two years) enter into a contractual obligation with the Air Force to serve on active duty upon commissioning.

After graduation and commissioning as second lieutenants in the Air Force, graduates serve in any number of career fields for a 4-year active duty service commitment. Interested and qualified students may compete to become Air Force pilots or combat systems officers. Successful pilot and combat systems officer candidates serve ten and six year active duty service commitments, respectively. Active duty may be delayed after graduation for those who wish to immediately pursue a graduate degree.

SCHOLARSHIP PROGRAM
Merit-based financial scholarships may be offered to highly academically competitive and qualified students already enrolled in the program. Qualified students may be offered an AFROTC scholarship for full or partial college tuition, incidental fees, textbook allowances, and a monthly subsistence allowance of at least $300. Scholarship students incur a military obligation.

CONTACT INFORMATION
AFROTC Detachment 890; University of Virginia;
P.O. Box 400188; Charlottesville, Virginia 22904-4188.
Phone number: (434) 924-6831
Fax number: (434) 982-2842
Email: afrotc@virginia.edu
Website: http://www.virginia.edu/afrotc

Program of Study

Delivery Format: Residential Only

Air Force R.O.T.C. (16 hrs)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIRS A</td>
<td>Leadership Laboratory (required with every AIRS course)</td>
</tr>
<tr>
<td>AIRS 110</td>
<td>The Foundations of the US Air Force I</td>
</tr>
<tr>
<td>AIRS 120</td>
<td>The Foundations of the US Air Force II</td>
</tr>
</tbody>
</table>
Army – ROTC

PURPOSE
The Army Reserve Officers Training Corps (ROTC) offers a general military science curriculum that prepares eligible men and women to compete for a commission as an officer in the United States Army.

SCHOLARSHIP PROGRAM
Merit based financial incentives are offered to qualified students through two, three, and four-year scholarships (full tuition fees), a book allowance of $1,200 annually, and a monthly stipend of up to $500 per month. Scholarship students incur a military obligation.

INTERNSHIP
Internships are available during the summer of the sophomore year for qualified students that did not participate in ROTC during their freshmen and sophomore years. Participants are provided transportation, food, lodging, uniforms, and are paid during the 28-day camp. Students that successfully complete the internship are eligible to compete for a two-year scholarship.

CONTACT INFORMATION
Army ROTC; Liberty University; 1971 University Blvd.; Green Hall, Room 2601; Lynchburg, VA 24502. Toll-free phone number: 1-888-LU-AROTC. Email: arotc@liberty.edu.

Program of Study
Delivery Format: Residential Only

Army R.O.T.C. (20 hrs)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISC 001</td>
<td>Leadership Application (each semester)</td>
<td>8</td>
</tr>
<tr>
<td>MISC 101</td>
<td>Fundamental Concepts</td>
<td>1</td>
</tr>
<tr>
<td>MISC 102</td>
<td>Basic Leadership</td>
<td>1</td>
</tr>
<tr>
<td>MISC 201</td>
<td>Advanced Leadership</td>
<td>1</td>
</tr>
<tr>
<td>MISC 202</td>
<td>Tactics and Officership</td>
<td>1</td>
</tr>
<tr>
<td>MISC 301</td>
<td>Small Unit Leadership</td>
<td>2</td>
</tr>
<tr>
<td>MISC 302</td>
<td>Small Unit Operations</td>
<td>2</td>
</tr>
<tr>
<td>MISC 401</td>
<td>Leadership, Management and Ethics</td>
<td>2</td>
</tr>
<tr>
<td>MISC 402</td>
<td>Transition to Lieutenant</td>
<td>2</td>
</tr>
</tbody>
</table>

MINOR
Military Leadership Minor

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Develop and implement principles in agreement with US Army leadership doctrine.
2. Employ Army technical and tactical skills in small unit operations to formulate solutions to complex problems.

Delivery Format: Residential Only
Military Leadership Minor (Resident)

Center for Creation Studies

Dr. Marcus Ross, B.S., M.S., Ph.D.,
Director, Center for Creation Studies
Professor of Geology

The Center for Creation Studies is an interdisciplinary education and research institute committed to the study of the origin of the universe, the earth, life, and diversification of species. This study draws upon knowledge from religion, science, philosophy, and history.

The primary educational activity of the Center is the presentation of CRST 290, History of Life and CRST 390, Origins. These courses provide introductory and in-depth investigations, respectively, into the current creation-evolution controversy by surveying evidences and arguments from a diversity of intellectual fields and from various viewpoints and perspectives.

Exhibits, currently located in the Center for Natural Sciences, teach concepts of the creation model, describe creationist research, and glorify the Creator of the heavens and the Earth.

PURPOSE
The purpose of the Center for Creation Studies is to promote the development of a consistent biblical view of origins in our students. The Center seeks to equip students to contend for their faith in the creation account in Genesis using science, reason, and the Scriptures. The minor in Creation Studies provides a flexible program with a broad training in various disciplines that relate to origins as well as the Bible. Students in both science or non-science majors will benefit from an in-depth study of creation and evolution.

MINOR
Creation Studies Minor

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Analyze the data relating to the issues of creation and evolution.
2. Provide scientific and biblical arguments that support a literal interpretation of the biblical account of world history.

Delivery Format: Residential Only
Creation Studies Minor (Resident)

Karen Kingsbury
Center for Creative Writing

MINOR
Creative Writing Minor

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Evaluate various forms of creative writing.

Delivery Format: Residential and Online
Creative Writing Minor (Resident)
Creative Writing Minor (Online)
Department of English

Dr. Yaw Adu-Gyamfi, B.A., M.A., Ph.D.
Chair, Department of English
Professor of English

PURPOSE
The English Department provides instruction in the theory and practice of writing and in the interpretation, analysis and criticism of literature, in order to prepare students for careers and for graduate study in language arts, language arts education, and literature, all contributing to a lifelong appreciation for written texts and their contexts within a Christian worldview.

DEVELOPMENTAL ENGLISH
ENGL 100 (Basic Composition) is a developmental English course designed to help students improve their writing skills by studying correct usage of grammar and mechanics, organizing their thoughts for written assignments, and composing organized paragraphs and essays through the writing process. ENGL 100 is a review of writing concepts established at the secondary level, such as a study of the basic modes of writing, grammar/mechanics, organizing techniques, and correct usage, providing essential tools of writing to students who do not have prerequisite English skills for college-level English.

Honor Societies
SIGMA TAU DELTA ENGLISH HONOR SOCIETY

Purpose
1. To confer distinction for high achievement in the English language and in literature.
2. To provide cultural stimulation and promote interest in literature and the English language in the community.
3. To foster the discipline of English in all its aspects, including creative and critical writing.
4. To promote good citizenship among its members.
5. To exhibit high standards of academic excellence.
6. To uphold the spiritual standards of the University.

Requirements
1. Twelve hours of English;
2. At least a B in every English course;
3. GPA of 3.25.

LIBERTY UNIVERSITY ASLI HONOR SOCIETY

Purpose
1. To recognize those who pursue excellence in the study of the American Sign Language and in the study of Deaf history and culture.
2. To honor those who have contributed to the furthering excellence in the study of the American Sign Language and Deaf culture through honorary membership.
3. To foster interest in American Sign Language and Deaf culture among students of Liberty University and in the Lynchburg community.
4. To encourage the involvement of both native and non-native ASLI users in community service and leadership.
5. To promote student scholarship and encourage continued language study after graduation.

Requirements
1. Second Year or more of ASLI Studies
2. ASLI GPA – 3.5

Purpose
3. Overall GPA – 3.0
4. Fill out Formal Invitation Letter by Due Date

Career Opportunities

Business
- Second-language Instruction
Civil Services
- Sign Language Interpreter
Graduate school
- Teaching
Ministry
- Translation
Law
- Writing
Professions

English Major (B.A.)

PURPOSE
Liberty University’s English program provides instruction in the theory and practice of writing and in the analysis and criticism of literature in order to prepare students for careers and for graduate study in language arts and language arts education, and for a life of growing appreciation for the language arts. Toward this end, the program seeks: 1) to develop the necessary curricular offerings and practical opportunities for student achievement in the areas of literary criticism; syntactical, rhetorical, critical and creative features of writing; and a well-developed understanding of the Christian worldview; 2) to develop strategies for providing students with both curricular and practical opportunities which make the most efficient and effective use of the department’s academic, physical, and budgetary resources; and 3) to provide graduates with the highest quality of professional preparation and, for teacher candidates, to meet licensure requirements.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Interpret and evaluate literary and critical texts in the context of a Christian worldview.
2. Formulate and express original ideas based on critical analysis of texts.
3. Analyze relationships between texts and literary and cultural history.
4. Write according to the complex demands of grammar and mechanics, purpose, audience, and discursive style.
5. Research and write in the style appropriate to the field of English.

Programs of Study

Bachelor of Arts in English (B.A.)
Bachelor of Arts in English, Teacher Licensure (B.A.)

MINORS

English Minor

Delivery Format: Residential Only

Writing Minor

PROGRAM LEARNING OUTCOMES
The student will be able to:
2. Write grammatically, clearly, and logically in a style appropriate for the context.

Delivery Format: Residential and Online
Writing Minor (Resident)
Writing Minor (Online)
Department of Family & Consumer Sciences

Dr. Debbie Benoit, B.S., M.A., M.A.T.S., D.Min.
Chair, Department of Family & Consumer Sciences
Associate Professor of Family & Consumer Sciences

PURPOSE
The purpose of the Family & Consumer Sciences Department is to prepare the student to acquire the values, knowledge, and skills necessary to be proactive to strengthen the function of the contemporary family from a biblical perspective, specifically in the areas of human development/family studies, interior design/housing, food/ nutrition, consumer economics/management, and clothing/textiles. The Department actively strives to help the student integrate the knowledge base to synergistically focus on the welfare of the family.

INTERNSHIPS
Advisor: Matalie Howard, B.S., M.S.
Internships (FACS 499) are required for all FACS majors. Students must be of Senior status, FACS major and must have completed 21 hours of major course work.

FASHION DESIGN AND MERCHANDISING ASSOCIATION
Advisor: Matalie Howard, B.S., M.S.
The purpose of the Fashion Design and Merchandising Association (FDMA) is to enhance the education and careers of Family and Consumer Science students by providing an introduction to the discipline of Fashion Design and Fashion Merchandising as well as opportunities to cultivate professional attitudes and competencies. Furthermore, the Liberty University Fashion Design and Merchandising Association provides opportunities for service.

FAMILY AND CHILD DEVELOPMENT ASSOCIATION
Advisors: Dr. Brigitte Ritchey and Mrs. Janet Brown
The Family & Child Development Association is a club sponsored by the Department of Family & Consumer Sciences that is designed for students enrolled in courses in Family & Child Development program. The purpose of the association is to enhance the education and careers of Family and Child Development students by providing opportunities to cultivate professional attitudes and competencies through guest speakers, activities, networking, and service opportunities.

INTERIOR DESIGN ASSOCIATION
Advisor: Lisa Campbell, B.S., M.S., M.F.A.
The purpose of the Interior Design Association (IDA) is to offer interior design students professional opportunities and exposure within the interior design industry. The Interior Design Association also considers its responsibility to be a promoter and a resource of other interior design organizations such as National Kitchen and Bath, Interior Design Society, WithIT (Woman in the Furniture Industry) and many other professional organizations. Also, the student led organization promotes involvement in the profession throughout the University and community. The IDA offers students opportunities for leadership, friendship, professional experience, and exposure to the interior design industry which includes field trips to places such as the High Point Market in High Point, NC.

OMICRON GAMMA PHI HONOR SOCIETY
FACS Honor Society: The Family and Consumer Sciences Department sponsors a FACS honor society that seeks to recognize excellence and Christian commitment among Family and Consumer Science students.

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

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

Criteria for membership:
A student must have:
1. 3.25 cumulative GPA;
2. 45 hours completed; and
3. A major in the FACS department.

EVENT AND WEDDING PLANNING SOCIETY
Advisor: Ruth Gomes, B.S., M.S.
The purpose of the Event and Wedding Planning Society is to enhance the education and careers of students interested in the Event and Wedding Planning field by providing an introduction of careers and opportunities to cultivate professional attitudes and competencies. Furthermore, the Liberty University Event and Wedding Planning Society will provide opportunities for service.

Career Opportunities

Fashion
Designer or Assistant Designer
Fashion Coordinator/Buyer
Owner/Manager of Fashion Boutique
Manufacturer Representative
Visual Merchandiser
Fashion Stylist
Fashion Show Production

Family and Child Development
Adult/Geriatric Care Program
Child Advocate
Child Life Specialist
Children’s Pastor/Minister
Youth Services
Daycare/Preschool Teacher
Special Needs Children
Family Life Educator
Overseas Orphanages
Social Work

FACS/FACS with Teacher Licensure
Family and Consumer Sciences Teacher: Middle School or High School with teacher licensure
Event Planner/Wedding Planner
Children or Youth Ministry
4-H or Extension Coordinator
Activities Director

Interior Design
Commercial Interior Designer
Residential Interior Designer
Furniture/Furnishings Sales Representative

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Family and Child Development Major (B.S.)

PURPOSE
The Family and Child Development program seeks to prepare students to become early childhood educators and family-related professionals who support the God-given potential of families and children. A study of human growth and development within the context of family and community provides a framework for an understanding of how people grow, learn and form relationships through the lifespan.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Create a portfolio that demonstrates the knowledge and skills applicable to professions pertaining to Family and Child Development.
2. Successfully complete an internship that applies acquired skills, practices positive employment relationships, and articulates Christian worldview in professional situations.
3. Apply successful techniques that address the demands and changing relationships of children and families through the developmental stages and cycles of family life.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Science in Family & Child Development (B.S.)

Family and Consumer Sciences Major (B.S.)

PURPOSE
The Family and Consumer Sciences (FACS) program seeks to strengthen the individual, institution of family and communities through the dissemination of biblical knowledge and the education of professionals. This program includes family and child development, clothing, interiors, consumer economics, and foods.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Create a professional portfolio in Family and Consumer Sciences and Teacher Licensure that reflects application of identified concepts in foods, clothing, and family and child development.
2. Successfully complete an internship that applies acquired skills, practices positive employment relationships, and articulates Christian worldview in professional situations.
3. Apply multi-faceted professional skills to hypothesized or real-life situations.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Science in Family & Consumer Sciences (B.S.)
- Professional & Creative Industries

Family and Consumer Sciences Teacher Licensure (B.S.)

PURPOSE
The NCATE approved Family and Consumer Sciences Teacher Licensure program seeks to prepare Christ-centered worldview teachers with a broad-spectrum of content knowledge and instructional skills recognized by the Virginia Department of Education Standards of Learning. This program includes family and child development, clothing, interiors, consumer economics, and foods.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Create a professional portfolio in Family and Consumer Sciences and Teacher Licensure that reflects application of identified concepts in foods, clothing, and family and child development.
2. Successfully complete an internship that applies acquired skills, practices positive employment relationships, and articulates Christian worldview in professional situations.
3. Apply the multi-faceted professionally recognized competencies as articulated by the Commonwealth of Virginia Department of Education.

Teacher preparation and endorsement in Family and Consumer Sciences is available through the Department. Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education. Licensure information is also available at www.liberty.edu/uguide.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Science in Family & Consumer Sciences, Teacher Licensure (B.S.)

Fashion Major (B.S.)

Fashion Design Concentration

PURPOSE
The Fashion Design concentration seeks to prepare professionals for the fashion apparel industry with a focus on unique individual designs in an educational setting that finds its basis in biblical values.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Successfully complete an internship that applies acquired skills, practices positive employment relationships, and articulates Christian worldview in professional situations.
2. Create a professional portfolio in fashion design that reflects skills in designing and contrasting fashion apparel that appropriately connects fabrics to creative designs.
3. Apply marketing and design skills that address the functional and decorative aspects of identified fashion markets.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Science in Fashion (B.S.) - Fashion Design

Fashion Merchandising Concentration

PURPOSE
The Fashion Merchandising concentration seeks to prepare Christ-centered professionals for the fashion apparel industry in product development, management, merchandising, and distribution.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Successfully complete an internship that applies acquired skills, practices positive employment relationships, and articulates Christian worldview in professional situations.
2. Create a professional portfolio in fashion merchandising that reflects experiential skills involved in the design, production, and distribution of apparel and their
3. Use core fashion merchandising concepts and strategies to determine effective solutions to hypothetical and/or real life situations.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Science in Fashion (B.S.) - Fashion Merchandising

Interior Design Major (B.S.)
PURPOSE
The Interior Design concentration at Liberty University seeks to prepare Christ-centered professionals with skills to design innovative, functional, and environmentally responsible interior environments.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Successfully complete an internship that applies acquired skills, practices positive employment relationships, and articulates Christian worldview in professional situations.
2. Create a professional portfolio in residential interior design that reflects the sequence from ideation to formal presentation.
3. Produce work that successfully applies professionally recognized aesthetic requirements in interior design.
4. Apply workable solutions to functional problems in the creation of residential interior spaces.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Science in Interior Design (B.S.)

MINORS
Family and Consumer Sciences Minor
Delivery Format: Residential Only
Family and Consumer Science Minor - Clothing and Textiles (Resident)
Family and Consumer Sciences Minor - Family and Child Development (Resident)
Family and Consumer Sciences Minor - General (Resident)

Department of General Math and Science

Coordinator: Dr. Kathy Spradlin

Placement of MATH 100 and MATH 110 into the developmental model allows students to be in an affective learning environment that focuses on improving student attitudes toward math, identifying individual learning styles and providing intensive personal attention through tutoring and computer assistance in our Math Emporium. The ultimate goal is to move the students toward further success in mathematics. MATH 100 is offered to students who do not have strong math skills; it is a review of basic arithmetic and elementary algebra. MATH 110 is offered for those who do not have prerequisite algebra skills for college-level math. Topics reviewed include exponents, factoring, graphing, equations, and rational expressions. For additional information, visit www.liberty.edu/dvma.

Department of History

Samuel C. Smith, B.A., M.A., Ph.D.
Chair, Department of History
Professor of History

PURPOSE
The History Department is committed to teaching and training students toward a Christian worldview of history. Offering general education courses, major programs and graduate courses, the Department provides comprehensive instruction in history and historical methodology, encourages students to develop an integrated Christian worldview and an appreciation for America’s cultural distinctives, equips them for service, and prepares them for further education and careers.

PHI ALPHA THETA HONOR SOCIETY
Advisor: Dr. David Snead

Phi Alpha Theta is dedicated to recognizing and encouraging excellence in the study of history. Chapter activities provide members with opportunities for sharing and advancing their professional interests. Lectures and field trips are designed to awaken historical interest, and to promote interaction between students and faculty. An annual regional meeting builds rapport with chapters at neighboring institutions.

Criteria for membership: An undergraduate student must have completed at least twelve semester hours in history with a grade in all history courses averaging at least a 3.10 and must have a general average of at least a 3.00 in all classes.

Career Opportunities
- Archaeologist
- Architectural Historian
- Archival Management
- Bibliographer
- Data Processor for Investment Firms
- Diplomat
- Genealogist
- Historian for Government Agencies
- Historian for Business Corporations
- Historical Editor
- Historical Preservationist
- Information Consultant
- Lawyer
- Market Researcher
- Museum Curatorship
- Oral Historian
- Manager of Historical Societies
- Public Policy Director
- Records and Information Manager
- Research Assistant
- Research/Reference Librarian
- Researcher/Writer for Historical Films
- Researcher/Writer for Media
- Social Scientist
- Teacher

History Major (B.A. and B.S.)

PURPOSE
The purpose of the History major is to provide students with a breadth of understanding of U.S., European, and World History.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Demonstrate mastery of a breadth of general knowledge of the field of history.
2. Apply biblical principles to the problems and issues of history.
3. Research historical topics and critically analyze historical literature, documents and data with historiographical and interpretative sophistication.
4. Convey and analyze ideas in writing.
5. Evaluate the significance of world societies and cultures.
Programs of Study

Delivery Format: Residential and Online
Bachelor of Science in History (B.S.) – Resident
Bachelor of Science in History (B.S.) – Online

Delivery Format: Residential Only
Bachelor of Arts in History (B.A.)

Social Sciences Major (B.S.)
PURPOSE
The Social Sciences major is designed to have a core in history with additional coursework in geography, government, and economics.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Evaluate how various factors have influenced the development of history and civilization.
2. Apply biblical principles to the problems and issues of history.
3. Demonstrate mastery of a breadth of general knowledge of the field of history.
4. Convey and analyze ideas in writing.
5. Evaluate the significance of world societies and cultures.

TEACHER LICENSURE
Teacher preparation and endorsement in social studies is available through the Department of History in cooperation with the Teacher Education Department. Those wishing to pursue teaching-related programs should seek information from the Teacher Licensure Office in the School of Education. Licensure information is also available at http://www.liberty.edu/uguide. All teacher licensure programs have been approved by the National Council for Accreditation of Teacher Education (NCATE).

Military History Minor
PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Explain how a variety of issues including political, economic, diplomatic, and cultural factors influenced American and world military development since 1900.

Delivery Format: Residential and Online
Military History Minor (Resident)
Military History Minor (Online)

Department of Interdisciplinary Studies

Interdisciplinary Studies Major (B.A. or B.S.)
PURPOSE
The Bachelor of Arts and Bachelor of Science in Interdisciplinary Studies majors are designed to offer a degree that enables the student to use both inter-college and interdepartmental combinations of courses that will provide a broad pattern of educational experience.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Synthesize academic knowledge and Christian values.
2. Demonstrate acquisition of core competencies and knowledge in two-three areas of study.
3. Synthesize areas of study with professional development and research knowledge.

PROGRAM APPLICATION
PROCEDURES/REQUIREMENTS (B.A. or B.S.)
1. Complete Area of Study survey or Change of Major form to select Areas of Study.
2. Approved Areas of Study are located at www.liberty.edu/online/areas-of-study.
3. Review of the requested Areas of Study is made by the Director of INDS, the INDS Degree Coordinator in the Office of Transfer Evaluations and Degree Planning, and the Registrar’s Office.
4. Areas of Study may be adjusted by completing the Area of Study survey.
5. Students who break enrollment must resubmit the Area of Study survey.

AREA OF STUDY POLICIES
1. Students will be permitted to select 2-3 Areas of Study from a list of General Areas of Study and Specialized Areas of Study.
2. Students must use at least two different disciplines to create their degree.
a. Students desiring 2 Areas of Study will not be permitted to use the same discipline for both Areas of Study. Students will not be permitted to use a General Area of Study and a Specialized Area of Study from the same discipline. Students must select two different disciplines from the Areas of Study list.
b. Students desiring 3 Areas of Study may use one General Area of Study and one Specialized Area of Study in the same discipline, as long as the 3rd Area of Study is from a different discipline.

Programs of Study

Delivery Format: Residential Only
Bachelor of Science in Social Sciences (B.S.)
Bachelor of Science in Social Sciences, Teacher Licensure (B.S.)

MINORS

History Minor
Delivery Format: Residential and Online
History Minor (Resident)
History Minor (Online)

International Studies Minor
PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Identify major civilizations from ancient times to the present, including geographical, chronological, and cultural distinctive positions.
2. Apply Biblical principles to the understanding of world civilizations.

Delivery Format: Residential and Online
International Studies Minor (Resident)
International Studies Minor (Online)
3. Student must take at least 12 hours of upper-level courses in the major. This requirement includes INDS 400.
4. Students will be permitted to use the Specialized Area of Study: Teaching English as a Second Language with the Global Studies and Specialized Area of Study: Linguistics with Global Studies.

GRADUATION REQUIREMENTS (B.A. or B.S.)
1. Degree must be declared prior to graduating semester.
2. 50% of the major (24 hours) must be completed through Liberty University.
3. 120 total hours; 30 hours of upper-level courses.
4. 30 hours must be completed through LU (Online or Residential)
5. 2.0 grade point average.
6. Grades of “C” or higher in upper-level courses in major.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online
Bachelor of Science in Interdisciplinary Studies (B.S.) – Resident
Bachelor of Science in Interdisciplinary Studies (B.S.) – Online

Delivery Format: Residential Only
Bachelor of Arts in Interdisciplinary Studies (B.A.)

ADDITIONAL INFORMATION
Liberty University Online offers areas of study in Accounting, Business, Business Management Information Systems, Christian Counseling, Crisis Counseling, Criminal Justice, Education, Life Coaching, Paralegal Studies, Psychology, Religion, Social Sciences, and Special Education. An area of study represents a broad discipline of study at Liberty University.

The Interdisciplinary Studies degree program is individualized to provide flexibility and to give students options to select courses that will help them meet their academic goals. Students may take any course that fits within the discipline of study as indicated by approved prefixes on the following chart, as long as the prerequisite requirements have been met.

This program is not available for students pursuing teacher licensure. This program does not comprise a double major.

Liberty’s Interdisciplinary Studies program requires 48 credit hours for the major which includes 45 credits in two or three areas of study. A minimum of 15 credit hours in each area of study is required.

Students must also take INDS 400 Knowledge Synthesis for Professional and Personal Development, a 3-hour course designed to assess student mastery of content knowledge of the Interdisciplinary Studies program.

Teaching English as a Second Language Major (B.S.)

PURPOSE
Liberty University’s BS in TESL exists to equip candidates to teach English in a wide variety of contexts to speakers of other languages or to pursue advanced study in the field. Toward this end, the program seeks: 1) to develop the necessary curricular offerings and practical opportunities for student achievement in the areas of general linguistics, the linguistic features of the English language, cross-cultural dynamics, and curriculum and methodology in TESFL; 2) to develop strategies for providing students with both curricular and practical opportunities and 3) to provide graduates with the highest quality of professional preparation as they enter the global workplace.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Analyze and communicate the syntactic, morphological, phonological, and discourse features of English.
2. Conduct linguistic analysis of various world languages.
3. Adapt the principles of second language acquisition and learning for multiple teaching contexts.
4. Compare and contrast different cross-cultural and cross-linguistic settings within the context of TESFL.

Career Opportunities
Instructor of English
Second language curriculum developer
Second language researcher
Tourism
Foreign missions

Programs of Study
Delivery Format: Online Only
Bachelor of Science in Teaching English as a Second Language (B.S.)

Interdisciplinary Studies Major (A.A.)

PURPOSE
The Associate of Arts degree in Interdisciplinary Studies is designed as an intermediate, close-range goal for the adult learner and may act as a bridge to a Bachelor of Science degree. It enables the student to use both inter-college and interdepartmental combinations of courses that will provide a broad pattern of educational experience.

PROGRAM LEARNING OUTCOMES
The student will be able to evidence the synthesis of academic knowledge and Christian values.

GRADUATION REQUIREMENTS (A.A.)
1. 60 total hours
2. 15 hours must be completed through Liberty University (Online or Residential)
3. 2.0 grade point average.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online
Associate of Arts in Interdisciplinary Studies (A.A.) – Resident
Associate of Arts in Interdisciplinary Studies (A.A.) – Online

Department of Mathematics

Scott N. Long, B.S., M.S., Ph.D.
Chair, Department of Mathematics
Associate Professor of Mathematics

Timothy Van Voorhis, B.S., M.S., Ph.D.
Associate Chair, Department of Mathematics
Associate Professor of Mathematics

PURPOSE
The Department of Mathematics plans, develops and maintains quality bachelor degree programs that comply with regional accreditation standards. The Department of Mathematics also seeks to maintain efficient, cost effective strategies in the administration and delivery of its degree programs.
The Department of Mathematics offers a major and minor in mathematics. In addition, courses for general education credit are offered in physical science and physics, as well as mathematics. The purpose of the department is to provide:

1. General education courses and support courses for all students, resident and non-resident;
2. Education in both the theory and applications of the mathematical sciences for its majors;
3. An appreciation of the importance of the role the mathematical sciences play in society; and
4. Experience in the use of a Computer Algebra System (CAS) in a laboratory setting.

KAPPA MU EPSILON HONOR SOCIETY

Advisor: Dr. Ethan Smith

Kappa Mu Epsilon (KME) is a specialized honor society in Mathematics. Each chapter is encouraged to be a working organization throughout the academic year, functioning as an integral part of the mathematics department in the promotion of a number of worthwhile extra-curricular activities. The objective of KME since its inception has been the fulfillment of its motto which is to “develop an appreciation for the beauty of mathematics.” The purposes of KME are to further the interests of mathematics in those schools which place their primary emphasis on the undergraduate program and to recognize and honor outstanding scholastic achievement among undergraduate students in mathematics.

The criteria for membership are as follows:

1. Must be or have been a faculty member or a regularly enrolled student at an institution where a Kappa Mu Epsilon chapter is installed;
2. Must have completed at least three semesters (or five quarters) of the college course and rank in the upper 35% of his/her class;
3. Must have completed at least three college courses in mathematics including at least one semester (or two quarters) of calculus and attained an average of “B” or better in all mathematics courses; and
4. Must have completed at least one semester (one quarter) at the institution, or must have transferred from another institution, and have completed at least one mathematics course with a “B” or better at the institution prior to his/her induction into membership.

Election to membership shall be irrespective of membership in any other organization, and no person shall be excluded on the grounds of sex, race, creed, or color.

Career Opportunities

Graduate School
Mathematics Sciences (medical and non-medical)
Statistics Computer Science
Actuarial Science Finance/Economics
Applied Mathematics

Job Market
Any industry requiring problem solving and computer use
Computer Science Operations Research
Data Processing Financial and Insurance Industries
Engineering

Teaching
Private Schools Public Schools

Mathematics Major (B.S.)

PURPOSE
The purpose of the mathematics major is to present the basic concepts and methods in modern mathematics, to develop the student's ability to think critically using the axiomatic method, and to apply these ideas to other disciplines. This major provides the mathematical background for students preparing for (1) certification in secondary education; (2) graduate study in a mathematical discipline; (3) a career in an area using mathematics, such as engineering, economics, statistics, or actuarial science.

PROGRAM LEARNING OUTCOMES
The student will be able to:

1. Solve problems using the appropriate mathematical expertise.
2. Use abstract reasoning to rigorously evaluate mathematical hypothesis, and formulate and communicate mathematical analysis and arguments.
3. Critically analyze and investigate complex phenomena of the physical and/or socio-economic worlds by representing these problems mathematically.
4. Articulate how a biblical/Christian worldview informs one's vocation and professional practices.
5. Use appropriate technology to solve practical problems, access mathematical information, and develop mathematical insight.

TEACHER LICENSURE
Teacher preparation and endorsements in mathematics are available through the Department of Mathematics in cooperation with the Teacher Education Department in the School of Education. Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education. The School of Education is NCATE accredited for teacher education. Licensure information is also available at http://www.liberty.edu/uguide.

Programs of Study

Delivery Format: Residential Only
Bachelor of Science in Mathematics (B.S.)
Bachelor of Science in Mathematics (B.S.) - Actuarial
Bachelor of Science in Mathematics, Teacher Licensure (B.S.)

MINOR

Mathematics Minor

Delivery Format: Residential Only
Mathematics Minor (Resident)

Department of Modern Languages

Stephanie L. Blankenship, B.A., M.A., Ed.D.
Chair, Department of Modern Languages
Assistant Professor of Spanish

PURPOSE
With a vision for global engagement, the Department of Modern Languages provides Christian worldview instruction in the study of written, spoken, expressed language, translation and interpretive skills, endemic literature, and cultural studies related to modern languages. The Department emphasizes the theory and practice of the applied discipline of second language acquisition, as well as linguistic analysis, in order to prepare students for future careers, ministry opportunities, and graduate study in languages, language education, and the language arts.

Honor Societies
SIGMA DELTA PI SPANISH HONOR SOCIETY
Purpose

1. To recognize those who attain excellence in the study of the Spanish language and in the study of literature and culture of the Spanish-speaking peoples.
2. To honor those who have contributed to the furthering of excellence in the study of the Spanish language and culture through honorary membership.
3. To foster interest in Spanish language and culture among students of Liberty University and in the Lynchburg community.
4. To encourage the involvement of both native and non-native Spanish speakers in community service and leadership.
5. To promote student scholarship and encourage continued language study after graduation.

Requirements

1. 3.00 overall GPA
2. 3.25 GPA in Spanish coursework
3. At least one class in upper division Spanish coursework (300+)

AMERICAN SIGN LANGUAGE NATIONAL HONOR SOCIETY

Purpose

1. To recognize those who pursue excellence in the study of the American Sign Language and in the study of Deaf history and culture.
2. To honor those who have contributed to the furthering of excellence in the study of the American Sign Language and Deaf culture through honorary membership.
3. To foster interest in American Sign Language and Deaf culture among students of Liberty University and in the Lynchburg community.
4. To encourage the involvement of both native and non-native ASL users in community service and leadership.
5. To promote student scholarship and encourage continued language study after graduation.

Requirements

1. Second Year or more of ASL Studies
2. ASLI GPA – 3.5
3. Overall GPA – 3.0
4. Fill out Formal Invitation Letter by Due Date

According to the ASLHS Induction Ceremony instructions, only those who are juniors/seniors are invited to participate in the Honor Society Induction Ceremony

Career Opportunities

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<th>Business</th>
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<td>Professions</td>
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American Sign Language and Interpreting Major (B.A.)

Purpose

The purpose of the program is to equip students with the knowledge base and skill set to prepare them for effective Sign Language interpreting and meaningful interaction with the Deaf community.

Program Learning Outcomes

The student will be able to:

1. Communicate in a linguistically and culturally appropriate way through the use of American Sign Language.
2. Recognize and model various sociolinguistic elements, values, and concerns of the culturally Deaf.
3. Facilitate communication effectively between hearing individuals and the Deaf.
4. Synthesize the interpreter’s professional ethics, identity, and role with a Christian worldview.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

Bachelor of Arts in American Sign Language & Interpreting (B.A.)

Spanish Major (B.A.)

Purpose

Liberty University’s Spanish program exists to equip candidates to communicate in Spanish at a high level of proficiency in a wide variety of contexts with native Spanish speakers or to pursue advanced study in the field. Toward this end, the program seeks: 1) to develop the necessary curricular offerings and practical opportunities for student achievement in the areas listening, speaking, reading, writing, and culture; 2) to develop strategies for providing students with both curricular and practical opportunities which make the most efficient and effective use of the department’s academic, physical, and budgetary resources; and 3) to provide graduates with the highest quality of both professional preparation and professional accreditation and licensure.

Program Learning Outcomes

The student will be able to:

1. Critique, analyze, and interpret authentic Spanish language texts.
2. Analyze Hispanic culture and its various expressions in terms of a biblical worldview.
3. Communicate orally in Spanish, demonstrating listening comprehension skills, speaking proficiency, correct grammar, and appropriate vocabulary.
4. Demonstrate written communication skills, including the ability to produce clear, logical, and grammatically and syntactically appropriate Spanish-language compositions.
5. Evaluate Hispanic cultural practices and perspectives within a broad political, social, and historical framework.

Programs of Study

Delivery Format: Residential Only

Bachelor of Arts in Spanish (B.A.)
Bachelor of Arts in Spanish, Teacher Licensure (B.A.)

Teaching English as a Second/Foreign Language Major (B.A.)

Purpose

Liberty University’s TESL program exists to equip candidates to teach English in a wide variety of contexts to speakers of other languages or to pursue advanced study in the field. Toward this end, the program seeks: 1) to develop the necessary curricular offerings and practical opportunities for student achievement in the areas of general linguistics, the linguistic features of the English language, cross-cultural dynamics, and curriculum and methodology in TESFL; 2) to develop strategies for providing students with both curricular and practical opportunities while making the most efficient and effective use of the department’s academic, physical, and budgetary resources; and 3) to provide graduates with the highest
quality of both professional preparation and professional accreditation and licensure.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Adapt the principles of language learning to multiple contexts.
2. Analyze and communicate the syntactic, morphological, phonological and discourse features of English.
3. Analyze and apply the ways in which the Christian worldview affects the TESL practitioner’s work.
4. Conduct linguistic analysis of various world languages and present findings both orally and in writing.
5. Evaluate differences and problems that occur in human behavior and values in cross-cultural and cross-linguistic settings.

Programs of Study
Delivery Format: Residential Only
Bachelor of Arts in Teaching English as a Second or Foreign Language (B.A.) - Teaching English as a Second or Foreign Language Cognate
Bachelor of Arts in Teaching English as a Second or Foreign Language, Teacher Licensure (B.A.)

MINORS
American Sign Language Minor
PURPOSE
The purpose of the American Sign Language Minor is to equip students with the knowledge base and skill set to prepare them for effective communication in American Sign Language and meaningful interaction with the Deaf community.

Delivery Format: Residential Only
American Sign Language Minor (Resident)

Chinese Minor
PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Communicate orally in Chinese, demonstrating speaking proficiency, correct grammar, and appropriate vocabulary.
2. Produce logical, grammatically and syntactically appropriate Chinese-language compositions.

Delivery Format: Residential Only
Chinese Minor (Resident)

French Minor
PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Communicate orally in French, demonstrating listening comprehension skills, speaking proficiency, correct grammar, and appropriate vocabulary.
2. Demonstrate written communication skills, including the ability to produce clear, logical, and grammatically and syntactically appropriate French-language compositions.

Delivery Format: Residential Only
French Minor (Resident)

German Minor
PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Use the German language to function in a variety of everyday contexts.
2. Analyze the significance of particular aspects of language and culture for the German-speaking regions of Europe.

Delivery Format: Residential Only
German Minor (Resident)

Linguistics Minor
PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Analyze language data based on linguistic concepts.
2. Explain the functions of fundamental linguistic constructs in relation to how language works.

Delivery Format: Residential Only
Linguistics Minor (Resident)

Spanish Minor
Delivery Format: Residential Only
Spanish Minor (Resident)

Department of Philosophy
Gary R. Habermas, B.R.E., M.A., Ph.D.
Chair, Department of Philosophy
Distinguished Research Professor of Apologetics and Philosophy
Edward N. Martin, B.A., M.A., Ph.D.
Co-Chair, Department of Philosophy
Professor of Philosophy and Theology

PURPOSE
The B.A. in Philosophy equips the student with critical skills, knowledge, and values to positively impact today's world. Philosophy majors rank highest among non-science majors on the GRE exam, and rank first amongst all majors in the verbal section. This may be in part because of Philosophy's central emphasis on: 1) studying some of history's most articulate and clearly expressed models of communication; 2) developing one's personal style and skills of written and verbal communication based on those classical and contemporary models; 3) fostering a deepening love for the Lord, who is Himself "The Word"—God's clear communication of Himself for us and our salvation; 4) applying problem-solving skills to life's greatest theoretical and practical questions we are uniquely positioned in God's creative order to know about, ponder, and begin to answer amidst the explosion of knowledge and the haunt of technology; 5) evaluating and critiquing various arguments and diverse positions by the best minds—both believers and non-believers; and 6) doing each of the above alongside caring, compassionate faculty specially trained to produce Philosophers to change our world for Christ's Kingdom here, now, today.

C. S. Lewis famously stated that the world needs good philosophy, if for no other reason, to answer bad philosophy. Our philosophy is Christ-centered, our God is "the true God, and eternal life" (I John 5:20), and our message must be clear: we seek to provide our communities, our churches, and our world with men and women on fire for the Truth of the Word of God, the only hope in a hopeless world! We seek to train philosophically-able Champions for Christ who, "with gentleness and respect" (I Pet 3:16), can "demolish arguments and every pretention that sets itself up against
the knowledge of God, and…take captive every thought to make it obedient to Christ." (II Cor 10:5) The Christian worldview is the most powerfully compelling and best explanation for all the phenomena of which humans are aware. But, so often, as G. K. Chesterton quipped, it is not that Christianity has been tried and found wanting; rather, it has been found difficult and so often left untried. We want our students to know not only what they believe, but why they believe it. So, we are devoted to producing men and women who acknowledge not only that Jesus is Lord, but that, as Dallas Willard remarks, Jesus is brilliant. For in Him "are hidden all the treasures of wisdom and knowledge." (Col. 2:3) The program focuses on the classical philosophical areas of study, including metaphysics, epistemology, logic, aesthetics, ethics, and philosophy of religion, and provides a strong, impactful foundation for living as an agent of Christ-honoring, Christ-centered cultural and spiritual transformation in our world. For those interested to seek further studies in many diverse fields at the graduate level, the Philosophy major provides an excellent basis for further studies in seminary, law, the humanities and the sciences. Majoring in Philosophy is not only exemplary preparation for ministry, but also serves as a great grounding for graduate studies in English, theology, leadership or management, business, counseling, History, politics, law, philosophy, and a full range of other related fields (such as philosophy, ancient or modern languages, mathematics, linguistics, art history, journalism, government, etc.).

PHI SIGMA TAU – INTERNATIONAL HONOR SOCIETY IN PHILOSOPHY
Advisor: Dr. Thomas A. Provenzola

PHI SIGMA TAU has as its essential purpose to promote ties among philosophy departments in accredited institutions and students in philosophy nationally. The Society exists with the following objectives: (1) to serve as a means of awarding distinction to students having high scholarship and personal interest in philosophy; (2) to promote student interest in research and advance study in this field; (3) to provide opportunities for the publication of student research papers of merit; (4) to encourage a professional spirit and friendship among those who have displayed marked ability in this field; and (5) to popularize interest in philosophy among the general collegiate public. The Society sponsors several colloquia and conferences, on both a local and national level, throughout the academic year.

Criteria for Membership:
Undergraduate students are eligible for active membership if they have completed three semesters of college course work, are ranked in the upper 35% of their class, and have completed (or are registered in) at least two semester courses (six credit hours) in philosophy with a mean overall grade which is greater than a 3.00.

Career Opportunities
Education/Teaching
Law
Pastor
Counseling

Undergraduate Certificates

Certificate in Teaching English as a Second Language
Delivery Format: Residential and Online
Teaching English as a Second Language
College of General Studies

Administration

Dean, College of General Studies
Assistant Professor of Psychology

John Markley, B.S., M.Div., M.A., Ph.D.
Associate Dean, College of General Studies
Associate Professor of New Testament

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=31 where faculty can be searched for by Department.

RESEARCH INTENSIVE COURSES

All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

PURPOSE

The College of General Studies (CGS) was founded in 2011 to organize and deliver general education coursework to the University’s first- and second-year students. In 2018, CGS was strategically restructured with the goal of increasing value, efficiency, and effectiveness by decentralizing the structure while maintaining a centralized core leadership to provide administrative oversight of the general education curriculum. CGS oversees the general education curriculum in areas such as communication; math, science, and technology; information literacy; and critical thinking. Each college and school has dedicated general education faculty who focus on delivering innovative and effective education for first and second year students.

The College of General Studies’ mission:

To develop Christ-centered first- and second-year students with the foundational skills, knowledge, and values necessary for success in their majors, professions, and in life.

The College of General Studies’ goals include:

1. Equipping freshman and sophomore students for spiritual, vocational, and intellectual success in life, learning, and education;
2. Enriching the freshman and sophomore experience in the classroom through a rigorous and coherent sequence of courses; Increasing student success via faculty mentoring, freshman learning communities, best practices of college instruction, and technological innovations; and
3. Preparing students for their chosen major by which they will be equipped toward their future career goals.

In addition, the College of General Studies spearheads University instruction and assessment efforts in relation to core competencies such as communication; math, science, and technology; information literacy; and critical thinking.

General Education Guidelines

The general education component is tailored to the individual degree program by drawing from the University’s approved general education course options. The institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that:

1. is a substantial component of each undergraduate degree;
2. ensures breadth of knowledge; and
3. is based on a coherent rationale.

For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. For baccalaureate programs, the component constitutes a minimum of 30 semester hours or the equivalent. These credit hours must include at least one course from each of the following areas:

1. humanities/fine arts (HFA);
2. social/behavioral sciences (SBS); and
3. natural science/mathematics (NSM).

A complete listing of approved courses is displayed in the “Approved Residential General Education and Integrative Courses” and the “Approved General Education Courses for Online Programs” sections. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. The institution provides a written justification and rationale for course equivalency.

Rules/Principles for Approval of General Education Courses

1. Required General Education courses must be general;
   a. General education courses must be open to students of all majors, without heavy loads of prerequisite requirements
   b. Courses must not be reducible to a narrow or focused skill (e.g. guitar lessons cannot substitute for Music Appreciation)
   c. Courses must contribute to preparing students for a breadth of degree programs/careers
2. General Education courses contribute to the University’s plan to ensure that students satisfy certain Core Competencies.
3. In the event that a 300- or 400- level course is required to fulfill a requirement as a general education course, it must not be considered part of any major/program requirements (directed electives are acceptable, however).

General Education Requirements for Residential Programs

The College of General Studies oversees the majority of courses included in the University’s General Education Requirements, which were adopted in 1990 by the faculty of Liberty University for all baccalaureate degree students. While the list of courses that compose the general education core remains largely unchanged, the arrangement of courses now reflects the University’s commitment to develop core competencies in undergraduate students. The goal is to ensure that all undergraduate students demonstrate college-level knowledge and skills that prepare them both to fulfill the specific requirements of their individual college/school and major fields of study and to translate their learning into a variety of career contexts. An undergraduate curriculum of required basic General Education courses serves as a foundation for later specialization.
CORE COMPETENCIES, DEFINITIONS, AND OUTCOMES

Communication. This competency is the ability to elicit, synthesize, and respond clearly to quality information in an effective, correct, and appropriate format.

Learning Outcomes
1. Produce well-structured, sound communications in various modes of discourse.
2. Demonstrate knowledge of diction, syntax, grammar, and mechanics to sentence and essay revision and editing.
3. Write a critical analysis of a literary, historical, and/or rhetorical work.
4. Integrate credible sources accurately and effectively.

Information Literacy is the ability to recognize the need for information (which comes from a variety of textual, visual, digital, and other forms of media); strategically discover and organize information; use established criteria (such as reliability, validity, accuracy, authority, timeliness, contextualization, and point of view or bias) to critique information and its sources; responsibly contribute to the conversation surrounding information.

Learning Outcomes
1. Determine the nature and extent of information needed.
2. Discover and evaluate information.
3. Access and use information legally and ethically.
4. Use information effectively to accomplish a specific purpose.

Critical Thinking. This competency is the process of evaluating information gained through observation, reflection, or research, to reach logical conclusions and to guide decision-making.

Learning Outcomes
1. Evaluate information to determine if it is supported by the evidence.
2. Determine the relevance of information in evaluating an argument or conclusion.
3. Recognize flaws and logical inconsistencies in an argument.
4. Generate conclusions based on credible research, analysis, and interpretation.
5. Apply reading comprehension strategies including interpreting, evaluating and analyzing written content.

Math, Science, and Technology. This competency is the reasoning, quantitative, and technology proficiency necessary for general life skills and application to a wide variety of disciplines.

Learning Outcomes
1. Apply technology to analyze, interpret or communicate information.
2. Analyze evidence to generate conclusions.
3. Apply a structured method to solve problems.

Christian Life & Thought. This competency is a coherent way of understanding God, humanity, and the world; it derives its principles from the Bible and applies them in order to direct belief and action.

Learning Outcomes
1. Summarize the biblical metanarrative which frames the Christian worldview.
2. Apply the biblical text and its principles to life through a contextual hermeneutic.
3. Compare and contrast the biblical worldview with non-biblical worldviews.

Core Competency Requirements

Degree Completion Plans for residential and online students are organized according to core competencies, basic knowledge and skills that all students need for successful completion of their program of study. The General Education Requirements are located on the left side of the Degree Completion Plan (DCP). Each program, throughout this catalog, has DCP link(s) listed with the program information. The General Education Requirements for some majors may vary.

Residential Degrees Offered:
- Bachelor of Science
- Bachelor of Arts
- Bachelor of Fine Arts
- Bachelor of Music
- Associate of Applied Science
- Associate of Arts

Online Degrees Offered:
- Bachelor of Science
- Bachelor of Fine Arts
- Associate of Applied Science
- Associate of Arts

Approved General Education Courses for Residential Programs

The list of approved general education courses for residential programs is published online at http://www.liberty.edu/gened.

Approved General Education Courses for Online Programs

General Education

This elective may be fulfilled by approved courses within the Humanities and Fine Arts, Natural Science, Math, Technology, History, Social Science disciplines or STEM (Science, Technology, Engineering, Math). Restrictions may apply to some majors. General education electives must meet the University's general education guidelines.

The list of approved general education courses for online programs is published online at: http://www.liberty.edu/academics/generalstudies/index.cfm?PID=37563.

GENERAL EDUCATION REQUIREMENTS FOR OUT OF STATE STUDENTS

In addition to Liberty University’s general education requirements, distance education students may also be required to fulfill additional requirements set by their home states. Details by state will be added to the Degree Completion Plan. Specific Degree Completion Plans for each state whose requirements differ are available from Liberty University Online Advising.
School of Aeronautics

Administration

James P. Molloy, B.S., M.A.S., FAA COMM, INST, CFI, CFII, ME, MEI
Dean, School of Aeronautics
Associate Professor of Aeronautics

Mitchell A. Morrison, B.S., M.A.S., Ph.D., FAA ATP, HELO, COMM, INST, CFI, CFII, ME, MEI
Associate Dean, School of Aeronautics
Associate Professor of Aeronautics

Anton W. Cihak II, B.S., M.A., FAA ATP, COMM, INST, CFI, CFII, ME, MEI, AGI, IGI
Chair, Flight Science
Chief Instructor
Associate Professor

Chair, Aerospace Technology
Assistant Professor of Aeronautics

Richard A. Roof, B.S. M.A.R., Ph.D., FAA ATP, COMM, INST, IGI
Online Chair
Associate Professor of Aeronautics

Brian Hough, B.S., M.C.A., FAA ATP, COMM, INST, CFI, CFII, ME, MEI, AGI, IGI
Executive Director of Business Development/Affiliate Operations
Adjunct Professor

Director of Safety
Adjunct Professor

David Miller
Executive Director of Flight Operations

Jerrold Wangberg
Director of Flight Training

Tana Jamison, B.S.
Director of Affiliate Operations

Aviation Qualifications Legend:

- A&P – Airframe and Powerplant Maintenance Technician
- ATP – Airline Transport Pilot
- CFI – Certified Flight Instructor
- CFII – Certified Flight Instructor Instrument
- DME – FAA Designated Maintenance Examiner
- DPE – FAA Designated Pilot Examiner
- COMM – Commercial Pilot
- HELO – Helicopter Rated
- IA – Inspection Authorization
- INST – Instrument Rated
- ME – Multi-Engine
- MEI – Multi-Engine Instructor

Program Directors

A listing of program directors can be viewed at http://www.liberty.edu/programdirectors.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. The entire roster can also be viewed online where faculty can be searched for by Department. Faculty Roster.

RESEARCH INTENSIVE COURSES

All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

PURPOSE

The School of Aeronautics equips, mentors, and sends champions for Christ into the aerospace community to serve as professional pilots, mechanics, unmanned aerial systems operators, flight attendants, aviation safety managers, administrators, and leaders in the aviation field. The School of Aeronautics grows leaders one at a time who know their identity, thrive in their faith, and love others in Christ to become difference makers.

The School of Aeronautics (SOA) offers a Bachelor of Science degree in Aeronautics with Corporate/Commercial Concentration, Global Studies Concentration, Military Cognate, and Unmanned Aerial Systems Cognate. Additional offerings include: Bachelor of Aviation Administration degrees with Flight and Aviation Safety Management cognates, and Bachelor of Aviation Maintenance with Management and Unmanned Aerial Systems cognates. Additionally, Associate of Arts degrees in Aviation Maintenance Technician and Flight Attendant are available. SOA offers a certificate in Aviation Maintenance Technician. Various minors are also offered.

FEDERAL AVIATION ADMINISTRATION (FAA) CERTIFICATION

The School of Aeronautics is a fully certified FAA 14 CFR Part 141 school authorized to teach Private, Instrument, Commercial, and Multi-Engine courses. Certified Flight Instructor, Certified Flight Instructor, Instrument, and Multi-Engine Instructor courses are taught under 14 CFR Part 61. The FAA has also certified the School as an FAA 14 CFR Part 147 Aviation Maintenance Technician School authorized to teach Airframe and Powerplant.

COURSE FEES

Some aviation courses, including all flight courses have additional fees, which vary depending on course requirements. In addition, course fees may vary between residential and online courses.

- Residential courses https://www.liberty.edu/index.cfm?PID=21942
- Online courses https://www.liberty.edu/index.cfm?PID=30203

There are no fees specific to the aviation maintenance technician airframe and powerplant (A&P) certification program; however, students in any aviation maintenance program are responsible for obtaining their own hand tools for aviation maintenance technician courses (AVMT courses).

DEPARTMENT OF VETERANS AFFAIRS BENEFITS

For those qualified for and using Veterans Benefits, please review: https://www.liberty.edu/administration/militaryaffairs/

ADMISSION REQUIREMENT FOR ONLINE DEGREES

In order to be admitted into the Liberty Online BS Aviation degree, the student must certify that he or she understands that degree completion requires acceptance, enrollment and completion of all flight training requirements at an LU-approved, independent Flight Training
Aeronautics Major (B.S.)

PURPOSE
The purpose of the Aeronautics degree program is to prepare men and women to become exceptional aviators who possess outstanding knowledge, excellent technical skills, sound judgment, professionalism, leadership, and strong Christian character.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Apply biblical principles within the professional aviation environment.
2. Apply written and oral communication skills as they pertain to the aviation industry.
3. Promote a healthy organizational safety culture in aviation.
4. Mentor others in leadership skills and qualities as it relates to aviation.
5. Assimilate the healthy lifestyle required to meet the unique physical and cognitive demands of an aviation career.
6. Apply science, technology, and mathematics to aeronautical disciplines

Commercial/Corporate Concentration
The student will be able to apply policies, regulations, and procedures to commercial/corporate flight operations.

Global Studies Concentration
The student will be able to apply policies, regulations, and procedures to humanitarian flight operations.

Programs of Study – Degree Completion Plans
Delivery Format: Residential Only
- Bachelor of Science in Aeronautics (B.S.) - Commercial/Corporate
- Bachelor of Science in Aeronautics (B.S.) - Global Studies
- Bachelor of Science in Aeronautics (B.S.) - Military
- Bachelor of Science in Aeronautics (B.S.) - Unmanned Aerial Systems

Aviation Major (B.S.)

PURPOSE
The purpose of the Aviation degree program is to train men and women to become exceptional aviators who possess outstanding knowledge, excellent technical skills, sound judgment, professionalism, leadership, and strong Christian character.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Apply biblical principles within the aviation environment.
2. Apply written and oral communication skills as they pertain to the aviation industry.
3. Promote a healthy organizational safety culture in aviation.
4. Mentor others in leadership skills and qualities as it relates to aviation.
5. Assimilate the healthy lifestyle required to meet the unique physical and cognitive demands of an aviation career.
6. Apply science, technology, and mathematics to aeronautical disciplines

Programs of Study – Degree Completion Plan
Delivery Format: Online Only
- Bachelor of Science in Aviation (B.S.)

Aviation Administration Major (B.S.)

PURPOSE
The Aviation Administration program builds on the School of Aeronautics’ aviation safety and leadership core, providing graduates with knowledge and skills needed for program development, data analysis, and organizational management and ethics for service as leaders and managers in various aviation business and operations roles.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Apply biblical principles within the aviation profession.
2. Apply written and oral communications skills to promote effective aviation administration.
3. Promote a healthy organizational safety culture in aviation.
4. Mentor others in leadership skills and qualities as it relates to aviation administration.
5. Adapt sound business practices to the aviation industry.
6. Apply science, technology, and mathematics to aviation administration.

Programs of Study – Degree Completion Plans
Delivery Format: Residential Only
- Bachelor of Science in Aviation Administration (B.S.) - Aviation Safety Management
- Bachelor of Science in Aviation Administration (B.S.) - Flight

Aviation Maintenance Major (B.S.)

PURPOSE
The purpose of the Aviation Maintenance degree program is to provide students for management and leadership roles in the aviation maintenance field. The curriculum expands on the School of Aeronautics AMTS (A&P) training for FAA aviation mechanic licensure. It builds on, and strengthens, fundamental skills and principles taught during the AMTS training. The degree delves into broader topics facing an FAA licensed mechanic such as Human Factors and Safety.

The FAA portion of this program (all AVMT courses) is designed to be completed in 12-consecutive months.
PROGRAM LEARNING OUTCOMES
The student will be able to:

1. Apply Biblical principles within the aviation maintenance environment.
2. Apply science, technology, and mathematics in the area of aviation maintenance.
3. Promote a healthy organizational safety culture in the aviation maintenance industry.
4. Solve aviation maintenance issues and problems individually, and within a team environment.
5. Apply written and oral communication skills as they pertain to aviation maintenance.
6. Mentor others in leadership skills and qualities.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only
Bachelor of Science in Aviation Maintenance (B.S.) - Management
Bachelor of Science in Aviation Maintenance (B.S.) - Unmanned Aerial Systems

Delivery Format: Online Only
Bachelor of Science in Aviation Maintenance Management (B.S.)

Note: Based on FAA requirements, the AVMT courses (45 hours) listed on this degree cannot be offered online and must be taken residually at Liberty University. You may complete FAA mechanic certification with Airframe and Powerplant ratings outside of Liberty University and Prior Learning Assessment (PLA) credit may be awarded for licensure to meet the requirements of the AVMT courses (45 hrs.)

ASSOCIATE OF ARTS DEGREES

In an effort to meet the educational needs of students who want a university degree, but who do not desire to complete a four-year bachelor’s program, the School of Aeronautics offers the Associate of Arts Degree in Aeronautics Airline Flight Attendant and the Associate of Arts Degree Aviation Maintenance Technician. These two-year degree programs combine courses in the major program of study with General Education courses and other graduation requirements.

Aeronautics - Airline Flight Attendant Major (A.A.)

PURPOSE
The purpose of the Flight Attendant Program is to train men and women to become exceptional flight attendants who possess outstanding knowledge, excellent technical skills, sound judgment, professionalism, and strong Christian character.

PROGRAM LEARNING OUTCOMES
The student will be able to:

1. Apply biblical principles within the professional aviation environment.
2. Apply written and oral communication skills as they pertain to the aviation industry.
3. Promote a healthy organizational safety culture in aviation.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Associate of Arts in Aeronautics (A.A.) - Airline Flight Attendant

Aviation Maintenance Technician Major (A.A.)

PURPOSE
The purpose of the Aviation Technician Program is to train pilots, as well as non-pilots to maintain aircraft in the context of a faith-based missionary organization; however, training is also applicable to those pursuing other careers in general, corporate and commercial aviation.

The Aviation Maintenance Technician Program is an accelerated maintenance training program designed for the FAA portion (all AVMT courses) to be completed as a single block in one year. Additional Associate of Arts degree courses may be completed within an additional year. The curricula for aircraft maintenance certification program are regulated by the Federal Aviation Administration (FAA) under 14 CFR 147.

PROGRAM LEARNING OUTCOMES
Upon successful completion of the Associate of Arts in Aviation Maintenance Technician or Aviation Maintenance Technician Certificate program, the student will be able to:

1. Apply Biblical principles in the aviation maintenance environment.
2. Solve aviation maintenance issues and problems individually, and within a team environment.
3. Apply science, technology, and mathematics in the area of aviation maintenance.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Associate of Arts in Aviation Maintenance Technician (A.A.)

MINORS

Aeronautics Minor
Delivery Format: Residential Only
Aeronautics Minor (Resident)

Airline Flight Attendant Minor
Delivery Format: Residential Only
Airline Flight Attendant Minor (Resident)

Aviation Safety Minor
Delivery Format: Residential Only
Aviation Safety Minor (Resident)

Unmanned Aerial Systems Operator Minor
Delivery Format: Residential Only
Unmanned Aerial Systems Operator Minor (Resident)

Aviation Maintenance Technician Certificate
Students pursuing the Aviation Maintenance Technician Certificate complete the 45-credit hour, FAA Part 147 program in a 12-month accelerated format. During this period the student will be able to earn an aircraft maintenance license with both Airframe and Powerplant ratings.

EVALUATION OF TRANSFER CREDIT
Students may transfer all semester hours earned in the Aviation Maintenance Technician Certificate program to Liberty’s Associate of Arts program and B.S. Aviation Maintenance.

Delivery Format: Residential Only
Aviation Maintenance Technician - Residential
School of Behavioral Sciences

Administration
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

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&C atID=31 where faculty can be searched for by Department.

RESEARCH INTENSIVE COURSES
All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

PURPOSE
The School of Behavioral Sciences exists to provide students with the knowledge and skills required for the development of a biblically-integrated, evidence-based psychological understanding of humankind focused on practical application and research.

Department of Psychology

Kevin Conner, B.S., M.A., M.Div., Ph.D.
Chair, School of Behavioral Sciences
Assistant Professor of Psychology

Shawn George, M.A.
Chair, School of Behavioral Sciences
Instructor of Psychology

Haley Pinder, B.S., M.Ed.
Chair, School of Behavioral Sciences
Instructor of Psychology

Richard J. Silvey, B.S., M.Ed., Ed.D.
Chair, School of Behavioral Sciences
Associate Professor of Psychology

Human Services Major (B.S.)
PURPOSE
The B.S. in Human Services focuses on meeting the career goals of students who plan to enter the Human Services professions upon graduation. The courses offered within this degree provide the academic foundation necessary for students to be competitive and effective as they serve their communities.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Demonstrate competence in an array of human service theories.
2. Evaluate service delivery models and programs effectiveness.
3. Discuss ethical standards for human service workers.
4. Evaluate concepts within the field of human services as they relate to biblical thought.
5. Analyze the needs of diverse clients with an appreciation of multicultural perspectives.

Career Opportunities
Individuals with a baccalaureate degree in Human Services may pursue the following entry level careers in the helping profession and mental health fields:

- Case worker
- Domestic relations worker
- Child care worker
- Group home case manager
- Community case worker
- Residential youth counselor
- Counselor assistant
- Welfare office related work
- Day care center supervisor

This degree offering is for students who desire to enter the helping professions directly after completing their degree. The student can obtain entry-level (non-licensed) positions within the field of case management, human services, and community outreach programs. If a student desires to go to graduate school, it is highly recommended that PSYC 355 – Statistics in Psychology is taken as an elective course within this degree offering.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Science in Human Services (B.S.)

Psychology Major (B.S.)
PURPOSE
The Department of Psychology exists to provide students with the knowledge and skills required for the development of a biblically-integrated, evidence-based psychological understanding of humankind focused on practical application and research.

PSI CHI HONOR SOCIETY
Advisors: Dr. Marilyn Gadomski
Psi Chi is the International Honor Society for Psychology. Membership in Psi Chi is an earned honor which is for life. A permanent record of your membership is preserved at the Psi Chi National Office and may be used for reference purposes such as applications for graduate school and jobs.

Psi Chi inductees are eligible to order and wear the Psi Chi honor cord at graduation. Copies of Psi Chi’s magazine, Eye on Psi Chi, are available in the main PSYC office in DeMoss Hall. Psi Chi members are eligible to present research papers/posters at Psi Chi programs held at national and regional conventions. In addition, members may participate in Psi Chi’s undergraduate and graduate research award competitions, and undergraduate members may submit their research for publication in the Psi Chi Journal of Undergraduate Research. The names of new members and activities of chapters are published in Eye on Psi Chi.

The Liberty Psi Chi chapter inducts new members once in the fall and once in the spring. Applications for the fall induction should be submitted between September 1 and October 15, and applications
for the spring induction should be submitted between January 15 and February 28. To apply for membership, please fill out an application and return it and a check for $65 to the Psychology office in DM 4008, or mail it to the address listed in the application. Do not submit applications by email. To be eligible to join the Liberty chapter of Psi Chi, students must meet the following requirements:

1. Registration for major or minor standing in Psychology.
2. Completion of at least 36 hours of college courses (this can include transfer courses).
3. Completion of at least 9 hours of Liberty Psychology courses with a PSYC prefix, excluding PSYC 101, PSYC 150, and PSYC 210.
4. GPA of at least 3.5 in Liberty Psychology courses with a PSYC prefix, excluding PSYC 101, PSYC 150, and PSYC 210.
5. Overall GPA of at least 3.35.
6. Check for $65 that covers the lifetime Psi Chi national membership fee and Liberty’s one-time dues (there are no additional annual dues).
7. Application must be submitted at least 2 months prior to student’s graduation date.

You may email the current Psi Chi officers at psichi@ liberty.edu for additional information.

**DANIELS PROGRAM**

The Daniels Program was designed for students who have the desire and ability to pursue graduate training in psychology. Students in this Program work on applied research projects under the supervision of faculty members, and have the opportunity to present findings at conferences and submit articles for publication. Students can apply for this Program after completing PSYC 255 – *Introduction to Research*, and are selected on the basis of their grades, Christian character, and faculty recommendations. This Program provides students the opportunity to develop the research skills and experience that will improve their ability to gain acceptance and funding in competitive graduate programs.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. Demonstrate competence in the major concepts in psychology.
2. Interpret research data accurately.
3. Use critical thinking to solve problems related to behavior and mental processes.
4. Evaluate psychological concepts/theories as they relate to biblical thought.
5. Communicate effectively in written, oral, and technological formats.
6. Recognize and respect the complexity of socio-cultural and international diversity.

**PSYCHOLOGY COGNATES**

Residential and Online Cognates are designed to provide students with a better understanding of a particular field of study.


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**Career Opportunities**

Individuals with a Bachelor’s degree in Psychology may pursue the following careers in the helping profession and mental health fields:

- Affirmative action officer
- Behavior analyst
- Case worker
- Child care worker
- Child protection worker
- College admissions counselor
- College admissions recruiter
- Community recreation worker
- Corrections officer
- Counselor aide
- Day care center supervisor
- Day treatment specialist
- Direct care worker
- Domestic relations worker
- Family service worker
- Group home coordinator
- Mental health technician
- Residential youth counselor
- Social Security Administration Office
- Social service coordinator
- Statistical assistant
- Veterans’ advisor
- Welfare office related work

**Programs of Study – Degree Completion Plans**

**Delivery Format: Residential and Online**

- Bachelor of Science in Psychology (B.S.) – Resident
- Bachelor of Science in Psychology (B.S.) - Online
- Bachelor of Science in Psychology (B.S.) - Criminal Psychology – Resident
- Bachelor of Science in Psychology (B.S.) - Criminal Psychology - Online
- Bachelor of Science in Psychology (B.S.) - Developmental Psychology – Resident
- Bachelor of Science in Psychology (B.S.) - Developmental Psychology - Online

**Delivery Format: Residential Only**

- Bachelor of Science in Psychology (B.S.) - Counseling
- Bachelor of Science in Psychology (B.S.) - Industrial Organizational Psychology
- Bachelor of Science in Psychology (B.S.) - Sport Psychology
- Bachelor of Science in Psychology (B.S.) - Substance Abuse Counseling

**Delivery Format: Online Only**

- Bachelor of Science in Psychology (B.S.) - Addictions & Recovery
- Bachelor of Science in Psychology (B.S.) - Christian Counseling
- Bachelor of Science in Psychology (B.S.) - Criminal Psychology
- Bachelor of Science in Psychology (B.S.) - Crisis Counseling
- Bachelor of Science in Psychology (B.S.) - Life Coaching
- Bachelor of Science in Psychology (B.S.) - Military Resilience

**Psychology Major (A.A.)**

**PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. Understand the basic concepts of psychology.
2. Analyze behavior within the context of major psychological theories.
3. Communicate effectively using appropriate research style and methods.

**Program of Study – Degree Completion Plan**

**Delivery Format: Online Only**

- Associate of Arts in Psychology (A.A.)
**MINORS**

**Psychology Minor**

*Delivery Format: Residential and Online*

- Psychology Minor (Resident)
- Psychology Minor (Online)

**Sociology Minor**

PROGRAM LEARNING OUTCOMES

- The student will be able to:
  1. Identify lifestyle and cultural barriers to effective parenting.
  2. Explain the significance of the historical, cultural and spiritual context of parenting.

*Delivery Format: Residential Only*

- Sociology Minor (Resident)

**Christian Counseling Minor**

PROGRAM LEARNING OUTCOMES

- The student will be able to:
  1. The student will be able to integrate Christian counseling theory and techniques with current psychological issues.
  2. The student will be able to respond to the issues challenging Christian counselors today.

*Delivery Format: Online Only*

- Christian Counseling Minor (Online)

**JAMES C. DOBSON CENTER FOR CHILD DEVELOPMENT, MARRIAGE, & FAMILY STUDIES**

Liberty University has partnered with world-renowned psychologist, author, radio show host, and family expert Dr. James C. Dobson to create Liberty University’s James C. Dobson Center for Child Development, Marriage, & Family Studies. The goal of the center is to equip men and women with the knowledge to positively impact the family, and society, for Christ. Whether you are a pastor, counselor, caregiver, teacher, stay-at-home-mom, businessperson, or in any other field, these courses will strengthen your faith and grow your knowledge in the area of the family and family advocacy. Video lectures integrated into the courses are taught by Dr. Dobson, as well as other distinguished, Christian psychologists and family therapists. The center is offering the following programs: Minor in Family Advocacy, Public Policy, and the Future, Minor in Parenting and Child/Adolescent Development, and Minor in Marriage and Family Studies. For more information, please visit: http://www.liberty.edu/online/index.cfm?PID=33578.

**Dobson Center Family Advocacy, Public Policy and the Future Minor**

PROGRAM LEARNING OUTCOMES

- The student will be able to:
  1. Defend a Christian worldview and the biblical definition of marriage and family.
  2. Identify and discuss why philosophy and worldviews matter and describe the various worldviews prevalent today.

*Delivery Format: Online Only*

- Dobson Center Family Advocacy, Public Policy and the Future Minor (Online)

**Dobson Center Marriage and Family Studies Minor**

PROGRAM LEARNING OUTCOMES

- The student will be able to:
  1. Describe the current state of social issues and how they are influencing today's adolescents (i.e., technology, bullying, sex promiscuity, STD's, drug addiction, pornography, suicide, divorce and broken families, etc.).
  2. Explain the significance of the historical, cultural and spiritual context of parenting.

*Delivery Format: Online Only*

- Dobson Center Marriage and Family Studies Minor (Online)

**Dobson Center Parenting and Child/Adolescent Development Minor**

PROGRAM LEARNING OUTCOMES

- The student will be able to:
  1. Identify current trends and issues in child and adolescent development using the current information and past personal experiences.
  2. Identify lifestyle and cultural barriers to effective parenting.

*Delivery Format: Online Only*

- Dobson Center Parenting and Child/Adolescent Development Minor (Online)

**Department of Social Work**

Christine Fulmer, B.S., M.S.W.
Social Work Chair and Program Director
Associate Professor of Social Work

**Social Work Major (B.S.)**

PURPOSE

The Social Work Program exists to develop Christ-centered social workers, who are equipped with the competency, skills, values, and knowledge, to humbly lead in advancing human and community well-being through the world.

PROGRAM LEARNING OUTCOMES

- The student will be able to:
  1. Integrate faith in the practice of social work.
  2. Identify as a professional social worker and conduct oneself accordingly.
  3. Apply social work ethical principles to guide professional practice.
  4. Apply critical thinking to inform and communicate professional judgments.
  5. Engage diversity and difference in practice.
  6. Advance human rights and social and economic justice.
  7. Engage in research-informed practice and practice-informed research.
  8. Apply knowledge of human behavior and the social environment.
  9. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
  10. Respond to contexts that shape practice.
  11. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

PROGRAM POLICIES AND DEGREE REQUIREMENTS

A student interested in earning a Bachelor’s of Science Degree in Social Work (BSSW) at Liberty University must meet the requirements of the Social Work Program. The Social Work Program’s requirements include meeting the university admission criteria as well as the additional standards associated with preparing for the BSSW degree.
School of Behavioral Sciences

Competent social workers for generalist practice. These additional standards are developed by the Social Work Program at Liberty University. Acceptance to Liberty University and declaring Social work as one’s major is the way in which a student begins the process. However, this first step is not synonymous with admission into the Social Work Program. Each social work candidate is to follow the steps associate with the process and meet the criteria established by the programs.

Formal application to the Social Work Program is generally completed during a student’s sophomore year in coordination with the completion of SOWK 270, Ethics in Professional Helping. A candidate must satisfactorily complete the application and meet the following criteria:

1. Be in good academic standing with the University and have a minimum cumulative GPA of 2.50.
2. Be currently enrolled or successfully completed SOWK 120, SOWK 150, PSYC 101, HLTH 216/SWOK 250, BIOL 102, SOWK 260, SOWK 270, and SOCI 200.
3. Provide copy of DCP audit.
4. Adhere to the standards set forth in the Liberty Way for residential students or the Personal Code of Honor for online students.
5. Provide three references (one must be from a social service agency at which the student completed volunteer hours)

Once a student has been granted entry into the Social Work Program, a student is to maintain his/her status by consistently meeting the following criteria:

1. Earn a “C” or higher in all social work classes.
2. Maintain satisfactory citizenship and ethical behavior.
3. Consistently demonstrate the values of the profession: integrity, service, the value of human relationships, dignity and worth of a person, competence, and social justice.

Career Opportunities

Social workers are employed in a variety of professional fields. There are church social workers, clinical/mental health social workers, school social workers, medical social workers, child welfare social workers, hospice social workers, military social workers, nursing home social workers, etc. Social workers provide services to people of all ages in numerous settings. A social worker can get employment without a master’s degree. However, if the social worker wants to do mental health therapy, military social work, supervision or administration, it is recommended that the social worker get their Master’s Degree in Social Work (MSW).

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

Bachelor of Science in Social Work (B.S.) – Resident
Bachelor of Science in Social Work (B.S.) – Online

Undergraduate Certificates

The School of Behavioral Sciences offers undergraduate certificates in several areas of study through Liberty University Online.

Certificate Completion Requirements

1. Complete 18 total hours with a 2.00 GPA
2. All courses must be completed through Liberty University
3. No grade of “D” may be applied to the certificate
4. Submission of Certificate Completion Application at beginning of final semester

Certificate in Military Resilience

Program Learning Outcome

The student will be able to synthesize resiliency theory and intervention techniques within the military population.

Delivery Format: Online Only

Military Resilience
School of Business

Administration

David Calland, B.S., M.B.A., Ph.D.
Interim Dean, School of Business
Associate Professor of Business

Anita Satterlee, B.S., M.A., Ed.D.
Associate Dean, School of Business
Professor of Business

Melanie Hicks, B.S., M.B.A., D.B.A.
Associate Dean, School of Business
Director of Accreditation
Professor of Accounting

Terrence Conner, B.S., M.A.
Chair, School of Business
Assistant Professor of Business

David Donahoo, B.S., M.S.
Chair, Department of Computer Science
Assistant Professor of Information Systems

W. Michael Floyd, B.S., M.A.R.
Online Chair, School of Business
Assistant Professor of Business

Michael J. Hart, B.S., M.S., M.A.R., Ed.D., Ph.D.
Chair, Information Technology, Informatics, Information Systems
Associate Professor of Information Technology

Emily Knowles, B.S., M.A., D.B.A.
Chair, School of Business
Assistant Professor of Business

Elizabeth Koss, B.S., M.B.A., CPA
Chair, Department of Accounting, Finance, and Economics
Assistant Professor of Business

Eric Richardson, B.S., M.B.A., Ph.D.
Chair, School of Business
Associate Professor of Business

Chair, Department of Human Resources, International Business, Management, Project Management
Associate Professor of Business

Wade Schofield, B.S., M.S.
Chair, Information Technology
Assistant Professor of Information Technology

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&C atID=31 where faculty can be searched for by Department.

RESEARCH INTENSIVE COURSES

All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

ACCREDITATION

Liberty University’s School of Business has achieved voluntary accreditation from the Accreditation Council for Business Schools and Programs (ACBSP), demonstrating it has met standards of business education that promote teaching excellence. Undergraduate programs that have achieved accredited status include:

- A.A. in Accounting
- A.A. in Business
- A.A. in Business Management Information Systems
- B.S. in Accounting
- B.S. in Business Administration
- B.S. in Information Systems
- B.S. in Information Technology

ACBSP accreditation encompasses both resident and distance learning programs.

PURPOSE

To educate our Business students with the values, knowledge, and skills they need in the development of the whole person to enable them to impact their world. Inherent in this mission are the following fundamental imperatives:

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

BUSINESS INTERNSHIP PROGRAM

Integration of theory and practice is the purpose of the Business Internship Program at Liberty. Hands-on learning, in addition to classroom learning, gives the student a perspective that is very valuable upon graduation. The internship experience provides a basis for career decisions, as well as experience that will assist the student in securing employment.

Juniors and seniors who wish to be considered for the internship program should contact the Business Internship Director to discuss qualifications for the methods of obtaining internships.

SIGMA BETA DELTA AND DELTA MU DELTA HONOR SOCIETIES

Sigma Beta Delta and Delta Mu Delta are honor societies for students of business, management or administration. The honor societies recognize students who have achieved superior academic performance through the pursuit of wisdom, honor, and the pursuit of meaningful aspirations. Membership invitations are forwarded each spring to accounting and business majors who rank in the upper 20 percent of the class.

TEACHER LICENSURE

Teacher preparation and endorsement in Business is available through the School of Business in cooperation with the Teacher Education Department. Those wishing to pursue a teacher-related
program should seek information from the Teacher Licensure Office in the School of Education.

INFORMATION TECHNOLOGY COMPETENCY REQUIREMENTS

PURPOSE
Information Technology (INFT) is designed to assist students in developing and demonstrating foundational technology competency and proficiency that will lead to success in their college program coursework and future careers. All incoming residential students, both freshmen and transfer, have the option to take an assessment in Information Technology their first semester to determine basic competency. The Information Technology assessment covers areas in computer concepts, including file management, email, word processing, spreadsheets, and presentation software.

The competency requirements may be met by either passing the assessments or taking a course, INFT 110 (Computer Concepts and Applications) or INFT 111 (Computer Concepts and Applications – MAC only). In addition, students may complete a combination of assessments and coursework (INFT 102, 103, and/or 104) to fulfill the competency requirements. Online students develop their technology skills by other varied means, and online students beginning at Liberty complete UNIV 104 (Instructional Technology for Online Learning) to assure technological competency.

Career Opportunities

Accounting
Auditor Internal Revenue Agent
Bank Officer International Banking Officer
Budget Analyst Managerial Accounting
Controller Certified Public Accountant
Cost Accounting Tax Accountant
Credit Manager Treasurer
Internal Auditor Government Accountant

Computer Science
Computer Scientists Operations Research
Computer Engineers Systems Analysts
Computer Programmers Teaching in Private Schools & Public Schools

Computer Science Cybersecurity
Secure Developer Security Researcher
Reverse Engineer Security Engineer
Malware Analyst Ethical Hacker/
Threat Hunter Penetration Tester

Economics (usually requires graduate degree)
Bank Economist Economics Planner
Corporate Economist Economist Educator
Consulting Economist Government Economist

Finance
Appraiser/Assessor Loan Officer
Credit Manager Management Consultant
Financial Analyst Real Estate Agent/Broker
Insurance Adjuster Securities Analyst
Insurance Agent/Broker Securities Broker
Internal Revenue Agent Treasurer
Investment Banker Trust Officer

Human Resource Management
HR Generalist Staffing Manager
HR Manager Recruiting Manager
Compensation, Benefits and Job Analysis Safety Manager

Compensation and Benefits Manager/Director
Corporate Compensation and Benefits Executive

Information Systems
Requirements Analyst Information Specialist
Information Analyst Computer Support Specialist
Information Systems Analyst Help Desk Specialist
Programmer Systems Testing Specialist
Business Systems Analyst Database Administrator
Computer Systems Analyst Computer Systems Administrator
Network Systems Analyst Network Systems Administrator
Data Communications Analyst Teaching in Private & Public Schools

Information Systems Specialist

International Business
Communications Manager Missions Ministry Administrator
Import/Export Manager U.S. Department of State

Management
Branch Manager Merchandising Manager
City Manager Human Resource Manager
Department Manager Retail Manager

Marketing
Account Executive Real Estate Agent/Broker
Advertising Executive Purchasing Agent
Director of Marketing Merchandise Manager
Hotel/Motel Manager Retail Manager
Branch Sales Manager Sales Manager
Product/Brand Manager Sales Representative
Manufacturer Sales Representative

Accounting Major (B.S.)

PURPOSE
Liberty University’s accounting program prepares students to be effective leaders in business. The program develops the proficiency in communication and computer application skills needed to work with complex accounting issues. Students also learn to identify, analyze and appropriately deal with ethical dilemmas from a sound moral and biblical perspective.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Evaluate business transactions in accordance with accounting and auditing standards as set by the governing bodies within the accounting discipline.
2. Communicate effectively in written, oral, and technical venues.
3. Identify, evaluate, and appropriately deal with ethical dilemmas from a sound moral and biblical perspective.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

Bachelor of Science in Accounting (B.S.) – Resident
Bachelor of Science in Accounting (B.S.) – Online

Liberty University Undergraduate Catalog – 2018-2019
**Business Administration Major (B.S.)**

**PURPOSE**
Liberty University’s business administration program prepares students to be effective leaders in business. The program develops the proficiency in communication and computer application skills needed to work in all areas of business. Cognates have been developed to allow students to specialize in areas of interest.

**PROGRAM LEARNING OUTCOMES**
The student will be able to:
1. Apply ethical business practices within the context of the Christian worldview.
2. Evaluate the business environment based upon the knowledge and research of the appropriate literature, and industry best practices.
3. Develop appropriate business strategies, polices, and solutions for sustainable competitive advantage.

**Finance Concentration**
The student will be able to demonstrate the application of various financial analytical decision-making methods utilized by financial managers.

**Financial Planning Concentration**
The student will be able to apply financial and decision-making methods used by financial planners.

**Healthcare Management Concentration**
Evaluate managerial and leadership challenges in healthcare management based upon knowledge of current literature and industry best practices.

**Programs of Study – Degree Completion Plans**

**Delivery Format: Residential and Online**

| Bachelor of Science in Business Administration (B.S.) – Resident |
| Bachelor of Science in Business Administration (B.S.) – Online |
| Bachelor of Science in Business Administration (B.S.) - Automotive Dealership Management – Resident |
| Bachelor of Science in Business Administration (B.S.) - Automotive Dealership Management – Online |
| Bachelor of Science in Business Administration (B.S.) - Communications – Resident |
| Bachelor of Science in Business Administration (B.S.) - Communications – Online |
| Bachelor of Science in Business Administration (B.S.) - Digital Marketing & Advertising – Resident |
| Bachelor of Science in Business Administration (B.S.) - Digital Marketing & Advertising – Online |
| Bachelor of Science in Business Administration (B.S.) - Economics – Resident |
| Bachelor of Science in Business Administration (B.S.) - Economics – Online |
| Bachelor of Science in Business Administration (B.S.) - Entrepreneurship – Resident |
| Bachelor of Science in Business Administration (B.S.) - Entrepreneurship – Online |

**Bachelor of Science in Business Administration (B.S.) - Finance – Resident**

| Bachelor of Science in Business Administration (B.S.) - Finance – Online |
| Bachelor of Science in Business Administration (B.S.) - Financial Planning – Resident |
| Bachelor of Science in Business Administration (B.S.) - Financial Planning – Online |
| Bachelor of Science in Business Administration (B.S.) - Healthcare Management – Resident |
| Bachelor of Science in Business Administration (B.S.) - Healthcare Management – Online |

**Bachelor of Science in Business Administration (B.S.) - Human Resource Management – Resident**

| Bachelor of Science in Business Administration (B.S.) - Human Resource Management – Online |
| Bachelor of Science in Business Administration (B.S.) - International Business – Resident |
| Bachelor of Science in Business Administration (B.S.) - International Business – Online |
| Bachelor of Science in Business Administration (B.S.) - Marketing Analytics – Resident |
| Bachelor of Science in Business Administration (B.S.) - Marketing Analytics – Online |
| Bachelor of Science in Business Administration (B.S.) - Marketing Sales Management & Professional Selling – Resident |
| Bachelor of Science in Business Administration (B.S.) - Marketing Sales Management & Professional Selling – Online |
| Bachelor of Science in Business Administration (B.S.) - Project Management – Resident |
| Bachelor of Science in Business Administration (B.S.) - Project Management – Online |

**Delivery Format: Residential Only**

| Bachelor of Science in Business Administration, Teacher Licensure (B.S.) |

**Delivery Format: Online Only**

| Bachelor of Science in Business Administration (B.S.) - Green & Sustainable Management |
| Bachelor of Science in Business Administration (B.S.) - Leadership |
| Bachelor of Science in Business Administration (B.S.) - Public Administration |
| Bachelor of Science in Business Administration (B.S.) - Strategic Marketing Management |
**Computer Science Major (B.S.)**

**PURPOSE**

The Computer Science (CS) major is offered by the School of Business with the purpose of developing Christ-centered men and women with the values, knowledge, and skills essential to impact computing-related disciplines in tomorrow’s world.

Students are exposed to the computer science core body of knowledge from a Christian worldview. Equipped with a firm foundation in algorithms and problem solving, they learn to analyze problems and design, implement, and test software solutions. Students also develop a strong background in mathematics to cultivate their reasoning abilities. Faculty help students prepare for a lifetime of service while encouraging undergraduate research and effective application of technology from a Christian worldview.

**PROGRAM EDUCATIONAL OBJECTIVES**

Our goal is, within a few years of graduating, our Computer Science students will be able to:

1. Demonstrate a sound understanding of the fundamentals principles and practices of computer science necessary for employment and graduate studies.
2. Apply computer science principles and practices to identify and document requirements, develop designs, as well as implement and validate solutions for computing systems of varying levels of complexity.
3. Establish a sense of continuous life-long learning and adopting new technologies where appropriate.
4. Develop skills for working in teams; communicating technical information effectively in both oral and written forms; engaging in creative and critical thinking; gaining and applying business knowledge; building leadership skills.
5. Display the Christian principles that are the basis for their professional ethics and behavior.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. Apply knowledge of computing and mathematics appropriate to the discipline.
2. Analyze a problem, and define and define the computing requirements appropriate to its solution.
3. Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
4. Function effectively on teams to accomplish a common goal.
5. Demonstrate an understanding of professional, ethical, legal, security and social issues and responsibilities.
6. Communicate effectively with a range of audiences.
7. Analyze the local and global impact of computing on individuals, organizations, and society.
8. Recognize the need for and an ability to engage in continuing professional development.
9. Use current techniques, skills, and tools necessary for computing practice.
10. Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
11. Apply design and development principles in the construction of software systems of varying complexity.

**Programs of Study – Degree Completion Plans**

**Delivery Format: Residential Only**

- Bachelor of Science in Computer Science (B.S.) - Cyber Security
- Bachelor of Science in Computer Science (B.S.) - General
- Bachelor of Science in Computer Science (B.S.) - Information Security
- Bachelor of Science in Computer Science (B.S.) - Software Engineering
- Bachelor of Science in Computer Science (B.S.) - Web & Mobile Programming

**Computer Science Cybersecurity Major (B.S.)**

**PURPOSE**

The Computer Science Cybersecurity major has the purpose of developing Christ-centered men and women with the values, knowledge, and skills essential to impact computing-related disciplines in tomorrow’s world, including Cybersecurity. Students are exposed to the computer science core body of knowledge from a Christian worldview. Equipped with a firm foundation in algorithms and problem solving, they learn to analyze problems and design, implement, and test software solutions in a secure manner. Students also develop a strong background in mathematics to cultivate their reasoning abilities and manage advance topics such as modern cryptography. Faculty help students prepare for a lifetime of service while encouraging undergraduate research and effective application of technology from a Christian worldview.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program’s discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline.
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.
7. Apply security principles and practices to the environment, hardware, software, and human aspects of a system.
8. Analyze and evaluate systems with respect to maintaining operations in the presence of risks and threats.
9. Conduct best practices in computer science while maintaining a Christian worldview.

**Programs of Study – Degree Completion Plans**

**Delivery Format: Online Only**

- Bachelor of Science in Computer Science Cybersecurity

**Healthcare Administration Major (B.S.)**

**PURPOSE**

The Bachelor of Science in Healthcare Administration is a 120-hour program that provides baccalaureate level training to prepare students for market, as managers within the healthcare field. In accordance with the mission of Liberty University, the
undergraduate faculty seek to educate the whole person, developing the values, knowledge, and skills individuals need to impact the field of healthcare. The context for all instruction is the Christian worldview.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Incorporate a biblical worldview when providing solutions to problems associated with cost, access, and quality of care.
2. Examine the responsibility and operations of a healthcare organization in meeting patient care quality outcomes, maintaining regulatory compliance, and achieving organizational performance targets.
3. Evaluate managerial and leadership challenges in healthcare administration based upon knowledge of current literature and industry best practices.

Program of Study – Degree Completion Plan
Delivery Format: Online Only
Bachelor of Science in Healthcare Administration (B.S.)

Informatics Major (B.S.)
PURPOSE
The Informatics (INFO) discipline provides students with the knowledge and skills needed to manage the relationship between information systems and people. The informatics program integrates social sciences with multidimensional information systems to develop the ability to evaluate complex information processing. Students will learn about expert, biological, and clinical decision support systems, models, and technology; management of informatics data in database management systems; informatics systems analysis, design, and implementation.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Conduct best practices in informatics while maintaining a Christian worldview.
2. Apply core informatics principles and practices to determine effective solutions to hypothetical and/or real life situations.
3. Design and maintain informatics solutions that meet desired requirements.

Programs of Study – Degree Completion Plans
Delivery Format: Residential and Online
Bachelor of Science in Information Systems (B.S.) – Resident
Bachelor of Science in Information Systems (B.S.) – Online

Bachelor of Science in Information Systems (B.S.) - Accounting Information Systems – Resident
Bachelor of Science in Information Systems (B.S.) - Accounting Information Systems – Online

Bachelor of Science in Information Systems (B.S) - Data Networking – Resident
Bachelor of Science in Information Systems (B.S.) - Data Networking – Online

Bachelor of Science in Information Systems (B.S) - Database – Resident
Bachelor of Science in Information Systems (B.S) - Database – Online

Bachelor of Science in Information Systems (B.S.) - Information Assurance – Resident
Bachelor of Science in Information Systems (B.S.) - Information Assurance – Online

Delivery Format: Residential Only
Bachelor of Science in Information Systems (B.S.) - Global Studies

Information Technology Major (B.S.)
PURPOSE
The Information Technology (IT) discipline provides students with an applied knowledge of technology in a business environment. The information technology program is concerned with understanding the theoretical foundations of information technology, evaluation of appropriate information technology for business needs, and the management of organizational information technology resources. Students in the information technology major will study topics such as database management, computer programming, networking and telecommunications, information security, systems administration, integrative programming, human computer interaction, web architecture and development, information system hardware and software, and enterprise systems and integration.
PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Conduct best practices in information technology while maintaining a Christian worldview.
2. Apply core information technology principles and practices to determine effective solutions to hypothetical and/or real life situations.
3. Evaluate and maintain information technology solutions that meet desired requirements.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online
Bachelor of Science in Information Technology (B.S.) - Application & Database Development – Resident
Bachelor of Science in Information Technology (B.S.) - Application & Database Development – Online

Bachelor of Science in Information Technology (B.S.) - Data Networking & Security – Resident
Bachelor of Science in Information Technology (B.S.) - Data Networking & Security – Online

Bachelor of Science in Information Technology (B.S.) - Gaming Design – Resident
Bachelor of Science in Information Technology (B.S.) - Gaming Design – Online

Bachelor of Science in Information Technology (B.S.) - Web & Mobile Programming – Resident
Bachelor of Science in Information Technology (B.S.) - Web & Mobile Programming – Online

ASSOCIATE OF ARTS DEGREES

Accounting Major (A.A.)

PURPOSE
Liberty University’s Associate of Arts in Accounting program is an introductory program designed to develop your competencies in such areas as financial, managerial, governmental, and non-profit accounting, auditing, and taxation. You will develop proficiency in communication and computer application skills in order to evaluate and synthesize common accounting problems. You will also learn to identify, analyze, and appropriately deal with ethical dilemmas from a sound moral and biblical perspective, utilizing critical thinking and problem-solving skills to formulate solutions.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Demonstrate competence in basic accounting procedures and principles.
2. Communicate effectively using appropriate research style and methods.

Program of Study – Degree Completion Plan

Delivery Format: Online Only
Associate of Arts in Accounting (A.A.)

Business Major (A.A.)

PURPOSE
Liberty University’s Associate of Arts in Business program is an introductory program designed to develop your competencies in business administration. You will develop proficiency in communication and computer application skills in order to evaluate and synthesize common management problems. You will also learn to identify, analyze, and appropriately deal with management ethical dilemmas from a sound moral and biblical perspective, utilizing critical thinking and problem-solving skills to formulate solutions.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Demonstrate competence in core business principles and strategies.
2. Communicate effectively using appropriate research style and methods.

Program of Study – Degree Completion Plan

Delivery Format: Online Only
Associate of Arts in Business (A.A.)

Information Systems Major (A.A.)

PURPOSE
Liberty University’s Associate of Arts in Information Systems program is designed to introduce students to an applied knowledge of technology, focusing on the information side of the information technology industry. The IS discipline is concerned with ways in which computer technology can be optimized so that it can provide maximum benefit to a business.

PROGRAM LEARNING OUTCOME
The student will be able to determine effective solutions to hypothetical and/or real life situations using core business management information systems principles and practices and/or tools and techniques.

Program of Study – Degree Completion Plan

Delivery Format: Online Only
Associate of Arts in Information Systems (A.A.)

MINORS

Accounting Minor

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Demonstrate competence in basic accounting procedures and principles.
2. Communicate effectively using appropriate research style and methods.

Delivery Format: Residential and Online
Accounting Minor (Resident)
Accounting Minor (Online)

Business Minor

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Demonstrate competence in core business principles and strategies.
2. Communicate effectively using appropriate research style and methods.
PURPOSE
The purpose of the Information Security Minor is to provide the student with an awareness of the threats to and vulnerabilities of our corporate and national security information systems, as well as develop the skills needed to design, execute, and evaluate information security policies, procedures and practices.

PROGRAM LEARNING OUTCOME
The student will be able to design and operate the policies, procedures and practices of an information security system.

Information Security Minor
Delivery Format: Residential and Online
Information Security Minor (Resident)
Information Security Minor (Online)

Information Systems Minor
Delivery Format: Residential and Online
Information Systems Minor (Resident)
Information Systems Minor (Online)

Department of Sport, Event, and Tourism Management

Laura M. Hatfield, B.S., M.S., Ph.D.
Sport Management Chair
Associate Professor of Sport Management

PROGRAM ACCREDITATION
In June 2011, Liberty University’s Bachelor of Science in Sport Management was awarded accreditation by the Board of Commissioners of the Commission on Sport Management Accreditation (COSMA), the new national governing body for sport management.

Sport Management Major (B.S.)

PURPOSE
The mission of the Sport Management degree program at Liberty University is to help students develop skills to organize, administer, and facilitate sport programs at the corporate, agency, professional, and amateur levels. Opportunities are provided to develop knowledge and skills relevant to the performance of these functions.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Incorporate moral leadership and ethical decision-making within the sport management workplace in the context of a Christian worldview.
2. Demonstrate professional communication skills in written, oral, and technological venues.
3. Demonstrate research skills in the area of sport management.
4. Integrate theoretical knowledge with practical skills necessary for advanced career positions in sport management.
5. Critical thinking skills in evaluating economic, environmental, cultural and social impacts on sport management issues.

Program of Study – Degree Completion Plan
Delivery Format: Residential and Online
Bachelor of Science in Sport Management (B.S.) - General
Bachelor of Science in Sport Management (B.S.) - Sport Administration
Bachelor of Science in Sport Management (B.S.) - Sport Communication & Public Relations
Bachelor of Science in Sport Management (B.S.) - Sport Outreach
Bachelor of Science in Sport Management (B.S.) - Venue & Event Management

Coaching Major (B.S.)

PURPOSE
The Coaching major will prepare students to work as coaches within the sport industry. The students will develop knowledge of administration, pedagogy, compliance, strength and conditioning, leadership skills, communication, motor movement and film editing.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Develop athletes through a whole person development.
2. Administer a program with effective communication skills.
3. Evaluate an athletic program.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Science in Coaching (B.S.)

MINORS
Coaching Minor
Delivery Format: Residential Only
Coaching Minor (Resident)

Sport Management Minor
Delivery Format: Residential Only
Sport Management Minor (Resident)

Sport Outreach Minor
PROGRAM LEARNING OUTCOME
The student will be able to implement sport ministry principles necessary to serve Christ through leadership in a sports-related ministry.

Delivery Format: Residential and Online
Sport Outreach Minor (Resident)
Sport Outreach Minor (Online)
Undergraduate Certificates

CERTIFICATE COMPLETION REQUIREMENTS
1. Complete 18 total hours with a 2.00 GPA
2. All courses must be completed through Liberty University
3. No grade of “D” may be applied to the certificate
4. Submission of Certificate Completion Application at beginning of final semester

Delivery Format: Online Only
- Accounting
- Application Development
- Business Administration
- Database
- Data Networking
- Financial Planning
- Healthcare Management
- Information Assurance
- International Business
- Project Management
- Web Development
School of Communication & Digital Content

Administration

Bruce 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

John C. Rost, B.A., M.F.A.
Chair, Digital Media and Journalism
Associate Professor of Digital Media and Journalism

Kristen Hark, B.S., M.A., Ph.D.
Chair, Strategic and Personal Communication
Associate 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. 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&C atID=31 where faculty can be searched for by Department.

RESEARCH INTENSIVE COURSES

All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

PURPOSE

The School of Communication & Digital Content, comprising the Departments of Digital Media and Journalism, and Strategic and Personal Communication, offers undergraduate and graduate degrees in order to prepare scholars and practitioners in the execution and theory of the communication field. Majors, by department, include: Digital Media and Journalism; Strategic and Personal Communication; Communication and Strategic Communication.

1. Use professional skills with great integrity as an expression of high moral and ethical values in storytelling.
2. Possess both theoretical and historical understanding of Digital Media and Journalism.
3. Make first-hand, practical application of knowledge in professional and personal contexts as a communicator in the field of Digital Media and Journalism.

Career Opportunities

Acting				News Anchor
Advertising			News Directing
Business				News Reporting
Communication Research	Public Affairs
Copy Editing			Public Relations
Copy Writing			Radio
Corporate Team Building	Reporting
Editing Publications	Sales
Education				Social Work
Film				Speech Writing
Graphic Illustration	Teaching
Journalism			Television
Lobbying			Tutoring
Ministry			Web Design

Digital Media Major (B.S.)

PURPOSE

The concentrations under this major are committed to preparing students for success in a digital, social and interactive media job market that is dramatically growing with each passing year. The concentrations cover the digital job market: video, audio, social and interactive media, storytelling and performance, while creating stories across multiple platforms.

PROGRAM LEARNING OUTCOMES

The student will be able to:
1. Create stories across multiple platforms.
2. Apply digital media knowledge, skills and behaviors to best practices in the discipline.
3. Create media reflective of the nature and heart of God.

Audio Concentration

The student will be able to:
1. Utilize current digital media equipment to create broadcast quality sounds for productions.
2. Develop sound, sound effects and sound design for effective storytelling.
3. Evaluate audio elements of digital media productions.

Performance Concentration

The student will be able to:
1. Utilize current digital media equipment to capture broadcast quality footage.

Video Concentration

The student will be able to:
1. Utilize current digital media equipment to capture broadcast quality footage.
2. Implement effective storytelling as evidence by the production of broadcast quality packages.

**Programs of Study – Degree Completion Plans**

**Delivery Format: Residential Only**

Bachelor of Science in Digital Media (B.S.) - Audio
Bachelor of Science in Digital Media (B.S) - Performance
Bachelor of Science in Digital Media (B.S.) - Video

**Journalism Major (B.S.)**

**PURPOSE**

The purpose of the journalism major is for the student to be able to create and prepare news and content in a fashion appropriate for all media; from digital to video to traditional in an ever-growing and changing media market. This prepares the student for careers such as content producer and manager, reporter, copywriter, editor, columnist, sports writer and freelance writer.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:
1. Utilize best practices for journalism while maintaining a Christian worldview.
2. Research and create content based on journalist practices and principles.
3. Prepare news and content in a format and style appropriate for traditional and social media platforms.

**Program of Study – Degree Completion Plan**

**Delivery Format: Residential Only**

Bachelor of Science in Journalism (B.S.)

**MINORS**

Digital Media - Audio Minor
**Delivery Format: Residential Only**
Digital Media - Audio Minor (Resident)

Digital Media - Editing Minor
**Delivery Format: Residential Only**
Digital Media - Editing Minor (Resident)

Digital Media - Performance Minor
**Delivery Format: Residential Only**
Digital Media - Performance Minor (Resident)

Digital Media - Video Minor
**Delivery Format: Residential Only**
Digital Media - Video Minor (Resident)

Digital Media – Writing for Digital Media Minor
**Delivery Format: Residential Only**
Digital Media - Writing for Digital Media Minor (Resident)

Journalism Minor
**Delivery Format: Residential Only**
Journalism Minor (Resident)

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**Strategic and Personal Communication**

Kristen Hark, B.S., M.A., Ph.D.
Chair, Strategic and Personal Communication
Associate Professor of Strategic and Personal Communication

**PURPOSE**

The purpose of the Department of Strategic and Personal Communication is to develop and equip strategic and integrated communication professionals with essential knowledge of the discipline and a Christ-centered approach to the marketplace. Our programs prepare students to:

1. Integrate theory and practice into the planning and execution of communication for all marketplace contexts.
2. Develop an understanding of fundamental communication frameworks that integrate complex relationships and constructive content in real-world settings.
3. Cultivate strategic competence for all levels of corporate, social and non-profit communication.

**Career Opportunities**

Advertising
Advertising
Branding
Branding/Lobbying
Branding/Marketing
Communication Director
Communication Officer
Community Relations
Content Development
Editing
Fundraising
Fundraising Development

Human Resources
Lobbying
Ministry
Public Affairs
Public Relations
Sales
Social Work
Social Writing
Teaching

**Communication Major (B.S.)**

**PURPOSE**

The purpose of the Communication Major is to develop the skills, knowledge, and conscience of the next generation of communication leaders and professionals. This major provides students the ability to practically apply theoretical communication processes, create and deliver effective messages, practice ethical communication and solve practical problems in all areas of communication.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:
1. Master communication in its variety of forms and practices
2. Utilize best practices for communication while maintaining a Christian worldview.
3. Create effective and audience appropriate messages.

**Communication Concentration**

The student will be able to:
1. Demonstrate communication competency through verbal, non-verbal, and computer-mediated channels.
2. Evaluate the effectiveness of various approaches to business communication.

**Integrated Communication Concentration**

The student will be able to:
1. Demonstrate communication competency through verbal, non-verbal, and written forms.
2. Evaluate the effectiveness of various approaches to professional communication.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only
Bachelor of Science in Communication (B.S.) - Communication
Bachelor of Science in Communication (B.S.) - Integrated Communication

Strategic Communication Major (B.S.)

PURPOSE
The purpose of the strategic communication major is for students to learn to develop effective audience-specific cross-platform strategic communication campaigns. This prepares them for careers in advertising, social media management, integrated marketing communications, digital promotion and interactive marketing among others.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Utilize strategic communication while maintaining a Christian worldview.
2. Develop effective, audience-appropriate cross-platform strategic communication campaigns.
3. Evaluate strategic and tactical communication practices.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online
Bachelor of Science in Strategic Communication (B.S.) - Social Media Management – Resident
Bachelor of Science in Strategic Communication (B.S.) - Social Media Management – Online
Bachelor of Science in Strategic Communication (B.S.) - Strategic Communications – Resident
Bachelor of Science in Strategic Communication (B.S.) - Strategic Communication – Online

LAMBDA PI ETA HONOR SOCIETY
Advisor: Dr. Cecil Kramer

Lambda Pi Eta (LPH) is the National Communication Association’s official honor society at four-year colleges and universities. As an accredited member of the Association of College Honor Societies (ACHS), Lambda Pi Eta has active chapters at four-year colleges and universities worldwide. LPH represents what Aristotle described in The Rhetoric as three ingredients of persuasion: logos (Lambda), meaning logic; pathos (Pi), relating to emotion; and ethos (Eta), defined as character credibility and ethics. Lambda Pi Eta recognizes, fosters, and rewards outstanding scholastic achievement while stimulating interest in the communication discipline.

To be eligible for admission, undergraduate students must meet the following criteria:
1. Complete 60 semester credit-hours (90 quarter credit-hours)
2. Have a minimum cumulative GPA of 3.00 for all courses taken
3. Complete the equivalent of 12 semester credit-hours (18 quarter credit-hours) in communication studies
4. Have a minimum GPA of 3.25 for all communication studies courses
5. Currently be enrolled as a student in good standing, as determined by the institution’s policies
6. Rank within the highest thirty-five percent of one’s class in general scholarship

CLUBS:
- Public Relations Student Society of America (PRSSA)
- AD Team (American Advertising Federation)
- Forensics
Rawlings School of Divinity

Administration
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
Associate Dean, School of Divinity
Professor of Christian Leadership and Education
Mary Lowe, B.A., M.Ed., Ed.D.
Associate Dean, Undergraduate Programs, School of Divinity
Professor of Christian Education
Troy Temple, B.S., M.A., Ph.D.
Associate Dean, Graduate Programs, School of Divinity
Professor of Religion
Mark Allen, B.A., Th.M., D.Min., Ph.D.
Chair, Department of Biblical Studies
Associate Professor of Biblical Studies
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
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
Department Chair
Assistant Professor of Religion
Department Chair
Associate Professor of Religion
Department Chair
Associate Professor of Religion
Martin Sheldon, B.A. M.Div., Th.M., Ph.D.
Department Chair
Assistant Professor of Religion

Program Directors
A listing of program directors can be viewed at http://www.liberty.edu/programdirectors.

Faculty
All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online at https://www.liberty.edu/index.cfm?action=faculty&PID=19959&C atID=31 where faculty can be searched for by Department.

RESEARCH INTENSIVE COURSES
All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

HISTORY
The School of Divinity is an outgrowth of the vision of Dr. Jerry Falwell, the founding pastor of the Thomas Road Baptist Church. Dr. Falwell believed in Christian education. He believed that one of the most effective means of winning millions to Christ is by training young men and women to serve the Lord in aggressive, evangelical, soul-winning Baptist churches as pastors, staff, and members. Liberty University (then Lynchburg Baptist College) was founded in 1971 to help achieve that goal. At the heart of the college’s curriculum for all students were classes in Bible. As the college grew and reached University status, the Bible Department grew into the School of Religion, providing Bible classes for students in every major and offering majors designed to prepare men and women for vocational Christian service.

Another need, however, still existed. Professional, graduate level training was needed for graduates of Liberty University and other colleges desiring graduate theological education as preparation for ministries in churches similar to Thomas Road Baptist Church. In 1973, Lynchburg Baptist Theological Seminary was created to address that need. It began with an enrollment of 41 students with Dr. Jerry Falwell serving as President and Chancellor.

In 2015, approval was granted by Liberty University’s Board of Trustees to combine the School of Religion with the Seminary into the School of Divinity. The School of Divinity provides quality, well-rounded education, based on academic excellence, emanating from the belief that Christian education should be superior, not inferior, to that provided by other schools. The School of Divinity is committed to the principle that a person’s most effective ministry will be in conjunction with a local church, and the vision of the School of Divinity is to equip Christians to reach the entire world through aggressive New Testament church evangelism.

DISTINCTIVES
The School of Divinity is characterized by commitment to the core doctrines of the faith and providing significant experiences to develop practical ministry skills.

The faculty of the School of Divinity are committed to model both scholarship and practice for students. Graduates are grounded in the knowledge of God’s Word, a desire to impact the world for God’s kingdom, and the skills to engage the culture with the gospel.

Evangelism is a core value throughout the curriculum. Every faculty member and student is expected to manifest a compassion for the lost and a desire to see their salvation.

The School of Divinity is committed to the local church, and prepares graduates to enter into leadership positions in the local church and para-church organizations; therefore, experiential learning is an essential component of the School of Divinity’s programs of study.

The Mission of the Rawlings School of Divinity
The School of Divinity exists to come alongside the local church to help it fulfill the Great Commission. In accordance with the mission of Liberty University and within the historic Baptist tradition, the School of Divinity provides undergraduate, graduate, and postgraduate 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 is changing and Christians need to be prepared to defend their faith both from internal and external challenges to Christianity. To this end, the Center for Apologetics and Cultural Engagement partners with departments across Liberty University and with other organizations to equip students, faculty, and the wider Christian community. The Center resources Liberty University and Christians worldwide by hosting various events and featuring a website with articles and video clips from our Fellows, Liberty lecturers, and scholars from around the world.

The Center’s Distinguished Senior Fellows are Liberty faculty members from various University departments who are known as outstanding scholars in their field and have years of experience engaging the culture. These Senior Fellows take part in faculty/student engagement events, are featured in videos on our website, take part in our theological fellowships, and serve as advisors to the Center.

The Center also includes an interdisciplinary Student Fellowship Program. Student Fellows are Liberty students of various majors who have excelled academically and have the goal of leading in cultural engagement. Student Fellows have the opportunity to learn from our Senior Fellows, serve as ambassadors for the Center, and research and write in the area of apologetics and cultural engagement.

PURPOSE
The Center for Apologetics and Cultural Engagement is designed to inform and equip individuals to engage culture by addressing the biblical, theological, philosophical, and cultural questions of today’s world from a distinctively Christian worldview.

Center for Asian Ministries
Timothy T. Chong, B.A., M.Div., S.T.M., Ph.D.
Dean, Center for Asian Ministries
Professor of Theology and Biblical Studies

The Center for Asian Ministries at Liberty University exists to support and guide ministries and programs that have Asian ties geographically, ethnically, socially, ministerially, and academically. The purview of the Center extends beyond Asia to all parts of the world through Asian connections and promotes the growth of Asian ministries for Christ. As the Center is located in the United States, it also engages in Asian American issues.

The Center is not limited only to Asians but welcomes all those who want to serve in Asian ministry contexts. It provides the students, faculty, staff, and those who are interested in Asian ministries with biblical, theological, and other types of support so that they may become effective followers and leaders in the discipleship ministries of Jesus Christ.

As such, the Center endeavors to stand alongside Asian churches, to promote Liberty University in Asia and beyond; to assist Liberty University’s academic programs to be strengthened on campus and to expand in Asia and beyond; to train and mobilize champions for Christ who work in relation to Asian ministries in global locations; and to research the futures of Asian churches.

MISSION
Through Liberty University, the Center for Asian Ministries supports and guides Christ’s champions and ministries for Asia and beyond in fulfilling the Great Commission, alongside the church. (Matt 28:18–20)

VISION
The Center for Asian Ministries envisions the uniting of all peoples together in Christ by assisting Christ’s champions and ministries for Asia and beyond in order to reach the world with the Gospel. (Eph 1:10)

Center for Chaplaincy
Steven E. Keith, B.A., M.Div., D.Min.
Director, Center for Chaplaincy
Chaplain, Colonel, USAF, Retired
Professor of Chaplaincy

The culture in which chaplains serve is progressively becoming more secular and pluralistic. Chaplains are faced with ministry
challenges not previously experienced. The Center for Chaplaincy prepares students to minister effectively in the changing environment by providing exceptional education, research, publications, outreach opportunities, and strategic partnerships. Educationally, the Center develops cutting edge curriculum to best prepare students to be biblically sound spiritual leaders and soul care providers. Further, the Center designs and conducts research to advance understanding for chaplain-care and leadership. Additionally, the Center produces and encourages scholarly chaplain publications to advance effective evangelical chaplain ministry. Furthermore, the Center organizes and promotes chaplain outreach locally and globally. Finally, the Center forms strategic partnerships across Liberty University and with other likeminded Universities and organizations to synergize education and ministry efforts.

PURPOSE
The Center for Chaplaincy’s purpose is to educate and equip chaplain students to be Champions for Christ in secular and pluralistic ministry environments.

Center for Pastoral Ministries
Executive Director, Center for Pastoral Ministries
Professor of Church Ministries

PURPOSE
The Center for Pastoral Ministries exists through the School of Divinity to recruit, train, place, and network those called to pastoral leadership both in the local and international church pastoral leadership; to carry out the Great Commission to students and their families; to provide ministry opportunities, mentoring, and edifying fellowship for those called to the pastorate; including, but not limited to: senior pastors, executive pastors, associate pastors, and young adult pastors.

Center for Youth Ministries
Derek Idol, B.S., M.A.R.
Executive Director, Center for Youth Ministries
Assistant Professor of Youth Ministries

PURPOSE
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.

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.

ADDITIONAL INFORMATION
Additional information about Liberty Biblical Museum is provided online at http://www.liberty.edu/BiblicalMuseum.

Department of Biblical Studies
Mark Allen, B.A., Th.M., D.Min., Ph.D.
Chair, Department of Biblical Studies
Director of Biblical Languages
Associate Professor of Religion

Biblical and Educational Studies Major (B.S.)

PURPOSE
The B.S. in Biblical and Educational Studies major prepares individuals for future careers in biblical education within both Christian/private schools and the church setting. The degree maintains a balance of educating its majors in the biblical discipline and the educational principles necessary for planning, organizing, and managing curriculum within a classroom setting.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Demonstrate a broad base of general and professional knowledge.
2. Plan effective instruction and select a variety of strategies based on developmental levels and individual needs in course case studies.
3. Demonstrate the understanding of differentiated instruction.
4. Demonstrate an understanding of classroom management to motivate students and maximize learning.
5. Demonstrate behaviors of a reflective student and seek opportunities for professional development.
6. Articulate and biblically justify essential truths of evangelical Christianity.
7. Demonstrate knowledge of the structure and content of the Bible.
8. Demonstrate competence in the use of sound principles of biblical interpretation.

Career Opportunities
Educational Ministries Director
Teacher

Program of Study – Degree Completion Plan

Delivery Format: Online Only
Bachelor of Science in Biblical & Educational Studies (B.S.) - Biblical & Theological Studies

Biblical Studies Major (B.A.)
The B.A. in Biblical Studies focuses on foundational studies prior to seminary or graduate programs. This program offers a
thorough study of the books, themes, history, and development of the Christian Bible.

**PURPOSE**
The B.A. in Biblical Studies is a well-rounded degree that seeks to provide students with a foundation in Old Testament, New Testament, biblical languages, biblical backgrounds, and hermeneutical methodology. This purpose is accomplished by preparing students for their chosen vocation while equipping them to engage the culture with the truth of the Gospel.

**PROGRAM LEARNING OUTCOMES**
The student will be able to:
1. Biblically justify essential truths of evangelical Christianity.
2. Apply the principles of biblical interpretation.
3. Analyze the syntax of biblical Greek.
4. Analyze the background, theological motifs, literature, and content of the Bible.

**Program of Study – Degree Completion Plan**
**Delivery Format: Residential Only**
Bachelor of Arts in Biblical Studies (B.A.)

**Religion Major (B.S.)**

**PURPOSE**
The B.S. in Religion major provides a broad introduction to the major issues, themes, and ideas of religious studies to prepare individuals for diverse vocational opportunities. With cognates in Biblical and Theological Studies, Christian Counseling, and Christian Ministries, graduates from this program are prepared to continue on to graduate studies through a seminary or graduate program.

**PROGRAM LEARNING OUTCOMES**
The student will be able to:
1. Articulate and biblically justify essential truths of evangelical Christianity.
2. Demonstrate knowledge of the structure and content of the Bible.
3. Demonstrate competence in the use of sound principles of biblical interpretation.

**Programs of Study – Degree Completion Plans**
**Delivery Format: Online Only**
Bachelor of Science in Religion (B.S.)
Bachelor of Science in Religion (B.S.) - Apologetics
Bachelor of Science in Religion (B.S.) - Biblical & Theological Studies
Bachelor of Science in Religion (B.S.) - Christian Counseling
Bachelor of Science in Religion (B.S.) - Christian Leadership
Bachelor of Science in Religion (B.S.) - Christian Ministries
Bachelor of Science in Religion (B.S.) - Evangelism
Bachelor of Science in Religion (B.S.) - Global Studies
Bachelor of Science in Religion (B.S.) - NextGen (Next Generation Ministries)

**Religious Studies Major (B.S.)**
The B.S. in Religious Studies major will provide an undergraduate degree program for students who have a particular interest in pursuing further academic studies in the various religious studies disciplines. Concentrations are offered in Biblical Languages, Global Studies, Jewish Studies, New Testament, Old Testament, and Theology and Apologetics.

**PURPOSE**
The B.S. in Religious Studies seeks to provide students with a general knowledge of the Bible, church history, apologetics, and hermeneutical methodology, while allowing these students to focus on one of six concentrations: Biblical Languages; Jewish Studies; Old Testament; New Testament; Theology and Apologetics; and Global Studies. This purpose is accomplished with a view to preparing students for their chosen vocations and equipping them to engage the culture relevantly with the truth of the Gospel of the Lord Jesus Christ.

**PROGRAM LEARNING OUTCOMES**
The student will be able to:
1. Biblically justify essential truths of evangelical Christianity.
2. Apply the principles of biblical interpretation.
3. Examine religious perspectives, informed by various academic disciplines, from a conservative evangelical viewpoint.
4. Understand how the Christian worldview compares and contrasts to other worldviews.

**Biblical Languages Concentration**
The student will be able to analyze the syntax of biblical Greek and Hebrew.

**Programs of Study – Degree Completion Plans**
**Delivery Format: Residential Only**
Bachelor of Science in Religious Studies (B.S.) - Biblical Languages
Bachelor of Science in Religious Studies (B.S.) - Global Studies
Bachelor of Science in Religious Studies (B.S.) - New Testament
Bachelor of Science in Religious Studies (B.S.) - Old Testament
Bachelor of Science in Religious Studies (B.S.) - Theology & Apologetics

**MINORS**

**Biblical Greek Minor**
**Delivery Format: Residential Only**
Biblical Greek Minor (Resident)

**Biblical Languages Minor**
**Delivery Format: Residential Only**
Biblical Languages Minor (Resident)

**Biblical Studies Minor**
**Delivery Format: Residential and Online**
Biblical Studies Minor (Resident)
Biblical Studies Minor (Online)

**Evangelism Minor**
**PROGRAM LEARNING OUTCOME**
The student will be able to explain the content and priority of the Gospel message and core evangelistic truths in various relational contexts.

**Delivery Format: Online Only**
Evangelism Minor (Online)

**Department of Christian Leadership and Church Ministries**

Jonathan Geukgeuzian, B.S., M.R.E., D.Ed.Min
PURPOSE
The Liberty University Department of Christian Leadership and Church Ministries exists to recruit strategically, equip practically, and challenge biblically those called to Christian ministry - both in the context of the local church and other Christian organizations. Our goal is to lead the local church by holistically training students in calling, competency, and character. Our academic program includes action-oriented curriculum with the understanding that pastors train pastors and leaders equip leaders in a ministry context. With over two hundred and fifty years of combined pastoral/ministerial experience, our faculty desires to provide opportunities for students to have first-hand training and equip them for a life-long calling to the Gospel ministry.

Career Opportunities

Ministry Director
Para-church Leadership
Ministry roles in
Bi-vocational settings
Camp Director
Children’s Pastor/Director
Christian Education Director
Evangelist
Minister of Music and Worship
Church Administration
Ministry Associate
International Pastor
Senior and Associate Pastor
Women’s Ministry Director
Youth Pastor
Media Ministry

Camp and Outdoor Adventure Leadership (B.S.)
The major in Camp and Outdoor Adventure Leadership provides an undergraduate degree program for students who desire the knowledge, value and skills needed for providing Camp and Outdoor Adventure Leadership in a church and para-church vocation.

PURPOSE
The purpose of the BS in Camp and Outdoor Adventure Leadership is to equip students with the Biblical foundation and professional skills necessary for planning, organizing, programming, and marketing strategies needed for a successful career in Christian camping and outdoor adventure ministry programs. In addition, students will develop the ability to evaluate models of camping and outdoor adventure ministry programs and various philosophies of Christian camping.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Articulate/justify essential truths of Christianity.
2. Demonstrate competence in the use of sound principles of biblical interpretation.
3. Demonstrate the professional skills necessary for planning, organizing, programming, and marketing strategies needed for a successful career in Christian camping and outdoor adventure leadership programs.
4. Evaluate models of leadership and programs, as well as various philosophies of Christian camping ministries.

Career Opportunities

Camp Executive Director
Camp Director
Camp Assistant Director
Camp Chief Financial Officer
Camp Chief Operations Officer
Ministry Associate
Children’s Camp Director
Christian Education Director
Wilderness Guide
Evangelist
Ministry roles in bi-vocational settings
International Camp Director

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only
Bachelor of Science in Camp & Outdoor Adventure Leadership (B.S.)
Bachelor of Science in Camp & Outdoor Adventure Leadership (B.S.) - Global Studies
Bachelor of Science in Camp & Outdoor Adventure Leadership (B.S.) - Sport Outreach
Bachelor of Science in Camp & Outdoor Adventure Leadership (B.S.) - Youth Ministries

Christian Leadership and Church Ministries Major (B.S.)
The major in Christian Leadership and Church Ministries provides an undergraduate degree program for students who desire Christian leadership development and ministry training in a broader context of the local church, para-church and nonprofit organizations. Additionally, partnership with other schools within Liberty University provides cognates for marketability, based on students’ future vocational goals (See cognates). This degree would help students gain the knowledge, values and skills needed for providing Christian leadership in a church and/or para-church vocation.

PURPOSE
The purpose of the BS in Christian Leadership and Church Ministries is to equip students with professional skills in planning, organizing, and developing Christian ministries. In addition, students will develop the ability to evaluate models of leadership, programs, and various philosophies of Christian ministries.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Articulate/justify essential truths of Christianity.
2. Demonstrate competence in the use of sound principles of biblical interpretation.
3. Demonstrate professional skill in planning, organizing, and developing Christian ministries.
4. Evaluate models of leadership & programs, as well as various philosophies of Christian ministries.
5. Demonstrate competence in engaging their culture from a biblical worldview of leadership.

Career Opportunities

Ministry Director
Para-church Leadership
Ministry roles in
Bi-vocational settings
Camp Director
Children’s Pastor/Director
Christian Education Director
Evangelist
Media Ministry
Church Administration
Ministry Associate
Missionary Pastor
Senior and Associate Pastor
Women’s Ministry Director
Youth Pastor
Next Generation Pastor

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only
Bachelor of Science in Christian Leadership & Church Ministries (B.S.)
Bachelor of Science in Christian Leadership & Church Ministries (B.S.) - Biblical Studies
Christian Leadership and Management Major (B.S.)

**PURPOSE**

The B.S. in Christian Leadership and Management major prepares individuals for executive leadership positions within both the church and business settings. The degree maintains a balance of educating its majors in principles of Christian leadership and basic business management and leadership skills.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. Demonstrate competence in core business principles and strategies.
2. Articulate and biblically justify essential truths of evangelical Christianity.
3. Evaluate the development, foundations, and strategies of Christian leadership.

**Career Opportunities**

<table>
<thead>
<tr>
<th>Administrative Pastor</th>
<th>Executive Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator</td>
<td>Manager</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>Non-profit Organizer</td>
</tr>
</tbody>
</table>

**Program of Study – Degree Completion Plan**

**Delivery Format: Online Only**

Bachelor of Science in Christian Leadership & Management (B.S.) - Business Management

**Pastoral Leadership Major (B.S.)**

The B.S. in Pastoral Leadership provides thorough preparation in the exposition of biblical scriptures and processing of leadership dynamics. The B.S. in Pastoral Leadership prepares the student to excel in ministry aptitude that lays a strong foundation for further academic training and/or local church ministry. The Pastoral Leadership program is designed to prepare students for local church and nonprofit organizational ministry. Taught from a complementarian perspective, the Bachelor of Science in Pastoral Leadership major, minor, concentration and cognate prepares students who desire to serve in the role of pastor/shepherd/elder (1 Timothy 3, Titus 1).

**PURPOSE**

The B.S. in Pastoral Leadership is designed to provide a thorough, biblically-based approach to practical ministry leadership. This program emphasizes sound doctrine and the ability to expositionalize biblical Scriptures from an accurate, conservative, evangelical hermeneutical perspective. Building upon the said foundation, the program also focuses on an effective homiletic presentation.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. Evaluate and demonstrate the skills necessary for Pastoral ministry.
2. Plan, organize, and develop Christian ministries.
4. Apply the principles of biblical interpretation.

**Programs of Study – Degree Completion Plans**

**Delivery Format: Residential Only**

Bachelor of Science in Pastoral Leadership (B.S.)

**Youth Ministries Major (B.S.)**

The BS in Youth Ministries degree equips students who desire training in Youth Ministries for the local church and in the broader context of para-church and nonprofit organizations. This degree will help the student gain the knowledge, values and skills needed for providing Youth Ministries in a church and para-church vocation. Additionally, partnership with other schools within Liberty University provides cognates for marketability, based on students' future vocational goals (See cognates).

**PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. Articulate/justify essential truths of Christianity.
2. Demonstrate competence in the use of sound principles in biblical interpretation.
3. Demonstrate professional skill in planning, organizing, and developing Christian youth ministries.
4. Evaluate models of leadership and programs, as well as various philosophies of Christian youth ministries.
5. Demonstrate competence in engaging and educating adolescents within their culture from a biblical worldview.

**Career Opportunities**

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**Programs of Study – Degree Completion Plans**

**Delivery Format: Residential Only**

Bachelor of Science in Youth Ministries (B.S.)
Bachelor of Science in Youth Ministries (B.S.) - Biblical Studies
Bachelor of Science in Youth Ministries (B.S.) - Camp & Outdoor Adventure Leadership
Bachelor of Science in Youth Ministries (B.S.) - Christian Leadership
Bachelor of Science in Youth Ministries (B.S.) - Global Studies
Bachelor of Science in Youth Ministries (B.S.) - Pastoral Leadership
Bachelor of Science in Youth Ministries (B.S.) - Sport Outreach
Bachelor of Science in Youth Ministries (B.S.) - Technical Studies
Bachelor of Science in Youth Ministries (B.S.) - Theology & Apologetics
Bachelor of Science in Youth Ministries (B.S.) - Women's Leadership
Bachelor of Science in Youth Ministries (B.S.) - Worship
ASSOCIATE OF ARTS DEGREE

Religion Major (A.A.)

PURPOSE
The Associate of Arts Degree in Religion is designed to offer students foundational training in a broad range of areas. It allows students to gain a thorough knowledge of the Bible, theology, and practical ministry. It is ideal for students who serve as church laymen in various roles as well as those who desire to enhance their training gained from a previous undergraduate degree. Graduates of this degree may transfer their courses into a bachelor’s degree program at Liberty if they desire to continue their undergraduate education.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Articulate and biblically justify essential truths of evangelical Christianity.
2. Demonstrate competence in the use of sound principles of biblical interpretation.

Program of Study – Degree Completion Plan
Delivery Format: Online Only

Associate of Arts in Religion (A.A.)

MINORS

Camp and Outdoor Adventure Leadership Minor
Delivery Format: Residential Only
Camp and Outdoor Adventure Leadership Minor (Resident)

Christian Leadership Minor
Delivery Format: Residential Only
Christian Leadership Minor (Resident)

Christian Ministries Minor
Delivery Format: Online Only
Christian Ministries Minor (Online)

Expositional Preaching Minor
PROGRAM LEARNING OUTCOME
The student will be able to deliver an expository sermon, from different genres, for the purpose of Christ-centered proclamation.

Delivery Format: Residential Only
Expositional Preaching Minor (Resident)

Pastoral Leadership Minor
Delivery Format: Residential Only
Pastoral Leadership Minor (Resident)

Women’s Leadership Minor
PROGRAM LEARNING OUTCOME
The student will be able to apply the leadership skills needed to effectively minister to women in the context of the church or parachurch organization.

Delivery Format: Residential Only
Women’s Leadership Minor (Resident)

Youth Ministries Minor
Delivery Format: Residential Only
Youth Ministries Minor (Resident)

Department of Global Studies

Melody Harper, B.A., M.S.W., M.A.
Chair, Department of Global Studies
Assistant Professor of Global Studies

Global Studies Major (B.S.)
Students majoring in Global Studies will be well-equipped for international engagement. They will learn the skills necessary to thrive, build relationships, and establish healthy careers in other cultures while developing an understanding of the particular dynamics that are associated with living and working abroad. To help accomplish this goal, the B.S. in Global Studies program requires students to either double-major or minor in another area.

PURPOSE
The B.S. in Global Studies seeks to provide students with a thorough foundation for effective engagement in intercultural careers and service. The program combines a comprehensive theory of global engagement with practical experience, culminating in a semester-long cultural immersion internship.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Analyze essential principles of effective global engagement.
2. Demonstrate competency in cultural adaptation, research, and communication.
3. Employ critical thinking skills in addressing current issues in global engagement.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only

Bachelor of Science in Global Studies (B.S.)

MINOR

Global Studies Minor
Delivery Format: Residential Only
Global Studies Minor (Resident)

Department of Theological Studies

Chad Thornhill, B.S., M.A.R., M.Div., Ph.D.
Chair, Department of Theological Studies
Assistant Professor of Apologetics and Theology

PURPOSE
The Department of Biblical and Theological Studies aims to provide a thorough, biblically-based, cognitive, and spiritual foundation for students who desire to pursue further academic training at the graduate level or who want to be better prepared for Christian life and service. In the current academic climate, there is a need for individuals who are educated and equipped to speak to foundational doctrinal issues for both academic professionals and lay people from an orthodox, biblically-informed evangelical position. These programs will lay the foundation for students who have an interest in further pursuing development in this area.

Career Opportunities

Academic Leadership
Archaeologist
Author
Biblical Translator

Christian Educator
Historical Tour Guide
Research Assistant
Pastor
Theology and Apologetics (B.A.)

The B.A. in Theology and Apologetics seeks to equip students to use Scripture, logic and philosophy in order to defend the rationality of Christian belief and articulate core Evangelical Christian doctrines. Students will learn how to integrate theology and apologetics in various settings thus being able to engage the culture with both tactfulness and theological precision.

PURPOSE

The new BA in Theology and Apologetics helps to reach the goal of “Training Champions for Christ” by equipping students to effectively engage the world around them. The goal of the new BA in Theology and Apologetics is to help equip Liberty University students to be able to:

1. Articulate core Evangelical Christian doctrines.
2. Engage the culture with both tactfulness and theological precision.
3. Equip to use Scripture, logic and philosophy to defend the rationality of Christian belief.
4. Integrate theology and apologetics in various ministry settings.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Biblically justify essential truths of evangelical Christianity.
2. Apply the principles of biblical interpretation.
3. Evaluate various aspects of culture for the purpose of defending and explaining Christian theology.
4. Propose a response to the major worldviews from a Christian perspective.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

Bachelor of Arts in Theology & Apologetics (B.A.) - Biblical Scholarship
Bachelor of Arts in Theology & Apologetics (B.A.) - Global Studies
Bachelor of Arts in Theology & Apologetics (B.A.) - Writing & Literature

ASSOCIATE OF ARTS DEGREE

Apologetics Major (A.A.)

PURPOSE

The Associate of Arts Degree in Religion is designed to give an introduction to the major beliefs of Christianity and to equip students to begin to answer the common questions of today’s world. This A.A. will introduce students to an understanding of the message of the Bible in light of its content, the ability to do theological research, and critical thinking skills to engage with theological and biblical questions.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Articulate and biblically justify essential truths of evangelical Christianity.
2. Demonstrate competence in the use of sound principles of biblical interpretation.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

Associate of Arts in Apologetics (A.A.)

MINORS

Apologetics Minor

Delivery Format: Online Only

Apologetics Minor (Online)

Apologetics and Cultural Engagement Minor

PROGRAM LEARNING OUTCOME

The student will be able to evaluate various aspects of culture from a Christian worldview in order to engage the world biblically.

Delivery Format: Residential Only

Apologetics and Cultural Engagement Minor (Resident)

Theology Minor

Delivery Format: Residential Only

Theology Minor (Resident)

Undergraduate Certificates

The School of Divinity offers undergraduate certificates in several areas of study through Liberty University Online.

CERTIFICATE COMPLETION REQUIREMENTS

1. Complete 18 total hours with a 2.00 GPA
2. All courses must be completed through Liberty University
3. No grade of “D” may be applied to the certificate
4. Submission of Certificate Completion Application at beginning of final semester

Delivery Format: Online Only

Biblical Studies
Christian Ministry
Global Studies
School of Education

Administration
Interim Dean, School of Education
Professor of Education
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. 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=31 where faculty can be searched for by Department.

RESEARCH INTENSIVE COURSES
All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

PURPOSE
The School of Education is committed to providing the highest quality Christian education based on the principles of God’s Word. Our school, by virtue of its commitment to strengthening the mind, body and soul, educates the whole person as God created us. The school offers programs to prepare undergraduate and graduate students for careers in teaching and school administration as well as programs in the area of Sport Management.

Department of Teacher Education
Beth Ackerman, B.S., M.Ed., Ed.D.
Chair, Special Education
Professor of Education
Esther Alcindor, B.S., M.Ed., Ph.D.
Chair, Early and Elementary Education
Associate Professor of Education
Andrea Beam, B.S., M.A.T., Ed.S., Ed.D.
Chair, Middle Grades and Secondary Education
Professor of Education

PURPOSE
The mission of the Educator Preparation Program at Liberty University is to develop competent professionals with a Christian worldview for Christian, public, and private schools.

Excellent teachers are an invaluable asset to the home, church, community, and nation. The Educator Preparation Program at Liberty is designed to provide a program of study and preservice experiences that will foster teaching excellence and stimulate improvements in teaching practices in Christian, public, and private schools. The program is designed for teacher candidates who are preparing to teach kindergarten, elementary, and middle school, as well as high school students. Those wishing to pursue careers in middle school, or high school teaching may do so in the following areas: biology, business, computer science, English, family and consumer sciences, history/social sciences, mathematics. Comprehensive licensure may be completed in the following areas: music (vocal or instrumental), health/physical education, Spanish, special education, studio art, teaching English as a second language, and theatre arts.

PROGRAM LEARNING OUTCOMES
The teacher candidate:

INT-A. KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge

INT-A1. Demonstrates a broad base of professional knowledge.

INT-A2. Demonstrates knowledge of content in the endorsement area.

INT-B. IMPLEMENTS skills as a gift from God, because teaching is a calling from God

INT-B3. Integrates skills in speaking, writing, reading, and listening for effective classroom communication, peer leadership, and professional involvement.

INT-B4. Designs and selects a variety of instructional strategies based on the developmental levels and individual needs of the learner.

INT-B5. Applies knowledge of content areas and curriculum goals to design and supervise appropriate instruction.

INT-B6. Enhances the success of all diverse learners, providing for special needs and diverse backgrounds.

INT-B7. Manages classroom climate and procedures to motivate students and maximize learning.

INT-B8. Integrates a variety of assessment strategies to improve student learning.

INT-B9. Integrates appropriate technology and resources to support instruction and to facilitate professional development opportunities.

INT-B10. Provides evidence of student learning at the grade level and content appropriate for the endorsement.

INT-C. BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity consistent with our mission to prepare competent professionals with a biblical worldview for Christian, public, and private schools

INT-C11. Models personal integrity and sensitivity to human needs.

INT-C12. Demonstrates behaviors of a reflective practitioner and seeks opportunities for collaboration and professional development.

DEFINITIONS FOR DISPOSITIONS – SCRIP:
1. Displays a sense of Social responsibility
2. Demonstrates Commitment/ work ethic
3. Demonstrates Reflective practice
4. Displays personal Integrity
5. Displays Professionalism

TEACHER ENDORSEMENT AREAS
Teacher preparation and endorsement are available through the Teacher Education Department in cooperation with departments offering majors in the following teacher endorsement areas:
Elementary
Elementary education (preK – 6) [Integrated Studies major]
Middle education (grades 6 – 8) [only with preK – 6]

Secondary (6 – 12)
Biology
Business
Computer Science
English
Family and Consumer Sciences
History/Social Sciences
Mathematics
Studio Art

Comprehensive (preK – 12)
English as a Second Language
Health/Physical Education
Music: Choral or Instrumental
Spanish
Special Education (K-12) [Integrated Studies major] General Curriculum
Theatre Arts (preK – 12)

Add-on endorsements
Algebra I
Chemistry (only with Biology)
Computer Science
Journalism
Speech
Theatre Arts (preK – 12)

Minor (non-licensure)
Special Education

EPP – EDUCATOR PREPARATION PROVIDER
The Educator Preparation Provider (EPP) Program is designed to meet licensure requirements of the Commonwealth of Virginia in the candidate’s approved concentration. The University has approval from the State Council of Higher Education for Virginia and is accredited by the Southern Association of Colleges and Schools. The Educator Preparation Provider Program has been officially approved by the Virginia Department of Education and is accredited under NCATE Standards through the CAEP Accreditation System. Graduates of Liberty’s approved educator preparation programs are eligible for licensure within the Commonwealth of Virginia. Completing Virginia licensure requirements will generally be necessary if the teacher candidate intends to seek licensure in another state.

Several states have additional licensure requirements beyond what is specified for graduation from an approved program at Liberty. However, teacher candidates are typically able to gain licensure and to begin teaching in another state while completing the additional requirements. Assistance in securing licensure from other states, information about licensure requirements in states other than Virginia, and help in obtaining necessary applications for out-of-state teaching credentials may be obtained from the Teacher Licensure Office. In addition to state licensure, students who complete the Educator Preparation Program at Liberty are eligible for the Association of Christian Schools International certificate.

LIBERNCE PROGRAMS
The Liberty University School of Education utilizes a gate system to ensure the successful progression of its candidates through the EPP (Educator 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/uguide for specific requirements at each gate.

ADMISSION TO THE EDUCATOR PREPARATION PROGRAM (Gate 2)

Gate 1: ADMISSION TO THE UNIVERSITY
Please see the admission guidelines found at www.liberty.edu/admissions.

Gate 2: PROGRAM STATUS CHECK
Preparation for the Program Status Check (Gate 2) begins in the first EDUC course. Candidates will be presented with an overview of the program and how to proceed to Gate 2. The Program Status Check (Gate 2) includes (but is not limited to) the following:
1. A minimum cumulative GPA of 3.0;
2. Satisfactory conduct / dispositions;
3. Completion of EDUC 125, Introduction to Education, with a minimum grade of “C” (Transfer credit must be approved by the program coordinator);
4. Required test scores (as stated at www.liberty.edu/uguide);
5. Completion of 30-hour practicum (EDUC 125) and computer competencies;
6. Clearance of the required background check;
7. Receipt of current liability insurance;
8. Results of current TB test.
Please see www.liberty.edu/uguide for specific, current guidelines concerning the Gate 2 Program Status Check.

STUDENT TEACHING
The student teaching experience is required of all candidates seeking teacher licensure and takes place during the student’s final semester of study. It will involve the commitment of the entire semester for student teaching and related coursework.

Professional Semester
EDUC 475 Seminar in Classroom Management 2
EDUC 476 Student Teaching I 5
EDUC 477 Student Teaching II 5

Student teaching experiences are arranged to take place within Christian and public school settings in Central Virginia and abroad. A listing of local school divisions may be found at http://www.liberty.edu/uguide. A limited number of external placements in accredited schools are available for students who meet the criteria for external placement. The University seeks to locate student teachers in positive classroom settings with well-qualified cooperating teachers.

It is the policy of the Liberty University School of Education that student teaching experiences are performed in the above settings which are supervised directly by faculty members from the University. For this reason, it is not possible to complete student teaching at another institution and then transfer credit to Liberty for the purpose of meeting student teaching requirements. Teacher candidates also will not be issued credit for student teaching because of having a period of non-certified classroom employment. Further information about the student teaching experience may be secured from the Teacher Licensure Office.
The student teaching experience should be approached with a great deal of respect for the responsibilities involved and should be regarded as a very important experience for the aspiring teacher. During the student teaching semester, the candidate will assume an important role in terms of responsibilities and obligations to the school and the candidates where the student teaching is to take place. It is also imperative that student teachers plan to arrange personal time schedules so that proper attention is given to student teaching and those activities associated with outside preparation and school responsibilities.

For these reasons, the School of Education very strongly suggests that teacher candidates should not plan to have significant amounts of outside diversions during the student teaching semester. Examples of activities which have previously caused problems for student teachers include jobs, excessive social commitments, and extracurricular activities. In such circumstances, the quality of the teaching inevitably suffers. For these reasons, planning and prior arrangement to avoid such problems is expected. Please see the Teacher Education Handbook and the Student Teaching Handbook found at http://www.liberty.edu/uguide for specific policies concerning the requirements for student teaching.

**ADMISSION TO STUDENT TEACHING (Gate 3)**

**Gate 3: PROGRAM ADMISSION / STUDENT TEACHING APPLICATION**

Gate 3 is considered the official admission stage for the Liberty University EPP (Educator Preparation Provider) Program. The standards of admission to the EPP are inclusive of those for admission to the University and include other criteria outlined by the School of Education as indicated below. Policies governing admission to the program originate in, or are channeled through the Teacher Education Department. The Department formulates policies, coordinates the EPP program, and works for selective recruitment, admission, and retention of diverse candidates for and in teacher licensure. It must be clearly understood that admission to the University is not synonymous with admission to the EPP. For Gate 3, candidates must complete an application that a.) documents they have met the requirements to be in the program and b.) makes the official request for a student teaching placement.

The Gate 3: Program Admission / Student Teaching Application includes (but is not limited to) the following:
1. Results of current TB test;
2. Receipt of current liability insurance;
3. Cleared background check;
4. Satisfactory conduct / dispositions;
5. A minimum cumulative GPA of 3.0;
6. Completion of all professional education coursework, as well as all courses in the candidate’s major area of study. Grades below a “C” are not acceptable in any EDUC course, or in any concentration course (Elementary and Special Education Licensure), or in any upper level course in the major (Secondary/ Comprehensive Licensure);
7. Completion of all required test scores (as stated at www.liberty.edu/uguide ) Licensure tests must be passed before the student teaching application can be accepted and a request for placement can be made; and
8. DCP Audit that indicates all coursework except student teaching is completed.

The application deadlines for placement in student teaching are September 1 for placement in the spring semester and February 1 for placement in the fall semester.

**GATE 4: PROGRAM EXIT / LICENSURE APPLICATION**

Candidates are ready to proceed to Gate 4 when they have a conferred degree (with the required GPA, coursework, etc.) and the required paperwork documenting that they are eligible for a teaching license. The Gate 4 checklist for the required documents may be found at www.liberty.edu/uguide.

**TEACHER LICENSURE TESTS**

An important requirement for meeting Teacher Licensure standards in the Commonwealth of Virginia is the successful completion of the required tests for licensure. Tests include Praxis Core Mathematics, the Praxis Core Reading, the VCLA (Virginia Communication and Literacy Assessment), the Praxis Subject Assessment, and the RVE (Reading for Virginia Educators) for Elementary and Special Education candidates.

These tests must be passed before applying for Gate 3. The tests may be repeated, if necessary. More information about the required licensure tests may be found at http://www.liberty.edu/uguide.

**ELEMENTARY AND SPECIAL EDUCATION LICENSURE**

A teacher candidate who plans to teach in elementary or special education must complete a major in Elementary Education Integrated Studies or Special Education Integrated Studies. The candidate will choose from a specified list of concentrations that have been approved by the respective department chairs. The middle school option provides additional endorsement in the concentration selected. Professional education requirements for teacher candidates preparing to be elementary and special education teachers are outlined in the program DCP. Course requirements are available online at http://www.liberty.edu/education.

**SECONDARY LICENSURE**

A candidate who plans to teach in secondary school must complete a major in the subject area(s) in which he wishes to teach. The secondary areas of licensure available at Liberty are biology, business, computer science, English, history/social sciences, mathematics, and work and family studies. Add-on licensure is available in Algebra I, biology, chemistry, computer science, journalism, speech, and theatre arts.

The typical professional education requirements for candidates preparing to be secondary school teachers are outlined in the program DCP. Requirements for the various subject matter areas are available on the Degree Completion Plan (DCP) of the respective major.

**COMPREHENSIVE LICENSURE**

Comprehensive licensure includes certification in both elementary and secondary school levels for the teacher candidate who plans to teach in areas such as music (vocal and instrumental), health/physical education, Spanish, special education, teaching English as a second language, studio art, and theatre arts. Requirements vary slightly among majors. Requirements for the various subject matter areas are available on the Degree Completion Plans of the respective majors.

**LICENSURE INFORMATION**

Graduates who have successfully completed Liberty’s Educator Preparation Program are eligible for a standard Collegiate Professional License from the Virginia Department of Education. Though candidates must pass a background check for entrance into the Liberty University School of Education EPP (Educator Preparation Provider) program, the VDOE (Virginia Department of Education) also makes determinations concerning the eligibility of candidates.
Please see the VDOE website to see the list of questions that will be asked of each applicant.

**Licensure in Other States**

Graduates who have successfully completed Liberty's Educator Preparation Program and who have met all standards for Teacher Licensure in Virginia can be recommended for licensure in other states. The Commonwealth of Virginia operates within the Interstate Licensure Compact, which means that other states in the compact recognize and freely accept incoming licensure applications from Virginia-based programs.

The remaining states utilize different processes to evaluate out-of-state applicants for licensure. In most cases, other states will require proof that the candidate has successfully completed a state-approved Educator Preparation Program. Assistance in securing this license is provided to all of those who are completing student teaching. Licensure applications will be processed after all undergraduate work has been successfully completed.

Teacher Licensure personnel can provide addresses of the various State Departments of Education for those wishing to pursue licensure in other states. The Teacher Licensure personnel will assist candidates in the preparation and submission of the required documents.

As a condition of Liberty’s Certificate of Approval from the Alabama Commission on Higher Education, the following disclaimer pertains to Liberty’s online programs in Teacher Education:

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

**Time Frame for Professional Licensure and Field Work**

Teacher candidates must have completed all requirements necessary for professional licensure within five years after completion of the undergraduate degree.

Teacher candidates who have received a degree and wish to return to Liberty University for field experience (elementary/secondary student teaching) for licensure will be subject to the same five-year timeframe.

Each case will be evaluated on an individual basis according to time elapsed from completion of coursework, transcripts, program changes, and recent experiences in the field of education.

**Elementary Education Integrated Studies (B.S.)**

**Special Education Integrated Studies (B.S.)**

**Purpose**

The Bachelor of Science in Elementary Education Integrated Studies and Special Education Integrated Studies majors are designed for those candidates who desire a liberal arts degree that meets the competencies for teacher candidates. The emphases of these majors are on the content of the core areas, as defined by the federal guidelines and the state guidelines of the Virginia Department of Education. The guidelines for these majors are subject to changes in federal or state regulations for the licensure of elementary or special education teachers.

**Requirements for this degree are:**

1. Fulfill institutional General Education Requirements using courses recommended to meet teacher licensure competencies;
2. Complete a 45-hour major which must be drawn from two or three academic disciplines with no more than 30 hours and no less than 15 from any one discipline.
   a. The **Elementary Education Integrated Studies** major includes the Core Concentration cluster, one Cognate cluster, choice of cognate areas must be one of the following: math, English, social studies, or science or Spanish; and the Education cluster will be the third concentration.
   b. The **Special Education Integrated Studies** major includes the Core Concentration cluster, the Special Education cluster, and the Education cluster.
3. Complete 15 hours of electives in any disciplines, including areas that are covered in the major, that are selected to meet teacher licensure competencies;
4. Complete at least 30 hours at the 300-400 level;
5. Complete 50 percent of each cognate at Liberty;
6. Candidates who break enrollment must renegotiate the proposal.

Admission to the Educator Preparation Program (EPP) is required prior to registering for student teaching. Candidates who fail to meet the requirements for EPP admission may be required to change to another major. As part of the EPP admissions process, each candidate must submit an approved Degree Completion Plan (DCP) which becomes the candidate’s contract for graduation and may be modified only upon written request to the Program Chair or the School of Education Dean. The professional semester (student teaching) is required for teacher licensure, and is therefore required to complete the Elementary Education Integrated Studies and Special Education Integrated Studies Major.

**Programs of Study – Degree Completion Plans**

**Delivery Format: Residential Only**

**Bachelor of Science in Elementary Education Integrated Studies (B.S.) - English**

**Bachelor of Science in Elementary Education Integrated Studies (B.S.) - Mathematics**

**Bachelor of Science in Elementary Education Integrated Studies (B.S.) - Science**

**Bachelor of Science in Elementary Education Integrated Studies (B.S.) - Spanish**

**Bachelor of Science in Special Education Integrated Studies (B.S.) - Social Science**

**NON-LICENSE PROGRAMS**

The School of Education offers the following programs in an online format. The requirements for the programs are listed below.

**Admission Requirements:**

- Application Submission.
- High School Self-Certification Form.
- College transcripts from all previously attended institutions.
- Students must have above a 2.0 cumulative combined GPA for all accredited colleges attended or for high school.

**Early Childhood Education Interdisciplinary Studies Major (B.S.) (Non-Licensure Program)**

**PROGRAM LEARNING OUTCOMES**
A graduate of the Pre-Licensure (AA & BS) programs:

**PRE-A. KNOWS** Christian values, moral dimensions, and ethical implications synthesized with academic knowledge
- PRE-A1. Demonstrates a broad base of general and professional knowledge;

**PRE-B. IMPLEMENTS** skills as a gift from God, because teaching is a calling from God
- PRE-B2. Plans effective instruction and selects a variety of strategies based on developmental levels and diverse backgrounds in course case studies;
- PRE-B3. Demonstrates the understanding of differentiated instruction,
- PRE-B4. Demonstrates an understanding of classroom management to motivate students and maximize learning;

**PRE-C. BELIEVES** and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity
- PRE-C5. Demonstrates behaviors of a reflective student, articulates a Biblical worldview, and seeks opportunities for professional development.

**Program of Study – Degree Completion Plan**
**Delivery Format: Online Only**

**Bachelor of Science in Early Childhood Education Interdisciplinary Studies (B.S.)**

**Special Education Interdisciplinary Studies Major (B.S.)**
(With Fifth-Year Option for M.A.T. and Licensure)*

**PROGRAM LEARNING OUTCOMES**
A graduate of the Pre-Licensure (AA & BS) programs:

**PRE-A. KNOWS** Christian values, moral dimensions, and ethical implications synthesized with academic knowledge
- PRE-A1. Demonstrates a broad base of general and professional knowledge;

**PRE-B. IMPLEMENTS** skills as a gift from God, because teaching is a calling from God
- PRE-B2. Plans effective instruction and selects a variety of strategies based on developmental levels and diverse backgrounds in course case studies;
- PRE-B3. Demonstrates the understanding of differentiated instruction,
- PRE-B4. Demonstrates an understanding of classroom management to motivate students and maximize learning;

**PRE-C. BELIEVES** and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity
- PRE-C5. Demonstrates behaviors of a reflective student, articulates a Biblical worldview, and seeks opportunities for professional development.

**Program of Study – Degree Completion Plan**
**Delivery Format: Online Only**

**Bachelor of Science in Special Education Interdisciplinary Studies (B.S.)**

**Education Major (A.A.)**
**Early Childhood Education Major (A.A.)**
(Non-Licensure Programs)

**PROGRAM LEARNING OUTCOMES**
A graduate of the Pre-Licensure (AA & BS) programs:

**PRE-A. KNOWS** Christian values, moral dimensions, and ethical implications synthesized with academic knowledge
- PRE-A1. Demonstrates a broad base of general and professional knowledge;

**PRE-B. IMPLEMENTS** skills as a gift from God, because teaching is a calling from God
- PRE-B2. Plans effective instruction and selects a variety of strategies based on developmental levels and diverse backgrounds in course case studies;
• PRE-B2. Plans effective instruction and selects a variety of strategies based on developmental levels and backgrounds in course case studies;
• PRE-B3. Demonstrates the understanding of differentiated instruction,
• PRE-B4. Demonstrates an understanding of classroom management to motivate students and maximize learning;
PRE-C. BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity
• PRE-C5. Demonstrates behaviors of a reflective student, articulates a Biblical worldview, and seeks opportunities for professional development.

Programs of Study – Degree Completion Plans

Delivery Format: Online Only
Associate of Arts in Education (A.A.)
Associate of Arts in Early Childhood Education (A.A.)

MINORS

Autism Minor

PROGRAM LEARNING OUTCOMES
PRE-A. KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge
• PRE-A1. Demonstrates a broad base of general and professional knowledge;

Undergraduate Certificate

Division of Teacher Education

The School of Education offers an undergraduate certificate in Preschool through Liberty University Online.

CERTIFICATE COMPLETION REQUIREMENTS
1. Complete 18 total hours with a 2.00 GPA.
2. All courses must be completed through Liberty University.
3. No grade of “D” may be applied to the certificate.
4. Submission of Certificate Completion Application at beginning of final semester.

Certificate in Preschool

Delivery Format: Online Only
Preschool
School of Engineering

Administration
David Donahoo, B.S., M.S.
Dean, School of Engineering
Assistant Professor of Information Systems

Carl Pettiford, B.S., M.S., Ph.D.
Chair, Department of Engineering
Professor of Electrical Engineering

Program Directors
A listing of program directors can be viewed at http://www.liberty.edu/programdirectors.

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

RESEARCH INTENSIVE COURSES
All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

PROGRAM ACCREDITATION
The Bachelor of Science degree programs in Computer Engineering, Electrical Engineering and Industrial and Systems Engineering have received accreditation from the Engineering Accreditation Commission of ABET, http://www.abet.org. The Bachelor of Science in Computer Science has received accreditation from the Computing Accreditation Commission of ABET, http://www.abet.org.

ABET is the recognized accrediting agency for college and university programs in applied science, computing, engineering, and engineering technology. ABET accreditation demonstrates a program’s commitment to providing its students with a quality education.

A list of the electives required by degree program can be found at http://www.liberty.edu/media/1170/Technical%20Electives%202015-16_School%20of%20Engineering.pdf.

ENGINEERING PROGRAM LEARNING OUTCOMES
The student will be able to:
1. An ability to apply knowledge of mathematics, science, and engineering;
2. An ability to design and conduct experiments, as well as to analyze and interpret data;
3. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
4. An ability to function on multidisciplinary teams;
5. An ability to identify, formulate, and solve engineering problems;
6. An understanding of professional and ethical responsibility;
7. An ability to communicate effectively;
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;
9. A recognition of the need for, and an ability to engage in life-long learning;
10. A knowledge of contemporary issues; and
11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Computer Engineering Major (B.S.)

PURPOSE
The computer engineering degree is designed to develop Christ-centered men and women with the values, knowledge, and skills essential to positively influence computer and electrical engineering-related industries in the current and evolving economy. The program prepares graduates for the thoughtful integration of work and life and to view the computer engineering profession as a lifelong commitment to serving others.

PROGRAM EDUCATIONAL OBJECTIVES
Our goal is, within a few years of graduating, our Computer Engineering students will be able to:
1. Advance in an engineering career or graduate studies.
2. Be recognized as a creative thinkers; exhibiting an aptitude for continuous learning.
3. Display professional ethics and behavior consistent with foundational Christian principles.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

Bachelor of Science in Computer Engineering (B.S.)

Electrical Engineering Major (B.S.)

PURPOSE
The electrical engineering degree is designed to develop Christ-centered men and women with the values, knowledge, and skills essential to positively influence electrical engineering-related industries in the current and evolving economy. The program prepares graduates for the thoughtful integration of work and life and to view the electrical engineering profession as a lifelong commitment to serving others.

Certain degrees within the School of Engineering require specific technical electives be completed as part of the degree. The intent of the technical electives is to enhance (i.e. deepen and/or broaden) the scientific, mathematical, technological, or engineering knowledge or experience of the student in his or her career potential and development.
PROGRAM EDUCATIONAL OBJECTIVES
Our goal is, within a few years of graduating, our Electrical Engineering students will be able to:
1. Advance in an engineering career or graduate studies.
2. Be recognized as a creative thinkers; exhibiting an aptitude for continuous learning.
3. Display professional ethics and behavior consistent with foundational Christian principles.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Science in Electrical Engineering (B.S.)

Industrial and Systems Engineering Major (B.S.)
PURPOSE
The industrial and systems engineering degree is designed to develop Christ-centered men and women with the values, knowledge, and skills essential to positively influence an industrial setting of complex, integrated systems. The program prepares graduates for the thoughtful integration of work and life and to view the industrial engineering profession as a lifelong commitment to serving others.

PROGRAM EDUCATIONAL OBJECTIVES
Our goal is, within a few years of graduating, our Industrial and Systems Engineering students will be able to:
1. Advance in an engineering career or graduate studies.
2. Be recognized as a creative thinkers; exhibiting an aptitude for continuous learning.
3. Display professional ethics and behavior consistent with foundational Christian principles.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Science in Mechanical Engineering (B.S.)

Mechanical Engineering Major (B.S.)
PURPOSE
The mechanical engineering degree is designed to develop Christ-centered men and women with the values, knowledge, and skills essential to positively influence mechanical engineering-related industries in the current and evolving economy. The program prepares graduates for the thoughtful integration of work and life and to view the mechanical engineering profession as a lifelong commitment to serving others.

PROGRAM EDUCATIONAL OUTCOMES
Our goal is, within a few years of graduating, our Mechanical Engineering students will be able to:
1. Advance in an engineering career or graduate studies.
2. Be recognized as a creative thinkers; exhibiting an aptitude for continuous learning.
3. Display professional ethics and behavior consistent with foundational Christian principles.
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., L.L.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. 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&CategoryID=31 where faculty can be searched for by Department.

RESEARCH INTENSIVE COURSES
All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

PURPOSE
The Helms School of Government offers Bachelor of Arts, Bachelor of Science, and Associate of Arts degrees, with majors in Government, International Relations, Law and Policy, Political Science, Fire Administration, Public Administration and Criminal Justice; minors in Government, International Relations, Criminal Justice, Strategic and Intelligence Studies; and concentrations in Politics and Policy, International Politics and Policy, Strategic and Intelligence Studies.

The curriculum encourages students to approach their chosen professions as opportunities for Christian Service and equips students with a strong foundation of knowledge and skills in conducting the business of government, politics, policy-making, public administration, public safety and military service. The goal of the curriculum is to produce action-oriented students who are able to understand and articulate the biblical roots of our religious, economic, and political liberties, and, thus, to equip them to become highly qualified leaders in their chosen career fields.

INTERNSHIPS
Knowledge becomes wisdom when a student takes the theory of the classroom and applies it in the context of the real world. To that end, our students are encouraged to apply for an internship in their field of study. The Helms School of Government is actively placing our students in positions at the White House, offices of elected officials, military and government intelligence agencies, and conservative political organizations. Internships are also available at the state and local government level as well as with conservative political organizations. Internships are also available at the state and local government level as well as with conservative political organizations. Internships are also available at the state and local government level as well as with conservative political organizations.

Applicants must satisfy the 2.50+ GPA requirement and successfully complete the rigorous screening process prior to placement. The program is designed to keep the student on track for graduation and qualify for financial aid programs.

PARTNERSHIPS
In addition, in order to provide motivated students with unique educational opportunities, the Helms School of Government also partners with the Central Virginia Criminal Justice Academy, the School of Engineering, and the School of Communication. These partnerships are in place to set students apart and better prepare them for employment.

CENTER FOR AMERICAN STATESMANKSHIP
The Center for American Statesmanship is a one-stop resource providing education and training in effective citizenship, constitutional rights, foundational worldview ideas and influential modern political involvement.

CENTER FOR PRE-LAW STUDIES
The Center for Pre-Law Studies uniquely incorporates a biblical worldview to prepare future law students for success. Everything, from academic programs to competing teams, to lecture series and extracurricular offerings, is designed to help students prepare for, and succeed in, law school. The Center for Pre-Law Studies also provides resources to assist students in the law school application process including choosing law schools, preparing for the LSAT, and crafting a winning personal statement. More information is available on the website at www.liberty.edu/academics/helmsschoolofgovernment/prelawstudies.

CENTER FOR PUBLIC POLICY
The Center for Public Policy is a center of excellence dedicated to the sustainment of constitutional government, free enterprise and Judeo-Christian principles though engagement in the public square. The center will provide substantive policy research, point papers, model legislation and other products and services to affect public policy at all levels of government, and in all disciplines.

THE NATIONAL SECURITY POLICY CENTER (NSPC)
The National Security Policy Center (NSPC) is an advocacy and advisory clearinghouse for national security policy consistent with the nation’s constitutional responsibilities and its historical Judeo-Christian principles.

Career Opportunities

Criminal Justice
Criminologist Insurance Investigator
Customs Service Inspector Police Officer
Customs Special Agent Deputy Sheriff (County)
Detective State Police
Federal Agent (various): Parole/Probation Officer
CIA, DEA, FBI, Prosecutor’s Office
U.S. Marshals, Investigator
Secret Service, etc) Military Service
Fraud Investigator

Fire Administration
Battalion Chief Fire Captain
Company Office Fire Lieutenant
Deputy Chief

Politics and Policy
Chamber of Commerce Political Consultant
Manager Political Scientist
City Manager Politician
Community Organizer Public Administrator
Legislative Analyst Urban Planner

Public Administration
Administrative Specialists Public Relations Specialists
Budget Analysts Public Utilities Specialists
Chief Administrative Officer Program Analysts
Human Resource Manager Program Director

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Strategic and Intelligence Studies
- Federal Agent
- Intelligence Analyst
- Foreign Service Officer
- Diplomat

DRESS CODE
The Helms School of Government requires its faculty and students to maintain a neat, well-groomed, and professional appearance. The standards in this code apply to all 300 and 400 level classes and exams, as well as school-wide functions held within the Helms School of Government. More information can be found online at http://www.liberty.edu/index.cfm?PID=19738.

Criminal Justice Major (B.S.)

PURPOSE
The purpose of the Criminal Justice major is to provide a foundational understanding of the history, philosophy, and practical issues that impact our criminal justice system in local, state, and federal law enforcement agencies. Students will stand out as Christ-centered - moral, ethical, and value driven men and women with the skill sets necessary to excel as leaders in courts, corrections, and policing in all jurisdictions.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Evaluate the nature of the criminal justice system from a biblical worldview.
2. Communicate effectively in both written and oral formats.
3. Demonstrate competence in the discipline of criminal justice.
4. Solve various criminal justice dilemmas.
5. Evaluate substantive and procedural criminal law from a Constitutional perspective.

Programs of Study – Degree Completion Plans
Delivery Format: Residential and Online

Bachelor of Science in Criminal Justice (B.S.) – Resident
Bachelor of Science in Criminal Justice (B.S.) – Online

Bachelor of Science in Criminal Justice (B.S.) - Crime Scene Investigation – Resident
Bachelor of Science in Criminal Justice (B.S.) - Crime Scene Investigation – Online

Bachelor of Science in Criminal Justice (B.S.) - Homeland Security – Resident
Bachelor of Science in Criminal Justice (B.S.) - Homeland Security – Online

Bachelor of Science in Criminal Justice (B.S.) - Juvenile Justice – Resident
Bachelor of Science in Criminal Justice (B.S.) - Juvenile Justice – Online

Bachelor of Science in Criminal Justice (B.S.) - Public Administration – Resident
Bachelor of Science in Criminal Justice (B.S.) - Public Administration – Online

Bachelor of Science in Criminal Justice (B.S.) - Strategic Intelligence Studies – Resident
Bachelor of Science in Criminal Justice (B.S.) - Strategic Intelligence Studies – Online

Delivery Format: Online Only

Bachelor of Science in Criminal Justice (B.S.) - Business Administration & Management
Bachelor of Science in Criminal Justice (B.S.) - Criminal Psychology

Fire Administration Major (B.S.)

PURPOSE
The Bachelor of Science in Fire Administration program will prepare professional firefighters and emergency services personnel for advancement and managerial roles and further Liberty University's Mission of preparing champions for Christ. The program will provide the academic foundations for administration and leadership of fire service organizations. Such organizations require capable leaders with advanced administrative skills. The curriculum utilizes a multidisciplinary approach to develop a broad knowledge base that will enhance critical and strategic thinking and thus equip students to become highly qualified leaders in their chosen career field capable of impacting the world.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Evaluate administration and organizational management in fire service settings.
2. Analyze human resources and personnel management in fire service organizations.
3. Apply principles necessary for fire protection and prevention.
4. Integrate Christian World view principles into ethical and legal decision making in a fire service context.

Programs of Study – Degree Completion Plans
Delivery Format: Online Only
Bachelor of Science in Fire Administration (B.S.)

Government Major (B.A./B.S.)

PURPOSE
The purpose of the Government major is to provide a firm foundation in biblical principles of civic government, ensure correct historical education in American government at all levels; and training in limited government, political theory, law, and political and economic ideals. The major is intended to inspire and produce action-oriented students who will become Christ-centered statesmen, leaders, scholars and policy makers and thus equip them to become highly qualified leaders in their chosen career fields capable of impacting the world.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Evaluate the nature and role of government from a biblical worldview.
2. Communicate effectively in both written and oral formats.
3. Integrate ethical and values-driven decision making in government scenarios.
4. Evaluate political or government related dilemmas.

National Security Concentration
The student will be able to assess threats against the United States and evaluate informed courses of action based on that assessment.
Politics and Policy Concentration
The student will be able to:
1. Evaluate comparative political and economic theories as they relate to the field of Government.
2. Demonstrate the ways in which domestic and international political and policymaking processes interact.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online
Bachelor of Science in Government (B.S.) - Politics & Policy – Resident
Bachelor of Science in Government (B.S.) - Politics & Policy – Online

Delivery Format: Residential Only
Bachelor of Arts in Government (B.A.) - Politics & Policy

Delivery Format: Online Only
Bachelor of Science in Government (B.S.) - National Security
Bachelor of Science in Government (B.S.) - Public Administration

International Relations Major (B.A.)
PURPOSE
The International Relations major takes a broad approach to the disciplines of economics, law, philosophy, and geography with the purpose of mastering the study of relationships among countries, peoples, and comparative governments. There will be a bifurcation in which the student branches into further studies in either international politics and policy, or strategic and intelligence studies. It is necessary to study a foreign language. Developing skills in research, critical thinking, and communications, the student will study global issues from a Christian perspective and gain the ability to impact a world crying out for salt and light.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Evaluate the nature and role of government from a Biblical worldview.
2. Integrate ethical and values-driven decision making in government scenarios.
3. Communicate effectively in both written and oral formats.
4. Demonstrate competence in the basic principles of international relations.
5. Evaluate dilemmas in geopolitical or international relations.
6. Recognize and apply major fundamental concepts of international relations to international relations dilemmas/practices.

International Politics and Policy Concentration
The student will be able to:
1. Evaluate comparative political and economic theories as they relate to the field of international relations.
2. Demonstrate the ways in which domestic and international political and policy-making processes interact.

Strategic Intelligence Studies Concentration
The student will be able to:
1. Demonstrate an understanding of the broader intelligence community and the intelligence cycle.
2. Integrate strategic and intelligence considerations in multiple contexts.
3. Evaluate research and form analyses on critical intelligence issues.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only
Bachelor of Arts in International Relations (B.A.) - International Politics & Policy
Bachelor of Arts in International Relations (B.A.) - Strategic Intelligence Studies

Law and Policy Major (B.A./B.S.)
PURPOSE
The purpose of this program is to prepare students who wish to gain admission to law school and also to provide a foundation of legal knowledge for those who seek to integrate their knowledge of law and public policy into their vocations but do not aspire to law school.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Describe the constitutional foundation of the American legal system.
2. Apply biblical principles to the theory and practical application of the law.

Pre-Law Concentration
The student will be able to:
1. Perform legal research, analysis and synthesis.
2. Describe the fundamental areas of law which form the core of the American legal system.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online
Bachelor of Science in Law & Policy (B.S.) - Pre-Law – Resident
Bachelor of Science in Law & Policy (B.S.) - Pre-Law – Online

Delivery Format: Residential Only
Bachelor of Arts in Law & Policy (B.A.) - Pre-Law

Political Science Major (B.S.)
PURPOSE
The BS in Political Science seeks to equip students with a solid understanding of the philosophical and Biblical influences impacting politics and government. Students are challenged to see how domestic and international government structures and political processes influence one another, and how historical and contemporary ideas impact both. In all of this, students are challenged to operate as Christian statesmen and women to impact their generation and generations to come, for the glory of God.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Discuss Biblical and philosophical influences on the formation of American government.
2. Compare various approaches to government and politics.
3. Identify factors impacting the global political arena.
4. Articulate a Biblical worldview as it relates to political science.

Program of Study – Degree Completion Plan

Delivery Format: Online Only
Bachelor of Science in Political Science (B.S.)
Public Administration Major (B.S.)

PURPOSE
The BS in Public Administration seeks to equip graduates with a solid understanding of the Biblical and philosophical influences impacting the administration and management of public organizations or private or non-profit organizations responsible for the delivery of public services, policy compliance, or the implementation of public policy. The combination of Biblical integration and the collective knowledge of public administration creates a foundation of Christian statesmanship on which students can develop their careers.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Summarize the theories of public administration.
2. Analyze the operations and procedures of public management and nonprofits.
3. Employ the theories and practices of accounting and budgeting in government and nonprofits.
4. Articulate a Biblical worldview as it pertains to public administration.

Program of Study – Degree Completion Plan
Delivery Format: Online Only
Bachelor of Science in Public Administration (B.S.)

ASSOCIATE OF ARTS DEGREES
The Helms School of Government offers the Associate of Arts Degree in Criminal Justice or Government. This two-year degree program combines Criminal Justice or Government courses with General Education courses and graduation requirements. Graduates of this program may request transfer of their courses in to a bachelor’s degree program at Liberty.

Criminal Justice Major (A.A.)

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Demonstrate competence in the basic criminal justice process.
2. Evaluate the nature and causes of crime as they relate to biblical worldview principles.
3. Apply basic principles of criminal law.
4. Identify and evaluate the sources of criminal law in the American system.

Programs of Study – Degree Completion Plans
Delivery Format: Residential and Online
Associate of Arts in Criminal Justice (A.A.) – Resident
Associate of Arts in Criminal Justice (A.A.) – Online

Government Major (A.A.)

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Evaluate the nature and role of government from a biblical worldview.
2. Demonstrate a basic knowledge of the discipline of government.

3. Demonstrate basic analytical skills and the ability to communicate ideas in written format.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Associate of Arts in Government (A.A.)

MINORS
The Helms School of Government offers six minor programs of study ranging from 15 to 18 hours in Criminal Justice, Government, International Relations, Politics and Policy, Strategic and Intelligence Studies.

Criminal Justice Minor
Delivery Format: Residential and Online
Criminal Justice Minor (Resident)
Criminal Justice Minor (Online)

Ethics Minor - Online
Delivery Format: Online Only
Ethics Minor (Online)

Government Minor
Delivery Format: Residential Only
Government Minor (Resident)

Homeland Security Minor
Delivery Format: Online Only
Homeland Security Minor (Online)

International Relations Minor
Delivery Format: Residential Only
International Relations Minor (Resident)

Politics and Policy Minor
Delivery Format: Residential Only
Politics and Policy Minor (Resident)

Public Administration Minor
Delivery Format: Online Only
Public Administration Minor (Online)

Strategic Intelligence Minor
Delivery Format: Online Only
Strategic Intelligence Minor (Online)

Strategic and Intelligence Studies Minor
Delivery Format: Residential Only
Strategic and Intelligence Studies Minor (Resident)
The Helms School of Government offers an undergraduate certificate in Criminal Justice through Liberty University Online.

**CERTIFICATE COMPLETION REQUIREMENTS**
1. Complete 18 total hours with a 2.00 GPA
2. All courses must be completed through Liberty University
3. No grade of “D” may be applied to the certificate
4. Submission of Certificate Completion Application at beginning of final semester

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<th>Certificate in Criminal Justice</th>
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<th>Certificate in Public Administration</th>
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School of Health Sciences

Administration
Dean, School of Health Sciences
Professor of Public & Community Health
David A. DeWitt, B.S., Ph.D.
Chair, Department of Biology and Chemistry
Professor of Biology
Annette Florence, B.S., M.P.H., Dr.P.H., M.C.H.E.S.
Chair, Department of Public & Community Health
Associate Professor of Public & Community Health
James Schoffstall, B.S., M.S.Ed., Ed.D., CSCS, HFS, CIFT,
PAPHs, RCEP, FACSM
Chair, Department of Allied Health Professions
Professor of Exercise Science

Program Directors
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Faculty
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RESEARCH INTENSIVE COURSES
All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

PURPOSE
The School of Health Sciences exists to prepare men and women in the sciences and health professions through the integration of current scientific thought and the biblical worldview. Current undergraduate degree programs include: the B.S. in Athletic Training, Biology, Biochemistry, Biomedical Sciences, Biopsychology, Biotechnology, Chemistry, Exercise Science, Environmental Biology, Forensic Science, Public and Community Health, Physical Education and Health, Respiratory Therapy, Zoo and Wildlife Biology, and Zoology.

Department of Biology and Chemistry

PURPOSE
The Department of Biology and Chemistry provides baccalaureate programs in biology, biomedical sciences, biotechnology, chemistry, environmental biology, forensic science, biopsychology, zoo and wildlife biology, zoology, and biochemistry, and services courses in biology and chemistry for Resident and Online Programs. Our programs seek both to transmit and expand knowledge as well as to provide opportunities for research and service. The Department is a community of persons who are voluntarily linked in the pursuit of knowledge, providing a reasoned presentation of these academic disciplines in relation to the Christian faith. The Department’s mission is to communicate academic content, Christian values, and requisite skills, all of which prepare persons for a lifetime process of learning and service.

TEACHER LICENSURE
Teacher preparation and endorsement in Biology and Chemistry is available through the Department of Biology and Chemistry. Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education. Licensure information is also available at http://www.liberty.edu/uguide.

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

Criteria for membership:
1. Maintained a GPA of at least 3.50 in any major field of study, and
2. A deep interest in becoming medical doctors.

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

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

Biochemistry and Molecular Biology Major (B.S.)

PURPOSE
The purpose of the Biochemistry and Molecular Biology major is to prepare students for medical and related professional schools, graduate school, and employment in the field of biochemistry.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Apply standards and principles of safe practice in the laboratory or field environment.
2. Understand ethical issues in the life sciences in light of a biblical/Christian worldview.
3. Demonstrate knowledge of fundamental biochemical and cellular concepts.
4. Conduct, analyze, and summarize biochemical or molecular research.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Science in Biochemistry & Molecular Biology (B.S.)
## Biomedical Sciences Major (B.S.)

**PURPOSE**
The purpose of the Biomedical Sciences major is to prepare students for medical and related professional schools, graduate school and employment in the biomedical sciences.

**PROGRAM LEARNING OUTCOMES**
The student will be able to:
1. Apply standards and principles of safe practice in the laboratory or field environment.
2. Understand ethical issues in the life sciences in light of a biblical/Christian worldview.
3. Demonstrate knowledge of fundamental biological and physical science concepts.
4. Conduct, analyze, and summarize medical or molecular research.

### Programs of Study – Degree Completion Plans

**Delivery Format: Residential Only**
- Bachelor of Science in Biomedical Sciences (B.S.)
- Bachelor of Science in Biomedical Sciences (B.S.) - Global Studies

## Biopsychology Major (B.S.)

**PURPOSE**
The purpose of the Biopsychology major is to prepare students for medical school, graduate school, and employment in the cross disciplinary field of biopsychology.

**PROGRAM LEARNING OUTCOMES**
The student will be able to:
1. Apply standards and principles of safe practice in the laboratory.
2. Understand ethical issues in the life sciences in light of a biblical/Christian worldview.
3. Demonstrate knowledge of fundamental biopsychological concepts.
4. Conduct, analyze, and summarize biopsychological research.

### Program of Study – Degree Completion Plan

**Delivery Format: Residential Only**
- Bachelor of Science in Biopsychology (B.S.)

## Biotechnology Major (B.S.)

**PURPOSE**
The purpose of the Biotechnology major is to prepare students for medical and related professional schools, graduate school, and employment in biotechnology.

**PROGRAM LEARNING OUTCOMES**
The student will be able to:
1. Apply standards and principles of safe practice in the laboratory or field environment.
2. Understand ethical issues in the life sciences in light of a biblical/Christian worldview.
3. Demonstrate knowledge of fundamental biotechnological concepts.
4. Conduct, analyze, and summarize biochemical or molecular research.

### Program of Study – Degree Completion Plan

**Delivery Format: Residential Only**
- Bachelor of Science in Biotechnology (B.S.)

## Chemistry Major (B.S.)

**PURPOSE**
The purpose of the Chemistry major is to prepare students for graduate school and employment in chemistry.

**PROGRAM LEARNING OUTCOMES**
The student will be able to:
1. Apply standards and principles of safe practice in the laboratory or field environment.
2. Understand ethical issues in the physical sciences in light of a biblical/Christian worldview.
3. Demonstrate knowledge of fundamental chemical concepts.
4. Conduct, analyze, and summarize chemical research.

### Program of Study – Degree Completion Plan

**Delivery Format: Residential Only**
- Bachelor of Science in Chemistry (B.S.)

## Environmental Biology Major (B.S.)

**PURPOSE**
The purpose of the Environmental Biology major is to prepare students for graduate school and employment in the environmental sciences.

**PROGRAM LEARNING OUTCOMES**
The student will be able to:
1. Apply standards and principles of safe practice in the laboratory.
2. Understand ethical issues in the life sciences in light of a biblical/Christian worldview.
3. Demonstrate knowledge of fundamental environmental concepts.
4. Conduct, analyze, and summarize environmental research.

### Programs of Study – Degree Completion Plans

**Delivery Format: Residential Only**
- Bachelor of Science in Environmental Biology (B.S.)
- Bachelor of Science in Environmental Biology, Teacher Licensure (B.S.)

## Forensic Science Major (B.S.)

**PURPOSE**
The purpose of the Forensic Science major is to prepare students for careers in federal, state and private forensic laboratories through a strong emphasis in biology, chemistry and criminal justice.

**PROGRAM LEARNING OUTCOMES**
The student will be able to:
1. Apply standard and principles of safe practice in the laboratory or field environment.
2. Understand ethical issues in the life sciences in light of a biblical/Christian worldview.
3. Demonstrate knowledge of fundamental forensic science concepts.
4. Conduct, analyze, and summarize forensic science research.

### Program of Study – Degree Completion Plan

**Delivery Format: Residential Only**
- Bachelor of Science in Forensic Science (B.S.)
Program of Study – Degree Completion Plan  
Delivery Format: Residential Only  
Bachelor of Science in Forensic Science (B.S.)

General Biology Major (B.S.)

PURPOSE
The purpose of the Biology major is to prepare students for medical and related professional schools, graduate school, and employment in the biological sciences or in teaching.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Apply standards and principles of safe practice in the laboratory or field environment.
2. Understand ethical issues in the life sciences in light of a biblical/Christian worldview.
3. Demonstrate knowledge of fundamental biological concepts.
4. Conduct, analyze, and summarize biological research.

Programs of Study – Degree Completion Plans
Delivery Format: Residential Only
Bachelor of Science in General Biology (B.S.)
Bachelor of Science in General Biology, Teacher Licensure (B.S.)

Zoo and Wildlife Biology Major (B.S.)

PURPOSE
The purpose of the Zoo and Wildlife Biology major is to continue to broaden our offerings to students interested in being stewards of God’s creation. Zoos are heavily involved in conservation efforts associated with endangered species and students will be equipped to secure jobs in zoos to assist with these efforts. Similarly, rehabilitation centers are involved in stewardship issues by returning injured animals back into the wild. Students who are interested in science and have a passion for outdoors will also be interested in this major which will equip them for wildlife management graduate programs in natural resources.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Apply standards and principles of safe practice in the laboratory or field environment.
2. Understand ethical issues in the life sciences in light of a biblical/Christian worldview.
3. Demonstrate knowledge of fundamental zoological concepts.
4. Conduct, analyze, and summarize research related to vertebrate wildlife.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Science in Zoology & Wildlife Biology (B.S.)

Zoology Major (B.S.)

PURPOSE
The purpose of the Zoology major is to prepare students for veterinary, medical, and related professional schools, graduate school, and employment involving animals.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Apply standards and principles of safe practice in the laboratory or field environment.
2. Understand ethical issues in the life sciences in light of a biblical/Christian worldview.
3. Demonstrate knowledge of fundamental zoological concepts.
4. Conduct, analyze, and summarize research related to zoological sciences.
Athletic training programs, academic majors, are accredited by CAATE and lead to a bachelor’s or master’s degree. Certification is granted by the Board of Certification, Inc. (BOC). The BOC conducts annual examinations to certify entry-level athletic trainers. The BOC also establishes and regularly reviews both the standards for the practice of athletic training and the continuing education requirements for BOC Certified/Licensed athletic trainers. The Bachelor of Science degree program in Athletic Training at Liberty University is nationally accredited through an independent process by CAATE.

The ATP at Liberty University is designed to produce athletic training professionals who will impact the world of sports and health with the highest standards of knowledge, skill, and compassion. This program of study provides a thorough investigation into the profession of Athletic Training, using rigorous academic instruction in the classroom and intense hands-on clinical study working with area colleges and universities, high schools, and other affiliated sites.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Demonstrate assessment procedures for overall wellness including injury prevention techniques.
2. Evaluate pathologies through the use of evidence-based assessment techniques.
3. Demonstrate how to provide care during acute and emergency situations.
4. Implement evidence-based therapeutic treatments and rehabilitation protocols for various pathologies.
5. Demonstrate the components of healthcare administration while having the knowledge of maintaining professional health and well-being.
6. Demonstrate mastery of the knowledge and skills necessary to effectively perform as an entry-level Certified Athletic Trainer as defined by the program’s accrediting body.
7. Integrate the biblical worldview into all aspects of practicing athletic training.

PROGRAM POLICIES AND DEGREE REQUIREMENTS/APPLICATION PROCEDURES
A student interested in earning a Bachelor’s of Science Degree in Athletic Training at Liberty University must meet the requirements of the Athletic Training Program. The Athletic Training Program’s requirements include meeting the university admissions criteria as well as the additional standards associated with preparing competent athletic trainers for clinical practice. These additional standards are developed by the Athletic Training Program at Liberty University. Acceptance to Liberty University and declaring Athletic Training as one’s major is the way in which a student begins the process. However this first step is not synonymous with admission into the Athletic Training Program. Each athletic training candidate is to follow the steps associated with the process and meet the criteria established by the program.

The Athletic Training Program has a two stage (Initial & Full) application process. Each candidate will complete the initial application stage at the end of their freshman year or during the first year at Liberty University for transfer students.

Initial Application Process
In addition to completing ATTR 200, students must meet the following criteria and provide the following information:
1. Candidates must be in good academic standing with the University and have a minimum cumulative GPA of 2.50 on a 4.0 scale.
2. Complete of initial application

3. All previous collegiate official transcripts must be available to the Athletic Training Program Admissions Committee.
4. Medical history form signed by a physician. The form shall include an endorsement by the physician that states the student is physically able to meet the requirements of the program (See Technical Standards). Meet the Technical Standards Policy for admission into the program.
   a. Copy of vaccination records, which must include: Rubella, Tetanus, Mumps, Polio, Chicken Pox and HBV vaccination.
   b. Due by April 1 to the Athletic Training Program Director
   • Initial acceptance will only occur after final grades have been confirmed by the registrar’s office.

Students will be notified of their initial acceptance status by June 1 via a letter that will be sent out to the student’s Liberty University E-Mail. Initial acceptance into Liberty University's Athletic Training Program signifies that students are allowed to continue to take the following athletic training courses:
- ATTR 210 (if not completed)
- ATTR 225
- ATTR 226
- ATTR 305
- ATTR 306

Full Application/Requirements
Students will apply for full acceptance into Liberty University's Athletic Training Program during the semester (Fall) following initial acceptance. The application deadline for full application submission is November 15, students must meet and submit the following criteria and provide the following information to the Athletic Training Program to be considered for acceptance:
1. Anticipated final grade for each of the following courses: ATTR 225, 226, 305, 306, HLTH 216, and BIOL 213/214.
   a. Students will have to obtain their professor’s signature to confirm the anticipated final grade
   b. Full acceptance will only occur after final grades have been confirmed by the registrar’s office.
2. Cumulative GPA of 2.75 or higher
3. Provide evidence of First Aid certification (certification must remain current while in ATP)
4. Provide evidence of professional rescuer CPR certification (certification must remain current while in ATP)
5. Completed background check through Liberty University approved background check
6. Complete an Essay titled “Why I want be in athletic trainer”
7. Three letters of recommendation (1 from each: non-Athletic Training professor/instructor, pastoral, professional)
8. Provide verification of clinical observation hours
9. Provide verification of the students ability to meet technical standards
10. Provide verification of Universal Precautions Training (annual requirement)
11. Read & sign the confidentiality statement (annual requirement)
12. Read & sign the Athletic Training Policy & Procedure Manuals (annual requirement)

Students will be notified of their initial acceptance status by January 1 via a letter that will be sent out to the student’s Liberty University E-Mail. Full acceptance into Liberty University's
Athletic Training Program signifies that students are allowed to continue to take the following athletic training courses:

- ATTR 221
- ATTR 300
- ATTR 301
- ATTR 310
- ATTR 311

It is the student’s responsibility to make sure the required documents and information are in the hands of the Athletic Training Program by the application deadlines.

TRANSFER STUDENTS

Students transferring to Liberty University who are interested in entering the ATP must contact the Program Director by August 1. Due to the unique characteristics and background of each individual, a transfer student will be evaluated on an individual basis to determine his/her suitability for the program as well as an appropriate entry level. This evaluation will be made only after the Program Director has received the following:

1. Candidates must be in good academic standing with previous university as well as Liberty University and have a minimum cumulative GPA of 2.50 on a 4.0 scale.
2. Completion of provisional application
3. Copy of all official transcripts from prior academic institutions
4. Medical history form signed by a physician. The form shall include an endorsement by the physician that states the student is physically able to meet the requirements of the program (See Technical Standards).
   - Copy of current vaccination records, including: Rubella, Tetanus, Mumps, Polio, Chicken Pox and HBV vaccination.
5. Meet the Technical Standards Policy for admission into the program.

The above documents and materials must be submitted to Liberty University's AT Program Director by August 1 to be assured an opportunity to be provisionally accepted.

It is highly likely that the competencies covered in the transferring courses may differ from those covered in LU’s courses. However, if a transfer student feels certain competencies have been completed, the student must provide the Program Director written documentation from his/her former school’s Program Director. This documentation must include a weekly log of hours, a list of completed clinical experiences, competencies, and a statement signed by the Program Director verifying satisfactory completion of the competencies in question. All competencies must meet the standards set forth by CAATE. Any request for course credit transfer must be made to the Program Director.

Once a student has been granted entry into the athletic training program, a student is to maintain his/her status by consistently meeting the following criteria:

1. Earn a “C” or higher in all athletic training courses.
2. Maintain satisfactory citizenship and ethical behavior.
3. Maintain a cumulative 2.75 GPA
4. Remain current with CSER requirement

PROGRAM RETENTION STANDARDS

Once admitted to the program, the student must demonstrate and maintain satisfactory academic and clinical progress as defined below:

- **Overall GPA:** Athletic training students will maintain a minimum cumulative GPA of 2.75. Students falling below a 2.75 GPA will be placed on probation for one semester. If, after one semester of probation, the GPA remains below a 2.75, or falls below a 2.75 in any subsequent semester, the student will be suspended from the program.

- **GPA in Major:** Students must achieve a minimum grade of “C” in all designated classes (right side of DCP). The student, with permission of the Program Director, may repeat one ATTR course in which the student failed to achieve the minimum grade of “C”. A second failure to receive a grade of “C” or better in any ATTR course will result in suspension from the program.

- **Students must complete BIOL 213/214 and 215/216 with a minimum grade of “C” in each section before enrolling in ATTR 400, 320 or 302. Students who receive a grade of “D” will be allowed to continue enrollment for one additional semester if they are enrolled in the BIOL course in which they received the grade of “D”. Students who receive a grade of “F” in any section of the required BIOL classes will be allowed to re-enter the program in the appropriate sequencing upon completion of this requirement.

- **Under extenuating circumstances, and with approval of the Program Director, students will be allowed to continue to enroll in the program (under probation status) if they fail to meet one specific section of the GPA requirement. Issues will be considered on an individual basis and must constitute mitigating circumstances beyond the control of the student or program.

- **Course Sequencing:** Students must complete each clinical and academic course in the order prescribed.

- **Codes of Conduct:** Satisfactory citizenship and behavior must be demonstrated, per the University’s and the program’s codes of conduct as outlined in the Liberty Way and in the Athletic Training Program Handbook. Students suspended from the University will be subject to athletic training faculty review as to continuation in the program.

The athletic training faculty reserves the right to dismiss from the major, students who exhibit unprofessional or unethical behavior as outlined in the Program Handbook.

- **Guidelines for Appeal:** Students may appeal decisions concerning their status in the Athletic Training Program. In order to do so, the student must submit a written appeal to the Program Director within one week of the notification in question. The documentation must include a detailed justification for the appeal. Upon receipt of the appeal, the athletic training faculty will meet to review the matter. The student will be advised in writing as to the outcome of that discussion within two weeks.

**Program of Study – Degree Completion Plan**

**Delivery Format: Residential Only**

**Bachelor of Science in Athletic Training (B.S.)**

**Exercise Science Major (B.S.)**

The Exercise Science program prepares students for careers in the health and fitness industry, as well as graduate studies in exercise physiology, physical therapy, occupational therapy, chiropractic, and other health professions.

The Exercise Science program is designed to produce exercise science professionals who will impact the world of sports, fitness, and wellness for our Lord and Savior Jesus Christ. The program will provide the student with the knowledge, skills, and abilities to assess, prescribe exercise for, and monitor clients in a variety of health, wellness, and fitness settings. This program of study provides the student with a thorough immersion into the field of...
exercise science, by using a combination of classroom, laboratory, practicum, and internship experiences.

The Bachelor of Science degree program in Exercise Science at Liberty University is nationally accredited by the Commission for the Accreditation of Allied Health Education Programs (CAAHEP).

**PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. Demonstrate proficiency in basic knowledge of entry-level exercise science professionals.
2. Communicate effectively in the area of exercise science.
3. Plan, implement, and evaluate exercise science related programming.
4. Evaluate research data and apply research techniques.
5. Integrate the biblical worldview within the field of exercise science.

**Therapeutic Science Concentration**

The student will be able to synthesize knowledge of clinical skills with therapeutic rehabilitation theory.

**PROGRAM APPLICATION PROCEDURES**

Acceptance to Liberty University does not guarantee acceptance into the Exercise Science Program (ESP). Entrance into the ESP can be competitive and students must gain entry into the program via the following process:

**Program Acceptance:** Students interested in becoming part of the Exercise Science Program may initially declare Exercise Science as their major, but declaring Exercise Science as your major does not imply acceptance into the Exercise Science Program. Students interested in becoming part of the Exercise Science Program at Liberty University should apply using instructions in the program Admission & Retention Guidelines document located on the Liberty University Exercise Science webpage once the student has met the requirements for full acceptance listed below.

**Full Acceptance:** Full acceptance into the Exercise Science program will be based upon the successful completion of all requirements during the program acceptance phase and selection by the Exercise Science admissions committee. Application for acceptance can be made twice per year: by November 15th for spring acceptance and by April 15th for fall acceptance.

**Process and Requirements for Full Acceptance**

During the students Program Acceptance phase, application for full acceptance to the program can be initiated. Grades will be reviewed at the end of the semester, with final acceptance contingent upon the successful completion of those courses. The student must meet the following criteria and provide the following information/documentation:

- Candidate must be in good academic standing with the University.
- Must show proof of current student membership to the American College of Sports Medicine.
- Must show proof of current First Aid and CPR certification.
  - The certification must be maintained throughout the student’s enrollment in the program.
  - Must include adult, child, and infant
  - Must have a ‘hands-on’ component
  - Must be from one of the following organizations:
    - American Red Cross
    - American Heart Association
    - National Safety Council
- Cumulative GPA of 2.50 or better.
- Have completed BIOL 213/214, BIOL 215/216, EXSC 101, and EXSC 310 with a grade of ‘C’ or better.
- Completion of the online application.
- Completion of the Exercise Science Student Confidentiality Agreement.
- Completion of an essay in the application on “Why I want to be in the Exercise Science Program.”

**Transfer Students**

Students transferring to Liberty University who are interested in entering the Exercise Science Program must follow the same process and procedures for entering the Exercise Science Program as outlined in the above section, Program Application Procedures. Additionally, students must take all 400 level courses residentially. Courses at the 400 level cannot be transferred into the Exercise Science Program.

**Fees and Expenses**

In addition to university tuition and fees, students enrolled in the Exercise Science program may incur additional expenses. These expenses include, but are not limited to: American College of Sports Medicine (ACSM) national and regional memberships, ACSM Exercise Physiologist certification exam, NSCA Strength and Conditioning Specialist certification exam, first aid and CPR certifications, transportation costs associated with off-campus practicum, internship, and related experiences; TB (PPD) skin test, cost of medical examination and background check, if required by practicum or internship site.

**Program Retention Standards**

Once admitted to the program, the student must demonstrate and maintain satisfactory academic progress as defined below:

- **Overall GPA:** Students will maintain a minimum cumulative GPA of 2.50. Students falling below a 2.50 GPA will be placed on probation for one semester. If, after one semester probation, the GPA remains below a 2.50, or falls below a 2.50 in any subsequent semester, the student will be dismissed from the program.

- **GPA in Major:** Students must achieve a “C” or better in all designated major courses (right side of the degree completion plan). A student, with permission of the Program Director, may repeat ONE major course in which the student failed to achieve the minimum grade of “C”. A second failure to receive a grade of “C” or better in any major course will result in dismissal from the program.

- **Course sequencing:** Students must complete each major course in the order prescribed unless approved by the Program Director.

- **Codes of Conduct:** Satisfactory behavior must be demonstrated, per the University’s code of conduct as outlined in the Liberty Way.

- **Guidelines for appeal:** Students may appeal decisions concerning their status in the Exercise Science Program. In order to do so, the student must submit a written appeal to the Program Director within one week of the notification in question. The documentation must include a detailed justification for the appeal. Upon receipt of the appeal, the Exercise Science faculty will meet to review the matter. The student will be advised in writing as to the outcome of that discussion within two weeks.

**Internship**

Exercise Science students undertake an internship as the culminating experience of their degree program. Students may choose
from a variety of approved internship sites that provide exceptional opportunities for the student to apply their knowledge, skills, and abilities acquired throughout the Exercise Science program in a professional setting. The internship also provides an opportunity for Exercise Science students to experience the careers that are available to them upon graduation.

- **Prerequisite:** The student has completed all Exercise Science course work and HLTH 333, with a grade of “C” or better; have a minimum overall GPA of 2.50 or better; have achieved a minimum score of 480 on the American College of Sports Medicine’s Exercise Physiologist certification exam OR minimum of 60% in both sections of the CSCS exam, and turned in the exam scoring sheet to the Program Director; or consent of the Exercise Science Program Director.

**Programs of Study – Degree Completion Plans**

**Delivery Format: Residential Only**

Bachelor of Science in Exercise Science (B.S.) - Fitness Specialist
Bachelor of Science in Exercise Science (B.S.) - Therapeutic Science

**Physical Education and Health Major (B.S.)**

**PURPOSE**

The Physical Education and Health degree program is designed to promote the development of a healthy, physically active Christ-centered lifestyle and prepare its graduates for the teaching profession. This academic program will allow students to acquire the disciplinary knowledge of human movement and the requisite skills and competencies in their respective area of concentration.

Those students completing either of the Health and Physical Education concentrations will be given the knowledge and teaching skills necessary to design and implement developmentally appropriate motor/sport skill learning experiences in school settings.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. Apply health and physical education curricular content based on sound pedagogical principles and strategies for PreK-12 students.
2. Plan and assess health and physical education lessons.
3. Incorporate diverse learning styles and physical skill levels into lesson plans.
4. Choose, administer, and evaluation assessment instruments to measure cognitive, affective, and psychomotor domains.
5. Demonstrate teaching (communication) skills appropriate to K-12 students in physical education classes.
6. Demonstrate motor/sports skills utilized education curricula.

**Health and Physical Education Concentrations**

These concentrations are designed to prepare students primarily as health and physical education teachers for grades PreK-12. Students may choose whether or not to pursue Virginia teacher licensure. Each is a combination of academic study and practical learning experiences dealing with teaching in both health and physical education instructional settings.

**CPR/First Aid Requirement**

Must show proof of current First Aid and CPR certification

- Must include adult, child, and infant

- Must have a ‘hands-on’ component
- Must be from one of the following organizations:
  - American Red Cross
  - American Heart Association
  - National Safety Council

**TEACHER LICENSURE**

Teacher preparation and endorsement in health/physical education is available only through the Physical Education and Health Major within the Department of Allied Health Professions and the Teacher Education Department. Those wishing to pursue teaching-related programs should seek information from the Director of Physical Education and Health / Physical Education and the Teacher Licensure Office in the School of Education. Licensure information is also available at [http://www.liberty.edu/uguide](http://www.liberty.edu/uguide).

**Programs of Study – Degree Completion Plans**

**Delivery Format: Residential Only**

Bachelor of Science in Physical Education and Health, Non-Licensure (B.S.)
Bachelor of Science in Physical Education and Health, Teacher Licensure (B.S.)

**Respiratory Therapy (B.S.) – Available Spring 2019**

**PURPOSE**

The purpose of this program is to impact the advancement of the profession through leadership in teaching, research and service. Specifically, equipping graduates for the practice of respiratory therapy in a variety of health care setting with a firm biblical foundation to impact the world for Jesus Christ.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. Comprehend, apply, and evaluate clinical information relevant to their roles as a registered respiratory therapist (cognitive domain).
2. Perform the technical skills necessary to fulfill their role as a registered respiratory therapist (psychomotor domain).
3. Demonstrate professional behavior consistent with clinical rotation site expectations as a registered respiratory therapist (affective domain).
4. Utilize critical thinking/problem solving skills to develop the best patient treatment for those suffering from cardiopulmonary disease.
5. Integrate the biblical worldview into all aspects of respiratory therapy.

**Programs of Study – Degree Completion Plan**

**Delivery Format: Online Only**

Bachelor of Science in Respiratory Therapy, Post Licensure (B.S.)

**Medical Office Assistant Major (A.A.S.)**

**PURPOSE**

The purpose of the Medical Office Assistant major is to provide formal training for healthcare professionals who hold the Christian worldview to ensure the functions of a medical office operate smoothly on a daily basis.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:
1. Understand systems and procedures, including legal and ethical aspects in medical office practice.
2. Apply knowledge of insurance, billing, coding, and bookkeeping practices to the medical office setting.
3. Demonstrate knowledge of medical terminology and apply best practices in the prevention and management of infections at the medical office.

Program of Study – Degree Completion Plan
Delivery Format: Online Only
Associate of Applied Science in Medical Office Assistant (A.A.S.)

MINOR
Physical Education and Health Minor
Delivery Format: Residential Only
Physical Education and Health Minor (Resident)

Department of Public and Community Health

PURPOSE
The Department of Public and Community Health provides an integrated approach to health, offering competency-based and practice-focused preparation for successful careers in public health and healthcare. Through a Christian worldview, students will learn to strategically address the health needs of priority populations from the individual to the global level using a variety of health promotion and education strategies.

The department comprises both undergraduate and graduate degree programs applicable to a variety of practice settings and situations, as well as further education in the clinical and professional fields. Students completing the program and meeting the prerequisites will be eligible for professional certification through the National Commission for Health Education Credentialing (CHES).

Public Health Major (B.S.)
The Public Health major prepares students for careers in health related professions, wellness, injury and disease prevention through either the Health Promotion concentration or the Pre-Clinical concentration. The Health Promotion concentration trains students to serve as health education specialists in the healthcare industry, business, government and in nonprofit organizations. It also trains those seeking graduate studies in clinical fields, public health and more. The Pre-Clinical concentration prepares students for entrance into medical, dental, physician assistant, physical therapy or occupational therapy schools or other allied health graduate programs. At the completion of the program, students qualify and are encouraged to take the national Certified Health Education Specialist (CHES) examination for certification.

- Health Promotion Concentration
- Pre-Clinical Concentration

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Investigate population health status, needs, and resources using appropriate assessment and analytical methods.
2. Develop, implement and evaluate public health programs to address identified population determinants of health.
3. Demonstrate effective written, oral, and electronic methods of communicating health information with selected audiences.

4. Identify principles of public health interventions that address disparities and inequalities in health access and health status in the context of culture, race, gender, and economics.
5. Describe principles of community collaboration to enhance community capacity for health.
6. Identify the scientific basis for public health problems.
7. Identify concepts of public health philosophy and organization, including infrastructure, funding and delivery in the U.S.
8. Identify 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.

Fee and Expenses
In addition to university tuition and fees, students may incur additional expenses. These expenses include, but are not limited to: first aid and CPR certifications, professional memberships, transportation costs associated with off-campus internship and related experiences, TB (PPD) skin test, cost of medical examination and background check, if required by internship site.

Program Standards
- GPA in Major: Students must achieve a “C” or better in upper level courses within the major.
- Overall GPA: Students must have a minimum cumulative GPA of 2.35 in order to register for HLTH 499 (Internship).
- Upon declaring the major, students must review and abide by the policies and standards of the major.

Internship
Health Promotion students (and Pre-Clinical students who choose and meet the requirements) complete an internship at the end of the curriculum sequence. Students are required to select their internship site and have it approved by the internship coordinator. They may choose from a variety of sites offering health and wellness programming and must work with a qualified site supervisor. The internship experience provides exceptional opportunities for students to apply their knowledge, skills, and abilities acquired through the Public Health program in a professional setting as well as the opportunity to experience various career paths available to them upon graduation.

Prerequisite: Senior Status; Completion of HLTH 452 and 453; minimum overall GPA of 2.35 or better; current First Aid and Adult, Child, and Infant CPR certified; or consent of the Public Health Program Director.

Programs of Study– Degree Completion Plans
Delivery Format: Residential Only
Bachelor of Science in Public Health (B.S.) - Health Promotion
Bachelor of Science in Public Health (B.S.) - Pre-Clinical

MINORS
Health Promotion Minor
Delivery Format: Residential Only
Health Promotion Minor (Resident)

Public Health Minor
Delivery Format: Residential Only
Public Health Minor (Resident)
Undergraduate Certificates

The School of Health Sciences offers undergraduate certificates in several areas of study through Liberty University Online.

CERTIFICATE COMPLETION REQUIREMENTS
1. Complete 18 total hours with a 2.00 GPA
2. All courses must be completed through Liberty University
3. No grade of “D” may be applied to the certificate
4. Submission of Certificate Completion Application at beginning of final semester
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
Professor of Law

Yuri G. Mantilla, LL.B., M.A., LL.M., Ph.D.
Professor of Law
Director of Online Programs and Global Initiatives

Program Directors
A listing of program directors can be viewed at http://www.liberty.edu/progmdirectors.

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=31 where faculty can be searched for by Department.

RESEARCH INTENSIVE COURSES
All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

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. Students should be inspired to excel in their profession while adhering to the perspective that shaped the Western legal tradition.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Demonstrate proficiency in legal research and writing skills as required in the legal field.
2. Integrate ideas from various sources and courses and communicate those ideas using computer skills and/or oral communication skills.
3. Critically analyze and process legal issues based on foundational legal principles.
4. Demonstrate broad-based knowledge of the U.S. Constitution, the federal and state court systems, and legal processes, both civil and criminal.
5. Evaluate legal issues from a distinctively Christian worldview as well as understand and apply ethics as it relates to paralegal studies.
6. Demonstrate proficiency in a specialized area of law.

Program of Study – Degree Completion Plan
Delivery Format: Online Only
Bachelor of Science in Paralegal Studies (B.S.)

Paralegal Studies Major (A.A.)

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Demonstrate proficiency in legal research and writing skills as required in the legal field.
2. Integrate ideas from various sources and courses and communicate those ideas using computer skills and/or oral communication skills.
3. Critically analyze and process legal issues based on foundational legal principles.
4. Demonstrate broad-based knowledge of the U.S. Constitution, the federal and state court systems, and legal processes, both civil and criminal.
5. Evaluate legal issues from a distinctively Christian worldview as well as understand and apply ethics as it relates to paralegal studies.

Program of Study – Degree Completion Plan
Delivery Format: Online Only
Associate of Arts in Paralegal Studies (A.A.)
Undergraduate Certificates

An undergraduate certificate in Paralegal Studies is offered through Liberty University Online.

CERTIFICATE COMPLETION REQUIREMENTS
1. Complete 18 total hours with a 2.00 GPA
2. All courses must be completed through Liberty University
3. No grade of “D” may be applied to the certificate
4. Submission of Certificate Completion Application at beginning of final semester
School of Music

Administration
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
Assistant Professor of Music and Worship

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.

RESEARCH INTENSIVE COURSES
All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

Liberty University School of Music is the seventh largest collegiate level institution in America devoted to training and equipping professional musicians as performers, music educators, worship leaders, ethnomusicologists, artists, film score composers, music publishers, recording engineers and producers, and songwriters. The School of Music is a member of and Accredited by the National Association of Schools of Music (NASM). NASM is recognized by the Council for Higher Education Accreditation as a programmatic accreditation organization for institutions offering degree and non-degree educational programs in music and music-related disciplines.

Mission
The mission of the Liberty University School of Music is to train and equip musicians to be Champions for Christ. The School of Music is a community of God-honoring musicians committed to a culture of manifest core values that include:

- Worship Lifestyle
- Servant Leadership
- Stylistic Diversity
- Academic Inquiry
- Skilled Musicianship
- Artistic and Creative Expression
- Sharing Christ through Music

These core values demonstrate what the music faculty believes a “Champion for Christ Musician” is devoted to in their everyday private and professional life. It is the general consensus of the School of Music faculty that the mission statement and clearly articulated core values conform to and promote the broader university mission to “develop Christ-centered men and women with the values, knowledge, and skills essential to impact the world”.

While the School of Music has only one mission, two distinctly unique and focused tasks emerge. These tasks are accomplished through two organizations within the School of Music structure: 1) The Center for Music and the Performing Arts – trains and equips passionate musicians as skilled performers and music education specialists; and, 2) The Center for Music and Worship – trains and equips highly skilled musicians to serve as worship practitioners in the evangelical community.

In fulfillment of the School of Music Mission, communication of the Core Values and application of the Focused Tasks and the various entities representing the music unit, it is the aim of the School of Music leadership to graduate students that are thoroughly equipped to assume their role in the market-place. And, that the School of Music provides for these student-musicians comprehensive curricula that is broad enough to encourage collaboration, imagination, diversification, scholarship and practical application. It is important to the leadership of the School of Music that students are equipped to identify their calling (desired career), find gainful employment (a job) and contribute to their chosen vocation(s) for many years to come.

Faculty
The School of Music (SOM) faculty includes full-time and adjunct and/or part time resident and on-line highly skilled professionals. The School of Music faculty adhere to and adopt five personal and professional goals, including a commitment to:

1. Embrace, develop, grow and exemplify a spirit of Christian grace, character, integrity and mercy in all areas of professional and private life. [Spiritual Disciplines]
2. Intellectual discovery, educational enrichment and rigorous pursuit of knowledge for the advancement of their own individual disciplines. [Educational Enrichment]
3. Develop and grow as professional practitioners. [Professional Development]
4. Make honest contribution to local and global communities for the purpose of spreading the gospel and proclaiming the name of Jesus Christ. [Community and Mission]
5. Christ, [Community and Mission]
6. Grow in their understanding of institutional mission, love for one another, vision for the future, and support of Liberty University School of Music. [University Mission]

Additionally, and in an effort to enrich our student’s lives, SOM faculty promise, to the best of their ability, to provide:

A quality, world-class education experience. [Quality Education]

1. 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

SEDA
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 online music professors is critical to the success of the School of Music. The personal commitment to these ten statements is used as one of several criteria for the annual evaluation of School of Music faculty.

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online at https://www.liberty.edu/index.cfm?action=faculty&PID=19959&C atID=31 where faculty can be searched for by Department.

Center for Music and the Performing Arts

PURPOSE
The purpose of the Center for Music and the Performing Arts (CMPA) is to “train and equip passionate musicians as skilled performers and music education specialists’. This purpose is fulfilled as the Center for Music and the Performing Arts provides opportunities for musical performance, academic study, and training/equipping of students. The Center oversees the following types of degree programs: Music in Liberal Arts, Music Performance, and Music Education.

This educational process is further enhanced through a commitment to comprehensive training in music for those preparing for music careers (leading to a B.M. degree) in guitar, piano, string, vocal, woodwind, brass, or percussion performance; choral or instrumental music with a music education concentration; music strategically geared to the market place; and, a liberal arts education with a music major. In addition, the Center provides music minor curricula for those who wish to receive musical training on an elective basis.

Central to the Center’s purpose is the development of aesthetically sensitive musicians, music educators, professional songwriters, artists, music missionaries, and skilled music performers who, with their skills, knowledge, and professional attitudes, may glorify God in the world through the practice of their craft and the testimony of their lives. To achieve this, the Center for Music and the Performing Arts has been organized into four strategic departments:

The Department of Applied Music Studies serves the Center for Music and the Performing Arts by providing training and supervision of the performance and applied music studies in the Bachelor of Music, Bachelor of Arts and Bachelor of Science degrees. This includes delivering highly specialized training in voice, guitar, piano, woodwind, brass, strings, percussion, songwriting, and film scoring. The Department of Applied Music Studies faculty is committed to helping performing arts students learn how to: 1) think critically about performance issues; 2) develop a high level of performance skill; and 3) demonstrate stylistic diversity that clearly represents appropriate musicianship. Faculties serving in this department touch and influence the lives of every person doing some type of undergraduate major in music.

The Department of Music Theory and History serves the Center for Music and the Performing Arts by providing training and sequenced skill-based education in all levels of music theory, harmonic practices, aural skills, form and analysis, musicianship, conducting, composition, music history and discipline specific music literature and pedagogy courses. Performance groups affiliated with the Department of Music Theory and History include: the University Chorale, the Concert Choir, Chamber Singers, Percussion Ensemble, Guitar Ensembles, and Liberty University Symphony Orchestra.

The goal of the Department of Music Theory and History faculty is for each student to demonstrate command of specific cognitive, psychomotor, and aural skills that support work in music reading, conducting, research, music analysis, and music performance. The development of technical fluency and musical expressivity are supported by the Department of Music Theory and History: which provides foundational training to musicians in practical musicianship, music theory, conducting, research, and music history.

The Department of Music Education serves the Center for Music and the Performing Arts by providing training for students preparing for career opportunities in elementary and secondary school settings. The goal of the Department of Music Education faculty is to equip each student to learn and develop teaching competencies for the public, private, and Christian school markets. This is established by developing — in conjunction with the Departments of Music and Applied Music — comprehensive techniques in pedagogy, applied music, music directing, improvisation, and administration suitable to serve a community of education in music leadership. The department also provides opportunity for students to learn how to apply learned principles of “Praxis methodology” to all areas of music education.

Finally, The Department of Music Education supervises the practice teaching program in area elementary and secondary schools, and provides highly specialized training in voice, guitar, piano, wind, string, and percussion pedagogy methodologies.

The Department of University Bands represents the Center for Music and the Performing Arts through the Liberty University Marching Band; the Spirit Band; the Liberty University Wind Ensemble; the University Band; and the Jazz Band. All of these performing groups represent the university in various public relation capacities, including regular performances by the University Marching Band at Liberty University football games and The Spirit Band at Liberty University basketball games.

Faculty assigned to The Department of University Bands seek to provide holistic opportunities for students to mature in their personal, spiritual, social and academic lives. This includes the integration of faith and learning, which is fundamental to a Christian world-view and an essential part of the entire band program at Liberty University.

CMPA PROGRAMS OF STUDY
There are a variety of undergraduate degrees in music from which to choose, including: B.A. or B.S. in Music; five B.M. Performance degrees; two degrees in Music Education Studies; and, the music minor. These programs of study are designed to equip graduating students to enter the marketplace as skilled music professionals in each of their strategic area of interest.

All music programs require the student to select a primary and secondary performance area (keyboard, non-keyboard instruments, voice, or songwriting). Students doing special studies in music education must select either the choral or instrumental music major with a concentration in music education and complete rigorous studies in elementary and secondary education.

The School of Music Student Handbook is available online to assist students in understanding every aspect of the various music programs at Liberty University.

Students are encouraged to audition for faculty members: 1) during the College for a Weekend (CFAW) activities; 2) by individual appointment throughout the school year; or 3) by sending a DVD of student performance to the School of Music offices. A music audition is not required for admission to the university or the School of Music, but is important for evaluation of a student’s potential for success in the pursuit of a music degree, placement for applied lessons, scholarship consideration, and for participation in one of the major ensembles or chamber groups.

All students pursuing any music degree must complete a piano proficiency exam before graduation, present a senior recital, and register attendance at a specific number of approved concerts and/or student
The B.S. in Music with an emphasis in vocal studies does not require any foreign language. This 120-hour degree gives students opportunity to include 10-14 hours in an elective discipline. Students may choose instrumental or choral techniques courses as part of these electives. The student is required to complete a keyboard proficiency, attend 56 approved concerts and recitals, maintain a minimum GPA of 2.00 in music courses and complete the Sophomore Performance Review.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:
1. Demonstrate technical fluency, expressiveness, style, and professionalism in musical performance.
2. Apply broad-based knowledge of music through research in the areas of music history, music theory, and music literature.
3. Integrate Christian faith into the discipline of music.

**Programs of Study – Degree Completion Plans**

**Delivery Format: Residential Only**

- Bachelor of Arts in Music (B.A.) - Vocal
- Bachelor of Science in Music (B.S.) - Vocal

**PERFORMANCE DEGREES**

**PURPOSE**

Liberty University offers five highly professional Bachelor of Music degrees that uniquely equip students as skilled performers and music practitioners. These include: B.M. in Guitar Performance; B.M. in Piano Performance; B.M. in String Performance; B.M. in Vocal Performance; and, B.M. in Woodwind, Brass or Percussion Performance. All degrees in this area of study include 24 – 26 hours of applied music studies, two semesters of conducting, music technology, and contemporary styles survey. At least 65% of the degree is specifically devoted to music studies on one level or another. The student is required to complete a keyboard proficiency, attend 56 approved concerts and recitals, maintain a minimum GPA of 2.00 in music courses and complete the Sophomore Performance Review.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:
1. Demonstrate technical fluency, expressiveness, style, and professionalism in musical performance.
2. Apply broad-based knowledge of music through research in the areas of music history, music theory, and music literature.
3. Integrate Christian faith into the discipline of music.

**Programs of Study – Degree Completion Plans**

**Delivery Format: Residential Only**

- Bachelor of Music in Guitar Performance (B.M.)
- Bachelor of Music in Piano Performance (B.M.)
- Bachelor of Music in String Performance (B.M.)

**Music Major (B.A./B.S.) Vocal**

**PURPOSE**

The purpose of the B.A./B.S. in Music with an emphasis in vocal music is to provide for the student opportunity to complete studies in music while earning a liberal arts degree. Those completing the 128-hour B.A. in Music are required to complete a minimum of 12 credits in an approved foreign language. An additional 3 hours of “Integrative Studies” affords these students opportunity to broaden their course offerings while completing a liberal arts degree with a major in music.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:
1. Demonstrate technical fluency, expressiveness, style, and professionalism in musical performance.
2. Apply broad-based knowledge of music through research in the areas of music history, music theory, and music literature.
3. Integrate Christian faith into the discipline of music.
4. Demonstrate advanced performance skills in appropriate performance media.

**School of Music**

**LIBERAL ARTS DEGREES IN MUSIC**

**Music Major (B.A./B.S.) Instrumental**

**PURPOSE**

The purpose of the B.A./B.S. in Music with an emphasis in instrumental music is to provide for the student opportunity to complete studies in music while earning a liberal arts degree. Students may elect to place special emphasis on guitar, strings, piano, woodwind, brass or percussion. Those completing the 120-hour B.A. in Music are required to complete a minimum of 12 credits in an approved foreign language. An additional 3 hours of “Integrative Studies” affords these students opportunity to broaden their course offerings while completing a liberal arts degree with a major in music.

The B.S. in Music with an emphasis in instrumental studies does not require any foreign language. This 120-hour degree gives students opportunity to include 16-29 hours in an elective discipline. Students may choose instrumental or choral techniques courses as part of these electives. The student is required to complete a keyboard proficiency, attend 56 approved concerts and recitals, maintain a minimum GPA of 2.00 in music courses and complete the Sophomore Performance Review.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:
1. Demonstrate technical fluency, expressiveness, style, and professionalism in musical performance.
2. Apply broad-based knowledge of music through research in the areas of music history, music theory, and music literature.
3. Integrate Christian faith into the discipline of music.

**Programs of Study – Degree Completion Plans**

**Delivery Format: Residential Only**

- Bachelor of Arts in Music (B.A.) - Instrumental
- Bachelor of Science in Music (B.S.) - Instrumental

**Career Opportunities**

**B.M. Degree Programs:**

Music Educator: Professional Musician
Music Performer: Private Studio Instructor

**B.M. in Choral or Instrumental Music with Music Education Concentration:**

**Elementary School**
General Music Instructor: Instrumental Instructor

**Middle School**
Band Director: General Music Instructor
Choral Director: Orchestra Director

**High School**
Band Director: Orchestra Director
Choral Director: Orchestra Director

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*Liberty University Undergraduate Catalog – 2018-2019*
Vocal Performance Major (B.M.)
Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Music in Vocal Performance (B.M.)

Woodwind, Brass, or Percussion Performance Major (B.M.)
Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Music in Woodwind, Brass or Percussion Performance (B.M.)

STUDIES IN MUSIC EDUCATION

PURPOSE
Liberty University has long been an advocate for the inclusion of the arts in elementary and secondary education. Our concentrations in music education demonstrate this commitment by providing praxis education experience at all levels of training in music theory, music technology, improvisational technique, arranging, vocal and instrumental pedagogy, and practice teaching. Additional attention is given to directed studies in Music History, Music in World Cultures (Ethnomusicology) and developmental psychology.

The Bachelor of Music with concentrations in Music Education is intended for the student who wishes to teach music in Christian, public, or private schools and who seeks licensure as a qualified music teacher by a state department of education. It is also appropriate for the student whose eventual goal is college teaching in fields related to music education. The program is designed to develop competent music professionals with a Christian worldview and skill to work in the educational domain.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Demonstrate technical fluency, expressiveness, style, and professionalism in musical performance.
2. Apply broad-based knowledge of music through research in the areas of music history, music theory, and music literature.
3. Integrate Christian faith into the discipline of music.

Choral Concentration
The student will be able to apply choral and vocal techniques in a manner appropriate for music education.

Instrumental Concentration
The student will be able to apply instrumental techniques in a manner appropriate for music education.

VIRGINIA MUSIC TEACHER LICENSURE
Teacher preparation and endorsement in choral or instrumental music is available in partnership with the School of Music, Department of Music Education, Department of Applied Music Studies, and the School of Education. The teacher licensure in music education programs are approved by the Council for the Accreditation of Education Preparation (CAEP). The Common Board of Education for the Accreditation of Teacher Education (NCATE). Licensure information is also available at http://www.liberty.edu/uguide or www.liberty.edu/SOM.

The following options are available for Teacher Licensure Endorsement (PreK-12) in the Bachelor of Music degree:

- Instrumental Music concentration in Music Education
- Choral Music concentration in Music Education

A student not seeking teacher licensure may elect other courses to fulfill degree requirements. Graduates who are licensed in Virginia may obtain licensure in other states through reciprocity.

Choral Music Major (B.M.)
Music Education Cognate – Teacher Licensure
Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Music in Choral Music (B.M.) - Music Education

Instrumental Music Major (B.M.)
Concentration in Music Education
Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Music in Instrumental Music (B.M.) - Music Education

MUSIC MINORS

The 17-19 credit hour minor option is offered to students wishing to augment their educational experiences with a general study in music. As with the music major, those pursuing the music minor select a primary area for study, vocal or instrumental. Students pursuing the music minor may participate in School of Music ensembles, applied music and select music methods classes.

The School of Music administration and faculty leadership strongly encourage students not majoring in music to pursue the music minor. As with all music curricula experience, this encounter in music helps formalize training in the humanities and broaden the student’s experience in music performance.

The music minor curriculum does not require a senior recital, music internship or student teaching. However, all students pursuing music minors are required to register attendance at a total of 24 approved concerts and/or recitals before graduation.

Music Minors
Delivery Format: Residential Only
Music Minor (Resident) - Performance: Voice, Keyboard, Guitar or Strings

Center for Music and Worship

PURPOSE
The purpose of the Center for Music and Worship (CFMW) is to equip and train highly skilled musicians to serve as worship practitioners and commercial musicians in the evangelical community. This is accomplished through curricula development, local church ministry, partnerships with the publishing and recording industry, artist development and empirical research.

Today’s local churches need both music ministers and worship leaders to take charge of a multi-faceted, changing ministry. These ministries no longer require personnel exclusively equipped as musicians. Rather, they require professionals who have broad experience in worship teaching, worship training, team management and discipleship, worship evangelism, principles of marketing technology, drama and music.

Pastors seek to meet the challenge of ministry to increasingly more diverse congregations with theological integrity practical to broad ranging needs. They look for worship leaders who capture their vision and seize the opportunity to minister worship with excellence and creativity. Liberty University’s Center for Worship seeks to equip students for these multi-faced career opportunities.
IAACT AND CAF MEMBERSHIP

The Center for Music and Worship holds membership with the International Association of Artists in Christian Testimony (IAACT), a missions sending agency based in Brentwood, Tennessee. This agency endorses young artists, music ministries, worship leaders, and supports personnel for local, regional, and international artistic service. Key to their mission is partnerships with worship institutions and evangelical organizations committed to training worship personnel for full time church related ministry.

In the spring of 2006, Liberty University’s Center for Music and Worship was granted approval to host a student chapter of Christian Artist Fellowship (CAF). This is a national organization that encourages training, mentoring, advancement, internship opportunity, career placement, over-seas mission opportunity, fund raising tax shelter, and research related to individual musicians, groups and artists.

Department of Applied Music Studies. The Department of Applied Music Studies serves the Center for Music and Worship by providing training and supervision of the performance and applied music studies in the Bachelor of Music in Commercial Music, Bachelor of Music in Music and World Cultures, the Bachelor of Music in Worship Leadership and the Bachelor of Science in Music and Worship. Faculties serving in this department touch and influence the lives of every student participating in some type of undergraduate major in the Center for Music and Worship.

Department of Commercial Music. The purpose of the Department of Commercial Music is to serve the Center by facilitating the training and equipping of commercial music practitioners for the Evangelical Community. Commercial music programs have grown in influence and popularity over the past four decades. More and more, local church ministries are developing “in-house” recording, publishing, songwriting and film score divisions. They are expressing need for personnel skilled and equipped to manage these highly visible and influential initiatives.

Liberty University School of Music has answered this call by designing five programs of study that will have immediate appeal to the student seeking employment in the evangelical community as Christian artists, songwriters, recording engineers, music producers, publishers, performers of jazz or film industry practitioners. Liberty University adds Biblically-centered worldview instruction to this growing discipline preparation. We believe scores of qualified musicians will graduate from these programs of study fully equipped as performers, songwriters, film composers and/or creators of commercial music for the Evangelical Community.

Department of Music and Worship Studies. The purpose of the Department of Music and Worship Studies is to serve the Center as an academic training agency solely committed to the mission of equipping worship leaders and church practitioners for ministry in the various evangelical traditions. The Department of Music and Worship Studies is a division of the Liberty University Center for Music and Worship and is committed to meeting academic requirements critical to successful examination, communication and implementation of practitioner-oriented curriculum the growing worship disciplines.

The Department of Music and Worship Studies strategically, and more specifically, provides opportunity for students to obtain job familiarity and proficiency through meaningful and professional, practitioner experiences. Each major, no matter the emphasis, is required praxis, practicum, and internship training. The end goal is to “equip the student” so that upon graduation/employment tasks may be immediately performed with skill and professional ability. Much of this training is accomplished through comprehensive instruction in historical and contemporary music practices, principles of leadership and creative worship design, study and recognition of the critical roles of the worship leader in 21st century culture, and contextualization of worship practice – all undergirded by the foundational truths of Scripture.

The Department of Music and Worship Studies faculty is committed to offer each student occasion to study with godly, highly-skilled instructors, receiving a broad-based musical and theological education that enables students to function successfully as worship practitioners in the diverse and ever-changing field of evangelical worship ministry.

Department of Multi-Ethnic Music Studies. The purpose of the Department of Multi-Ethnic Music Studies is to uniquely equip students to work in a diverse global, ethnic and multi-cultural society by using the medium of music as a tool for communicating the gospel of Jesus Christ.

The Department of Multi-Ethnic Music Studies supervises undergraduate degrees in world music. This study incorporates Music and World Cultures into the total music discipline and provides Liberty University music students opportunity to engage in the music of various cultures through: field experiences; ethnic ensembles; studies in ethnomusicology; and, the discovery of regional music practices around the globe. The various programs in the department fit well with the institution’s emphasis on intercultural studies and its stated aim to “contribute to a knowledge and understanding of other cultures.”

Career Opportunities

B.M. in Commercial Music Degree:
- Film Score Composer
- Jazz Studies Specialist
- Arranger
- Recording Engineer
- Songwriter
- Studio/Live Event Producer
- Publisher
- Professional Christian Music Artists

B.M. in Worship Leadership
- Worship Leader
- Worship Pastor

B.S. in Music and Worship Degree-Concentrations:
- Cinematic Arts
- Short Film for Worship
- Visual Arts Ministry
- Pastoral Leadership
- Lead Pastor
- Worship and Preaching
- Worship Pastor
- Associate Pastor of Worship
- Worship Technology
- Director of Audio Ministry
- Computer Technology in WRSP
- IMAG for Worship
- Radio & TV Director in worship

B.S. in Music and Worship Degree-Cognates:
- Biblical Studies
- Worship Theology Instructor
- Worship Conference Speaker
- Business
- Worship Administrator
- Worship Administration Assist.
- Theater
- Directors of Worship Arts
- Worship & Theater Ministry
- Women’s Ministry
- Women’s Conference
- Worship Leader for local church
- Women’s Ministry
- Youth Ministry
- Student Worship Director in a variety of cultural or ministry settings

B.M. Ethnomusicology:
- Ethnomusicologist
- Worship consultant on mission field

DEPARTMENT OF MUSIC & WORSHIP STUDIES

Paul Randlett, B.S., M.A.
Acting Chair, Department of Music and Worship
Assistant Professor of Music and Worship

Programs offered by the Department of Music and Worship Studies prepare students to meet the dynamic music and ministry challenges unique to the 21st century evangelical community.
Music and Worship Major (B.S.)

There has been significant growth in the numbers of students seeking to further their training in worship studies. Undergraduate students, preparing for one or more of the multiple roles of worship leadership, have found an abundance of job opportunities in local churches and para-church ministries in the evangelical community.

The B.S. in Music and Worship degree programs also prepare students to pursue graduate studies in worship at any seminary or graduate school, including the Master of Arts in Ethnomusicology, Master of Arts in Music and Worship or Master of Arts in Worship Studies offered through Liberty University School of Music.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Build a personal philosophy of worship based on theological principles.
2. Analyze the roles of the worship leader in the evangelical community.
3. Develop contextually based worship strategies.
4. Demonstrate professional-level musicianship.

Cinematic Arts Concentration
The student will be able to integrate cinematic art within the presentation of worship.

Pastoral Leadership Concentration
The student will be able to demonstrate the skills necessary for Pastoral Ministry.

Worship Technology (Audio) Concentration
The student will be able to apply audio production skills in the presentation of worship.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only
Bachelor of Science in Music & Worship (B.S.)
Bachelor of Science in Music & Worship (B.S.)- Biblical Studies
Bachelor of Science in Music & Worship (B.S.)- Business
Bachelor of Science in Music & Worship (B.S.)- Cinematic Arts
Bachelor of Science in Music & Worship (B.S.)- Pastoral Leadership
Bachelor of Science in Music & Worship (B.S.)- Theatre Ministries
Bachelor of Science in Music & Worship (B.S.)- Women's Leadership
Bachelor of Science in Music & Worship (B.S.)- Technology (Audio)
Bachelor of Science in Music & Worship (B.S.)- Youth Ministries

Worship Leadership Major (B.M.)

PURPOSE
Over the centuries, the study of worship and its impact on culture has been an important part of musical, historical and sociological analysis. The B.M. in Worship Leadership affords Liberty University students opportunity to examine the impact of worship on the evangelical culture. Students study worship and its application to music in a hands-on environment and through praxis education experience. Application is further made to 21st century worship pedagogy through studies in contemporary improvisation, contextualization, leadership principles and cultural analysis.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Demonstrate technical fluency, expressiveness, style, and professionalism in musical performance.
2. Apply broad based knowledge of music through research in the areas of music history, music theory, and music literature.
3. Develop contextually based worship strategies.
4. Analyze leadership characteristics within musical contexts.

Program of Study – Degree Completion Plan

Delivery Format: Online Only
Bachelor of Science in Worship Studies (B.S.)

DEPARTMENT OF COMMERCIAL MUSIC

David Hahn, B.A., M.M., D.M.A.
Chair, Department of Commercial Music
Assistant Professor of Music and Worship

Commercial Music Major (B.M.)

PURPOSE
The B.M. in Commercial Music degree is designed to provide five essentials needed for successful development as a musician training for a career in the commercial music industry: 1) Core studies in Commercial Music Studies, including: Music Theory and Musicianship, Music Technology, and introductory Music Business and Entrepreneurial concepts for the Commercial Musician; 2) Ensemble Experience; 3) Applied instruction on primary and secondary instruments; 4) Hands-on experience in the music industry under the supervision and mentoring of well-established, professional practitioners; and, 5) Studies in the specialized concentrations in Artist Development, Songwriting, Jazz Studies, Film Scoring (Film and Media) Recording Engineering and Producing or Publishing and Producing.

It is our belief that graduates from the School of Music’s Department of Commercial Music will possess such a high level of musical and industry level skill that they will convey the unique mission of Liberty University to the world -- through the Commercial Music field -- as stage artists, songwriters, recording session performers and studio musicians, studio engineers and producers, front-of-house engineers, film score composers, and publishers of music for the evangelical community. Additionally, the emphasis of a Commercial Music degree taught with a specifically Christian Worldview, by professors committed to sound conservative Evangelical theology, sets Liberty University’s Commercial Music curriculum apart from other “music industry”
type programs and provides a significant influence in the commercial music industry as a whole.

With the establishment of the Zaki Gordon Center for Cinematic Arts, a fresh new approach to film making and industry influence has emerged. As a complement to the substantial efforts of this new film division, the School of Music has developed a degree in Commercial Music, with at least five optional concentrations, for the purpose of equipping skilled musicians to work closely with these new Christian filmmakers, producing Christian-based film that will impact the culture and the world for Christ.

Finally, all commercial music majors experience intense, industry focused, and evangelical community enriched practicum and internships. These experiences are designed, guided and supervised by skilled leadership in the School of Music’s Department of Practicum.

Four strategic target audiences are served by this degree:
1. Students interested in a diversified commercial music approach to Jazz Studies or Music Performance in a conservative evangelical university.
2. Students interested in writing music for film or music for short films for worship.
3. Students interested in developing skill as a Christian artist or songwriter.
4. Students interested in a developing skill as a recording engineer, producer or publisher strategically serving the evangelical community.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Demonstrate technical fluency, expressiveness, style, and professionalism in musical performance.
2. Apply broad-based knowledge of music through research in the areas of music history, music theory, and music literature.
3. Integrate Christian faith into the discipline of commercial music.

Artist Development Concentration
The student will be able to:
1. Formulate a strategy for developing a successful career in the music industry.
2. Develop contextually based worship strategies.

Film Scoring Concentration (Film and Media)
The student will be able to:
1. Compose music soundtracks with electronic instruments and traditional acoustic instruments for commercial media.
2. Create commercial music projects that involve syncing music to film.

Jazz Studies Concentration
The student will be able to:
1. Arrange commercial music in a jazz style.
2. Perform written and improvised commercial music in a jazz style.

Publishing and Producing Concentration
The student will be able to create quality commercial music content using best practices in music publishing and audio production for worship.

Recording Engineering and Producing Concentration
The student will be able to create quality commercial live and recorded music content using best practices in current audio technology and production.

Songwriting Concentration
The student will be able to:
1. Demonstrate the process of writing, preparing, and presenting a song for professional publication.
2. Develop contextually based worship strategies.

Students pursuing the B.M. in Commercial Music degrees are required to successfully complete: a piano proficiency; attend 56 approved concerts and recitals; maintain a minimum GPA of 2.00 in all MUSC courses; successfully pass a Freshman Promotional Jury and Sophomore performance review; and conducting.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only
Bachelor of Music in Commercial Music (B.M.) - Artist Development
Bachelor of Music in Commercial Music (B.M.) - Film Scoring (Film & Media)
Bachelor of Music in Commercial Music (B.M.) - Jazz Studies
Bachelor of Music in Commercial Music (B.M.) - Publishing & Producing
Bachelor of Music in Commercial Music (B.M.) - Recording, Engineering, and Producing
Bachelor of Music in Commercial Music (B.M.) - Songwriting

Katherine Morehouse, B.A., M.A., Ph.D.
Chair, Department of Multi-Ethnic Music Studies
Associate Professor of Ethnomusicology

Music & World Cultures Major (B.M.)
PURPOSE
Liberty University is pleased to offer the B.M. in Music and World Cultures for the purpose of equipping musicians in various global and ethnic settings. Over the last 20 years, studies in world music and ethnomusicology have become a growing part of the education process in many college and university music programs. Our goal is to prepare students in: ethnic music making; bi-cultural teacher/performance; world music pedagogy; and, continued graduate studies in ethnomusicology.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Demonstrate technical fluency, expressiveness, style, and professionalism in musical performance.
2. Apply broad-based knowledge of music through research in the areas of music history, music theory, and music literature.
3. Develop contextually based worship strategies.
4. Conduct field research utilizing the principles of ethnomusicology.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only
Bachelor of Music in Music in World Cultures (B.M.)
School of Nursing

Administration
Dean, School of Nursing
Associate 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
Sharon J. Kopis, R.N., B.S.N., M.S., Ed.D., CNE, FNP-C
Chair, DNP Programs
Professor of Nursing
Kathryn Miller, R.N., B.S.N., M.S.N., DNP, CNE, CHSE
Executive Director, Clinical Affairs
Associate Professor of Nursing
Tracey Turner, R.N., B.S.N., M.S.N., RNC-OB, Ed.S.
Chair, Residential BSN Program
Assistant Professor of Nursing

Program Directors
A listing of program directors can be viewed at http://www.liberty.edu/programdirectors.

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

RESEARCH INTENSIVE COURSES
All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

PURPOSE
The purpose of the Liberty University School of Nursing is to prepare baccalaureate level nurses who are committed to Christian ethical standards and view nursing as a ministry of caring based on the Benner theoretical framework. The nursing curriculum is built upon a foundation from the arts, sciences, and the Bible, and focuses on the use of the nursing process to guide the acquisition of nursing knowledge, build strong clinical skills, and develop the foundation necessary for a sound work ethic.

Nursing Major (B.S.N.)
PROGRAM LEARNING OUTCOMES
The student will be able to:
1. View nursing as a ministry of demonstrating Christ’s love to hurting people of all religions, creeds, and cultures.
2. Provide and coordinate nursing care for individuals, families and groups within the community.
3. Utilize critical thinking/problem solving skills/evidenced base practice in determining nursing interventions and applying therapeutic skills.
4. Demonstrate leadership skills in collaboration with clients, other professionals and groups within the community for the purpose of promoting, maintaining, and restoring health.
5. Apply a personal and professional Christian value system, based on biblical principles, to ethical issues related to the practice of professional nursing.
6. Value the need for ongoing personal and professional development through both formal and informal learning experiences.
7. Foster professional level competencies in writing and communication and computer literacy.

ACCREDITATION AND LICENSURE
The Bachelor of Science in Nursing degree at Liberty University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC, 20036, (202) 887-6791.

This degree is approved by the Virginia State Board of Nursing.

APPLICATION TO THE SCHOOL OF NURSING
A prospective student applies for candidacy to the nursing major when all prerequisite classes have been successfully completed or are in progress. Applicants are considered for candidacy to the nursing major following enrollment and successful completion of the following courses: CHEM 107, BIOL 213/214, BIOL 215/216, NURS 101, NURS 105 and NURS 115. Students must complete BIOL 213/214, BIOL 215/216, CHEM 107, NURS 101, NURS 105 and NURS 115 with grades of “C” or better, (grades of “A” or “B” in science course are preferred) and have a minimum cumulative GPA of 3.00 for fall and spring admission and 3.25 for summer admission. A personal interview with a nursing faculty member may also be required. The faculty reserves the right to refuse admission into the program. Acceptance by Liberty University does not guarantee acceptance into the nursing major.

Retention and Progression
Policies related to retention and progression are outlined in the annual Liberty University Nursing Student Handbook.

Clinical Prerequisites
Each student must secure uniforms, name pin, stethoscope, liability insurance, immunizations, background check, and current CPR certification prior to the first clinical experience.

Transportation
Nursing students are responsible for transportation to and from clinical settings. Car pools are encouraged as a means of defraying transportation costs for the individual student.

Physical Examination
A physical examination including a urine drug screen, TB test, Rubella Titer, documentation of Hepatitis B vaccinations, and all childhood immunizations is required prior to the first day of class.

Accelerated Program
An accelerated summer program is available for students who have already completed one to two years of college work before deciding to enter the nursing major. Students who meet the admission criteria can finish the nursing requirements in two years.

Certificate Programs
Senior level students have an opportunity to specialize in a specific field of nursing by participating in one of two certificate programs:
- Critical Care Nursing (Adult and Maternal/Child tracks)
- Cross Cultural Nursing
Selected students complete extra classes and clinical
experiences so that they are able to enter the workplace with a broader knowledge base and more highly developed clinical skills than other new graduates.

**Advanced Placement**

Registered nurses and licensed practical nurses may obtain advanced placement by applying to the RN track of the program. A registered nurse student is a nurse who:

1. Has graduated from an accredited program leading to an associate’s degree or a hospital diploma;
2. Had three months of nursing practice as a registered nurse within the past five years or completion of a refresher course before the senior year; and
3. Has been admitted to Liberty University.

**Career Opportunities**

**Hospital Nursing**
- Critical Care
- Emergency Department
- Flight Nurse
- Medical
- Obstetrics
- Oncology

**Community Nursing**
- Home Health
- Missionary Nursing
- Occupational Health
- Red Cross

**Armed Services**
- Air Force
- Army

**With Additional Education**
- Clinical Nurse Specialist
- Nurse Educator
- Nurse Anesthetist
- Nurse Practitioner

**Programs of Study – Degree Completion Plans**

**Delivery Format: Residential Only**
- Bachelor of Science in Nursing (B.S.N.)
- Bachelor of Science in Nursing (B.S.N.) - Global Studies

**Nursing Major – R.N. to B.S.N.**

As a condition of Liberty’s Certificate of Approval from the Alabama Commission on Higher Education, the following disclaimer pertains to Liberty’s online programs in Nursing:

**Nursing:** State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter the practice. [www.abn.alabama.gov](http://www.abn.alabama.gov)

**PURPOSE**

The purpose of the Liberty University School of Nursing is to prepare baccalaureate level nurses who are committed to Christian ethical standards and view nursing as a ministry of caring based on the Benner theoretical framework. The nursing curriculum is built upon a foundation from the arts, sciences, and the Bible, and focuses on the use of the nursing process to guide the acquisition of nursing knowledge, build strong clinical skills, and develop the foundation necessary for a sound work ethic.

**ACCREDITATION AND LICENSURE**

The Bachelor of Science in Nursing degree at Liberty University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

The School of Nursing is approved by the Virginia State Board of Nursing.

**PROGRAM SPECIFIC ADMISSION PROCEDURES**

- All policies and procedures as stated in the current Liberty University Catalog apply unless otherwise stated.
- Students who are admitted into the RN to BSN program must first meet certain prerequisites before they may begin registration for nursing classes. Admission requirements are listed below.
  - Liberty University Online Application
  - RN licensure in state of residence (copy of licensure document)
    - Active and current
  - Official transcripts
  - Must be a graduate of a NLN Accredited nursing program leading to an associate degree or hospital diploma.
  - Ability to meet essential attributes requirements

Upon acceptance into the program and United States RN licensure verification, 31 hours of advanced credit will automatically be applied toward students’ Bachelor of Science in Nursing. See the RN to BSN degree plan for additional course information.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. View nursing as a ministry of demonstrating Christ’s love to hurting people of all religions, creeds, and cultures;
2. Provide and coordinate nursing care for individuals, families and groups within the community;
3. Utilize critical thinking/problem solving skills in determining nursing interventions and applying therapeutic skills;
4. Demonstrate leadership skills in collaboration with clients, other professionals and groups within the community for the purpose of promoting, maintaining, and restoring health;
5. Apply a personal and professional Christian value system, based on biblical principles, to ethical issues related to the practice of professional nursing; and
6. Value the need for ongoing personal and professional development through both formal and informal learning experiences.
7. Foster professional level competencies in writing, oral communication, and computer literacy.

**Program of Study – Degree Completion Plan**

**Delivery Format: Online Only**
- Bachelor of Science in Nursing for RNs Post Licensure (B.S.N.)
- Bachelor of Science in Nursing for RNs Post Licensure (B.S.N.) - Global Studies
DUAL DEGREE PROGRAM

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. Students admitted to the RN-BSN-MSN program with less than a 3.0 GPA will be required to enroll in GRST 501 with NURS 500; students must pass both NURS 500 and GRST 501. The course fee for GRST 501 is $100. Students who do not pass the course are automatically re-enrolled in a subsequent term and charged an additional $100 for every subsequent registration. GRST 501 is a zero credit hour class and does not affect the student’s GPA.
5. Students must earn a grade of B- or above in each of the MSN courses (NURS 500 & 503). Earning a grade of C in any of the two MSN courses means the student must reapply to take the corresponding RN to BSN course (NURS 225 & 445) before the student may repeat the graduate-level course. If a grade of D or below is earned in any of the two MSN transition courses, the student is no longer in the RN to BSN to MSN track, but may choose to remain in the RN to BSN track.
6. Prior to taking NURS 500 (Research), the student must successfully complete an undergraduate statistics course with a grade of C or above.
7. Progression to the MSN program following BSN completion is dependent upon earning a grade of B- or higher in all graduate courses.
8. Students earning a C or below in 500-level courses are no longer eligible to continue in the RN to BSN to MSN track, but will be eligible for a BSN degree when all requirements are met.
9. 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.
10. The gate course in the RN-BSN program in 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.
11. 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.
12. UG pre-reqs should be completed by NURS 492.
13. MSN requirements will lead for admission and graduation.
14. 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. Demonstrated 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).

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)

Nursing Informatics Concentration
The student will be able to:
4. 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)
5. Collaborate with key stakeholders in the healthcare setting to create strategies for informatics solutions (ANA-Nursing Inform. 6, 11, 13).
6. 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
1. Complete 151 hours.
2. 120 Credit hours must be 100-400 level courses (NURS 500 & 503 included)
3. 3.0 GPA
4. 30 credit hours of undergraduate courses must be upper-level (300-400 level)
5. Grade of ‘C’ minimum required for all undergraduate courses in the major
6. Grade of ‘B’ or higher required for all graduate courses
7. 46% of the undergraduate courses in majors must be taken through Liberty University
8. 30 credit hours of undergraduate courses must be taken through Liberty University
9. 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.
10. Degree must be completed within 5 years.
11. 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.)
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

Linda N. Cooper, B.S., M.A.
Chair, Department of Theatre Arts
Associate Professor of Theatre Arts

Stephan Schultze, B.S., M.Adm., M.F.A.
Executive Director, Cinematic Arts – Zaki Gordon Center

A. Todd Smith, B.A., B.S., M.F.A.
Chair, Department of Studio & Digital Arts
Professor of Studio & Digital Arts

Program Directors
A listing of program directors can be viewed at http://www.liberty.edu/programdirectors.

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

RESEARCH INTENSIVE COURSES
All research intensive courses are listed online at https://www.liberty.edu/academics/qualityenhancement/index.cfm?PID=32835.

PURPOSE
The School of Visual & Performing Arts, comprising the Cinematic Arts – Zaki Gordon Center along with the Departments of Studio and Digital Arts, and Theatre Arts, offers undergraduate and graduate degrees in order to prepare artists and scholars in the practice and theory of the visual and performing arts. Cinematic Arts is a 2-year full immersion program. Majors, by department, include: B.S. Cinematic Arts; B.F.A. Graphic Design; B.F.A. Studio Arts; B.S. Studio & Digital Arts: concentrations in Graphic Design and Studio Art; B.F.A. Acting; B.F.A. Musical Theatre, B.A. Theatre Arts; B.S. Theatre Arts.

TEACHER LICENSURE
An add-on endorsement in studio art is available through the School of Visual & Performing Arts in cooperation with the Teacher Education Department. Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education. Licensure information is also available at www.liberty.edu/uguide.

Cinematic Arts – Zaki Gordon Center

Stephan Schultze, B.S., M.Adm., M.F.A.
Executive Director, Cinematic Arts – Zaki Gordon Center

PURPOSE
Cinema is a unique form of communication and the purpose of the Cinematic Arts – Zaki Gordon Center is to glorify God by reflecting the truths of Scripture through cinema. The Cinematic Arts – Zaki Gordon Center at Liberty University is distinctive because of its approach in training the next generation of filmmakers in a Christ-focused environment. Dr. Jerry Falwell coined “Saturation Evangelism” as the ability to reach every available person through every available means. Liberty University’s Cinematic Arts – Zaki Gordon Center supports the scope of that mission.

Cinematic Arts Major (B.S.)

PURPOSE
Learning how to create impactful and professionally produced films that have a competitive edge will help insure that new filmmakers and the message of Christ will stand out in a content driven marketplace.

The B.S. in Cinematic Arts is a 2-year full immersion*, cohort** program that students enter in the fall of either their sophomore or junior year. Students that enter the cohort program their sophomore year must complete the first two semesters on the B.S. of Cinematic Arts suggested course sequence. Students that enter the cohort program their junior year complete their general education courses and CINE core courses CINE 201, CINE 202, and CINE 203.

*FULL IMMERSION – 5 days a week instruction that could include 8-12 hours with professors a day. This hands-on instruction will produce the best learning environment, mirroring a real world model for product driven outcomes.

**COHORT – A fixed group of 16-20 students who have been accepted into the Cinematic Arts Major after applying to continue in the B.S. in Cinematic Arts program. (Cohort students are advised not to take classes outside of the B.S Cinematic Arts Major)

NOTE: Admission to continue in the B.S. in Cinematic Arts is a selective application and acceptance process, at times not all students applying will be offered a place in the program. If possible, it is advised that students declare Cinematic Arts as their major their freshman year. Students must work closely with their academic advisor as they work through their Degree Completion Plan (DCP) and should schedule a meeting with a faculty member in the Cinematic Arts Program to gain insight on the application process and ask questions as needed.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Integrate thematic values in storytelling.
2. Determine personnel and technical elements relevant to the visual content of the story.
3. Evaluate the distribution model for a movie.
4. Justify moral decisions related to moviemaking based biblical worldview/principles.

PROGRAM APPLICATION PROCEDURES
In order to continue in the Cinematic Arts Program, students must be accepted into the program through an application process that starts first semester of a student’s sophomore year. In addition to the general admission requirements, students must meet the following admission requirements to apply to continue into the program in their Junior year.
1. Unofficial university transcripts that provide proof of completion of CORE classes: CINE 201, CINE 202, and 203 with at least a B average
2. Minimum 2.5 collegiate GPA
3. One letter of recommendation from:
   a. University instructor or staff member
   b. Past or present employer or peer
4. Essay/pitch (1,000 words) telling the story of a film the student wants to make
5. Written letter explaining why the student wants to be a filmmaker.
6. Oral interview (by appointment)

NOTE: Films, DVDs or videotapes will not be accepted with application to the program.

REGARDING CURRENT COHORT STUDENTS

Any student enrolled in the CINE cohort that receives final grade lower than a "D" in any CINE course, will have 60 days to rectify the grade with the instructor of the course. It is the student's responsibility to initiate this process, not the instructor's.

Any student who fails to rectify a grade lower than a "D" within 60 days, or receives a final grade of an “F” will automatically be removed from the program. The student may re-apply for the next CINE cohort entry (usually 1 year later).

Career Opportunities
Producer                  Cinematographer
Director                 Production Assistant
Screenwriter             Film and Video Editor
Assistant Editor         Animator
Sound Effects Editor      Marketing Manager
Multimedia Artist         Promotion Manager

Program of Study – Degree Completion Plan

Delivery Format: Residential Only
Bachelor of Science in Cinematic Arts (B.S.)

MINORS

Cinematic Arts Minor
Delivery Format: Residential Only
Cinematic Arts Minor (Resident)

Cinematic Arts Production Minor
Delivery Format: Residential Only
Cinematic Arts Production Minor (Resident)

Department of Studio & Digital Arts

A. Todd Smith, B.A., B.S., M.F.A.
Chair, Department of Studio & Digital Arts
Professor of Studio & Digital Arts

PURPOSE
The purpose of the Department of Studio & Digital Arts is to produce visual artists, graphic designers and art educators rooted in a Christ-centered perspective that governs every decision, action and work of art they undertake in the field of visual art.

Career Opportunities
Art Teacher   UI/UX Designer

Art Therapist     Web Designer
Art Critic       Typographer
Animator         Commercial and Industrial Designer
Museum Curator   Fine Artist
Commercial Artist Sculptor
Illustrator      Museum Director/Curator
Graphic Designer Gallery Owner
Art Director     Cartoonist
Multimedia Artist Painter

KAPPA PI ART HONOR SOCIETY

Kappa Pi – Zeta Chi Chapter promotes artistic excellence at the collegiate level. The purpose of this fraternity will be to form bodies of representative students who will, by their influence and artistic interest, uphold the highest ideals of a liberal education; to provide a means whereby students with artistic commitment meet for the purpose of informal study and communication; to raise the standards of productive artist work among students in the college and universities; to furnish the highest reward for conscientious effort in furthering the best interest of art in the broadest sense of the term, by election to membership in the Fraternity, based upon such meritorious work.

Membership Criteria
• B average in art courses

Graphic Design Major (B.F.A.)

PURPOSE
The Bachelor of Fine Arts degree is considered the pre-professional degree, allowing students to gain extensive practice-based course work in the field of graphic design.

PROGRAM REQUIREMENTS
• Students must submit a portfolio of 10 works for entry.

ONLINE PORTFOLIO ADMISSION PROCESS
Prior to submitting portfolio, students must take the following required courses: ARTS 113, ARTS 114, ARTS 211, ARTS 222 and ARTS 223.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Generate art work utilizing a variety of digital techniques.
2. Assess the efficacy of creative work in relation to its context.
3. Formulate conceptual solutions through creative projects.
4. Create a fundamentally sound body of work that embodies standards of professional presentation.
5. Integrate interactive design modalities into effective visual solutions.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online
Bachelor of Fine Arts in Graphic Design (B.F.A.) – Resident
Bachelor of Fine Arts in Graphic Design (B.F.A.) – Online

Studio Art Major (B.F.A.)

PURPOSE
The Bachelor of Fine Arts degree is considered the pre-professional degree, allowing students to gain extensive practice-based course work in the field of studio art.

PROGRAM REQUIREMENTS
• Students must submit a portfolio of 10 works for entry.
PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Generate Art Work Utilizing a variety of Traditional media.
2. Assess the efficacy of creative work in relation to its context.
3. Formulate Conceptual solutions through creative projects.
4. Create a fundamentally sound body of work that embodies standards of professional presentation.
5. Demonstrate a specific artistic focus through content and/or form.

Program of Study – Degree Completion Plan
Delivery Format: Residential Only
Bachelor of Fine Arts in Studio Art (B.F.A.)

Studio and Digital Arts Major (B.S.)
PURPOSE
The purpose of the Studio and Digital Arts major is to strive to prepare students, whether studio art or graphic design, who will:
1. Use their professional skills to complement their moral and ethical values;
2. Possess both theoretical and historical understanding of studio and digital arts; and
3. Make practical application of knowledge in professional and personal contexts as a communicator in the field of visual art.

PROGRAM LEARNING OUTCOMES
The student will be able to:
1. Critically analyze visual imagery in relation to history and culture;
2. Effectively articulate the meaning of visual imagery;
3. Visualize, conceptualize, and create visual imagery using traditional and digital materials, media, methods and techniques;
4. Integrate a Christian worldview with best practices for creating visual imagery.

Graphic Design Concentration
The student will be able to learn the principles and techniques of visual communication and is taught how to use them in the workplace. The student will gain strong technical skills and learn production technology.

Studio Arts Concentration
The student will be able to refine his/her creativity as a painter, sculptor, and more. As the student refines his/her skills, he/she will gain an understanding of the language, aesthetics and cultural impact of visual communication.

Studio Arts Concentration – Teacher Licensure
The student will be able to build on Studio Art skills to prepare for a career in art education in grades K-12.

Programs of Study – Degree Completion Plans
Delivery Format: Residential Only
Bachelor of Science in Studio & Digital Arts (B.S.) - Graphic Design
Bachelor of Science in Studio & Digital Arts (B.S.) - Studio Art
Bachelor of Science in Studio & Digital Arts (B.S.) - Studio Art, Teacher Licensure

MINORS
Graphic Design Minor
Delivery Format: Residential Only
Graphic Design Minor (Resident)

Photography Minor
PROGRAM LEARNING OUTCOME
The student will be able to demonstrate an understanding of the principles of design and photo composition.
Delivery Format: Residential Only
Photography Minor (Resident)

Studio Art Minor
Delivery Format: Residential Only
Studio Art Minor (Resident)

Department of Theatre Arts

Linda N. Cooper, B.S., M.A.
Chair, Department of Theatre Arts
Associate Professor of Theatre Arts

PURPOSE
The Department of Theatre Arts provides instruction in the theory and practice of theatre performance and production, in order to prepare students for professional stage careers, for graduate study in theatre arts, and for a life of growing appreciation for the theatre and dramatic art. Central to the departmental purpose is the development of observant, sensitive theatrical artists, who, with their skills, training, knowledge, and professional attitudes, may glorify Christ in the world through the practice of their craft and the testimony of their lives.

PROGRAM REQUIREMENTS
1. Students must receive a “C” or better in all THEA classes.
2. BFA students will be required to pass the BFA Entrance Audition.
3. See the Department of Theatre Arts Student Handbook for more information.

Career Opportunities
Actor
Art Critic
Choreographer
Director
Drama Ministry
Dramaturge
First Hand Costumer
House Manager
Law
Performing Arts Coordinator
Play Submissions Editor
Program Director
Properties Master
Public Relations
Publishing License Agent
Script Writer
Special Events Coordinator
Speech Writer
Stage Manager
Theatre Historian
Theater Manager

ALPHA PSI OMEGA HONOR SOCIETY
Advisor: Mrs. Connie Hecker
Alpha Psi Omega is dedicated to recognizing and encouraging excellence in the study of theatre arts. Chapter activities provide members with opportunities for sharing and advancing their professional interests. Lectures and field trips are designed to awaken theatrical interest, and to promote interaction between students and faculty and amongst other theatre professionals.
Criteria for membership: An undergraduate student must have completed at least 15 semester hours in theatre arts (excluding performance/production credits) with a grade in all theatre courses averaging at least a 3.50 and must have a general average of at least a 3.2 in all classes. Candidates must have participated in at least six main stage productions and be in good ethical standing with the University. All inductees must be voted into the society by a majority of the Liberty University Department of Theatre Arts faculty and staff.

**Acting Major (B.F.A.)**

**PURPOSE**

The Bachelor of Fine Arts degree is considered the pre-professional degree, allowing students to gain extensive practice-based course work in the field of acting.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:
1. Articulate a personal process as a creative artist grounded in the history and current practices of theatre.
2. Evaluate multiple world views from a Biblical perspective.
3. Create original and re-interpretive theatrical work evident by a consistent work ethic and respect for professional ethics.
4. Demonstrate advanced proficiency in performing synthesizing movement, voice, and acting techniques.

**Program of Study – Degree Completion Plan**

**Delivery Format: Residential Only**

*Bachelor of Fine Arts in Acting (B.F.A.)*

**Musical Theatre Major (B.F.A.)**

**PURPOSE**

The Bachelor of Fine Arts degree is considered the pre-professional degree, allowing students to gain extensive practice-based course work in the field of musical theatre.

**PROGRAM LEARNING OUTCOMES**

The student will be able to:
1. Articulate a personal process as a creative artist grounded in the history and current practices of theatre.
2. Evaluate multiple worldviews from a Biblical perspective.
3. Create original and re-interpretative theatrical work evidenced by a consistent work ethic and respect for professional ethics.
4. Demonstrate advanced proficiency in musical theatre performance synthesizing movement, voice, and acting techniques.

**Program of Study – Degree Completion Plan**

**Delivery Format: Residential Only**

*Bachelor of Fine Arts in Musical Theatre (B.F.A.)*

**Theatre Arts Major (B.A./B.S.)**

**PROGRAM LEARNING OUTCOMES**

The student will be able to:
1. Articulate a personal process as a creative artist grounded in the history and current practices of theatre.
2. Evaluate multiple worldviews from a biblical perspective.
3. Create original and re-interpretive theatrical work evidenced by a consistent work ethic and respect for professional ethics.
4. Integrate research and critical thinking skills to deepen and refine the quality of artistic work.
5. Communicate effectively in written, oral, visual and technological formats.

**Programs of Study – Degree Completion Plans**

**Delivery Format: Residential Only**

*Bachelor of Arts in Theatre Arts (B.A.)*  
*Bachelor of Science in Theatre Arts (B.S.)*

**MINORS**

**Theatre Arts Minor**

**Delivery Format: Residential Only**

*Theatre Arts Minor (Resident)*
Willmington School of the Bible – Online Program

Graduate of Theology Certificate (Th.G.)

PURPOSE
The supreme goal and purpose of the Willmington School of the Bible is adequately and scripturally to prepare men and women of God in ministering God’s message of the first century to the world in the 21st century.

GOALS
The Willmington School of the Bible exists to train Christ-exalting leaders for local church ministry with the following emphases:
1. To train men and women for church leadership;
2. To assist in developing competencies for effectively communicating this teaching plan to others;
3. To equip learners to become role-models of the victorious Christian life; and
4. To assist in implementing a plan of action for fulfilling God’s call on one’s life.

PROGRAM LEARNING OUTCOMES
The student will be able to demonstrate a comprehension of the biblical foundation of the Christian faith.

EVALUATION OF TRANSFER CREDIT
Students may transfer semester hours earned in the Willmington School of the Bible Th.G. Diploma to Liberty’s undergraduate degree programs. Transfer credit will be greater in the School of Divinity’s bachelor’s degree programs.

Program of Study
Biblical Studies-Th.G.
Courses of Instruction – Certificate Program

**APOL 120  Apologetics**  3 hours
A study of the evidences for the central truths of Christianity: the existence of God, the deity and resurrection of Christ, and the authority and truth of the Bible.

**BIBLICAL STUDIES**

**BIBL 150  Genesis**  3 hours
An intensive doctrinal and historical study of the text considering the related issues of chronology, creation, the fall, the flood, and the Patriarchal cultural setting. The lives of Abraham, Isaac, Jacob and Joseph are given special attention for their practical value.

**BIBL 160  Gospel of John**  3 hours
A thorough investigation of the fourth Gospel, highlighting the person and work of Jesus Christ, God’s own Son. Differences between this Gospel and the Synoptics will be considered.

**BIBL 161  Romans**  3 hours
A thorough consideration of Paul’s theological masterpiece which forms a foundation for understanding the remaining epistles. Various doctrines that appear in this book will also be examined.

**BIBL 162  Revelation**  3 hours
A comprehensive study of the Revelation. Particular emphasis is given to understanding the correct method of interpreting the book. The verse-by-verse study will be supplemented with historical, doctrinal, and eschatological materials.

**BIBL 163  Hebrews**  3 hours
An intensive exegetical study of Hebrews. The course includes an investigation of the doctrines of Christ, especially His mediatorship and priesthood and the use of the Old Testament in this book. A verse-by-verse exposition will follow a brief study of authorship, background, destination and purpose.

**BIBL 165  Acts**  3 hours
A study of the growth and development of the first century church as recorded by the accurate historian, Luke. Special attention will be given to the activity of the Holy Spirit in the ministries of Peter and Paul.

**CHURCH HISTORY**

**CHHI 105  Church History I**  3 hours
A survey of the first fourteen centuries of the Christian Church including the persecutions, the rise of heresy, the development of Roman Catholicism during the Middle Ages, and the groups which dissented against Roman Catholicism.

**CHHI 110  Church History II**  3 hours
A study of historical Christianity from the fifteenth century to the present. Includes the major personalities, events, and results of the Protestant Reformation, the rise of modern denominationalism, modern Roman Catholicism, the ecumenical movement and current developments. Special attention is given to the development of American Christianity.

**GENERAL BIBLICAL STUDIES**

**GBST 103  Survey of the Old Testament I**  3 hours
A comprehensive survey of Genesis-2 Samuel.

**GBST 104  Survey of the Old Testament II**  3 hours
A comprehensive survey of 1 Kings-Song of Songs.

**GBST 105  Survey of the Old Testament III**  3 hours
A comprehensive survey of Isaiah-Malachi.

**GBST 163  Survey of the New Testament I**  3 hours

**GBST 164  Survey of the New Testament II**  3 hours

**GBST 165  Survey of the New Testament III**  3 hours
A comprehensive survey of the New Testament books of Colossians through Revelation.

**PRACTICAL THEOLOGY**

**PRTH 140  Church Administration**  3 hours
This course combines pastoral theology and "how to" principles in all the work of Christian ministry including the administration of local church business affairs and other operations. Church planting recommendations are included.

**PRTH 141  Pastoral Theology**  3 hours
A practical study of church ministry with emphasis given to its biblical foundation, philosophy of ministry, and the various areas of pastoral ministry.

**PRTH 172  Hermeneutics I**  3 hours
A study of the historical background, rules, principles, and methods of sound biblical interpretation. Course includes a review of English grammar.

**PRTH 173  Hermeneutics II**  3 hours
Prerequisite: PRTH 172
A continuation of PRTH 172, with emphasis on practical application of hermeneutical principles and methods. Practical application includes writing a personal commentary on a selected book of the Bible.

**THEOLOGY**

**THEO 107  Theological Survey I**  3 hours
This is the first of three courses in a general survey of Bible doctrine designed to introduce the student to the major areas of systematic theology. Doctrines included in this course are Revelation, Theology Proper, the Trinity, the Plan and Providence of God (including the problem of evil), and Angels (including Satan and Demons). The theology survey is continued in THEO 108.

**THEO 108  Theological Survey II**  3 hours
This is the second of three courses in a general survey of Bible doctrine designed to synthesize and outline the following major areas of systematic theology: doctrine of the Holy Spirit (Pneumatology), doctrine of Man (Anthropology), doctrine of Sin (Hamartiology), doctrine of Angels (Angelology), and doctrine of Satan (Satanology).

**THEO 109  Theological Survey III**  3 hours
This course is a continuation of the doctrinal studies begun in Theological Survey 107 and 108. Doctrines included in this course are the Holy Spirit, Salvation, the Church, and Prophecy/Last Things.
Courses of Instruction

PLEASE NOTE: It is the student's responsibility to make up any prerequisite deficiencies, as stated in this Catalog, which would prevent the successful completion of any course.

NOTE: Some courses may have additional fees. For a list of course fees please refer to http://www.liberty.edu/registrar.

RESEARCH INTENSIVE COURSES
All research intensive courses are listed online at https://www.liberty.edu/academic/qualityenhancement/index.cfm?PID=32835.

ACCOUNTING

ACCT 209 Survey of Accounting & Finance 3 hours
This course provides the basics of financial analysis and management for non-business majors. Topics in this course will include financial reporting, underlying accounting assumptions, performance measures, ratio analysis, cash flow, time value of money, and budgeting. (Both Resident and Online)

ACCT 211 Financial Accounting 3 hours
Prerequisites: MATH 201 or BUSI 230
A study of basic transactions, general ledger accounts, books of original entry, closing and adjusting entry processes, trial balances, financial statements, accounting for assets, liabilities, sole proprietorship, equity, revenues, and expenses. (Both Resident and Online)

ACCT 212 Managerial Accounting 3 hours
Prerequisite: ACCT 211
A study of the fundamentals of managerial accounting with an emphasis on financial statement analysis, cost accounting measurement systems, cost-volume-profit analysis, managerial decision-making concepts, operational budgeting, standard cost systems and capital budgeting. (Both Resident and Online)

ACCT 299 Internship 0 hours
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.
Directed applicable work experience under supervision of the Director of Business Internships and an accounting or business professional at the place of employment. Application processed through the Career Center. Must apply semester prior to internship. (Resident)

ACCT 301 Intermediate Accounting I 3 hours
(Resident - Offered fall semester)
Prerequisite: ACCT 212
This is an intensive course in accounting theory and practice. The course attempts to strike a balance between procedural explanations of currently applied accounting practices and the theoretical framework upon which those practices are based. Alternatives to current practice are also introduced. (Both Resident and Online)

ACCT 302 Intermediate Accounting II 3 hours
(Offered spring semester)
Prerequisite: ACCT 301
This is an intensive course in accounting theory and practice dealing with liabilities, stockholders equity, and financial reporting issues. The course attempts to strike a balance between procedural explanations of currently applied accounting practices and the theoretical framework upon which those practices are based. (Both Resident and Online)

ACCT 311 Cost Accounting I 3 hours
(Offered fall semester)
Prerequisite: ACCT 212
A study of the principles and procedures used in the collection, recording and reporting of costs. Balance Sheet inventory valuation and the related Income Statement cost of goods sold valuation, determined using both job order costing and process costing, are emphasized. Activity-based costing is covered in depth. Traditional cost accounting is the main content of this course. (Both Resident and Online)

ACCT 332 Accounting Information Systems 3 hours
Prerequisite: ACCT 301
This course provides a basic knowledge of how accounting information systems function in today's business environment. It emphasizes the internal control feature necessary to produce accurate and reliable accounting data as it looks at how accounting information is recorded, summarized and reported in both manual and computerized systems. The following topics are covered in this course: systems concepts, tools, development processes, analysis; design; implementation and operation; computer software and configurations; data storage and processing methods; file processing; implementing data base management systems; internal control; information system control; data security and integrity; accounting transaction cycles; revenue cycle applications; and expenditure cycle applications. (Both Resident and Online)

ACCT 340 Accounting Ethics 3 hours
Prerequisite: ACCT 212
This course provides an analysis of ethical standards in the accounting profession. Major ethics paradigms are examined and contrasted with a Christian worldview of ethics. The course includes an in-depth examination of the AICPA Code of Professional Conduct and other ethical standards in the accounting profession. The course also presents an ethical decision-making model for the accounting profession. (Both Resident and Online)

ACCT 370 Financial Statement Analysis 3 hours
Prerequisite: BUSI 320
This course examines the fundamental techniques of financial statement analysis and their application to strategic planning and decision-making. The course covers the analysis and interpretation of financial information including the balance sheet, income statement, and statement of cash flows. (Both Resident and Online)

ACCT 401 Taxation I 3 hours
(Resident - Offered fall semester)
Prerequisite: ACCT 212
A study of the legal and accounting aspects of federal taxation with an emphasis on individuals and unincorporated businesses. (Both Resident and Online)

ACCT 402 Advanced Accounting 3 hours
(Resident - Offered fall semester)
Prerequisite: ACCT 302
This is an intensive course in accounting theory and practice regarding partnerships, business combinations and consolidated financial statements. The course attempts to strike a balance between procedural explanations of currently applied accounting practices and the theoretical framework upon which those practices are based. Alternatives to current practice are also discussed. (Both Resident and Online)

ACCT 403 Governmental and Not-for-Profit Accounting 3 hours
(Resident - Offered spring semester)
Prerequisite: ACCT 402
Advanced problems involving government and non-profit organizations, estates and trusts, financially distressed entities, translation and consolidation of foreign entities and segment reporting. (Both Resident and Online)
ACCT 404 Auditing 3 hours
(Resident - Offered fall semester)
Prerequisite: ACCT 302
A study of auditing standards and related auditing procedures. Topics include: evaluation of internal control and preparation of the audit program; examination of financial statements and preparation of working papers; and auditors’ reports and opinions. (Both Resident and Online)

ACCT 412 Taxation II 3 hours
(Resident - Offered spring semester)
Prerequisite: ACCT 401
The second course in a two-course sequence dealing with corporate income taxes, taxes on corporate distributions, other corporate tax levies; partnership information, operation and special issues; “S” corporations, gift and estate taxes; the income taxation of trusts and estates; and IRS administrative procedures. (Both Resident and Online)

ACCT 432 IT Audit 3 hours
Prerequisites: ACCT 332, 404
This course provides the theory and application of auditing through the use of information systems. Topics include: authoritative information technology control frameworks; computer security; continuous auditing; and audit approaches to new and emerging technologies. (Both Resident and Online)

ACCT 495 Directed Research 1 to 3 hours
Prerequisite: Written permission of department chair and consent of instructor. (Resident)
ACCT 497 Special Topics in Accounting 1 to 3 hours
Topics will vary and are offered on demand. Course may be repeated for credit, when topics differ. (Resident)

AIRS A Leadership Laboratory No Credit
Prerequisite: Enrollment in Air Force ROTC
A laboratory in leadership and followership development which stresses the application of leadership principles and the understanding of a leader’s responsibilities. Emphasizes the benefits of practical experience. (Resident)

AIRS 101 The Foundations of the United States Air Force 1 hour
A two-semester survey course which provides an introduction to the United States Air Force and Air Force Reserve Officers’ Training Corps. Topics include: mission and organization of the Air Force; officer and professionalism; military customs and courtesies; Air Force officer opportunities; and an introduction to communication skills. The Leadership Laboratory (AIRS A) is mandatory each semester for AFROTC cadets and complements this course by providing followership experiences. (Resident)

AIRS 120 The Foundations of the United States Air Force II 1 hour
A continuation of AIRS 110. (Resident)

AIRS 210 The Evolution of Air and Space Power I 1 hour
Examines general aspects of air and space power through a historical perspective. Covers a time period from the first balloons and dirigibles to the use of Unmanned Aerial Vehicles in today’s technologically advanced Air Force. Historical examples serve to extrapolate the development of Air Force capabilities (competencies) and missions (functions) to demonstrate the evolution of what has become today’s USAF air and space power. Also examines several fundamental truths associated with war in the third dimension; e.g., Principles of War and Tenets of Air and Space Power. Provides a knowledge-level understanding for the general element and employment of air and space power from an institutional, doctrinal, and historical perspective. Continues a discussion of the importance of the Air Force Core Values through use of operational examples and historical Air Force leaders and develops cadets’ communication skills. The Leadership Laboratory (AIRS A) is mandatory each semester for AFROTC cadets and complements this course by providing followership experiences. (Resident)

AIRS 220 The Evolution of Air and Space Power II 1 hour
A continuation of AIRS 210. (Resident)

AIRS 310 Concepts of Air Force Leadership and Management I 3 hours
Focuses on the study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation
systems, leadership ethics, and communication skills required of an
Air Force junior officer. Case studies are used to examine Air Force
leadership and management situations as a means of demonstrating
and exercising practical application of the concepts being studied.
The Leadership Laboratory (AIRS A) is mandatory each semester
for AFROTC cadets and complements this course by providing
advanced leadership experiences in officer-type activities, giving
students the opportunity to apply the leadership and management
principles presented in this course. (Resident)

AIRS 320  Concepts of Air Force Leadership and
Management II  3 hours
A continuation of AIRS 310. (Resident)

AIRS 410  National Security Affairs I  3 hours
Examines the national security process, regional studies,
advanced leadership ethics, and Air Force doctrine. Topics include
the military as a profession, officerhip, military justice, civilian
control of the military, preparation for active duty, and current issues
affecting military professionalism. Emphasizes refining
communication skills. AIRS A (Leadership Laboratory) is
mandatory for AFROTC cadets and complements this course by
giving students an opportunity to apply the leadership and
management principles presented in this course. (Resident)

AIRS 420  National Security Affairs II  3 hours
A continuation of AIRS 410. (Resident)

APOL 201  Apologetics and Cultural Engagement  3 hours
Prerequisites: RLGN 105
This course equips students to use apologetics to engage with
the culture using the various current issues of the day as entry points
to the Gospel. Students will be trained to think critically from a
biblical worldview and engage winsomely on such issues as evil in
the world, critical claims about Jesus in the popular culture, new
atheism, race issues, and sexuality. (Both Resident and Online)

APOL 220  Introduction to Apologetics  3 hours
This course equips students with a foundational understanding
of the skills within the field of apologetics. Students will explore the
major apologetic issues that arise today and will learn both the
critical thinking skills and theological principles in order to respond
persuasively. (Online)

APOL 310  Apologetics in a Secular Age  3 hours
Prerequisite: APOL 220
This course develops an apologetic approach which takes into
account the values and plausibility structures of the late modern,
secular age. Particular emphasis will be given to understanding
current cultural movements and values and constructing a person-
centered approach to the apologetic task. (Online)

APOL 311  Foundational Issues in Apologetics  3 hours
Prerequisite: APOL 201
Surveys the various approaches to Christian apologetics with
the aim at understanding the theology that drives each approach. The
course will critically engage with the worlds of leading proponents
of the approaches in order for students to develop their own approach
and method in apologetics. Furthermore, core areas of Christian
doctrine, such as Theology Proper, Christology, and Bibliology, will
be explored and defended. (Resident)

APOL 320  Apologetics and the Gospel  3 hours
Prerequisite: APOL 220
This course examines key questions related to the identity and
ministry of Jesus, particularly as it relates to the historicity of the
New Testament’s portrayal of Jesus. Primary attention is given to
examining historical evidence related to Jesus’ existence, his
ministry, miracles, deity, death, and resurrection as well as
understanding Jesus as a part of the larger biblical story. (Online)

APOL 325  Christianity and the Cults  3 hours
This course examines the history and beliefs of those systems
that claim to be Christian yet deny fundamental Christian doctrines
such as the sole sufficiency of the Bible, the Trinity, the deity of
Christ, salvation by faith in Christ alone without works, the eternal
punishment of the wicked, and other pertinent doctrines. Groups
discussed include Jehovah’s Witnesses, Mormonism, Seventh-day
Adventism, Christian Science and others. (Resident)

APOL 330  C.S. Lewis and the Apologetic Imagination  3 hours
Prerequisite: APOL 220
This course examines the apologetic writings of C. S. Lewis. Particular focus is given to understanding Lewis within his context
as well as drawing from various aspects of his apologetic approach
for the current cultural moment. (Online)

APOL 431/ GLST 431  Introduction to Islam  3 hours
Prerequisite: APOL 201
This course explores the historic rise and expansion of Islam as
well as basic Muslim beliefs and practices. Attention is also given
to the diversity within the world of Islam. (Resident)

APOL 480  Biblical Studies and Apologetics  3 hours
Prerequisite: APOL 201
Exposes students to the best biblical scholarship being used in
apologetics. Students will engage with such areas as Textual
Criticism, Old Testament studies, New Testament studies, and
Archaeology. (Resident)

STUDIO AND DIGITAL ARTS

ARTS 105  Art Appreciation  3 hours
The development of a satisfying discourse between the student
and the work of art, employing a selective survey of major
achievements and movements in the visual art of western
civilization. (Both Resident and Online)

ARTS 113/ FACS 113  Introduction to 2D Design  3 hours
Prerequisites: APOL 201
An introduction to visual thinking as well as the elements and
principles of design. Concentration on the elements of design
through production of artwork using a variety of materials and
methods. Emphasis placed on understanding the elements and
principles of design and how they integrate to form fully realized
works of art. Students will explore composition and selection of
subject matter. (Both Resident and Online)

ARTS 114/ FACS 114  Introduction to 3D Design  3 hours
A fundamental course with an emphasis on means of
construction, analysis of materials and structural examinations that
support conceptual development of 3 dimensional art. Emphasis
placed on characterizing the elements and principles of design and
how they each integrate to form fully realized works of 3D art.
Students will develop projects using a variety of materials and
methods. (Both Resident and Online)

ARTS 201/ FACS 201  History of Art I  3 hours
This course is a chronological survey of Western art and
architecture from Prehistoric times to the 15th century, with the goal
of analyzing works of art from a Christian worldview. Emphasis is
placed on vocabulary development with special emphasis on
methods of critical analysis of works of art. Students are responsible
for maintenance of portfolio assignments. This portfolio will be used
for class discussion periodically and turned in at the end of the
semester. (Both Resident and Online)

ARTS 202/ FACS 202  History of Art II  3 hours
This course presents a chronological survey of Western art and
architecture from the 15th century to the Post Modern Era, with the
goal of analyzing works of art from a Christian worldview.
Emphasis is placed on vocabulary development with special
emphasis on methods of critical analysis of works of art. Students
are responsible for maintenance of portfolio assignments. This
portfolio will be used for class discussion periodically and turned in
COURSES OF INSTRUCTION

ARTS 203  Baroque Art  3 hours
This course presents a general survey of the Baroque period (c. 1600-1750), which was characterized by political and religious upheavals as well as by aesthetic innovations. We shall examine the development of art and architecture in Italy, Spain, France, and the Lowlands, centering upon the works of seminal artists including Caravaggio, Bernini, Borromini, Velázquez, Poussin, Rembrandt, Rubens, and Van Dyck. Accordingly, we shall investigate how the art of the period reflects the Christian worldview as it took shape in the wake of the Reformation and Counter Reformation. (Both Resident and Online)

ARTS 204  Medieval Art  3 hours
This course will survey the range of Medieval Art and Architecture from the fall of Rome to the 15th century in the west, placing an emphasis on the development of painting, mosaic, and manuscript illumination, as well as upon the development of the Romanesque and Gothic architectural styles. The arts of this vast period will be analyzed from within the Christian worldview with particular attention to Christian iconography. (Both Resident and Online)

ARTS 205  20th-21st Century Art  3 hours
This course presents a comprehensive study of the varied art forms from the beginning of the 20th century to the present, focusing upon the major artists and art movements, including Fauvism, Cubism, Futurism, Dada, Surrealism, Abstract Expressionism, Pop Art, and Postmodernism. The course will entail an examination of how art is disseminated, understood, and at times, misunderstood. Students will read, write about, and discuss essays, criticism, and interviews covering a wide range of media, and visit artists' studios and exhibition venues. Two analytical papers—based upon studies of the visual images focusing on the agency of the image, the social practices and effects of its viewing and the specificity of views taken by various audiences are required. (Both Resident and Online)

ARTS 206  Arts of East Asia  3 hours
This course is an introduction to the arts of China, Japan, Korea, and the Pacific Rim, focusing on the religious and political influences, as well as the evolution of landscape and figure painting traditions. This course considers objects in their context (from the archaeological sites from which they were unearthed to the material culture that surrounded them) to reconstruct the functions and the meanings of objects, and to better understand cultures through the objects they produced. (Both Resident and Online)

ARTS 207  The Arts of Latin America  3 hours
This introductory course provides a critical survey of Latin America art from Spanish military conquest of the New World to the development of conceptual art (1521 to ca. 1980). We will learn to observe and describe different kinds of artifacts, made in a broad array of media (painting, sculpture, urban form, photography, engraving, and drawing, among others) to explicate the social context in which they were produced and circulated. By taking into account their constant dialogue with European ideas and models, we will analyze how colonial encounters, national formations, and cultural exchange took place in the region, and how identity, ethnicity, politics, and the sacred have been depicted in different historical moments. (Both Resident and Online)

ARTS 208  Italian and Northern Renaissance  3 hours
This course concentrates on the origins of the Renaissance in both Italy and in the North as seen in the painting and sculpture of the early fifteenth century as to style and religious expression, examined in the context of philosophical influences, civic humanism, and contemporary politics. Attention will be given to the changing social status of the artist as manifested both in the theoretical writings and artists' working methods. (Both Resident and Online)

ARTS 209  Art as Communication  3 hours
(Visual Communications: Research, Analysis, and Discourse)
This course serves to cultivate an understanding of the language, aesthetics and cultural impacts of visual communication. The focus is on discourse that fosters the development of ideational, analytical and rhetorical writing skills necessary for demonstrating critical thinking in the analysis and critique process concerning visual images. Two analytical papers—based upon studies of the visual images focusing on the agency of the image, the social practices and effects of its viewing and the specificity of views taken by various audiences—and a literary research paper, sequentially developed, are required. (Formerly ARTS 300) (Both Resident and Online)

ARTS 211  Drawing I  3 hours
An introduction to basic drawing fundamentals including gesture line, contour line, positive and negative space, linear perspective, sight measurement techniques, modeling perspective, and composition. (Formerly ARTS 110) (Both Resident and Online)

ARTS 213  American Art and Architecture  3 hours
Focusing on painting and sculpture in the United States, this course offers a survey of American art from the colonial settlements to the early 20th century. The unique social, political and intellectual contexts of American art provide the basis for understanding the history and art of our own culture. (Both Resident and Online)

ARTS 214  Art, Culture, and Technology  3 hours
This course traces the development of technology starting with genius inventors such as Leonardo da Vinci up to the present, and shows how technology has changed cultures and the art that they produce. The student will learn to raise vital questions on how technology has influenced culture and come to well-reasoned conclusions as to why culture has changed as a result. Through Group Projects the student will learn to work effectively with others in unraveling the complex influences of particular technological advances on culture. (Both Resident and Online)

ARTS 215  Special Topic in Art History  3 hours
This course presents an opportunity to conduct an in-depth study of a selected topic in art history not included in the curriculum. The precise subject matter and parameters of this course will be supplied as appropriate by the professor. (Resident)

ARTS 222  Introduction to Graphic Design  3 hours
An introduction to graphic design as a tool for visual communication. Graphic design skills and topics including a brief history of typography and printing; page layout design principles, the design process, page layout and image manipulation software, visual hierarchy, and critique will be explored in this course. Students will use the acquired skills to create basic graphic design materials for a variety of uses. (Formerly “Desktop Publishing”) (Both Resident and Online)

ARTS 223  Introduction to Typography  3 hours
Prerequisite: ARTS 222
The course includes the study of type as a tool and a design element. Topics for discussion and exploration will include type identification, text and display usage, and actual letterform design. (Formerly “Typography”) (Both Resident and Online)

ARTS 224  Media Design  3 hours
Prerequisite: ARTS 222
In the Media Design Course, students examine new and traditional forms of media communications, design principles, concepts, and applications that will strengthen communication efforts with graphic design and advertising projects. Through lectures, readings, case studies, and hands-on assignments, students are introduced to the media campaign process, and the impact of new media technologies. Students will learn how to make sense of the dynamic field of media communications through a critical analysis of real-world campaigns serving as a foundation to build their own strategies. (Both Resident and Online)
<table>
<thead>
<tr>
<th>COURSES OF INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 234 Jewelry I Introduction to Jewelry Making</td>
</tr>
<tr>
<td>This course is an introduction to basic equipment, tools, and techniques used in the fabrication of jewelry as an art form. Students will learn basic jewelry techniques including, but not limited to, cutting, piercing, soldering, engraving, and stone setting. (Resident)</td>
</tr>
<tr>
<td>ARTS 299 Internship</td>
</tr>
<tr>
<td>Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind. Application procedures processed through the Career Center. Must apply semester prior to internship. (Resident)</td>
</tr>
<tr>
<td>ARTS 301 Introduction to Film Photography</td>
</tr>
<tr>
<td>The purpose of this course is to provide the student with a basic knowledge of film photography. The student will learn how to operate a basic 35mm film camera, develop black and white film and print black and white photographs. Additionally, the student will learn about the basic properties of light, exposure, composition, depth of field and perspective. While learning the basics in B&amp;W, most principles can later be applied to color and digital technologies. May be taken twice for credit. (Formerly “Basic Photography”). (Resident)</td>
</tr>
<tr>
<td>ARTS 303 History of Graphic Design</td>
</tr>
<tr>
<td>A study of graphic communication from cave walls to the printed page to online digital communication. Students will consider how the advent of new technologies changed the graphic form of our communication. Course lectures and presentations will be supplemented by/textbook readings. Students will be required to do topic related projects that will demonstrate their understanding. (Both Resident and Online)</td>
</tr>
<tr>
<td>ARTS 311 Drawing II</td>
</tr>
<tr>
<td>Prerequisites: ARTS 211; RSCH 201 Intermediate level study of drawing, including compound subjects primarily in pencil, but also potentially in other media as well. This course expresses technical aspects of drawing through developed descriptive imagery. May be taken twice for credit. (Formerly ARTS 310) (Both Resident and Online)</td>
</tr>
<tr>
<td>ARTS 312 Life Drawing</td>
</tr>
<tr>
<td>Prerequisites: ARTS 113, 211, 311 An introduction to the methods and techniques used when drawing from life. This course explores the benefits of working from life. Moreover, this course demonstrates the value of the sketch as opposed to the time intensive efforts of studio work. May be taken twice for credit. (Resident)</td>
</tr>
<tr>
<td>ARTS 319 Mobile and Interactive Tech. Application</td>
</tr>
<tr>
<td>Prerequisite: ARTS 222 Introduction to the tools used to create mobile and desktop web messages/content in the industry. Students will learn app and web development and create professional-level projects. (Both Resident and Online)</td>
</tr>
<tr>
<td>ARTS 321 Painting I</td>
</tr>
<tr>
<td>Prerequisite: Art 211 This course is an introduction to direct painting. The use of paint is emphasized with an emphasis on the representation of the artistic image through form and color. May be taken twice for credit. (Resident)</td>
</tr>
<tr>
<td>ARTS 330 Sculpture I</td>
</tr>
<tr>
<td>Design and creation of three-dimensional sculptural objects in creative ways to solve specific assigned artistic and sculptural problems. Introduction to materials and tools used to create sculpture. Instruction will be given in design concepts, terminology, sculpture history, processes and techniques. (Resident)</td>
</tr>
<tr>
<td>ARTS 332 Vector Illustration</td>
</tr>
<tr>
<td>This course will provide an overview of vector illustration software and illustration creation. Students will use the design process, the fundamentals of visual design, and technical expertise to create vector images for a variety of media. Conceptual thinking and visual problem solving will be encouraged through a series of exercises and projects designed to enhance software mastery and concept development. Course projects are designed for inclusion in the final portfolio. May be taken twice for credit. (Formerly “Digital Illustration”) (Both Resident and Online)</td>
</tr>
<tr>
<td>ARTS 334 Jewelry II Design and Fabrication</td>
</tr>
<tr>
<td>Prerequisites: ARTS 113, ARTS 211, ARTS 234, ARTS 330 In this course the student will continue to study the applications of jewelry making techniques including, but not limited to, enameling, raising, forging and small metal casting as vehicles for self-expression. May be taken twice for credit. (Resident)</td>
</tr>
<tr>
<td>ARTS 340 Publication Design</td>
</tr>
<tr>
<td>Prerequisite: ARTS 222, 223 This course examines the design and structuring of information for print publications. Students will combine their knowledge of typography and image creation with the principles and elements of page design to produce several portfolio-building systems. Lectures and studio work cover historical as well as current practices used in the production of multi-page documents. May be taken twice for credit. (Both Resident and Online)</td>
</tr>
<tr>
<td>ARTS 342 Digital Imaging</td>
</tr>
<tr>
<td>Prerequisites: ARTS 222 Creating multiple digital images through a varied methodology. Preparing digitized art for electronic media and the printed page through electronic pre-press techniques. Training in a professional image-editing application. May be taken twice for credit. (Formerly ARTS 351) (Both Resident and Online)</td>
</tr>
<tr>
<td>ARTS 352 Graphic Design I</td>
</tr>
<tr>
<td>Prerequisite: ARTS 222, 223, 332 While introducing theory, practice, and technology, course assignments will develop an understanding and put into context the principles of visual communication. This course will develop strong formal and technical skills, as well as introduce production technology. This course focuses on conceptual thinking and problem solving in relation to design development. Students will create identity systems for a specified company or organization. Students explore the difference between branding different types of corporate entities and will produce work geared toward inclusion in the final portfolio. May be taken twice for credit. (Formerly ARTS 341) (Both Resident and Online)</td>
</tr>
<tr>
<td>ARTS 357 Digital Application for 3D Arts</td>
</tr>
<tr>
<td>Prerequisites: ARTS 113, 211, 330 Students explore applications of digital technology through 3D scanning with 3D artwork. May be taken twice for credit. (Resident)</td>
</tr>
<tr>
<td>ARTS 361 Digital Photography</td>
</tr>
<tr>
<td>The purpose of this course is to provide the student with a basic knowledge of digital photography. Students will learn to operate a digital single-lens reflex camera with proficiency. The correction and digital manipulation of images using current industry-standard software will be taught. Students will learn to communicate with their photography by posting their images to the Internet, printing their images using current inkjet technologies, and producing slideshows of their images for group consumption. (Students are required to have their own digital single-lens reflex cameras). May be taken twice for credit. (Both Resident and Online)</td>
</tr>
<tr>
<td>ARTS 365 Documentary Photography</td>
</tr>
</tbody>
</table>
| (Photojournalism) This course is all about telling compelling stories through the use of still images. This is not just another photography course, though it will use still photography as the main tool of communication. Students will aspire to create images that are consistent in both content and quality with those used in both the online and print media. The course will include coverage of the historical, ethical, legal and artistic issues associated with
professional photojournalism. Course participants will gain valuable, real-world type experience into what it’s like working in the modern, digital media environment. May be taken twice for credit. (Resident)

**ARTS 411 Advanced Drawing** 3 hours
Prerequisites: ARTS 113, 211, 311
A studio for drawing with an emphasis on human anatomy, advanced drawing techniques, and observation. May be taken twice for credit. (Resident)

**ARTS 420 Painting II** 3 hours
Prerequisite: ARTS 321
An introduction to painting systems, the use of oils in the modeling of tone and illumination and the use of acrylics in chromatic studies with the development of a personal individual creative style on the part of the student. May be taken twice for credit. (Resident)

**ARTS 424 Advanced Typography** 3 hours
Prerequisite: ARTS 223, 332
This is an advanced study of typography as a tool and a design element. This course will be comprised of special projects, which will build upon and expand the knowledge the student has acquired in previous classes. The emphasis of the course will be upon layout design as it applies to print and electronic media. In addition, the student will create a fully developed original typeface as a final project. May be taken twice for credit. (Both Resident and Online)

**ARTS 430 Sculpture II** 3 hours
Prerequisite: ARTS 114, 330
The creation of sculpture in a variety of media on a larger, more ambitious scale than Sculpture I and the exploration of more sophisticated sculptural techniques and processes. (Resident)

**ARTS 432 Wood Sculpture** 3 hours
Prerequisites: ARTS 114, 330
An introduction to woodworking techniques. This course addresses processes of subtractive and additive methods of wood sculpture. May be taken twice for credit. (Resident)

**ARTS 433 Metal Sculpture** 3 hours
Prerequisites: ARTS 114, 330
Metal sculpture is an introduction to current and emerging metal art technologies and processes as a medium in functional, skill-based 3D artwork. (Resident)

**ARTS 434 Advanced Jewelry** 3 hours
Prerequisites: ARTS 114, 234, 334
The course investigates advanced materials, processes, and styles relating to the creative production of jewelry forms. May be taken twice for credit. (Resident)
photography within any chosen career path. May be taken twice for credit. *(Resident)*

**ARTS 473 Introduction to 3D Graphics**  3 hours  
Prerequisites: ARTS 342 or ARTS 351  
An introduction to 2D and 3D design concepts and terminology. Practical experience in the design and evaluation of 2D/3D still and motion graphics. Students gain practical experience by storyboarding, designing, animating, and rendering 2D/3D graphic objects, and Animations. Training in industry standard 3D graphics programs guided by principles of design. May be taken twice for credit. (Formerly "2D/3D Graphics and Animation") *(Both Resident and Online)*

**ARTS 474 Interactive Game Development**  3 hours  
Prerequisites: ARTS 473  
The development of arcade, scrolling and strategy games. Familiarity with several typical game development tools that do not require programming and issues such as player controls, sounds, music, and basic animations will be covered. May be taken twice for credit. *(Both Resident and Online)*

**ARTS 475 Ceramics I**  3 hours  
An introduction to basic ceramic construction techniques including slab, coil, and wheel throwing methods. Includes a study of glazing and firing techniques. May be taken twice for credit. *(Resident)*

**ARTS 476 Ceramics II**  3 hours  
Prerequisites: ARTS 475  
Continued exploration of hand-building processes and wheel throwing techniques, as well as experimentation with glazes and surface decoration on creative ceramic works. May be taken twice for credit. *(Resident)*

**ARTS 477 Interactive Design I**  3 hours  
Prerequisite: ARTS 222, 342  
Study of both visual media design concepts and site management for web development. Developing web applications in HTML and CSS to build websites for multiple platforms with emphasis on accessibility for all users. Practical experience in authoring web technology while developing standards to evaluate the presentation of information with these tools. Creating and developing for the web through the principles of graphic design, user experience, and user interface design. May be taken twice for credit. (Formerly ARTS 472) *(Both Resident and Online)*

**ARTS 478 Interactive Design II**  3 hours  
Prerequisites: ARTS 477  
Advanced theory and application of interactive design development technologies with focus on understanding emergent, and relevant web media. Creating interactive executions of varying degrees across different platforms. Understanding and developing campaigns built upon interactive principles of user experience and user interface. May be taken twice for credit. *(Both Resident and Online)*

**ARTS 490 Arts and Crafts**  3 hours  
Prerequisite: ARTS 475  
An introduction to a wide range of materials, techniques, and methods associated with arts and crafts (such as: ceramics, printmaking, papercrafting, drawing, painting, sculpture, jewelry-making, and weaving), in preparation for teaching art to elementary, middle school, and high school students. May be taken twice for credit. (Formerly offered as ARTS 497) *(Resident)*

**ARTS 492 Professional Practices**  3 hours  
Prerequisites for Graphic Design students: ARTS 222, 223, 332, 342, 352, 371  
Prerequisites for Studio Art students: ARTS 310, 321, 330, 361, 420, 430  
Professional Practices is a senior-level course to aid the student in their upcoming transfers from classroom to the professional world. Topics and issues related to professional practices for professional artist and designer designers are covered in this course. There is a strong focus on the production of a professional presentation of the student’s creative work for purpose of employment and business opportunities. *(Both Resident and Online)*

**ARTS 495 Directed Research**  1 to 3 hours  
As determined by instructor. *(Resident)*

**ARTS 496 Workshop in Studio and Digital Arts**  1 to 3 hours  
As determined by instructor. *(Resident)*

**ARTS 497 Special Topics in Studio and Digital Arts**  3 hours  
Topics of special interest not included in the regular department offerings. May be taken more than once, but no topic can be repeated. *(Resident)*

**ARTS 499 Undergraduate Internship**  1 to 6 hours  
An internship is designed to allow upper level students to experience the professional world while they are still involved in their academic training. This provides them with both an understanding of the relationship of their academic preparation to their career aspirations and the demands that will be placed upon them in the professional world. (Formerly “Internship”) *(Both Resident and Online)*

### ACADEMIC SUCCESS CENTER STUDIES

**ASCS 101 Theory for Academic Success**  1 hour  
This course is designed to equip students with the study strategies necessary for success at the college level. It teaches self-management skills such as organization and time management, as well as learning strategies including memory and test-taking. Students are also encouraged to discover their individual learning styles, while incorporating practical application techniques. *(Both Resident and Online)*

**ASCS 103 College Transition and Study**  1 hour  
This course is designed to move students from theoretical study skills to practical application of skills essential to college success such as organization, time management, metacognition and a thorough understanding of the university resources available to them. Students will identify their goals and their weaknesses keeping them from achieving their goals and implement specific strategies accordingly. *(Resident)*

**ASCS 104 College Transition and Study**  3 hours  
This summer program is designed to equip students with the knowledge and study skills necessary for successful transition to a Christian university setting, while facilitating academic, spiritual, and social development. Interaction between faculty and students establishes high academic expectation and encourages connection to community and university life. Neither CLST 100 nor 101 may be taken for credit if a student has already completed CLST 104. *(Resident)* (Formerly CLST 104)

**ASCS 105 Accountability for Academic Success**  1 hour  
This course provides strategies that will enable students to apply college learning skills to their current courses. It incorporates one-on-one mentoring, as well as weekly accountability. It is designed to foster an awareness of current academic progress and to encourage the motivation and responsibility necessary for academic success. *(Both Resident and Online)*

**ASCS 301 Soft Skills Training for Employment Success**  1 hour  
This course is designed to train students in the soft skills necessary for success in the work place, such as emotional intelligence, self-awareness, interpersonal communication, conflict resolution, teamwork, flexibility, and critical thinking. *(Both Resident and Online)*

### AMERICAN SIGN LANGUAGE

**ASLI 101 American Sign Language I**  3 hours
COURSES OF INSTRUCTION

Prerequisites: None
This course provides an introduction to American Sign Language (ASL). Through the development of functional grammar, basic vocabulary, and practical conversational skills, this course will be the basis for further study in the development of fluency in understanding and expressing the language. Both production and comprehension will be addressed as well as an introduction to the Deaf community. (Resident)  

ASLI 102 American Sign Language II  3 hours  
Prerequisite: ASLI 101  
This course is a continuation of the introductory course in American Sign Language (ASL). Emphasis will be placed on functional grammar, basic vocabulary, and practical conversational skills, and continued exposure to elements of Deaf culture. (Resident)  

ASLI 201 American Sign Language III  3 hours  
Prerequisite: ASLI 102  
This intermediate course will contain more advanced vocabulary as well as conversational discourse. ASL grammar including sign movement and non-manual makers will be taught. (Resident)  

ASLI 202 American Sign Language IV  3 hours  
Prerequisite: ASLI 201  
This course will include advance vocabulary while introducing the student to ASL storytelling. There will be a focus on formal and informal receptive and expression communication. Students will also develop language skills pertaining to more abstract communication, such as ideas and concepts. (Resident)  

ASLI 212 Theory and Application of Fingerspelling and Numbers  3 hours  
Prerequisite: ASLI 102  
This foundational course will utilize a theory based approach for developing and improving fingerspelling recognition. A unique training method will be used to improve student’s comprehension of this vital aspect of American Sign Language (ASL). Various number systems used within ASL will also be addressed. (Resident)  

ASLI 302 American Sign Language V  3 hours  
Prerequisite: ASLI 202  
This course will prepare students for interpreting training. Student will examine ASL from a new perspective. Concepts such as main idea comprehension, summarizing, lexical substitution, paraphrasing, paraphrasing discourse, visual form and meaning will be addressed. (Resident)  

ASLI 310 Deaf Studies  3 hours  
Prerequisites: None  
This course will address the history and current trends within the American Deaf community. Topics will include cultural, educational, and political aspects. There will be an element of Deaf literature and also sociolinguistics. (Resident)  

ASLI 313 Introduction to Interpreting  3 hours  
Prerequisites: ASLI 201, ASLI 310 (or concurrent enrollment in ASLI 310)  
This course is an overview of the profession of American Sign Language/English interpreting. Topics will include terminology, ethics, professional attire, processes, and current professional trends. (Formerly ASLI 305) (Resident)  

ASLI 320 Sociocultural Linguistic Processing  3 hours  
Prerequisites: ASLI 313, ASLI 310  
This course will examine the language exchange between ASL and English in terms of discourse (accurate content, appropriate context, and appropriate linguistic form). Techniques and mental/cognitive processes such as comprehension, memory, delayed repetition and pattern inference will be addressed as well as discourse mapping. (Resident)  

ASLI 401 English to ASL Interpreting I  3 hours  
Prerequisite: ASLI 302 and ASLI 320  
This course will begin with lessons in consecutive interpretation and progress toward the ultimate goal of simultaneous interpretation from spoken English to ASL. Topics will include: memory retention, appropriate use of consecutive interpretation, listening, reformulation, and monitoring. (Resident)  

ASLI 402 English to ASL Interpreting II  3 hours  
Prerequisite: ASLI 401  
This course will continue to develop the student’s interpreting skills from an English source to an ASL mode through simultaneous interpretation. Added focus will be given to issues concerning professionalism, register, and client matching. (Resident)  

ASLI 403 ASL to English Interpreting I  3 hours  
Prerequisites: ASLI 302, ASLI 320  
This course will address the skills and cognitions related to conveying the meaning and intent of a signed message (ASL) into spoken English. Topics will include comprehension, implied meaning, word choice, natural flow, and cultural considerations. (Resident)  

ASLI 404 ASL to English Interpreting II  3 hours  
Prerequisite: ASLI 403  
This course will continue to address the skills and cognitions related to conveying the meaning and intent of a signed message (ASL) into spoken English. Topics will include comprehension, implied meaning, word choice, natural flow, omissions, teaming, and cultural considerations. (Resident)  

ASLI 405 ASL Linguistics  3 hours  
Prerequisite: ASLI 302  
This course studies the phonological, morphological, and syntactical structure of American Sign Language (ASL) and compares these features to cross-linguistic universals, with special attention to their analogs in spoken English. Semantics as well as historical and ever-changing aspects of the language will also be considered. (Resident)  

ASLI 410 Interpreter Professional Identities, Function & Ethics and Current Trends  3 hours  
Prerequisites: ASLI 310 and ASLI 320; RSCH 201  
This course will address issues pertaining to the profession of interpreting. Students will be instructed in critical analysis of ethical scenarios in a variety of settings and situations. The RID Code of Professional Conduct and the EIPA will be discussed. Current issues facing the professional interpreter will be studied. (Resident)  

ASLI 498 Practicum  3 hours  
Prerequisites: ASLI 403, ASLI 404, ASLI 410, Pass VQAS Written  
This practicum will include observation and some interpreting experience under the close supervision of an approved mentor(s) in a variety of settings. (Resident)  

ASLI 499 Internship  3 hours  
Prerequisites: ASLI 498, 405, and Pass VQAS Performance with a II or above  
This internship will involve a structured program consisting of interpreting under the supervision of an approved nationally certified mentor. It will also include the other duties pertaining to the work of a professional interpreter in the specialized field of the student’s choosing. Areas of Specialization: Educational Interpreting, Theatre Interpreting, Legal Interpreting, Medical Interpreting, Religious Interpreting, Mental Health Interpreting. (Resident)  

ATHLETICS

ATHL 001 Men’s Basketball  1 hour  
Participation in intercollegiate competition in basketball. (Resident)  

ATHL 011 Baseball  1 hour  
Participation in intercollegiate competition in baseball. (Resident)
### COURSES OF INSTRUCTION

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATHL 022</td>
<td><strong>Football</strong></td>
<td>1 hour</td>
<td>Participation in intercollegiate competition in football.</td>
</tr>
<tr>
<td>ATHL 024</td>
<td><strong>Women’s Soccer</strong></td>
<td>1 hour</td>
<td>Participation in intercollegiate competition in soccer.</td>
</tr>
<tr>
<td>ATHL 034</td>
<td><strong>Men’s Soccer</strong></td>
<td>1 hour</td>
<td>Participation in intercollegiate competition in soccer.</td>
</tr>
<tr>
<td>ATHL 035</td>
<td><strong>Men’s/Women’s Track</strong></td>
<td>1 hour</td>
<td>Participation in intercollegiate competition in track. (Resident)</td>
</tr>
<tr>
<td>ATHL 036</td>
<td><strong>Men’s/Women’s Cross Country</strong></td>
<td>1 hour</td>
<td>Participation in intercollegiate competition in cross country. (Resident)</td>
</tr>
<tr>
<td>ATHL 041</td>
<td><strong>Women’s Basketball</strong></td>
<td>1 hour</td>
<td>Participation in intercollegiate competition in basketball.</td>
</tr>
<tr>
<td>ATHL 042</td>
<td><strong>Women’s Volleyball</strong></td>
<td>1 hour</td>
<td>Participation in intercollegiate competition in volleyball.</td>
</tr>
<tr>
<td>ATHL 043</td>
<td><strong>Women’s Softball</strong></td>
<td>1 hour</td>
<td>Participation in intercollegiate competition in softball.</td>
</tr>
<tr>
<td>ATHL 044</td>
<td><strong>Golf</strong></td>
<td>1 hour</td>
<td>Participation in intercollegiate competition in golf. (Resident)</td>
</tr>
<tr>
<td>ATHL 045</td>
<td><strong>Tennis</strong></td>
<td>1 hour</td>
<td>Participation in intercollegiate competition in tennis.</td>
</tr>
<tr>
<td>ATHL 055</td>
<td><strong>Wrestling</strong></td>
<td>1 hour</td>
<td>Participation in intercollegiate competition in wrestling.</td>
</tr>
<tr>
<td>ATHL 056</td>
<td><strong>Lacrosse</strong></td>
<td>1 hour</td>
<td>Participation in intercollegiate competition in lacrosse.</td>
</tr>
<tr>
<td>ATHL 058</td>
<td><strong>Women’s Field Hockey</strong></td>
<td>1 hour</td>
<td>Participation in intercollegiate competition in field hockey. (Resident)</td>
</tr>
<tr>
<td>ATHL 200</td>
<td><strong>Cheerleading</strong></td>
<td>1 hour</td>
<td>Membership in the University cheerleading squad. (Resident)</td>
</tr>
</tbody>
</table>

### ATHLETIC TRAINING

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTR 200</td>
<td><strong>Introduction to Athletic Training</strong></td>
<td>3 hours</td>
<td>An introduction to the profession of athletic training. Topics also include basic methods of care, treatment, and rehabilitation of athletic injuries. (Resident)</td>
</tr>
<tr>
<td>ATTR 205</td>
<td><strong>Musculoskeletal Terminology and Clinical Documentation</strong></td>
<td>2 hours</td>
<td>Foundations of scientific and medical vocabulary with specific discussion of anatomical, musculoskeletal and differential diagnostic terminology associated with the Allied Health Fields. Significant time will be devoted to the understanding of the proper application of scientific and medical vocabulary as it relates to the Allied medical practice of formal written and electronic documentation (SOAP Notes) for proper medical referral and reimbursement. (Resident)</td>
</tr>
<tr>
<td>ATTR 210</td>
<td><strong>Principles of Athletic Training</strong></td>
<td>3 hours</td>
<td>Introduction of Basic Athletic Training. Topics include: preparticipation exam; modalities; and prevention. Laboratory experiences are provided. (Resident)</td>
</tr>
<tr>
<td>ATTR 211</td>
<td><strong>Principles of Athletic Training</strong></td>
<td>3 hours</td>
<td>Corequisite: ATTR 210 This class is in directed support of ATTR 210 and is designed to clinical application of preventive and treatment techniques associated with athletic training. (Resident)</td>
</tr>
<tr>
<td>ATTR 221</td>
<td><strong>Clinical Education I</strong></td>
<td>2 hours</td>
<td>Prerequisites: Must be taken concurrently with ATTR 300</td>
</tr>
<tr>
<td>ATTR 222</td>
<td><strong>Emergency Care for Athletic Training</strong></td>
<td></td>
<td>Didactic and psychomotor skill instruction of competencies in Athletic Training. Emphasis will be placed on the application of extremity taping/wrapping and emergency care of athletic injuries through clinical scenarios. Will include a clinical education rotation. (Resident)</td>
</tr>
<tr>
<td>ATTR 226</td>
<td><strong>Clinical Kinesiology for Health Professionals Laboratory</strong></td>
<td>1 hour</td>
<td>Prerequisites: taken concurrent with ATTR 225; for ATEP provisionally accepted students only</td>
</tr>
<tr>
<td>ATTR 229</td>
<td><strong>Internship</strong></td>
<td>0 hours</td>
<td>Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind. Direct applicable work experience under the supervision of the Athletic Training Faculty Intern Advisor. Application processed through the Career Center. Must apply semester prior to internship. (Resident)</td>
</tr>
<tr>
<td>ATTR 300</td>
<td><strong>Lower Extremity Injury Evaluation</strong></td>
<td>3 hours</td>
<td>Prerequisites: ATTR 200, 10213/214 Methods of evaluation of athletic injuries are investigated, including history, inspection, palpation, and orthopedic and neurologic testing with focus on the lumbar area and lower extremities. (Resident)</td>
</tr>
<tr>
<td>ATTR 301</td>
<td><strong>Lower Extremity Injury Evaluation Laboratory</strong></td>
<td>1 hour</td>
<td>Prerequisites: taken concurrent with ATTR 300 The methods of evaluation including history, inspection, palpation, and orthopedic and neurological testing of athletic injuries will be practiced in a hands-on laboratory environment. This laboratory experience will focus on lower extremity injuries. (Resident)</td>
</tr>
<tr>
<td>ATTR 302</td>
<td><strong>Upper Extremity Injury Evaluation</strong></td>
<td>3 hours</td>
<td>Prerequisites: ATTR 200, 300, BIOL 213/214; can be taken concurrently with BIOL 215/216. Methods of evaluating injuries to the physically active are investigated including history, inspection, palpation, and orthopedic and neurological testing. Focus includes evaluation of injuries to the upper extremity, head, neck and thorax. Other topics include management of crisis situations and facial injuries related to athletic participation. (Resident)</td>
</tr>
<tr>
<td>ATTR 303</td>
<td><strong>Upper Extremity Injury Evaluation Laboratory</strong></td>
<td>1 hour</td>
<td>Prerequisites: taken concurrent with ATTR 302 The methods of evaluation including history, inspection, palpation, and orthopedic and neurological testing of athletic injuries will be practiced in a hands-on laboratory environment. This laboratory experience will focus on upper extremity injuries. (Resident)</td>
</tr>
<tr>
<td>ATTR 305</td>
<td><strong>Emergency Care for Athletic Training</strong></td>
<td>3 hours</td>
<td>Prerequisites: ATTR 200, 210, and BIOL 213/214 (may use as co-requisite); for ATEP provisionally-accepted students only</td>
</tr>
</tbody>
</table>
## COURSES OF INSTRUCTION

Advanced level of first aid and CPR training for individuals who have a job-related “duty to respond.” This course includes such topics as: CPR use of the resuscitation mask bag-valve mask and Automated External Defibrillator; anatomy; patient assessment; shock; bleeding; burns; oxygen and airway care; spine board use; and other medical emergencies. (Resident)

**ATTR 306 Emergency Care for Athletic Training** 1 hour Laboratory
Prerequisites: taken concurrent with ATTR 305
This lab course provides students with the application of advanced level first aid and CPR training for individuals who have a job-related “duty to respond.” This course is designed for students to gain proficiency in first aid skills as it relates to such topics as: CPR use of the resuscitation mask bag-valve mask and Automated External Defibrillator; anatomy; patient assessment; shock; bleeding; burns; oxygen and airway care; spine board use; and other medical emergencies discussed in ATTR 305. (Resident)

**ATTR 310 Therapeutic Modalities in Athletic Training** 3 hours
Prerequisites: ATTR 305, 306
A study of theories and principles of uses of different modalities to enhance the healing of injuries. Lab experiences included. (Resident)

**ATTR 311 Therapeutic Modalities Laboratory** 1 hour
Prerequisites: taken concurrent with ATTR 310
This class presents the practical application of therapeutic modalities to enhance the healing of injuries. Laboratory experiences will include the set-up, application and probable outcomes of the use of various therapeutic modalities commonly used in athletic training. (Resident)

**ATTR 320 Clinical Education II** 2 hours
Prerequisites: ATTR 221
Didactic and psychomotor skill instruction of competencies in Athletic Training. Emphasis will be placed on the application of lower extremity injury and illness evaluation of athletic injuries and therapeutic modalities through clinical scenarios. Will include a clinical education rotation. (Resident)

**ATTR 321 Clinical Education III** 2 hours
Prerequisites: ATTR 320
Didactic and psychomotor skill instruction of competencies in Athletic Training. Emphasis will be placed on the application of upper extremity injury and illness evaluation of athletic injuries through clinical scenarios. Will include a clinical education rotation. (Resident)

**ATTR 325 Evidence Based Research in Athletic Training** 2 hours
Prerequisites: ATTR 225, 226, 305, 306; RSCH 201
This class introduces the research process in athletic training with an emphasis on evidence-based medicine. Students will learn to evaluate the quality of available research evidence and interpret statistical data and relevance. Scientific writing experience will be gained in the form of research proposals, literature reviews, case studies and critical appraisals. (Resident)

**ATTR 330 Clinical Musculoskeletal Anatomy** 3 hours
Corequisite: ATTR 331
Prerequisites: BIOL 213, BIOL 214, BIOL 215 & BIOL 216
Students will gain and apply knowledge of clinical musculoskeletal human anatomy and function through a variety of Instructional Techniques/Methods. The focus of this course will be on learning: Identification of musculoskeletal anatomical landmarks, muscle origins and insertions, nerve innervations, how to assess each musclee's range of motion (Active ROM - AROM) & joint range of motion (Passive ROM - PROM). (Resident)

**ATTR 331 Clinical Musculoskeletal Anatomy Lab** 1 hour
Prerequisites: BIOL 213, BIOL 214, BIOL 215 & BIOL 216
Corequisite: ATTR 330
Students will apply knowledge of clinical musculoskeletal human anatomy and function through a variety of hands on LABORATORY activities. The focus of this course will be to practice identifying and palpation of musculoskeletal anatomical landmarks, muscle origins and insertions, nerve innervations, how to assess each muscle's range of motion (Active ROM - AROM) & joint range of motion (Passive ROM - PROM). (Resident)

**ATTR 335 Musculoskeletal Injury Assessment** 3 hours
Prerequisites: ATTR 330 & 331
Corequisite: ATTR 336
Prerequisites: taken concurrent with ATTR 330
This course will provide students with the foundational knowledge required to perform a musculoskeletal injury evaluation. The principles taught in this course will include the following: 1) how to assess the history of an injury, 2) how to perform the observation portion of an evaluation, 3) how to utilize palpation when performing an injury evaluation, 4) how to perform resistive range of motion and manual muscle testing. (Resident)

**ATTR 336 Musculoskeletal Injury Assessment** 1 hour Laboratory
Prerequisites: ATTR 330 & 331
Corequisite: ATTR 335
This course will provide students with the opportunity to practice the "hands-on" skills that are required to perform a musculoskeletal injury evaluation in a laboratory setting. The principles taught in this course will include the following: 1) how to assess the history of an injury, 2) how to perform the observation portion of an evaluation, 3) how to utilize palpation when performing an injury evaluation, 4) how to perform resistive range of motion and manual muscle testing. (Resident)

**ATTR 400 Principles of Therapeutic Exercise and Rehabilitation** 3 hours
Prerequisites: ATTR, 310/311; BIOL 213/214, 215/216
In-depth study of theories and principles used to rehabilitate injuries to the physically active, as well as physiological and psychological factors affecting the rehabilitation function. (Resident)

**ATTR 402 Practical Applications in Therapeutic Exercise and Rehabilitation** 3 hours
Prerequisites: ATTR 400; BIOL 213/214, 215/216
Lecture and laboratory experiences will include the application, instruction, progression and probable outcomes of the use of therapeutic exercises and rehabilitation techniques commonly used in athletic training. (Resident)

**ATTR 404 Medical Aspects of Athletic Training** 3 hours
Prerequisites: ATTR 400
Corequisite: ATTR 325
Recognition and treatment of general medical conditions and disabilities of athletes and others involved in physical activity. Application of pharmacological principles in the treatment of illness, injury, and disease for an athletic population. Includes lecture and laboratory experiences. (Resident)

**ATTR 405 Applied Pharmacology in Athletic Training** 2 hours
Prerequisite: ATTR 404
Basic principles of pharmacology, including receptor mechanisms, drug distribution and metabolism, and pharmacokinetics. Lectures and tutorials on the interactions of drugs and biological systems as a basis for rational disease therapy as it relates to the physically active patient. (Resident)

**ATTR 406 Theory of Therapeutic Rehabilitation** 3 hours
Prerequisites: ATTR 335 & 336
In-depth study of theories and principles used to rehabilitate injuries to the physically active, as well as physiological and psychological factors affecting the rehabilitation function. (Resident)

AVIA 410 Administrative Aspects of Athletic Training 3 hours
Prerequisite: AVIA 404
A study of the problems and considerations involved in the successful management of an athletic training program. Areas discussed include: budgeting; facility design; ordering and inventory; and legal liability. (Resident)

AVIA 415 Leadership and Clinical Interactions in Athletic Training 3 hours
Prerequisite: AVIA 410
This course will be to provide students with leadership skills to prepare them to interact with a wide variety patients across cultures. This course will also help students learn how to utilize their Christian faith to guide their ethical decision making process as it relates to clinical interactions in the Athletic Training Profession. (Resident)

AVIA 420 Clinical Education IV 2 hours
Prerequisites: AVIA 421
Didactic and psychomotor skill instruction of competencies in Athletic Training. Emphasis will be placed on the application of therapeutic exercise and rehabilitation through clinical scenarios. Will include a clinical education rotation. (Resident)

AVIA 421 Clinical Education V 2 hours
Prerequisites: AVIA 420
Didactic and psychomotor skill instruction of competencies in Athletic Training. Emphasis will be placed on the application of athletic training administration through clinical scenarios. Will include a clinical education rotation. (Resident)

AVIA 425 Allied Healthcare Evidence-based Research Analysis 3 hours
Prerequisites: MATH 201, EXSC 320
Introduces the research process in allied healthcare with an emphasis on evidence-based medicine. Students will learn to evaluate the quality of available research evidence and interpret statistical data and relevance. Scientific writing experience will be gained in the form of research proposals, literature reviews, case studies and critical appraisals. (Resident)

AVIA 440 Senior Seminar in Athletic Training 2 hours
Prerequisite: AVIA 404
A capstone course which will focus on reviewing the acquired knowledge and experiences of the athletic training curriculum. Students will discuss job search and interviewing skills, moral and ethical responsibility, state licensure, continuing education, decision-making accountability and conflict management. The NATA professional code of practice and standards of practice will be reviewed. Preparation for the BOC certification examination will be included. (Resident)

AVIA 010 Private Pilot Stage 1 Training Block 0 hour
Co-requisite: AVIA 220 (Resident)
AVIA 015 Private Pilot Stage 2 & 3 Training Block 0 hour
Co-requisite: AVIA 225 (Resident)
AVIA 020 Instrument Flight Training Block 0 hour
Co-requisite: AVIA 320 (Resident)
AVIA 025 Commercial Flight Stage 1 Training Block 0 hour
Co-requisite: AVIA 325 (Resident)
AVIA 026 Commercial Flight Stage 2 Training Block 0 hour
Co-requisite: AVIA 326 (Resident)
AVIA 027 Commercial Flight Stage 3 Training Block 0 hour
Co-requisite: AVIA 327 (Resident)
AVIA 030 Commercial Pilot Training Block Lab 0 hour
Co-requisite: AVIA 331 (Resident)
AVIA 031 Commercial S.E. Training Block 0 hour
Co-requisite: AVIA 436 (Resident)
AVIA 035 Advanced Jet Block 0 hour
Co-requisite: AVIA 442 (Resident)
AVIA 040 CFI Training Block 0 hour
Co-requisite: AVIA 442 (Resident)
AVIA 042 Advanced Flight Training Block 0 hour
Co-requisite: AVIA 442 (Resident)
AVIA 101 Exploring Aviation 3 hours
This course explores the field of aviation, career opportunities, and future trends. While learning about their future in aviation, students will study blimps, rocketry, gliders, and the principles of flight. (Resident)
AVIA 102 Aviation Foundations 3 hours
This is a survey course that introduces key ideas which will help anyone interested in aviation succeed. Class time is spent introducing topics like aviation rules of thumb, character development, learning theory, and aviation technical knowledge areas, and applying these topics to various aviation career fields. (Resident)
AVIA 103 Flight Attendant Orientation 1 hour
This course will introduce students to the exciting lifestyle and career of professional airline flight attendants. Students will learn about the fundamentals of flight, aviation terminology, emergency procedures, regulations, aeromedical factors, customer services expectations, how to deliver public address announcements, and other elements relevant to the role of an airline crewmember. In addition, students will participate in various class activities that include water survival drills that require swimming while fully clothed, self-defense training, touring relevant airport operations areas, professional dress and appearance, classroom discussions, and publically presenting aircraft safety announcements. It will also include one or more aircraft flights in a small flight training aircraft and, depending upon availability, it may include an observational flight aboard a regional airline aircraft. (Resident)
AVIA 105 Aviation Survey 3 hours
Prerequisites: AVIA 210
This course is required for all aviation majors and designed for all students interested in an aviation career. Includes a general introduction of current aviation and historical events. This course includes an overview of basic aviation terminology, and potential careers in aviation. Further, it will expose students to the vast array of careers within the aviation sector. This course will introduce a student to Part 141 flight training, Aviation Medicals and Restricted ATP program. (Online)
AVIA 210 Private Ground I 3 hours
This course is the first of two courses that develop the student’s aeronautical knowledge required for certification as a Private Pilot with an Airplane Single Engine Land rating. The course covers basic aviation terms and concepts, basic aerodynamics, aircraft systems, and FAA publications. (Both Resident and Online)
AVIA 211 Advanced Aviation Theory 3 hours
<table>
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<tr>
<th>COURSES OF INSTRUCTION</th>
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<tbody>
<tr>
<td><strong>AVIA 201</strong> Private Ground II</td>
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<tr>
<td>Co-requisite: AVIA 210</td>
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<tr>
<td>Prerequisite: To be eligible to take this course, students must score at least a “C” on the Liberty University English and Math Assessment Tests and be eligible to take English 101 and Math 115 or higher. Students who are required to complete English 100, Math 100, or Math 110 are not eligible for AVIA 220 enrollment.</td>
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<tr>
<td><strong>AVIA 202</strong> Private Flight I</td>
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<tr>
<td>Prerequisite: AVIA 201</td>
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<tr>
<td><strong>AVIA 203</strong> Unmanned Aerial Systems</td>
</tr>
<tr>
<td><strong>AVIA 204</strong> Small Unmanned Aerial System Operator Certification</td>
</tr>
<tr>
<td>Prerequisite: AVIA 230</td>
</tr>
<tr>
<td><strong>AVIA 206</strong> Small UAS Flight</td>
</tr>
<tr>
<td>Prerequisite: AVIA 230 and AVIA 235 (AVIA 235 may be taken as a coreq)</td>
</tr>
<tr>
<td><strong>AVIA 207</strong> GPS Navigation</td>
</tr>
<tr>
<td>This course teaches the practical use of global positioning through the Garmin G1000 Flight Management System. We will cover the Global Positioning System (GPS) theory, operations, hardware and software usage, and refer to similar equipment models. This course references the National Airspace System and critical Air Traffic Control elements including navigational aids, operations in controlled and uncontrolled airspace, as well as towered and non-towered airport environments. Elements of communication, radio operations, as well as normal and abnormal operations are discussed.</td>
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<tr>
<td><strong>AVIA 208</strong> Private Flight II</td>
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<tr>
<td>Co-requisite: AVIA 205</td>
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<tr>
<td><strong>AVIA 220</strong> Private Ground II</td>
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<tr>
<td>Co-requisite: AVIA 210</td>
</tr>
<tr>
<td>This course is the second of two courses that develop the student’s aeronautical knowledge required for certification as a Private Pilot with an Airplane Single Engine Land Rating. The course covers basic aviation terms and concepts, to include flight planning, meteorology, airport operations, and navigation. (Both Resident and Online)</td>
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<tr>
<td><strong>AVIA 225</strong> Private Flight II</td>
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<tr>
<td>Co-requisite: AVIA 205</td>
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<tr>
<td>This course is the second of two sequential flight training courses that include the requisite aircraft and simulator training and experience required for the FAA Private Pilot practical test. (Both Resident and Online)</td>
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<tr>
<td><strong>AVIA 230</strong> Unmanned Aerial Systems</td>
</tr>
<tr>
<td>This is an introductory course in unmanned aerial systems (UAS). The course includes the history of unmanned aircraft; the elements of command and control; the National Airspace System and how it relates to UAS; current and planned Federal Aviation Administration regulation; and the very latest operations and challenges currently facing this industry. (Both Resident and Online)</td>
</tr>
<tr>
<td><strong>AVIA 235</strong> Small Unmanned Aerial System Operator Certification</td>
</tr>
<tr>
<td><strong>AVIA 236</strong> Small UAS Flight</td>
</tr>
<tr>
<td>Prerequisite: AVIA 230 and AVIA 235 (AVIA 235 may be taken as a coreq)</td>
</tr>
<tr>
<td><strong>AVIA 240</strong> GPS Navigation</td>
</tr>
<tr>
<td>This course will introduce students to the idea of aviation risk management. Course content includes discussions on aircraft systems, cross-country flying, elements of risk management, and automation. (Online)</td>
</tr>
<tr>
<td><strong>AVIA 241</strong> GPS Instrument Navigation</td>
</tr>
<tr>
<td>Prerequisite: AVIA 240 (May be taken as coreq.)</td>
</tr>
<tr>
<td>This course builds upon the basic GPS knowledge acquired in the AVIA 240 GPS Navigation course and builds on an understanding of the Garmin G1000 as it relates to instrument flight. The content encompasses all phases of instrument flying including instrument approaches, holding and course reversals, departures, enroute and arrivals as well as vertical navigation (VNAV) descents, troubleshooting and malfunctions, WAAS and autopilot use in an instrument flight rules (IFR) environment. (Resident)</td>
</tr>
<tr>
<td><strong>AVIA 242</strong> GPS Instrument Navigation</td>
</tr>
<tr>
<td>Prerequisite: AVIA 225</td>
</tr>
<tr>
<td>The quality and effectiveness of this course is dependent upon the focus of real-life lessons rather than simple textbook learning. This course teaches the practical use of global positioning through the Garmin G1000 Flight Management System. We will cover GPS theory, operations, hardware and software usage, and refer to similar equipment models. This course references the National Airspace System and critical Air Traffic Control elements including navigational aids, operations in controlled and uncontrolled airspace, as well as towered and non-towered airport environments. Elements of communication, radio operations, as well as normal and abnormal operations are discussed. The content encompasses all phases of instrument flying including instrument approaches, holding and course reversals, departures, en route and arrivals as well as vertical navigation (VNAV) descents, troubleshooting and malfunctions, WAAS and autopilot use in an instrument flight rules (IFR) environment. (Resident)</td>
</tr>
<tr>
<td><strong>AVIA 245</strong> Aviation Leadership</td>
</tr>
<tr>
<td>The focus of this course is how an aviator can promote effective and safe aviation operations by developing and employing sound human factors leadership principles. Crew resource management, threat and error management, and safety management system concepts and programs will be evaluated against actual situations and aircraft accident case studies to help students develop their analytic and evaluative skills. Students will also learn their own personal strengths and how those strengths relate to human factors elements that contribute to effective aviation teams and an organizational culture that promotes safe mission accomplishment. (Both Resident and Online)</td>
</tr>
<tr>
<td><strong>AVIA 250</strong> Introduction to Space Flight</td>
</tr>
<tr>
<td>This course is a survey of the major aspects of space flight and exploration. Topics covered include the history of space flight, space vehicle launch and orbits, international space station operations, human physiology in space, and present and future commercial, industrial and military applications in space. The course examines differing views presented by scientists in the field including those with a biblical worldview. (Resident)</td>
</tr>
<tr>
<td><strong>AVIA 300</strong> Aviation Safety</td>
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<tr>
<td>This course provides the student with a detailed introduction into aspects of aviation safety, risk management, and the associated components of pilot psychology, human factors and accident trends, factors and analysis. Students will explore and develop their identity as an aviation leader as it relates to safety. (Both Resident and Online)</td>
</tr>
<tr>
<td><strong>AVIA 305</strong> Airplane Aerodynamics</td>
</tr>
<tr>
<td>Prerequisite: MATH 130 and PHYS 101</td>
</tr>
<tr>
<td>Online Prerequisite: AVIA 220, AVIA 225 (or corequisites)</td>
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</tbody>
</table>
| This course will provide the student a study of the physical principles of airplane aerodynamics, thereby fostering an appreciation of the factors affecting aircraft performance, stability and control, and special flight conditions often experienced by
commercial pilots of fixed-wing aircraft. (Both Resident and Online)

**AVIA 310 ** Instrument Ground 3 hours
Prerequisite: AVIA 225

The student will learn the FAA regulations, radio communications, air traffic control procedures, and meteorology as it relates to the instrument flight environment. The student will learn the proper use of radio navigational instruments and will be given study tools to prepare for the FAA Instrument written exam. (Both Resident and Online)

**AVIA 311 ** Instrument Theory Lab 1 hour
Prerequisite: AVIA 225

This course is designed to provide the student with the ability to convert instrument flight theory to practical flight simulator operations. Students will fly simulator lights in the basic instrument phase to build a strong instrument scan. After mastering basic instruments, they will learn radio calls and navigation used to perform instrument approaches to a landing. (Residents)

**AVIA 312 ** Aviation Safety Programs 3 hours

- In AVIA 312, students gain understanding of establishing an aviation safety program, including organizational policy and risk management. Hands on learning includes conducting an investigation into a simulated aviation mishap. (Residents)

**AVIA 314 ** Principles of Aviation Administration 3 hours

- There is so much more to aviation than flying airplanes. This is a career-oriented course which introduces students to management competencies with a practical application to aviation service businesses. Course discussions include management functions, marketing, cash flows, and property oversight. (Residents)

**AVIA 315 ** Commercial Ground 3 hours
Prerequisite: AVIA 225 or Private Pilot Certificate

This course will cover advanced aeronautical knowledge in aerodynamics, regulations, meteorology, aircraft systems, and airspace operations required for the Commercial Pilot Knowledge and Oral examinations. (Both Resident and Online)

**AVIA 320 ** Instrument Flight 3 hours
Prerequisite: Private Pilot Certificate; AVIA 310 (AVIA 310 May be taken as Coreq); Coreq = AVIA 020; Student must demonstrate Math and English proficiency with scores of 75 on PLMA and 70 for PLEN.

This course will provide basic instrument flight training. The course will require approximately 35 hours and will include a combination of both aircraft and simulator flight training. The student will gain an in-depth knowledge of Air Traffic Control procedures, airway navigation, and both precision and non-precision instrument approaches. This course will prepare the student for the FAA Instrument Practical Test. (Both Resident and Online)

**AVIA 323 ** UAS Avionics and Powerplants 3 hours

This course will provide the student a study in the current state of the art of avionics and systems in unmanned aerial systems. Students will be taught advanced concepts including RTK GPS, wired and wireless communications protocols, and RF theory. An overview of various UAS powerplants will also be presented. (Residents)

**AVIA 325 ** Commercial Flight I 3 hours
Prerequisite: AVIA 315; Private Pilot Certificate; Coreq = AVIA 025; Student must demonstrate Math and English proficiency with scores of 75 on PLMA and 70 for PLEN.

This course is the first of three sequential flight training courses that include the requisite aircraft and simulator training and experience required for the FAA Commercial Pilot practical test. During this course, students will complete approximately one third of the aircraft and simulator training and experience hours required in the applicable commercial pilot training course outline (TCO). (Both Resident and Online)

**AVIA 326 ** Commercial Flight II 3 hours
Prerequisite: AVIA 325 and Instrument Rating; Coreq = AVIA 026

This course is the second of three sequential flight training courses that include the requisite aircraft and simulator training and experience required for the FAA Commercial Pilot practical test. During this course, students will complete approximately one third of the aircraft and simulator training and experience hours required in the applicable commercial pilot training course outline (TCO). (Both Resident and Online)

**AVIA 327 ** Commercial Flight III 3 hours
Prerequisite: AVIA 326 and AVIA 315; Coreq = AVIA 027

This course is the third of three sequential flight training courses that include the requisite aircraft and simulator training and experience required for the FAA Commercial Pilot practical test. During this course, students will complete approximately one third of the aircraft and simulator training and experience hours required in the applicable commercial pilot training course outline (TCO). (Both Resident and Online)

**AVIA 330 ** Commercial Pilot, Single Engine Land 1 hour

Add On
Prerequisites: FAA Commercial Pilot Certificate

This course provides helicopter academic and flight training to FAA certified fixed wing pilots. The student will receive a detailed introduction to helicopter aerodynamics, systems, helicopter maneuvers, aviation safety, and risk assessment. (Online)

**AVIA 331 ** Commercial Pilot Helicopter Add-On 3 hours
Prerequisites: FAA Commercial Pilot Certificate

This course provides helicopter academic and flight training to FAA certificated fixed wing pilots. The student will receive a detailed introduction to helicopter aerodynamics, systems, helicopter maneuvers, aviation safety, and risk assessment. (Online)

**AVIA 335 ** Command and Control of Unmanned Aerial Systems 3 hours
Prerequisites: AVIA 230 and AVIA 234; Coreq = AVIA 446

This course provides the student knowledge on a medium UAS platform through classroom instruction. Aircraft systems, software, hardware, and operating procedures will be covered. This course prepares the student to succeed in future simulated, and actual, flight training events. (Residents)

**AVIA 340 ** Aviation Weather 3 hours

This course is a study of weather hazards, meteorological flight planning, aviation weather equipment and human factors as related to flight safety in all weather conditions. (Both Resident and Online)

**AVIA 350 ** Airline Operations 3 hours
Prerequisite: AVIA 310 AND AVIA 320 OR Instrument Rating

This course is representative of the initial training a First Officer will receive as a new hire in today’s airline industry. A foundational Knowledge of FAR Part 91 instrument procedures is required. The material covered will focus on FAR Part 121 regulations, airline policies and procedures presented from an operational perspective. The topics studied will include: airline seniority, safety systems, the concept of operational control, operational policy, flight planning, and emergency/abnormal operations. Each student will be exposed to an in-depth study of dispatch procedures, fuel planning, weather requirements, and
### COURSES OF INSTRUCTION

Jeppesen instrument approach procedures. The concepts of both Crew Resource Management (CRM) and Threat and Error Management (TEM) will be developed through all aspects of this course. (Resident, Online Spring 2019)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>AVIA 360</td>
<td>Corporate and Business Aviation</td>
<td>3</td>
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<td>AVIA 361</td>
<td>Airport Management</td>
<td>3</td>
<td>AVIA 314</td>
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<td>AVIA 362</td>
<td>Advanced Jet Systems</td>
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<td>AVIA 312</td>
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<td>AVIA 363</td>
<td>Flight and Ground Instructor Theory</td>
<td>3</td>
<td>AVIA 315</td>
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<td>Aircraft Systems</td>
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<td>Ground Instructor Safety</td>
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<td>AVIA 368</td>
<td>Jeppesen Instrument Approach</td>
<td>3</td>
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<td>AVIA 384</td>
<td>Jeppesen Instrument Approach</td>
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<td>AVIA 385</td>
<td>Airport Operations</td>
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<td>AVIA 386</td>
<td>Advanced Jet Systems</td>
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<td>AVIA 387</td>
<td>Flight and Ground Instructor Theory</td>
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<td>AVIA 315</td>
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<td>AVIA 388</td>
<td>Aircraft Systems</td>
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<td>AVIA 389</td>
<td>Safety Management Systems</td>
<td>3</td>
<td>AVIA 312</td>
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<td>AVIA 390</td>
<td>Flight Safety Management</td>
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<td>AVIA 391</td>
<td>Ground Instructor Safety</td>
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<td>AVIA 392</td>
<td>Jeppesen Instrument Approach</td>
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<td>AVIA 393</td>
<td>Airport Operations</td>
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<td>AVIA 394</td>
<td>Advanced Jet Systems</td>
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<td>AVIA 395</td>
<td>Flight and Ground Instructor Theory</td>
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<td>AVIA 396</td>
<td>Aircraft Systems</td>
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<td>AVIA 397</td>
<td>Safety Management Systems</td>
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<td>AVIA 398</td>
<td>Flight Safety Management</td>
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<td>AVIA 399</td>
<td>Ground Instructor Safety</td>
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<td>AVIA 400</td>
<td>Jeppesen Instrument Approach</td>
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<td>AVIA 401</td>
<td>Airport Operations</td>
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<td>AVIA 402</td>
<td>Advanced Jet Systems</td>
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<td>AVIA 405</td>
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<td>AVIA 406</td>
<td>Flight Safety Management</td>
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<td>AVIA 407</td>
<td>Ground Instructor Safety</td>
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<td>AVIA 408</td>
<td>Jeppesen Instrument Approach</td>
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<td>AVIA 409</td>
<td>Airport Operations</td>
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<td>AVIA 410</td>
<td>Advanced Jet Systems</td>
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<td>AVIA 411</td>
<td>Flight and Ground Instructor Theory</td>
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<td>AVIA 412</td>
<td>Aircraft Systems</td>
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<td>AVIA 413</td>
<td>Safety Management Systems</td>
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<td>AVIA 414</td>
<td>Flight Safety Management</td>
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<td>AVIA 415</td>
<td>Ground Instructor Safety</td>
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<td>AVIA 416</td>
<td>Jeppesen Instrument Approach</td>
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<td>AVIA 417</td>
<td>Airport Operations</td>
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<td>AVIA 418</td>
<td>Advanced Jet Systems</td>
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<tr>
<td>AVIA 419</td>
<td>Aviation Safety Data Analysis</td>
<td>3</td>
<td>AVIA 400</td>
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</table>

In AVIA 419, students will learn to collect, validate, analyze and communicate data relevant to aviation safety. Students will visualize flight data using tools such as Google Earth, flight simulators, and data software, and will learn how to conduct Flight Data Monitoring (FDM). (Resident)

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<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>AVIA 420</td>
<td>Flight Instructor Flight</td>
<td>1</td>
<td>AVIA 410 AND Commercial Pilot Certificate; Coreq = AVIA 040</td>
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<tr>
<td>AVIA 421</td>
<td>Certified Flight Instructor - Instrument</td>
<td>3</td>
<td>CFI Certificate</td>
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<tr>
<td>AVIA 422</td>
<td>Airline Transport Pilot</td>
<td>3</td>
<td>Commercial Pilot Certificate Plus FAA required Aeronautical Experience</td>
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</table>

This course is designed to train students to successfully complete the FAA Certified Flight Instructor Instrument Certificate. The course will contain both academic classroom and aircraft flight training required by FAA regulations. The academic ground school will consist of 11 lessons exceeding the FAA requirement of 40 classroom hours of instruction. The flight portion of this course will consist of 10 flights exceeding the FAA requirement of 25 hours of flight time. (Both Resident and Online)

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<tbody>
<tr>
<td>AVIA 423</td>
<td>Advanced Jet Systems</td>
<td>3</td>
<td>AVIA 430 AND AVIA 350 OR may be taken concurrently with AVIA 350. Recommended to take AVIA 455 before AVIA 435.</td>
</tr>
<tr>
<td>AVIA 424</td>
<td>Advanced Jet Systems</td>
<td>3</td>
<td>AVIA 310</td>
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</table>

This course is representative of the systems training a First Officer receives as a new hire in today’s airline industry. This course provides advanced jet systems training by systematically studying the type of aircraft systems commonly found on commercially operated jet aircraft. As a training platform, this course specially explores all the major aircraft systems found on the Bombardier CRJ-200. Students will be exposed to aircraft limitations and profiles, Immediate Action Items, checklist usage, and Flight Management Systems (FMS) navigation. The concepts of both Crew Resource Management (CRM) and Threat and Error Management (TEM) will be developed through all aspects of this course. (Both Resident and Online)

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<tr>
<td>AVIA 426</td>
<td>Advanced Jet Training</td>
<td>3</td>
<td>AVIA 313</td>
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Built on the foundational knowledge acquired in Airline Operations (AVIA 350) and Advanced Jet Systems (AVIA 435), this course will include Cockpit Procedure Training (CPT) lessons
and Flight Training Lessons in a CRJ-200 Flight Training Device (FTD). This scenario-based training will include: Checklist usage in multi-crew environment; Flight Management Systems (FMS) operations; Normal procedures and flight profiles; Abnormal/Emergency procedures and flight profiles; High altitude aerodynamics; and Aeronautical Decision Making. This course will also stress the proper use of aircraft automation to include: the Flight Control Panel, incorporating both the Flight Director and the Autopilot through all phases of flight. The concepts of both Crew Resource Management (CRM) and Threat and Error Management ( TEM) will be developed through all aspects of this course. (Resident)

AVIA 440 Multi-Engine Flight 1 hour
Co-requisite: AVIA 327 if applicable for DCP
Introduction to multi-engine flight and all related maneuvers in preparation for the FAA Multi-Engine Rating. (Both Resident and Online)

AVIA 441 Multi-Engine Instructor 1 hour
Resident Prerequisites: AVIA 410 AND Commercial Pilot Certificate; Coreq = AVIA 041
This course is needed to train prospective multi-engine instructors to train our student pilots. (Both Resident and Online)

AVIA 442 Advanced Aircraft Flight Operations 1 hour
Prerequisite: AVIA 327; Coreq = AVIA 042
This course will provide the student a study in high performance aircraft with engines having more than 200 horsepower. This will include theoretical ground training associated with high performance aircraft and the practical flight training required by 14 CFR 61.31. This will include training to proficiency in the operation of the aircraft's major systems and in the safe conduct of high performance flight operations. In addition, this course will focus on advanced flight operations in a wide-variety of environments, including unimproved landing surfaces, flight operations in and over uninhabited areas, complex airspace and aerodynamics, and complex weather systems. At the successful completion of this course, the student will receive a special endorsement authorizing the student to legally operate an aircraft with an engine of more than 200 horsepower. (Resident)

AVIA 446 Medium UAS Commercial Flight I 3 hours
Prerequisite: AVIA 230 and AVIA 235; Coreq = AVIA 335
This course provides the student the opportunity to utilize knowledge gained in AVIA 335 by conducting simulated medium UAS flights. Normal, abnormal, and emergency procedures will be taught and executed utilizing Medium UAS simulators. (Resident)

AVIA 447 Medium UAS Commercial Flight II 3 hours
Prerequisite: AVIA 335, AVIA 446
This course provides the student the opportunity to achieve full certification on a Medium UAS aircraft. Utilizing knowledge and skills built in AVIA 335 and 446, students will conduct training flight operations. Upon successful completion of all flight events the student will be given industry certification. (Resident)

AVIA 450 Confined Area Operation 2 hours
Prerequisite: AVIA 325
This course will prepare students to plan and operate in confined areas with short and unpaved landing strips. The student will learn safety aspects, risk management and flight techniques necessary to successfully operate throughout the world. (Resident)

AVIA 451 Aviation Maintenance Operations 3 hours
A study of aviation maintenance-specific topics which face those in maintenance leadership positions. These topics include, but are not limited to, the need for maintenance; development of maintenance programs; technical planning, control, and training; and differing types of maintenance operations. (Online)

AVIA 455 Turbine Engines and Jet Transports 3 hours
Prerequisite: AVIA 225

This course is an in-depth study of the turbine engine theory, design and operations. The student will also receive a broad knowledge of the design and operation of turbine engines and their related systems on transport category aircraft. (Both Resident and Online)

AVIA 460 Aviation Interview 3 hours
Prerequisite: Junior status or higher recommended
This course will cover the unique requirements of an aviation job interview. The course material will focus on the entire interview process from personal preparation, to paperwork presentation, to the actual interview itself. Practice interviews with professionals from the aviation industry will critique the student on personal appearance, communication skills, and professional knowledge. In formulating answers to interview questions, the principles of Aeronautical Decision Making (ADM), Crew Resource Management (CRM) and Threat and Error Management (TEM) will be thoroughly developed. (Resident)

AVIA 472 Aviation Organizational Ethics 3 hours
Prerequisite: AVIA 245
The aviation industry offers a work environment with a unique balance of regulatory and performance demands. This course introduces students to the tools necessary to recognize and apply managerial principles to common ethical situations found in this unique aviation environment. (Resident)

AVIA 491 Capstone: Advanced Research Concepts 3 hours
Prerequisites: Second semester junior status or higher; RSCH 201
During AVIA 491 students pursue aeronautical research interests to add to their educational portfolio through participation in a case study project or with a capstone topic or concept paper. Tasks include forming the research problem, defining methods, and generating a literature review. Path to continue with AVIA 492, Aviation Research Implementation. (Resident)

AVIA 492 Capstone: Aviation Research 3 hours
Prerequisite: AVIA 491
During AVIA 492 students refine the research problem and methods, research the problem and report on conclusions. Ultimate desired outcome includes path for national forum presentation and/or scholarly journal publications. (Resident)

AVIA 496 Advanced Directed Research 1 hour
Prerequisite: AVIA 495
Students will apply their learning to add to their learning portfolio through participation in a case study project or with a capstone research paper. Tasks include refining the research problem, exploring methods, and generating a final paper. (Resident)

AVIA 498 Directed Research 1 to 3 hours
(Resident)

AVIA 499 Aeronautics Internship 3-6 hours
(Resident)

AVIA 042 (Online) Aviation Research Implementation.

COURSES OF INSTRUCTION

AVMN/AVMT – AVIATION MAINTENANCE TECHNICIAN

AVMN/AVMT 100 Aircraft Sciences I 3 hours
Co-requisites: AVMT 102, 104, 106
This course will provide the student with a review of the fundamental operations in arithmetic as they are applied routinely in aircraft maintenance, including fractions, decimals, ratio, geometry, basic trigonometric functions, formulae, and proportions. Basic concepts of aviation applied physics will be presented, including: aerodynamic laws, theory of flight, fluid, heat, power, work, simple machines, and sound. The student will also learn aircraft weight and balance procedures, center of gravity computations, and how to identify and rectify adverse loading conditions. (Resident)

AVMN/AVMT 101 Maintenance Mathematics 1 hour
### COURSES OF INSTRUCTION

**AVMN/AVMT 102 Aircraft Sciences II** 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student with a review of the fundamental operations in arithmetic as they are applied routinely in aircraft maintenance, including: fractions, decimals, ratios, geometry, basic trigonometric functions, formulae, and proportions. Applications of these operation in aircraft maintenance will be demonstrated. *(Resident)*

**AVMN/AVMT 103 Maintenance Physics** 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student with a review of the fundamental concepts of physics. Basic concepts of aviation applied physics will be presented, including: aerodynamic laws, theory of flight, fluid, heat, power, work, simple machines, and sound. *(Resident)*

**AVMN/AVMT 104 Maintenance Practices I** 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course is designed to introduce the student to direct and alternating current electricity, electrical circuit design, measuring devices, transformers, magnetism, electromagnetism, electronic devices and applications; with emphasis on basic laws relating to voltage, current, resistance, inductance, and capacitance. The student will also learn how to read and interpret electrical diagrams and to inspect and service aircraft batteries. This course will also give the student an understanding of aircraft drawings, symbols, and schematic diagrams commonly used in aircraft maintenance and illustrated parts manuals; the knowledge an ability to create drawings and sketches of repairs or alterations, and the ability to interpret blueprints, graphs, and charts. *(Resident)*

**AVMN/AVMT 105 Aircraft Weight and Balance** 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student with an understanding of aircraft weight and balance, and its crucial impact on flight safety. The student will learn aircraft weight and balance procedures, center of gravity computations, and how to identify and rectify adverse loading condition. *(Resident)*

**AVMN/AVMT 106 Maintenance Practices II** 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

**AVMN/AVMT 200 Airframe Auxiliary Systems I** 3 hours

Co-requisites: AVMT 202, 204, 206, 208, 210

This course will provide the student an understanding of operating principles and basic maintenance techniques for airframe auxiliary systems and components, including: cabin atmosphere control, communication and navigation, instruments, static and pitot, fire detection and extinguishing, smoke and carbon monoxide detection, ice and rain control, speed and configuration, anti-sid brakes, as well as position and warning. The student will also learn the operations and maintenance of aircraft fuel systems and components, including fluid quantity indicating systems, fluid pressure and temperature warning systems, fuel dump systems, transfer and defueling, and pressure fueling systems. *(Resident)*

**AVMN/AVMT 201 Airframe Auxiliary Systems II** 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student with an advanced study of AC and DC electrical systems, electrical power generation and control; to include alternators, generators, motors, relays, switches, wiring installations, load analyses, and aircraft batteries. The student will gain principle knowledge and skills to inspect, check, service, troubleshoot and repair airframe electrical components. *(Resident)*

**AVMN/AVMT 202 Aircraft Electrical Systems** 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course is designed to provide the student with an advanced study of AC and DC electrical systems, electrical power generation and control; to include alternators, generators, motors, relays, switches, wiring installations, load analyses, and aircraft batteries. The student will gain principle knowledge and skills to inspect, check, service, troubleshoot and repair airframe electrical components. *(Resident)*

**AVMN/AVMT 203 Airframe Auxiliary Systems III** 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student with an advanced study of AC and DC electrical systems, electrical power generation and control; to include alternators, generators, motors, relays, switches, wiring installations, load analyses, and aircraft batteries. The student will gain principle knowledge and skills to inspect, check, service, troubleshoot and repair airframe electrical components. *(Resident)*

**AVMN/AVMT 204 Airframe Structures I** 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will instruct the student in the basic construction and properties of materials typically used in aircraft applications, with emphasis on aluminum sheet metal applications and their manufacture, repair, and inspection. Student projects will focus on sheet metal lay-out, cutting, forming, bending and riveting, using solid and blind rivets, as well as identifying and using specialty fasteners. *(Resident)*

**AVMN/AVMT 205 Airframe Structures III** 1 hour
This course will provide the student an understanding of operating principles and basic maintenance techniques for airframe auxiliary systems and their components, including: aircraft fire protection and aircraft fuel systems. The student will learn to inspect, check, service, troubleshoot and repair these systems. (Resident)

**AVMN/AVMT 206 Airframe Structures II** 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student an understanding of operating principles and basic maintenance techniques for airframe auxiliary systems and their components, including: aircraft fire protection and aircraft fuel systems. The student will learn to inspect, check, service, troubleshoot and repair these systems. (Resident)

**AVMN/AVMT 207 Hydraulic and Pneumatic Systems** 2 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will instruct the student in aircraft covering materials, construction, inspection, and repairs using natural and synthetic fabrics. The student will study engine instrument systems, as well as turbine engine fuel control systems. The student will also study fuel warning, pressure and rate of flow instruments, as well as reciprocating and turbine engine lubrication systems and their components. The student will learn to inspect, check, service, troubleshoot and repair these systems. (Resident)

**AVMN/AVMT 208 Airframe Assembly and Inspection** 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will instruct the student in aircraft covering materials, construction, inspection, and repairs using natural and synthetic fabrics. The student will understand the identification, inspection, and application of finishing materials to both fabric and metal surfaces, including touch-up, trim, and lettering. The student will learn the fundamentals of airframe assembly, rigging, aerodynamics, and controls. This course will also introduce the student to conformity and airworthiness inspection requirements and procedures as they relate to the airframe, including knowledge and abilities needed to perform inspections and properly complete associated forms and paperwork. (Resident)

**AVMN/AVMT 209 Landing Gear Systems** 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student an understanding of operating principles and basic maintenance techniques for aircraft landing gear systems. The student will learn to inspect, check, service, troubleshoot and repair these systems. (Resident)

**AVMN/AVMT 210 Airframe Hydraulics, Pneumatics and Landing Gear Systems** 3 hours

Co-requisites: AVMT 200, 202, 204, 206, 208

This course is designed to introduce the student to basic fluid mechanics as it applies to practical applications in airframe systems. Construction and operation of hydraulic and pneumatic systems and components will be discussed, as well as identification and selection of hydraulic fluids and their related components. The student will learn landing gear designs, construction, and operations; as well as the inspection, servicing, and repair or replacement of various types of fixed and retractable landing gear systems, shock struts, brakes, wheels, tires, and steering systems. (Resident)

**AVMN/AVMT 213 Powerplant Fuel Systems** 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student an understanding of operating principles and basic maintenance techniques for aircraft landing gear systems. The student will learn to inspect, check, service, troubleshoot and repair these systems. (Resident)

**AVMN/AVMT 214 Engine Electrical Systems** 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will present the principles of operation and servicing procedures of electrical systems and electrical components found on reciprocating and turbine engine powered aircraft. Students will study and understand the operation, inspection, and servicing of ignition and starting systems, generation and control systems, auxiliary power units, and wiring installations. (Resident)

**AVMN/AVMT 215 Powerplant Lubrication Systems** 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student an understanding of operating principles and basic maintenance techniques for engine lubrication systems and their components. The student will learn to inspect, check, service, troubleshoot and repair these systems. (Resident)

**AVMN/AVMT 216 Engine Auxiliary Systems I** 3 hours

Co-requisites: AVMT 212, 214, 218, 220

In this course the student will learn the construction, operation, inspection, troubleshooting, servicing, repair and overhaul of reciprocating engine carburetion, injection, and fuel metering systems, as well as turbine engine fuel control systems. The student will also study fuel warning, pressure and rate of flow instruments, as well as reciprocating and turbine engine lubricants and lubrication systems. (Resident)

**AVMN/AVMT 217 Powerplant Auxiliary Systems I** 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student an understanding of operating principles and basic maintenance techniques for engine auxiliary systems and their components, including: engine exhaust and thrust reversers, and engine fire protection systems. The student will learn to inspect, check, service, troubleshoot and repair these systems. (Resident)

**AVMN/AVMT 218 Engine Auxiliary Systems II** 3 hours

Co-requisites: AVMT 212, 214, 216, 220

In this course, the student will study engine instrument systems, fire detection and extinguishing systems, induction systems, cooling systems, exhaust and thrust-reverser systems, with a focus on theory of operation, servicing, inspection, repair, and troubleshooting. The student will also learn the theory of operation and basic construction of fixed-pitch, constant-speed, and feathering propellers. The student will also be introduced to propeller synchronization systems, ice-control systems, and propeller governing systems. The student will gain knowledge & skills to inspect, check, service, remove, repair, and install propellers. (Resident)

**AVMN/AVMT 219 Powerplant Auxiliary Systems II** 1 hour
Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student an understanding of operating principles and basic maintenance techniques for engine auxiliary systems and their components, including: engine cooling, engine induction, and engine Instrument systems. The student will learn to inspect, check, service, troubleshoot and repair these systems. (Resident)

AVMX/AVMT 221 Propeller Systems 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

In this course the student will study the construction and operation of propeller systems and their components, including: fixed-pitch, constant-speed, and feathering propellers. The student will also be introduced to propeller synchronization systems, ice-control systems, and propeller governing systems. The student will learn to inspect, check, service, troubleshoot and install propeller systems. (Resident)

AVMX/AVMT 312 Reciprocating Engine Technologies 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will instruct the student in the principles of operation, construction, and design of reciprocating aircraft engines and components. The student will gain procedural knowledge and technical skills in reciprocating engine removal, disassembly, inspection, servicing, overhaul, reassembly, installation, and troubleshooting. A student research project will delve into the history and development of reciprocating engines, as well as the comparative efficiencies of various types of reciprocating engines. (Resident)

AVMX/AVMT 320 Turbine Engine Technologies 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

Co-requisites: AVMT 214, 216, 218, 312.

This course provides the student with an understanding of gas turbine engine cycles, high speed gas flow, and the design and construction of turbojet, turboprop, and turbofan engines. The student will receive an Introduction to inducted fans and turbine-driven auxiliary power units. The student will learn the fundamentals of turbine engine operation, removal and replacement, maintenance, servicing, troubleshooting, and inspection. A student research project will delve into the history and development of turbine engines, as well as the comparative efficiencies of various types of turbine engines. (Resident)

AVMX 418 Principles of Troubleshooting 3 hours

Prerequisites: Completion of all AVMT courses.

This course will provide the students with a logical and systematic process for troubleshooting aircraft systems. The student will learn and understand processes of troubleshooting and then apply them to realistic aviation problems to refine their troubleshooting skills. (Resident)

AVMX 428 Advanced Electronics 3 hours

Prerequisites: Completion of all AVMT courses.

This course will review basic electrical theory, including DC and AC and then expand on this knowledge by introducing advanced electrical concepts including digital electronics, solid state electrical control devices, and radio theory with an emphasis on their application in modern aircraft. (Resident)

AVMX 445 Medium UAS Maintenance I 3 hours

Coreq: AVMX 446

(Resident)

AVMX 446 Medium UAS Maintenance II 3 hours

Coreq: AVMX 445

(Resident)

AVMX 447 Medium UAS Maintenance III 3 hours

Prerequisites: AVMX 445 and AVMX 446

(Resident)

AVMX 451 Aviation Maintenance Operations 3 hours

Prerequisites: Completion of all AVMT courses

A study of aircraft maintenance-specific topics which face those in maintenance leadership positions. These topics include, but are not limited to, the need for maintenance; development of maintenance programs; technical planning, control, and training; and differing types of maintenance operations. (Resident)

BCHM 450 Medical Biochemistry 3 hours

Prerequisite or Co-requisite: BIOL 415 or CHEM 302

This lecture course covers aspects of biochemistry relevant to the practice of medicine. The human body is surveyed as an integrated chemical system with emphasis on the molecular basis of disease and the clinical application of therapies to restore body function. The link between biochemistry and human anatomy and physiology is examined with special emphasis on the gastrointestinal tract and catabolism, the immune response and biochemical endocrinology, blood and hemostasis, lipid metabolism and liver function, and glucose metabolism and muscle contractions. (Resident)

BCHM 451 Biochemistry I 4 hours

(3 hours lecture; 3 hours lab)

Prerequisites: BIOL 415 or (CHEM 302 and 321) (minimum grade of C)

Advanced topics in biochemistry. Emphasis is placed on: 1) physical biochemistry including thermodynamics, kinetics, solutions and equilibria; 2) protein structure/function and enzyme kinetics, mechanisms and regulation; and 3) intermediary metabolism and its regulation. (Resident)

BCHM 452 Biochemistry II 4 hours

(3 hours lecture; 3 hours lab)

Prerequisite: BCHM 451

Continuation of BCHM 451 (Biochemistry I). Emphasis is placed on: 1) membrane physiology, including lipid biosynthesis, membrane transport, excitable membranes, electron transport and oxidative phosphorylation, and photosynthesis; and 2) the flow of biological information, including nucleotide biosynthesis, DNA replication and repair, transcription, and translation. (Resident)

BCHM 495 Directed Research 1 to 3 hours

(Resident)

BCHM 497 Special Topics in Biochemistry 1 to 3 hours

(Resident)

BIBL 104 Survey of Old and New Testament 4 hours

This survey course is designed to lay a foundational understanding of Scripture via a historical survey of the Old and New Testaments. The student will engage a range of learning activities related to the issues interacting with biblical literature, basic hermeneutical principles, key themes and persons of the canon, and the redemptive theme of Scripture. (Online)

NOTE: BIBL 104 and 110 or 205 and 210 are prerequisites for all upper-level BIBL courses.

BIBL 105 Old Testament Survey 2 hours
An introduction to the authorship and contents of the Old Testament books. Special attention will be given to important persons, places and events, as well as to key chapters in the Old Testament revelation. (Both Resident and Online)

**BIBL 110 New Testament Survey** 2 hours
An introduction to the authorship and contents of the New Testament books. Special attention will be given to important persons, places, events, as well as to key chapters in the New Testament revelation. (Both Resident and Online)

**BIBL 205 Old Testament Life and Literature** 3 hours
A comprehensive study of the Old Testament: its historical setting and framework; its literary types; the theme, development and composition of its books; and the developing theological perspective of the Old Testament revelation. (Resident and Online)

**BIBL 210 New Testamnt Life and Literature** 3 hours
A comprehensive study of the New Testament: its historical setting and framework; its literary types; the theme, development, and composition of its books; and the distinctive theological contributions of the various portions and authors of the New Testament revelation. (Resident)

**BIBL 311 Joshua thru Judges** 3 hours
A study of Israel’s history during the time of conquest and settlement of Palestine. Cultural background factors, geographical information and homiletical possibilities in these books will be explored carefully. (Resident)

**BIBL 314 Old Testament Poetical Books** 3 hours
An introductory study of Old Testament poetry with an analysis, interpretation and application of the contents of Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon and Lamentations. (Resident)

**BIBL 316 Isaiah** 3 hours
An analytical and exegetical study of the content of the book of Isaiah, with critical examination of its theological content and issues of interpretation. (Formerly BIBL 416). (Resident)

**BIBL 317 Minor Prophets** 3 hours
An expositional study of the twelve minor prophets of the Old Testament. Each book will be covered from the historical and theological perspective in addition to devotional value. (Resident)

**BIBL 323 John** 3 hours
Resident Prerequisites: BIBL 105 and 110 or 205 and 210
Online Prerequisites: BIBL 105 and 110, or BIBL 104
An analytical and exegetical study of the Gospel of John with special emphasis on John’s Christology that Jesus is the Messiah, the Son of God. (Both Resident and Online)

**BIBL 324 Pastoral Epistles and Leadership Development** 3 hours
An expositional study of I and II Timothy and Titus with emphasis on themes pertaining to the local church. Attention will be given to current issues which relate to selected controversial passages. (Resident)

**BIBL 330 Life of Christ** 3 hours
The life of Jesus Christ on earth as seen in the Gospels will be studied thematically and chronologically in the light of its historical background, geographical setting, political situation, and religious conditions. Special emphasis will be given to His mission and message. Attention will also be given to current issues relating to the historical Jesus debate. (Resident)

**BIBL 350 Inductive Bible Study** 3 hours
Prerequisites: BIBL 105 and 110, or BIBL 205 and 210, or BIBL 104
An introduction to the basic steps and tools involved in the inductive study of the Bible. The student will develop the skills to practice a methodical approach to the observation, interpretation, application, and correlation to Scripture. (Resident)

**BIBL 360 Methodical Study of Scripture** 3 hours
Prerequisites: BIBL 105, BIBL 110 & RLGN 301 –OR– RLGN 301
This course is an introduction to the basic principles of biblical interpretation and hermeneutical procedures. The student will develop the skills to practice a methodical approach to the observation, interpretation, and application of the Scripture across its various genres. (Online)

**BIBL 364 Acts** 3 hours
Resident Prerequisites: BIBL 105 and 110 or 205 and 210
Online Prerequisites: BIBL 105 and 110, or BIBL 104
A study of the growth and development of the first century Church as recorded by the accurate historian, Luke. Special attention will be given to the activity of the Holy Spirit in the ministries of Peter and Paul. (Formerly BIBL 424) (Both Resident and Online)

**BIBL 370 Logos Bible Software** 3 hours
Prerequisites: BIBL 105 or 205 and BIBL 110 or 210
A study of the Logos Bible Software program, focusing on how the program works, and how to retrieve information and use it in Bible study. Special attention will be given to the ability to navigate, customize, and search the software, and to prepare layouts, handouts, and Bible study materials. (Resident)

**BIBL 387 Methodical Study of Scripture** 3 hours
Prerequisites: BIBL 105 and 110, or BIBL 104 and RLGN 301
This course is an introduction to the basic principles of biblical interpretation and hermeneutical procedures. The student will develop the skills to practice a methodical approach to the observation, interpretation, and application of the Scripture across its various genres. (Formerly BIBL 387) (Online)

**BIBL 410 Genesis** 3 hours
Resident Prerequisites: BIBL 105 and 110 or 205 and 210
Online Prerequisites: BIBL 105 and 110, or BIBL 104
An intensive doctrinal and historical study of the text considering the related issues of chronology, creation, the fall, the flood and the Patriarchal culture setting. The lives of Abraham, Isaac, Jacob and Joseph are given special attention for their practical value. (Both Resident and Online)

**BIBL 425 Romans** 3 hours
Prerequisites: (BIBL 105 and BIBL 110) or (BIBL 205 and BIBL 210) or (BIBL 105 and BIBL 210) or (BIBL 110 and BIBL 205) or BIBL 104
An analytical and exegetical study of Romans, giving attention to the great doctrinal issues of condemnation, justification, sanctification, the place of Israel, and practical Christian living. (Both Resident and Online)

**BIBL 430 The History of Ancient Israel** 3 hours
This course will provide a detailed survey of the history and geography of Israel from the time of the Patriarchs through Exodus, Conquest, Judges, Kings, the Babylonian Captivity, the Return and the Inter Testamental period. The study will also include a survey of the history, archaeology and culture of Israel’s ancient geographical neighbors including the Canaanites, Philistines, Ammonites, Moabites, Edomites, Assyrians, Babylonians and Persians. (Both Resident and Online)

**BIBL 431 Israelology** 3 hours
A systematic study of Israel and the Jewish People as a central and defining feature of biblical theology. Consideration will be given to the importance and central role of Israel’s biblical covenant, Israel’s relationship with the church, and Israel’s future in the divine program. (Resident)

**BIBL 432 Messianic Prophecy** 3 hours
A systematic study of the Hebrew prophecies of the Messiah and their fulfillment by Jesus of Nazareth primarily at His first coming but also as some relate to His second coming. Interaction with Jewish objections relating to Jesus’ claim to be their Messiah
will be examined along with those brought forth by Gentiles. Key Old Testament passages will be examined along with their New Testament fulfillment. (Resident)

**BIBL 433 / The Jewish Temple in History and Prophecy**
This course is an introduction to the historical, archaeological, and theological significance of the Jewish Temple and its various forms in the Bible. (Resident)

**BIBL 434 / General Studies in Israel Seminar**
An onsite study of the history, archaeology, geography, religion and culture of ancient and modern Israel, through an extensive tour throughout the country. Including discussions of political history and theories on site and with people who experienced this history. (Resident)

*Please note:* This course is taught in the country of Israel. The student must register for the World of the Bible Study Tour online at: [http://www.worldofthebible.com](http://www.worldofthebible.com) or by phone: (512) 396-3799.

**BIBL 450 / Daniel – Revelation**
This course will introduce the student to the major themes developed in the New Testament, including the centrality of God, Christology, Jesus’ saving work, the Holy Spirit, sin, faith, law, the church, and eschatology. The goal is to understand the basic theological message of the New Testament in both its diversity of expression and conceptual unity. Attention is given to equipping the student to trace themes in Biblical Theology. (Resident)

**BIBL 460 / New Testament Theology**
This course will introduce the student to the major themes developed in the New Testament, including the centrality of God, Christology, Jesus’ saving work, the Holy Spirit, sin, faith, law, the church, and eschatology. The goal is to understand the basic theological message of the New Testament in both its diversity of expression and conceptual unity. Attention is given to equipping the student to trace themes in Biblical Theology. (Resident)

**BIBL 461 / Old Testament Theology**
This course is an examination of the major theological themes of the Old Testament explaining how they function in light of the major OT covenants and the time line of the history of the Old Testament. These themes will reveal an organic and typological connection with their NT counterparts. (Resident)

**BIBL 471 / Biblical Archaeology**
Resident Prerequisites: BIBL 105 and 110 or 205 and 210
Online Prerequisites: BIBL 105 and 110, or BIBL 104
A focus on archaeological terminology, methodology, and interpretation as they relate to biblical studies. (This course fulfills a Bible Background requirement.) (Both Resident and Online)

**BIBL 472 / New Testament Backgrounds**
An examination of the historical, literary and socioeconomic milieu of the New Testament. (Formerly BIBL 372) (Resident)

**BIBL 473 / Old Testament Backgrounds**
An examination of the historical, literary and socioeconomic milieu of the Old Testament. (Formerly BIBL 373) (Resident)

**BIBL 480 / Hermeneutics**
Prerequisite: BIBL 350
An introduction to the principles, issues, and techniques of biblical interpretation. A special emphasis will be given to genre specific study and associated subgenre within the Old and New Testaments. The course builds on the foundation of BIBL 350. (Formerly BIBL 380) (Resident)

**BIBL 495 / Directed Research**
1 to 3 hours

**BIBL 497 / Special Topics in Bible**
1 to 3 hours

**BIBL 499 / Bible Internship**
3 hours

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### BIOLOGY

**BIO 101 / Principles of Biology**
An examination of the fundamental characteristics common among living things. Emphasis is placed upon studies of the cell, energy, metabolism, reproduction, heredity, ecology, phylogeny and the diversity of life. (Both Resident and Online)

**BIO 102 / Principles of Human Biology**
An examination of structure, function, development and homeostatic interaction in higher organisms with special emphasis on human body systems. (Both Resident and Online)

**BIO 103 / Principles of Biology Laboratory**
1 hour
Prerequisite: Concurrent or previous enrollment in BIO 101
Laboratory exercises selected to demonstrate basic biological concepts. Emphasis is placed on structure and function in higher organisms, development, behavior, parasitism, and the history of life. (Resident)

**BIO 104 / Principles of Human Biology Laboratory**
1 hour
(Meets 2 hours)
Prerequisite: Concurrent or previous enrollment in BIO 102
Laboratory exercises selected to demonstrate basic biological concepts. Emphasis is placed on structure and function in higher organisms, development, behavior, parasitism, and the history of life. (Resident)

**BIO 203 / Introductory Microbiology**
4 hours
(3 hours lecture; 2 hours lab)
Prerequisite: BIO 215/216 or HLTH 222
An examination of the fundamental principles of microscopic organisms. Microorganisms are examined with regard to cell structure, metabolism, heredity, diversity and taxonomy. The basic concepts of genetic engineering, pathogenicity, human disease, and immunology are presented. Restricted to Family and Consumer Sciences and health-related majors. (Resident)

**BIO 204 / Microbiology for Nursing Professionals**
4 hours
Prerequisites: RN Licensure; BIO 213/214 and BIO 215/216
An examination of the fundamental principles of microscopic organisms. Microorganisms are examined with regard to cell structure, growth, heredity, diversity, and epidemiology. The basic concepts of pathogenicity, immunology, human disease, and genetic engineering are presented. Restricted to online students with an RN license pursing a BSN. (Online)

**BIO 213 / Human Anatomy and Physiology I**
3 hours
A study of the structure and function of the human body with emphasis on cells, tissues, skin, nerves and special senses, muscle bones, and coordination and control of body movements. Concepts in physiology, including the maintenance of homeostasis, will be discussed. May not be used for general education credit except in conjunction with BIO 215. (Formerly BIO 211 lecture) (Resident)

**BIO 214 / Human Anatomy and Physiology I Lab**
1 hour
(Meets 2 hours)
Laboratory exercises selected to demonstrate principles of human anatomy and physiology. Emphasis is placed on foundational concepts such as homeostasis, anatomical
<table>
<thead>
<tr>
<th>COURSES OF INSTRUCTION</th>
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<tbody>
<tr>
<td><strong>BIOL 215 Human Anatomy and Physiology II</strong> 3 hours</td>
</tr>
<tr>
<td>Prerequisite: Successful completion of BIOL 213; to be taken concurrently with BIOL 216</td>
</tr>
<tr>
<td>A continuation of BIOL 213. A study of the structure and function of the human body with emphasis on the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Concepts in physiology, including the maintenance of homeostasis, will be discussed. May not be used for general education credit except in conjunction with BIOL 213. (Formerly BIOL 212 Lecture) (Resident)</td>
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<tr>
<td><strong>BIOL 216 Human Anatomy and Physiology II Lab</strong> 1 hour</td>
</tr>
<tr>
<td>Prerequisite: BIOL 214 and (BIOL 215 or 313 (May be taken as a co-requisite)) (Minimum grade of C)</td>
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<td>(Meets 2 hours)</td>
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<tr>
<td>Laboratory exercises selected to demonstrate principles of human anatomy and physiology. Emphasis is placed on the structure and function (including hands-on clinical analyses) of the cardiovascular, endocrine, lymphatic, respiratory, digestive, urinary and reproductive systems. Exercises include hand-on clinical analyses and dissection of preserved specimens. (Formerly BIOL 212 Lab) (Resident)</td>
</tr>
<tr>
<td><strong>BIOL 224 General Biology I</strong> 4 hours</td>
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<tr>
<td>(3 hours lecture; 3 hours lab)</td>
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<tr>
<td>Prerequisite: Math SAT Score of 500, or ACT Composite Score of 20, or grade of &quot;B&quot; or better in BIOL 101.</td>
</tr>
<tr>
<td>An introduction to the fundamental principles of Biology. Emphasis is placed upon scientific methodology; molecular, cellular and energetic bases of life; major metabolic processes; cellular and organismic reproduction; Mendelian and population genetics; speciation; phylogenetic reconstruction; ecological interactions; and a brief survey of organisms. Restricted to Biology and pre-professional students. (Formerly BIOL 200) (Resident)</td>
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<tr>
<td><strong>BIOL 225 General Biology II</strong> 4 hours</td>
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<tr>
<td>(3 hours lecture; 3 hours lab)</td>
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<tr>
<td>Prerequisite: BIOL 224 (Minimum grade of C)</td>
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<tr>
<td>Survey of the major phyla of the Kingdoms Animalia, and Protista including classification, development, morphology, anatomy, and physiology Emphasis is placed on mammalian systems including support and movement, circulation and respiration, hormonal and nervous control, homeostasis, digestion, immunity and reproduction. (Formerly BIOL 208) (Resident)</td>
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<tr>
<td><strong>BIOL 299 Internship</strong> 0 hours</td>
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<td>Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.</td>
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<tr>
<td>A directed practical work experience under the supervision of the Chair of Biology, in the student’s area of career interest. Application processed through the Career Center. Must apply semester prior to internship. (Resident)</td>
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<tr>
<td><strong>BIOL 301 Genetics</strong> 4 hours</td>
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<td>(3 hours lecture; 3 hours lab)</td>
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<tr>
<td>Prerequisites: BIOL 225 and CHEM 122 (minimum grade of C)</td>
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<tr>
<td>A study of the principles of heredity with emphasis on inheritance in individuals and populations, chromosomal rearrangements, the chemistry of the gene in DNA structure and replication, transcription, translation, the control of gene expression, mutations and their repair, genetic engineering and epigenetic. (Resident)</td>
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<tr>
<td><strong>BIOL 303 Microbiology</strong> 4 hours</td>
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<tr>
<td>(3 hours lecture; 4 hours lab)</td>
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<tr>
<td>Prerequisites: BIOL 225 and CHEM 122 (minimum grade of C)</td>
</tr>
<tr>
<td>An introduction to micro-organisms with emphasis on principles and techniques of culture and identification, life processes, and diversity of micro-organisms. (Resident)</td>
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<tr>
<td><strong>BIOL 305 Parasitology</strong> 4 hours</td>
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<td>(3 hours lecture; 3 hours lab)</td>
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<tr>
<td>Prerequisites: BIOL 225 (Minimum grade of C)</td>
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<tr>
<td>A study of major protozoa, helminth, and insect parasites, dealing with their form, function, life cycle, pathology, epidemiology, classification, geographical distribution, treatment and control. (Resident)</td>
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<tr>
<td><strong>BIOL 307 Plant Physiology</strong> 4 hours</td>
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<tr>
<td>(3 hours lecture, 3 hours lab)</td>
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<tr>
<td>Prerequisites: BIOL 225 and CHEM 301 (minimum grade of C)</td>
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<tr>
<td>A study of the biochemical and biophysical processes of plants. Emphasis is given to plant-soil water and mineral relations, nutrient cycling, photosynthesis and carbon metabolism, and plant growth and development. (Resident)</td>
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<tr>
<td><strong>BIOL 310 Ecology</strong> 4 hours</td>
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<tr>
<td>(Offered fall semester) (3 hours lecture; 4 hours lab)</td>
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<tr>
<td>Prerequisites: BIOL 208 “C” or better; or BIOL 225 “C” or better; MATH 201 or 211; junior or senior status; PSYC 355 recommended</td>
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<tr>
<td>An examination of the interrelationships between organisms and biotic and abiotic factors in their environment. The emphasis of the lab is the collection and statistical analysis of quantitative ecological data. (Resident)</td>
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<tr>
<td><strong>BIOL 313 Clinical Human Anatomy</strong> 3 hours</td>
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<td>Prerequisites: BIOL 225 (Minimum grade of C)</td>
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<tr>
<td>This lecture course examines the structures of the human body using both systemic and regional approaches with emphasis on clinical applications and common pathologies. Special attention is placed on gross anatomy that is important in general practice, emergency medicine and surgery while demonstrating anatomy’s relationship to physical examination and diagnosis. An overview of the body systems is followed by a special focus on the thoracic, abdominal, pelvic and lower limb regions. (Resident)</td>
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<tr>
<td><strong>BIOL 316 Human Biological Variation</strong> 3 hours</td>
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<tr>
<td>Prerequisites: BIOL 215 or BIOL 313</td>
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<td>This course examines the anatomical, genetic, and behavioral characteristics that both unite mankind and distinguish humans from apes and other animals. Biological variation in modern and ancient man will be explored. (Resident)</td>
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<tr>
<td><strong>BIOL 317 Botany</strong> 4 hours</td>
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<tr>
<td>(3 hours lecture; 3 hours lab)</td>
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<tr>
<td>Prerequisite: Grade of “C” or better in BIOL 224</td>
</tr>
<tr>
<td>A survey of the Fungi, Protista, and Plantae kingdoms with an emphasis on the morphology, physiology, anatomy, taxonomy, ecology, reproduction, and phylogeny of plants. The lab includes collection and analysis of experimental data on plants both in the lab and field. (Formerly BIOL 207) (Resident)</td>
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<tr>
<td><strong>BIOL 320 Introduction to Entomology</strong> 4 hours</td>
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<tr>
<td>(3 hours lecture; 3 hours lab)</td>
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<tr>
<td>Prerequisites: BIOL 208 “C” or better; or BIOL 225 “C” or better; or BIOL 215/216 “C” or better</td>
</tr>
<tr>
<td>An introduction to the study of insects including structure, physiology, life histories, ecology and taxonomy with a special emphasis on those insects of medical and economic importance. (Resident)</td>
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<tr>
<td><strong>BIOL 321 Comparative Anatomy of the Vertebrates</strong> 4 hours</td>
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<tr>
<td>(3 hours lecture; 3 hours lab)</td>
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<tr>
<td>Prerequisites: BIOL 208 “C” or better; or BIOL 225 “C” or better; or BIOL 215/216 “C” or better</td>
</tr>
<tr>
<td>A comparative study of the structure and relationships of vertebrate animals. (Resident)</td>
</tr>
<tr>
<td><strong>BIOL 330 Histology</strong> 4 hours</td>
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<td>(3 hours lecture; 3 hours lab)</td>
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### COURSES OF INSTRUCTION

**Prerequisites:** BIOL 225 or (BIOL 215 and 216) (Minimum grade of C)

A study of the micro-structure and function of the human body with emphasis on biochemistry, cell physiology, and organistmal pathology. (Resident)

**BIOL 361 Forensic DNA Analysis** 3 hours

Prerequisite: CJUS 200, BIOL 225 or CHEM 122

An introductory course designed to provide the student with an understanding of the general principles and methodologies used in forensic DNA profiling (or typing). Topics covered include the historical development of DNA profiling methods, alternative procedures employed in forensic laboratories, current DNA typing techniques, and the ongoing development of new forensic DNA typing methods. Students will learn to present forensic DNA evidence in a mock trial. The mock trial, complete with a judge, a counsel for the prosecution and for the defense, and a jury, challenges the students both scientifically and legally in a simulated courtroom setting. (Resident)

**BIOL 371 Vertebrate Paleontology** 3 hours

(3 hours lecture)

Prerequisite: BIOL 208 “C” or better; or BIOL 225 “C” or better; or BIOL 215/216 “C” or better

A study of vertebrate paleontology, including its methodology and a survey of major vertebrate fossil groups. Intended for upper-level Biology majors. (Resident)

**BIOL 385 Advanced Human Physiology** 3 hours

Prerequisite: BIOL 225 (Minimum grade of C)

Human physiology is the study of the functions of the body and how it maintains homeostasis. This lecture course examines those functions from a cellular and molecular basis using a systemic approach. Special attention is placed on medically vital systems including the nervous, cardiovascular, respiratory, digestive and endocrine systems. The course will be of use and interest to students intending to go to medical school or other health-related fields. (Resident)

**BIOL 400 Biology Seminar** 1 hour

The preparation and presentation of a paper, discussion of presentations, and/or the discussion of articles in the scientific literature. This course can be repeated and up to 4 hours can be applied toward the major. Restricted to Biology majors and minors. (Resident)

**BIOL 402 Forensic Science Seminar** 1 hour

Prerequisite: BIOL 361 (or concurrently) or CJUS 340 (minimum grade of C)

Students will be exposed to topical areas in Forensic Science by presentations conducted by expert guest speakers and/or by readings and discussions of the most recent forensic techniques and applications. Seminars will help prepare students to be leaders in the field of forensic science as law enforcement professionals, crime scene investigators, or forensic laboratory specialists. An oral presentation on a research topic by each student required. (Resident)

**BIOL 403 Embryology** 4 hours

(3 hours lecture; 3 hours lab)

Prerequisites: BIOL 415

Fundamentals of early development and experimental analysis of development systems and a descriptive and comparative study of organogenesis with emphasis on vertebrates. (Resident)

**BIOL 408 Animal Behavior** 4 hours

(3 hour lecture; 3 hour lab)

Prerequisites: BIOL 225 (Minimum grade of C)

An introduction to the mechanisms and functional significance of animal behavior. Topics include: the role of genes, development, the nervous system, and the endocrine system in the expression of behavior; learning communication, orientation and navigation, and habitat selection; feeding, reproductive, and parenting strategies; mating systems and social behavior. Labs will employ both observational and experimental methods in the lab and in the field. (Resident)

**BIOL 410 Environmental Biology** 4 hours

(3 hour lecture; 3 hour lab)

Prerequisites: BIOL 310; RSCH 201

Field and lab methods used by government and industry to assess the impact of a pollutant upon an ecosystem including toxicity testing, in stream evaluations of macro invertebrates and fish, exposure and risk assessment modeling. (Resident)

**BIOL 415 Cell Biology** 4 hours

(3 lecture hours; 3 hours lab)

Prerequisites: BIOL 301 and CHEM 301 or CHEM 301 concurrently; RSCH 201

A study of the organization and function of living matter at the cellular level. Special emphasis will be given to the integration of molecular and cellular interactions for the maintenance of life. (Resident)

**BIOL 416 Comparative Animal Physiology** 4 hours

(3 hour lecture; 3 hours lab)

Prerequisites: BIOL 225 and CHEM 122 (minimum grade of C); RSCH 201

A comparative study of the differences and similarities in the functional processes of animals belonging to various animal groups in a variety of environmental settings. (Resident)

**BIOL 418 Vertebrate Natural History** 4 hours

(3 hour lecture; 3 hour lab)

Prerequisites: BIOL 208 “C” or better; or BIOL 225 “C” or better

A study of the life history of the vertebrates with special emphasis on their taxonomy, life cycles, and ecological relationships. Vertebrates native to central Virginia will receive special attention. (Resident)

**BIOL 419 Ornithology** 4 hours

(3 lecture hours; 3 hours lab)

Prerequisites: BIOL 225 (Minimum grade of C)

An introduction to the study of birds including anatomy, physiology, life cycle, behavior, population biology, ecology, and taxonomy. The emphasis of lab will be on field techniques of identification and study of species native to Virginia. (Resident)

**BIOL 420 Immunology** 4 hours

(3 hour lecture; 3 hour lab)

Prerequisites: BIOL 301 and 303

A comprehensive view of the basic principles of the immune system of living organisms, with particular emphasis on humans. It examines the cells and tissues of the immune system, describes the structure and function of immunoglobulins, and examines their interactions with antigens. (Resident)

**BIOL 421 Forensic Entomology** 3 hours

Prerequisite: BIOL 225, CJUS 330 or CJUS 340

An introductory course designed to explore the use of insects and other arthropods in the field of forensic science as it pertains to the investigations of human and animal deaths and abuse, food and other product contamination, thefts, the illegal drug trade, and unethical entomological practices. The use and presentation of this information from such investigations in court room proceedings will be discussed. (Resident)

**BIOL 435 Neurobiology** 3 hours

Prerequisite: BIOL 301 or 313 or 385 (minimum grade of C)

An investigation of neurons and the nervous system. Topics include action potential, synaptic transmission and neuromodulation; the processing of sensory information in visual and auditory systems, and other senses; sensory integration and motor behaviors, neural mechanisms of learning and memory, sleep/wakefulness, and reward and decision making. (Resident)

**BIOL 455 Molecular Techniques** 3 hours

(1 hour lecture; 5 hours lab)
Prerequisites: BIOL 415

This course covers the basic molecular biological techniques involved in the study of DNA, RNA, and proteins. Specific techniques include: PCR; DNA cloning; library screening; proteomics and the use of gene sequence databases; and molecular modeling. (Formerly BCHM 455) (Resident)

BIOL 462 Forensic DNA Analysis Laboratory 2 hours
Prerequisite: BIOL 301, CHEM 321, CJUS 330, CJUS 340 or BIOL 361 (Recommended); RSCH 201

This integrated laboratory course will introduce the student to techniques currently used in forensic DNA profiling crime laboratories. Laboratory activities include extraction and quantification of DNA from biological sources and the use of PCR-based techniques to generate DNA profiles. Additional activities will include solution preparation, sample processing, handling and preservation, recordkeeping (e.g., chain of custody), data interpretation and report generation. Other topics include the historical development of DNA typing methods, alternative procedures employed in laboratories, and the ongoing development of new DNA typing methods. Legal issues associated with quality control, frequency or probability estimates, and admissibility will also be presented. (Resident)

BIOL 465 Trace Evidence 2 hours
Prerequisite: BIOL 225 or CHEM 122 or CJUS 230 with a “B” or better.

This course will introduce students to the principles and methods used in the analysis of forensic trace and impression evidence. Students will evaluate trace and impression evidence, such as hairs, fibers, soil, glass, paint, firearms, ammunition components, toolmarks, and blood spatter, using various instruments (e.g., forensic comparison microscopes, fourier transform infrared spectroscopy, and gas chromatography/mass spectroscopy) and techniques used in Federal, state, and private forensic laboratories. Emphasis will also be placed on chain of custody, reporting results, and expert witness testimony. (Resident)

BIOL 495 Special Problems in Biology 1 to 4 hours
Prerequisites: Sixteen (16) hours of biology and consent of instructor and Department Chairman.

The preparation of a paper based on library, laboratory, and/or field research of a problem selected after consultation with the biology faculty. Limited to students planning to pursue graduate studies in biology. Only four (4) hours may count toward the biology major. (Resident)

BIOL 497 Special Topics in Biology 1 to 3 hours

Prerequisites: 3.00 GPA and Junior or Senior Standing and 21 hour completed in Biology (including 16 hours upper level Biology) and a declared major in the Biology and Chemistry department; not more than one CSER behind.

A directed practical work experience under the supervision of the Biology Faculty Intern Advisor, in the student’s area of career interest. Applications are processed through the Biology Department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. This course is pass/fail. (Resident)

BIOM 500 Introduction to Biomedical Sciences 3 hours

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. (Online)
through the Career Center. Must apply semester prior to internship.  
(Resident)

**BUSI 300 Business Communications** 3 hours  
Essential to all business professionals is a sound understanding of the theories and practice of organizational communication. This dynamic course presents the fundamentals of written, verbal, nonverbal, and technological communication. *(Online)*

**BUSI 301 Business Law** 3 hours  
Prerequisite: Sophomore status  
Designed to increase the understanding of the American legal system and those legal principles which apply to the business environment. Business organizations, torts, contracts, employment relationships and issues, intellectual property, and international law are among the topics discussed. *(Both Resident and Online)*

**BUSI 302 Legal and Ethical Issues in Healthcare** 3 hours  
Explores legal and ethical issues encountered in the provision and delivery of healthcare products and services. Topics explored include, but are not limited to, introduction to healthcare law and ethics, making ethical decisions, contracts, medical records and informed consent, privacy law and HIPAA. *(Online)*

**BUSI 303 International Business** 3 hours  
An introduction to the field of international business. Topics to be covered include: country differences in political economy and culture; cross-border trade and investment; the global monetary system; global strategy; global market; and product development; global operations management; and global human resources management *(Both Resident and Online)*

**BUSI 304 Introduction to Health Policy** 3 hours  
Examines procedures of how healthcare policy is developed at the federal and state levels. This course examines policy decisions and related issues that shape the healthcare organization, financing, and implementation of health care services and delivery systems. Ethical, social, and political issues that affect the provision of healthcare services will be evaluated. *(Online)*

**BUSI 310 Principles of Management** 3 hours  
Management requires a balance between social (people) and technical (quantitative) perspectives, as well as between efficiency and effectiveness. This course emphasizes the application of these perspectives in each of the planning, organizing, leading and controlling functions. *(Both Resident and Online)*

**BUSI 311 Introduction to Healthcare Administration** 3 hours  
Explores the field of healthcare management related to the global healthcare system. Topics explored include, but not limited to, a historical overview, theoretical foundations, and history and major characteristics of development. Addresses the application of managerial concepts and practices to healthcare organizations exploring healthcare provider types; costs, access and quality of care; and the future of health services delivery. *(Online)*

**BUSI 313 Foundations of Project Management** 3 hours  
This course introduces the student to the field of modern project management and the fundamental processes of initiating, planning, executing, monitoring, controlling and closing projects. Students will learn the inputs and outputs and the tools and techniques of: defining the project, estimating project times and costs, developing project plans, managing risk, scheduling resources and their costs, reducing project duration, progress and performance measurement and evaluation and project closure. *(Formerly BUSI 413) (Both Resident and Online)*

**BUSI 320 Corporate Finance** 3 hours  
Prerequisites: ACCT 212; Junior status  
A study of the financial forms of business organization, with special attention to the corporation and its advantages and disadvantages; capital stocks and bonds; budgeting; dividend policy; failure and reorganization; financial accounting; and cash flows. *(Both Resident and Online)*

**BUSI 321 Money and the Financial System** 3 hours  
Prerequisite: ECON 214  
This course covers the structure and operation of the U.S. and international financial systems, functions of the Federal Reserve, monetary theory, and the impact of monetary policy on financial markets and the economy. *(Both Resident and Online)*

**BUSI 323 Financial Analysis and Management in Healthcare** 3 hours  
Focused on exploring the concepts of financial management in healthcare this course will explore topics related to the revenue cycle, disbursement, budgeting/forecasting, internal control, financial reporting, and contract management aspects of the healthcare organization. Differences between the goods and service industries will be explored. This course will also survey the pros and cons of a single payer system. *(Online)*

**BUSI 330 Principles of Marketing** 3 hours  
Prerequisite: Sophomore status  
The study of the system of activities that constitutes marketing with emphasis on the principles, policies and strategies utilized to identify and satisfy the needs and wants of consumers. The universal application of marketing in all forms of organizations is stressed. *(Both Resident and Online)*

**BUSI 331 Marketing Research** 3 hours  
Prerequisites: BUSI 330 and MATH 201 or BUSI 230  
This course will provide students with an overview of qualitative and quantitative marketing research methods. Students will identify and apply appropriate research methods to support evidence-based decision-making. *(Both Resident and Online)*

**BUSI 332 Consumer Behavior** 3 hours  
Prerequisites: BUSI 330  
Students in this course demonstrate their knowledge of customer acquisition, consumption, and disposal of products and services. Students analyze buyer behavior of individual consumers, businesses, and governments and evaluate the influence that demographics, popular culture, and subcultures have on consumer behavior. *(Both Resident and Online)*

**BUSI 335 Leading Change** 3 hours  
A review of the concepts and practices of planning for and leading effective change. Students will evaluate personal and organizational approaches to change in order to identify requirements, plan and implement change. *(Online)*

**BUSI 336 Introduction to Entrepreneurship** 3 hours  
Prerequisite: Sophomore Status  
An overview course in the principles of establishing an entrepreneurial venture for either a for-profit enterprise or a non-profit organization. *(Both Resident and Online)*

**BUSI 338 Developing Entrepreneurial Opportunities** 3 hours  
Prerequisite: BUSI 336  
A course that expands on the principles of how to develop a business opportunity that brings value to the marketplace. *(Both Resident and Online)*

**BUSI 342 Human Resources Management** 3 hours  
Introduces the student to the human resources/personnel functions. Topics covered include: recruitment, assessment, compensation, motivation, appraisal, development, legal environment, labor relations, employee relations, etc. Emphasis on how managers can deal with and utilize the human resources function. *(Both Resident and Online)*

**BUSI 343 Employee and Labor Relations** 3 hours  
Prerequisite: BUSI 342  
A comprehensive study of collective bargaining; the negotiation process and the scope of labor contracts to include the day-to-day administration of contracts; the major substantive issues in bargaining to include their implication for public policy; and the problem of dealing with labor conflict. *(Both Resident and Online)*
BUSI 344  Management of Human Resources and Health Professionals  3 hours  
Prerequisites: BUSI 302 or BUSI 304 and BUSI 311  
Explores managing human resources in the context of the healthcare organization. Focuses on applying human resource management concepts (i.e., but not limited to: recruitment, compensation, motivation, performance and talent management) in the management of human capital within the healthcare setting. (Online)  

BUSI 345  Leadership Theory and Practices  3 hours  
An evaluation of the inter-relatedness of followership and servant leadership is reviewed, with an emphasis on how those traits are imperative to be an effective leader. (Online)  

BUSI 352  Financial and Retirement Planning  3 hours  
This course is designed to provide an overview of the financial planning process with specific emphasis on retirement planning. Topics discussed will include: client/planer interactions; time value of money applications; personal financial statements development and assessment; cash flow and debt management; asset acquisition; education planning; planning elements of risk management; investment planning; and retirement planning; special needs planning review; integrating planning recommendations; financial planning ethics review; overview of practice management concepts. (Both Resident and Online)  

BUSI 354  Estate Planning  3 hours  
Estate Planning focuses on the efficient conservation and transfer of wealth, consistent with the goals of a financial planner’s clients. It is a study of the legal, tax, financial and non-financial aspects of this process, covering topics such as: trusts, wills, probate, advanced directives, charitable giving, wealth transfers, and related taxes. (Both Resident and Online)  

BUSI 360  Contemporary Issues in International Business  3 hours  
Prerequisites: BUSI 303  
An analysis of current global developments and rapid change in areas that have the potential for an impact on the international business environment. Attention is given to the use of techniques for identifying and researching significant issues, extrapolating probable outcomes, and developing strategic responses. Corporate and entrepreneurial perspectives are considered. (Both Resident and Online)  

BUSI 365  Global Industries and Operations  3 hours  
Prerequisites: BUSI 303  
An introduction to the organizational and operational dynamics of the various global industries and their rapidly growing importance to the world’s national economies and governments. Various aspects of the industries will be explored. (Both Resident and Online)  

BUSI 370  Dynamics of the American Automotive Dealership Industry  3 hours  
Prerequisites: ACCT 211  
An overview course in the Automotive Dealership Management cognate that provides the foundation for understanding management principles that lead to successful operations. (Both Resident and Online)  

BUSI 372  Marketing & Sales  3 hours  
Prerequisites: BUSI 370  
A study of marketing and sales roles and responsibilities with applications in an automotive industry. (Both Resident and Online)  

BUSI 376  Legal, Finance, and Insurance  3 hours  
Prerequisites: BUSI 301, BUSI 370  
A study of the financial impact of automotive dealership from legal issues, cash flow, accounting principles, and insurance policies. The focus will be from the perspective of (a) the consumer, (b) the dealership, and (c) the industry. (Both Resident and Online)  

BUSI 390  Business Common Professional Components  3 hours  
This course is designed to meet the common professional component for the Accreditation Council of Business Schools and Programs (ACBSP). Students in business-related programs need to attain general business competencies such that they may be better suited to understand the business environment. This course allows students to attain the minimal competencies required by ACBSP, such that their degrees are accredited as business-related programs. Online Note: Covers 20 hours of the Common Professional Core. (Both Resident and Online)  

BUSI 400  Strategic Planning/ Business Policy  3 hours  
Prerequisites: BUSI 320; Senior status (at least 90 credits) and completion of all 300-level Business courses  
This capstone course for all business majors seeks to integrate the concepts, techniques, and knowledge of all areas of business administration. Its focus is strategic management which is studied in theory and then rigorously applied. This course is designed for final semester seniors. (Both Resident and Online)  

BUSI 405  Business and Economic Forecasting  3 hours  
Prerequisites: MATH 201 or BUSI 230  
This course covers methods of collecting data, discovering data patterns, and selecting appropriate forecasting techniques. Time series and regression forecasting techniques are introduced. (Resident)  

BUSI 409  Non-Profit Management  3 hours  
Management principles and techniques for the administration of a non-profit organization, including churches, charities, hospitals, and government organizations. (Both Resident and Online)  

BUSI 411  Operations Management  3 hours  
Prerequisites: BUSI 201, BUSI 310 or BUSI 311 or ACCT 311, and MATH 201 or BUSI 230  
A study of the challenges and opportunities facing managers of the operational functions of business, the value added areas where resources are transformed into goods and services. The wide ranging implications and applications of the concept of employee/team driven, customer-centered continuous improvement will be examined, as well as Total Quality Management principles. The study of operations management will involve some complexity as various quantitative management tools are examined and applied. (Both Resident and Online)  

BUSI 414  Project Management I  3 hours  
Prerequisite: BUSI 313 (Min. grade: C)  
This course provides focused instruction in the first five (of nine) project management competencies as delineated in the Project Management Institute’s Body of Knowledge (PMBOK): Project Integration Management, Project Scope Management, Project Time Management, Project Cost Management, and Project Quality Management. Students will apply processes to ensure project coordination, plan development processes, project plan execution processes and integrated change control processes. (Both Resident and Online)  

BUSI 415  Project Management II  3 hours  
Prerequisite: BUSI 313 (Min. grade: C)  
This course provides focused instruction in the final four (of nine) project management competencies as delineated d in the Project Management Institute’s Body of Knowledge (PMBOK): Project Human Resource Management, Project Communications Management, Project Risk Management, and Project Procurement Management. The course will provide students with processes to review organizational and human resource structures to develop and manage project teams; identify, analyze, plan for and respond to project risk; identify and acquire goods and services to implement and complete project plans; and, identify stakeholders, plan
<table>
<thead>
<tr>
<th>COURSES OF INSTRUCTION</th>
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<tbody>
<tr>
<td>BUSI 416  Leading Global Projects</td>
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<tr>
<td>Prerequisite: BUSI 313 (Min. grade: C)</td>
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<tr>
<td>This course provides instruction in global project management with emphasis on the integration of the interconnected themes of strategic project management, cross-cultural effectiveness, and project leadership. (Both Resident and Online)</td>
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<tr>
<td>BUSI 417/ CSCI 340  Studies in Information Security</td>
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<td>This course introduces the basic issues and principles of information system security such as security policies, their mechanisms of implementation, means attackers use to circumvent these protections, and defenses against these attackers. (Both Resident and Online)</td>
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<tr>
<td>BUSI 418  Research and Evidence Based Practice in Healthcare</td>
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<td>Explores the practice of evidence-based management relative to healthcare decision-making and support. Topics explored include, but not limited to, evolution of evidence based healthcare; locating and evaluating evidence; developing the capacity of healthcare managers to utilize evidence in decision-making, and evidence based healthcare in the 21st century. (Online)</td>
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<tr>
<td>BUSI 419  Management of Quality Improvement</td>
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<tr>
<td>Addresses the manager’s role in improving healthcare quality and outcomes, including clinical and organizational improvement, technology assessment, and quality improvement practices. This course examines how improved work processes lead to quality improvement and value creation in the healthcare organization. Students will explore the contribution of operations research and quality management to improve delivery and production of healthcare services and business processes from the perspective of the healthcare professional. (Online)</td>
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<tr>
<td>BUSI 420  Investments</td>
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<tr>
<td>Prerequisites: BUSI 320</td>
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<tr>
<td>A survey of corporate securities, financial securities, security markets, investment and portfolio analysis and administration. Investment companies, commodity markets and the stock exchange are also examined. (Both Resident and Online)</td>
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<tr>
<td>BUSI 421  Insurance Planning/Risk Management/Employee Benefits</td>
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<tr>
<td>This course will cover the concepts and tools used in Insurance Planning, Risk Management and Employee Benefits. All three are important parts of a holistic financial plan. (Both Resident and Online)</td>
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<td>BUSI 422  Real Estate</td>
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<tr>
<td>Prerequisites: BUSI 301 and 320, or consent of instructor</td>
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<tr>
<td>An overview of real estate brokerage, property rights, transfer mechanisms and documents, property evaluation, finance, investments, and property management. (Resident)</td>
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<tr>
<td>BUSI 423  Franchising</td>
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<td>Franchising is a major form of business ownership and a strategy for growing ventures. This course examines franchising from both the perspective of the entrepreneur as a franchisee and as a franchisor. Topics will include selecting a franchise, developing a franchised business model, and legal issues associated with the franchised relationship. (Both Resident and Online)</td>
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<tr>
<td>BUSI 424  E-Commerce</td>
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<tr>
<td>This course explores how the Internet has revolutionized the buying and selling of goods and services in the marketplace. Topics include: Internet business models, electronic commerce infrastructure, designing on-line storefronts, payment acceptance and security issues, and the legal and ethical challenges of electronic commerce. (Both Resident and Online)</td>
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<tr>
<td>BUSI 425  Family Business Management</td>
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<td>This course explores the unique personal, interpersonal issues, and business issues associated with the family-owned and managed firm. Topics include challenges and opportunities for family businesses, the dynamics of family interactions within the family business culture, conflict resolution, estate planning, and succession planning. (Both Resident and Online)</td>
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<tr>
<td>BUSI 427  Team Dynamics</td>
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<tr>
<td>Prerequisite: BUSI 240 (Min. grade: D)</td>
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<tr>
<td>The dynamics of building a highly functioning team in order to accomplish a goal. Examination of how to choose team members and how to manage the team to deliver successful results. (Online)</td>
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<tr>
<td>BUSI 428  Strategic Management and Marketing in Healthcare</td>
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<tr>
<td>Prerequisite: BUSI 418 and BUSI 344</td>
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<tr>
<td>Focused on increasing organizational effectiveness and efficiency through strategic planning students will develop an understanding of the strategic planning process and marketing from a healthcare perspective. Topics explored include, but not limited to, importance of strategic planning in healthcare; internal and external environmental assessment; marketing healthcare services; strategy formulation, implementation and long term control. (Online)</td>
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<tr>
<td>BUSI 429  Healthcare Economics</td>
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<tr>
<td>Explores how principles of economic analysis can be applied to the field of healthcare. This course will explore how healthcare economics is unique through an exploration of healthcare markets (including supply, demand, production, and costs) and how cost-benefit analysis is performed when the output presents challenges for measurements. (Online)</td>
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<tr>
<td>BUSI 430  Promotion Strategy</td>
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<tr>
<td>Prerequisite: BUSI 330 (Min. grade: C)</td>
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<td>This course is open to students who desire to understand the function of Promotion within a company’s Integrated Marketing Communications (IMC) plan. Emphasis is on planning, creating, and evaluating advertising, sales promotion, and publicity strategies to communicate most effectively across the optimum blend of media channels. (Both Resident and Online)</td>
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<tr>
<td>BUSI 431  Sales Management and Professional Selling</td>
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<td>Prerequisites: BUSI 330</td>
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<td>This course presents each component of the sales cycle in a business-to-business selling environment. Students will master models for initiating sales contacts; identifying and defining prospects’ needs; and presenting and gaining commitment for a proposed solution. (Resident)</td>
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<tr>
<td>BUSI 432  Marketing Management</td>
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<td>Prerequisites: BUSI 331 and senior status</td>
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<td>Advanced study of the role and responsibilities of marketing executives. Emphasis will include: analysis of marketing opportunities and problems; planning of objectives and strategies; development of organizational structure, policies, implementation, and control; and evaluation of marketing programs. (Resident)</td>
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<tr>
<td>BUSI 435  Small Business Entrepreneurship</td>
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<td>Prerequisites: Junior/Senior Status</td>
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<td>A practical study in the dynamics of establishing, funding, and managing a small new enterprise, or acquiring an existing business using case studies, practical exercises, and class instruction. (Both Resident and Online)</td>
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<td>BUSI 436  Digital Marketing in a Virtual World</td>
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<td>Prerequisite: BUSI 330</td>
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<tr>
<td>Students explore the principles required to successfully practice marketing in the virtual world of social media and electronic commerce between and among businesses and consumers. (Both Resident and Online)</td>
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<td>BUSI 438  Marketing Brand Management</td>
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COURSES OF INSTRUCTION

Prerequisites: BUSI 330
Students will learn how an organization’s brand provides a broad definition of its purpose, uniqueness, and its package of products and services. Course topics include channel development, merchandising, marketing and establishing and delivering the brand promise. (Both Resident and Online)

BUSI 439 Conversion and Optimization 3 hours
Prerequisites: BUSI 436
This course covers the principles, functions, and techniques of web analytics, site optimization, and conversion strategies related to digital marketing. The information covered in this course will provide students with knowledge of how to successfully reach and influence potential consumers and convert them into customers. The course also covers the financial impact of conversion strategies on the firm. (Both Resident and Online)

BUSI 440 Compensation Management 3 hours
Prerequisite: BUSI 342
This course develops the philosophy and fundamental guiding principles for wages and salaries in business institutions. This comprehensive study of compensation management also includes job analysis, administrative job evaluation, basis compensation plans, executive compensation and administrative controls. (Both Resident and Online)

BUSI 442 Customer Retention Through Digital Marketing 3 hours
Prerequisites: BUSI 439
The content of this course focuses on digital marketing strategies and techniques necessary for satisfying and retaining customers. In this course, students are presented with information and methods for driving and assessing overall lifetime customer value and resulting financial performance. The course content also encourages students to explore industry trends and their future impact on digital marketing. (Both Resident and Online)

BUSI 443 Workforce Planning and Employment 3 hours
Prerequisite: BUSI 342
This course will focus on recruitment, assessment, selection, placement and appraisal issues and methods necessary to align the organizational workforce with the strategic goals of the organization. The laws and guidelines related to the DOL, INS, EEOC, and other legal enforcement agencies as related to the staffing process will be reviewed. (Both Resident and Online)

BUSI 444 Human Resource Development 3 hours
Prerequisite: BUSI 342
This course focuses on the design, implementation, and management of employee orientation, career development, and training programs. Human resource development issues examined include strategic training, needs assessment, theories, program design, evaluation, and training methods as well as career management. (Both Resident and Online)

BUSI 446 Retailing and Category Management 3 hours
Prerequisites: BUSI 330
From an economic perspective, retailing and category management represent anywhere from 25-30% of GDP annually; this course integrates retailing and category management into one course. The category management aspects of the course are derived from retail and supply chain perspectives. (Both Resident and Online)

BUSI 452 Survey Design 3 hours
Prerequisites: BUSI 331
This course covers important elements for effective survey and questionnaire design. Students will learn how to plan, structure, and write survey material for meaningful market research giving consideration to ethical and social issues. The course will include topics in research techniques and best practices as well as how to use, act on and follow up research. (Both Resident and Online)

BUSI 453 Applied Marketing Analysis 3 hours
Prerequisites: BUSI 452
Building on knowledge acquired in marketing research, students will assess environmental market conditions. The course will explore principles used in construction, application, and analysis of market research necessary to exercise good judgment and develop action plans for key decision makers. Students will explore, analyze, and offer recommendations regarding market and consumer research through applied projects. (Both Resident and Online)

BUSI 455 Conflict Resolution and Negotiation 3 hours
Prerequisites: BUSI 310 (Min. grade: C)
A review of the theories, processes and practices of conflict resolution and negotiation. Students’ strategies. Cultural aspects of conflict and negotiations and diagnose and identify negotiation strategies. Cultural aspects of conflict and negotiation will be examined. (Online)

BUSI 456 Growth Enterprise: Strategy & Planning 3 hours
Prerequisite: ACC 212, BUSI 336
A course in the principles of managing a funded startup enterprise through the various stages of growth and the principles of leading a team of employees to achieve organizational desired outcomes. (Both Resident and Online)

BUSI 458 Innovating into Industries & Markets 3 hours
Prerequisites: BUSI 336, 338, and 456
A course that applies the general concepts of key success factors for establishing entrepreneurial ventures to the unique characteristics of significant industries and marketspaces. (Both Resident and Online)

BUSI 464 International Market Integration and Trade Agreements 3 hours
Prerequisite: BUSI 303
This course examines market and economic integration among countries, including the European Union, the North American Free Trade Agreement, Asia-Pacific Economic Cooperation, Association of Southeast Asian Nations and others. Major emerging market economies will also be surveyed, along with the challenges and opportunities these present to the international business firm. (Both Resident and Online)

BUSI 465 Export Management Strategy 3 hours
Prerequisite: BUSI 303
An overview of international trade theories, policies, instruments and documents that affect the success of U.S. exports. Students are introduced to various resources, private organizations, and government agencies designed to facilitate American export businesses. The tools and methods for establishing a small export business model are examined. (Both Resident and Online)

BUSI 472 Organizational Ethics 3 hours
An analysis of the foundation of ethical behavior in business, including an introduction to social graces and the importance of professional image. Emphasis is placed on a comparison between Judeo-Christian and secular ethical paradigms. (Both Resident and Online)

BUSI 474 Fixed Operations 3 hours
Prerequisites: ACCT 212, BUSI 370
A detailed study of fixed operations within an organization and how they interact with other organizational departments. The focus will be from the perspectives of (a) customers, (b) employees, and (c) managers. (Both Resident and Online)

BUSI 476 Variable Operations 3 hours
Prerequisites: BUSI 212, BUSI 370
A detailed study of the variable operations within an organization and how they interact with other organizational departments. The focus will be from the perspective of (a) customers, (b) employees, and (c) managers. (Both Resident and Online)

BUSI 478 Leadership Skills for Franchise Owner 3 hours
A practical experience provided in an automotive dealership with a minimum of 400 hours per practicum section. (Both Resident and Online)

**BUSI 499 Business Internship**

1 to 6 hours  
Prerequisites: Junior or Senior status and required GPA  
A selected directed practical work experience under the supervision of the Director of the Business Internship program and a business manager/professional in the student’s area of career interest. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Both Resident and Online)

**BIBLICAL WORLDVIEW**

**BWVW 301 Biblical Worldview Seminar**

3 hours  
This course is an in-depth analysis of some of the predominant contemporary issues facing culture and the church. This course will focus upon the application of the biblical worldview to these select issues. Students will consider and discuss potential culturally-engaging solutions to solve various social problems arising from these issues. This focus will also be carried out in a required experiential “service learning” community project. (Formerly GNED 301) (Resident)

**CONVERSATIONAL ARABIC**

**CARA 101 Conversational Arabic I**

3 hours  
An introductory course designed to develop practical conversational Arabic skills. Intended for students whose first language is not Arabic and/or have no previous Arabic training and/or experience. (Online)

**CARPENTRY**

**CARP 101 Foundations in Carpentry**

4 hours  
Co/Prerequisite: CRFT 101  
Foundations in Carpentry is a practical course combining lecture and hands-on instruction. Topics addressed include: Orientation to the Trade; Building Materials, Fasteners, and Adhesives; Hand and Power Tools; Reading Plans and Elevations; Floor Systems; Wall and Ceiling Framing; Roof Framing; Introduction to Concrete, Reinforcing Materials and Forms; Windows and Exterior Doors; Basic Stair Layout. (Resident)

**CARP 201 Intermediate Carpentry**

4 hours  
Prerequisite: CARP 101  
Intermediate Carpentry is a practical course combining lecture and hands-on instruction. Topics include: Commercial Drawings; Roofing Applications; Thermal and Moisture Protection; Exterior Finishing; Cold-Formed Steel Framing; Drywall Installation; Drywall Finishing; Doors and Door Hardware; Suspended Ceilings; Window, Door, Floor and Ceiling Trim; Cabinet Installation; Cabinet Fabrication. (Resident)

**CARP 301 Advanced Carpentry**

4 hours  
Prerequisite: CARP 201  
Advanced Carpentry is a practical course combining lecture and hands-on instruction. Topics include: Rigging Equipment; Rigging Practices; Properties of Concrete; Reinforcing Concrete; Handling and Placing Concrete; Trenching and Excavating; Foundations and Slab-on-Grade; Vertical Framework; Horizontal Framework; Tilt-Up Wall Panels. (Resident)

**CARP 401 Special Topics in Carpentry**

4 hours  
Prerequisite: CARP 301  
Special Topics in Carpentry is a practical course combining lecture and hands-on instruction. Topics include: Site Layout One-Distance Measurement and Leveling; Site Layout Two-Angular Measurement; Advanced Roof Systems; Advanced Wall Systems; Advanced Stair Systems; Introduction to Light Equipment; Welding; Commercial Finish Work; Site Preparation; Introductory Skills for the Crew Leader. (Resident)
CHRISTIAN COUNSELING

CCOU 201 Introduction to Christian Counseling
This course serves as an introduction to biblical counseling and helping ministry with special attention given to tough issues that pain today’s generations, the modern-day search for answers, and the biblical basis for a counseling ministry. (Online)

CCOU 202 Issues of Christian Counseling
This course provides the framework to the structure and issues surrounding biblical counseling and helping ministries. Special attention will be given to the dealing with spiritual warfare, “brief therapy” model of counseling, life transitions, and crisis care. (Online)

CCOU 301 Christian Counseling for Marriage and Family
A broad overview of the dynamics of marriage and family relationships set the foundation of this course. Exploring structure, functionality, systems and how they should be addressed in counseling situations provide the framework for counseling this population group. (Online)

CCOU 302 Christian Counseling for Children
This course introduces the student to the challenges, developmental milestones, and crises that are a part of successfully navigating the span of years from childhood through adolescence. It further prepares the student to engage and retain the theories and techniques necessary for assisting children and adolescents with these challenges on their way to a healthy lifestyle. (Online)

CCOU 304 Christian Counseling for Women
This course examines common issues as it relates to counseling women. It explores the biblical perspectives and developmental/cultural situations that will help prepare the student to engage in counseling to this population group. (Online)

CCOU 305 Issues in Human Sexuality
This course provides a panorama of sexual challenges that men and women are currently experiencing, as well as the results of a national report on the sexuality of Christian men and women. This vibrant and fascinating study enables students to gain a better understanding of the complexities and fundamental differences of male and female sexuality and marital intimacy in contrast to cultural myths and distortions. (Online)

CONVERSATIONAL FRENCH

CFRE 101 Conversational French I
An introductory course designed to develop practical conversational French skills. Intended for students whose first language is not French and/or have no previous French training and/or experience. (Online)

CONVERSATIONAL GERMAN

CGRM 101 Conversational German I
This is an introductory course designed to develop practical conversational German skills. Intended for students whose first language is not German and/or have no previous German training and/or experience. (Both Resident and Online)

CGRM 102 Conversational German II
Prerequisite: CGRM 101
This course will further the objectives of CGRM 101 by expanding students’ practical conversational skills. Intended for students whose first language is not German but who have previous German training and/or experience through CGRM 101. (Both Resident and Online)

CGRM 103 Conversational German III
Prerequisite: CGRM 102
This course will further the objectives of Conversational German 101 and 102, with an increased focus on grammar and vocabulary supporting practical conversational skills. Intended for students whose first language is not German but who have previous German training and/or experience through CGRM 102. (Both Resident and Online)

CHEMISTRY

CHEM 105 Elements of General Chemistry
(3 hours lecture; 2 hours lab)
Prerequisite: An intermediate level algebra course
A study of the basic areas of general chemistry at an introductory level for the non-science major, including atomic and molecular structure; bonding, stoichiometry; and acids, bases and salts. (Resident)

CHEM 107 Essentials of General and Organic Chemistry
(3 hours lecture; 2 hours lab)
Prerequisite or Co-requisite: MATH 110 or MATH 201 with a minimum grade of “C”; or MATH SAT Score of 550, MATH ACT Score of 20
A study of the basics of general and organic chemistry at an introductory level, including atomic structure, bonding, acids and bases, organic functional groups and selected organic reactions. (Resident)

CHEM 108 Chemistry for Nursing Professionals
Prerequisites or Co-requisite: RN Licensure; MATH 110 or 201 with a minimum grade of “C”; or Math SAT score of 550, or Math ACT score of 20
A study of the basics of general and organic chemistry at an introductory level, including atomic structure, bonding, acids and bases, organic functional groups and selected organic reactions, with an emphasis on nursing applications. This course includes an independent hands-on microscale laboratory experience. Restricted to online students with an RN license pursuing a BSN. (Online)

CHEM 121 General Chemistry I
(3 hours lecture, 2 hours lab)
Prerequisites: MATH 121 or 126 or 131 or 132 or ACT 20 or MATH SAT 530 or pre 2016 SAT 500 or PLMA 75 (Note: If MATH 121 must be taken it should be taken with CHEM 121).
A study of the foundations of chemistry including: stoichiometry; atomic structure; chemical periodicity; covalent and ionic bonding; inorganic nomenclature; chemical reactions including aqueous precipitation, acid-base, and redox; basic thermodynamics in physical and chemical matter changes; electronic structure; molecular structure and polarity; gas laws. (Resident)

CHEM 122 General Chemistry II
(3 hours lecture; 2 hours lab)
Prerequisite: CHEM 121
A study of chemical topics including: behavior and properties of liquids, colliagative properties of solutions; and properties of solids; kinetics; equilibrium; acids, bases, and other aqueous equilibria; entropy and free energy in chemical reactions; electrochemistry; nuclear chemistry; introductory organic and biochemistry. (Resident)

CHEM 131 Advanced General Chemistry I
Prerequisite: MATH 121 or higher or MATH SAT test score of 580 or MATH ACT test score of 25 or MATH PLMA score of 75
An in-depth study of the fundamental principles of chemistry including: stoichiometry; atomic theory; atomic structure; chemical periodicity; nature of covalent and ionic bonding; inorganic nomenclature; chemical reactions including aqueous precipitation, acid-base, and redox; basic thermodynamics in physical and chemical matter changes; electronic structure; molecular structure and polarity; gas laws. Examples are drawn from chemical, biological, and materials systems. (Resident)

CHEM 132 Advanced General Chemistry II
3 hours
COURSES OF INSTRUCTION

An advanced undergraduate study of chemical topics including: behavior and properties of liquids, colligative properties of solutions; and properties of solids; kinetics; equilibrium; acids, bases, and other aqueous equilibria; entropy and free energy in chemical reactions; electrochemistry; nuclear chemistry; introductory organic and biochemistry. (Resident)

CHEM 135 Advanced General Chemistry Lab I 1 hour
Corequisite: CHEM 131
Laboratory experiments are drawn from chemical and material systems which reflect the topics of the lecture course which is an in-depth experimental study of the fundamental principles of chemistry including: stoichiometry; atomic theory, atomic structure; chemical periodicity; nature of covalent and ionic bonding; inorganic nomenclature; chemical reactions including aqueous precipitation, acid-base, and redox; basic thermodynamics in physical and chemical matter changes; electronic structure; molecular structure and polarity; gas laws. (Resident)

CHEM 136 Advanced General Chemistry Lab II 1 hour
Corequisite: CHEM 121 or CHEM 135
Advanced first year undergraduate laboratory experiments are drawn from chemical and material systems which reflect the topics of the lecture course which is an in-depth experimental study of the fundamental principles of chemistry including: stoichiometry; atomic theory, atomic structure; chemical periodicity; nature of covalent and ionic bonding; inorganic nomenclature; chemical reactions including aqueous precipitation, acid-base, and redox; basic thermodynamics in physical and chemical matter changes; electronic structure; molecular structure and polarity; gas laws. (Resident)

CHEM 301 Organic Chemistry I 4 hours
(3 hours lecture; 3 hours lab)
Prerequisites: CHEM 122 or (CHEM 132 and 136) (Minimum grade of C)
A study of alkanes, alkenes, and alkynes, including nomenclature; optical activity; stereochemistry; substitution and elimination reactions; and ring systems. (Resident)

CHEM 302 Organic Chemistry II 4 hours
(3 hours lecture; 3 hours lab)
Prerequisite: CHEM 301
A study of the nomenclature and reactions of alcohols, ethers, epoxides, ketones, aldehydes, esters and acids, aromatic systems; and numerous name reactions in synthesis. (Resident)

CHEM 321 Analytical Chemistry 4 hours
(Of red spring semester)
Prerequisite: CHEM 122
An introduction to analytical chemistry. Evaluation of data, gravimetric and titrimetric analysis, and an introduction to instrumental methods. These include spectrophotometry, chromatography, and potentiometric methods. (Formerly CHEM 221) (Resident)

CHEM 322 Instrumental Analysis 4 hours
(3 hours lecture, 3 hours lab)
Prerequisite: CHEM 321; RSCH 201
Theory and practice of instrument-based chemical analyses. The course emphasizes the principles of analytical instruments and their applications in chemical sciences. (Resident)

CHEM 400 Chemistry Seminar 1 hour
Prerequisites: CHEM 302
The preparation and presentation of a paper, discussion of presentations and/or the discussion of articles in the scientific literature. This course can be repeated, and up to four hours can be applied toward the major. Restricted to Chemistry majors and minors. (Resident)

CHEM 461 Physical Chemistry I 3 hours
Prerequisites: CHEM 122, MATH 126 or 131
This course is an in-depth study of the properties of real and ideal gases, thermodynamics, kinetics, changes of state, solutions, phase equilibria, chemical equilibria, and electrochemistry. (Resident)

CHEM 462 Physical Chemistry II 3 hours
Prerequisite: CHEM 461
This course is a study of the foundational principles or quantum mechanics in atoms and molecules, molecular structure, spectroscopy, and statistical mechanics. (Resident)

CHEM 465 Physical Chemistry I Lab 1 hour
(3 hours lab)
Prerequisite/Co-requisite: CHEM 461
This course is an in-depth study of laboratory techniques and the written expression in lab reports that follow the style of papers in chemistry periodicals for the properties of real and ideal gases, thermodynamics, kinetics, changes of state, solutions, phase equilibria, chemical equilibria, and electrochemistry. (Resident)

CHEM 466 Physical Chemistry II Lab 1 hour
(3 hours lab)
Prerequisite/Co-requisite: CHEM 462
This course is a study of the lab skills associated with the foundational principles of quantum mechanics in atoms and molecules, molecular structure, spectroscopy, and statistical mechanics. (Resident)

CHEM 471 Inorganic Chemistry 4 hours
(3 hours lecture; 3 hours lab)
Prerequisite: CHEM 302 (minimum grade of C)
A study of inorganic chemistry, including symmetry, structure, and bonding, as well as a survey of the descriptive chemistry of the elements. (Resident)

CHEM 495 Supervised Research in Chemistry 1 to 4 hours
Prerequisite: A minimum of 24 hours of chemistry
Original research carried out under the direct supervision of faculty. (Resident)

CHEM 497 Special Topics in Chemistry 3–4 hours
(Resident)

CHHI 300 Survey of the History of Christianity 3 hours
This course is an overview of Christianity from Apostolic Age to the present. Special attention will be given to the early church period, the Protestant Reformation, the development of denominations, American Christianity, and World Christianity. (Online)

CHHI 301 History of the Christian Church I 3 hours
A survey of the first fifteen centuries of the Christian Church including the persecutions, the rise of heresy, the development of Roman Catholicism during the Middle Ages, and the groups which dissented against Roman Catholicism. (Both Resident and Online)

CHHI 302 History of the Christian Church II 3 hours
A survey of the Christian Church from the 16th century to the present. Includes the background, development and results of the Reformation, modern missions, the ecumenical movement, American Christianity and Evangelism. (Both Resident and Online)

CHHI 400 Leaders and Issues in the Early Church 3 hours
A study of the development of the Church from A.D. 100 to 451. Includes a survey of Apostolic, Greek and early Latin Fathers. Topics include apologetical and polemical writers, Roman persecutions, Christological controversies, early monasticism and the emerging Roman Church. Primary sources in English translation will be used. (Resident)

CHHI 403 Reformation 3 hours
A survey of the background, development, personalities, issues and results of the Reformation of the Sixteenth Century. The
**COURSES OF INSTRUCTION**

**CHHI 404 History of Baptists** 3 hours
A survey of the Anabaptist background and influences on English Baptists and Baptist progress to the present day. Includes various Baptist groups, large and small, of differing theological persuasions, denominational, and independent. (Resident)

**CHHI 405 History of Anti-Semitism** 3 hours
A systematic study of the history of Anti-Semitism from ancient times to the modern period. Consideration will be given to the question of New Testament influence, early church attitudes, the rise of medieval anti-Semitism, the Crusades, Islamic, Reformation and Post-Reformation period, the rise of Nazism, Anti-Zionism and the post-9/11 resurgence. (Resident)

**CHHI 495 Directed Research** 1 to 3 hours
The student is given an opportunity to pursue guided research in an area approved by the instructor. The course is structured to acquaint the student with the methodology of historical research and writing. (Resident)

**CHHI 497 Special Topics in Church History** 1 to 3 hours
(Resident)

**CHINESE**

**CHIN 101 Elementary Chinese I** 3 hours
A beginning course in the Mandarin Chinese language (Putonghua) with primary emphasis on the development of audio-lingual, as well as reading and writing, skills. Intended for students with no previous Chinese training. (Resident)

**CHIN 102 Elementary Chinese II** 3 hours
Prerequisite: CHIN 101
A continuing course in the Mandarin Chinese language (Putonghua), with primary emphasis on the development of audio-lingual, as well as reading and writing skills, with a proficiency objective of the level of intermediate low, and achieving an increasing understanding of Chinese culture. (Resident)

**CHIN 201 Intermediate Chinese I** 3 hours
Prerequisite: CHIN 102
A continuing course in the Mandarin Chinese language (Putonghua) with primary emphasis on the development of audio-lingual, as well as reading and writing skills, with a proficiency goal of the level of intermediate mid, and achieving an increasing understanding of Chinese culture. (Resident)

**CHIN 202 Intermediate Chinese II** 3 hours
Prerequisite: CHIN 201
A continuing course in the Mandarin Chinese language (Putonghua) with primary emphasis on the development of audio-lingual, as well as reading and writing skills, with a proficiency goal of the level of intermediate high, and achieving an increasing understanding of Chinese culture. (Resident)

**CHIN 495 Chinese Independent Research** 3 hours
A research-oriented project or an independently-completed course of study in a specially designed area as approved and supervised by the instructor. May be repeated for up to six credits or as approved by the department chair. (Resident)

**CHIN 497 Special Topics in Chinese** 3 hours
Prerequisite: CHIN 202
Topics will vary and are offered on demand. Course may be repeated for credit, when topics differ. (Resident)

**CHURCH MINISTRIES**

**CHMN 205 Church Ministry Practicum I** 1 hour
Prerequisite: CHMN 201 (may be taken in conjunction with)
A faculty supervised practical ministry experience through observation at an approved ministry site. Practicum I is designed to provide the student with exposure to local church ministry. This course is designed to be taken the first semester of a student’s sophomore year. (The course consists of forty (40) hours of observation that must be completed during the semester in which the student is registered for the course. Assessment of the student’s observation will be required for this class.) (Resident)

**CHMN 250 Ministry in Urban Communities** 3 hours
An investigation of current issues concerning compassionate aid in dense and diverse areas. Emphasis will be placed on understanding sustainable and dignity affirming models/programs of aid and service to the urban poor and the deconstruction of toxic strategies of charity. (Resident)

**CHMN 299 Internship** 0 hours
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.
Supervised field experience for those preparing for church ministry. Application procedures processed through the Career Center. Must apply semester prior to internship. (Resident)

**CHMN 300 Church Ministry Practicum II** 1 hour
Prerequisites: CHMN 201 and 205
A faculty supervised practical ministry experience at an approved ministry site emphasizing leadership skills. This is a continuation of Practicum I at an approved ministry site. Students are placed in a leadership role to learn principles of team ministry and develop skills in preparation, planning, and presentation. This course is designed to be taken the first semester of a student’s junior year. (The course consists of forty (40) hours of ministry experience that must be completed during the semester in which the student is registered for the course. Assessment of the student’s ministry experience will be required for this class.) (Resident)

**CHMN 301 Foundations of NextGen Ministry** 3 hours
Prerequisites: CHMN 201
An investigation of specific elements that are building blocks for biblical education from birth through late adolescents in NextGen Ministry. Foundational issues, principles of teaching and curriculum development will be studied. (Online)

**CHMN 305 Church Ministry Practicum III** 1 hour
Prerequisites: CHMN 201, 205, 300
A faculty supervised practical ministry experience at an approved ministry site emphasizing leadership skills. This is a continuation of Practicum II at an approved ministry site. Students are placed in a leadership role to learn principles of team ministry and develop skills in preparation, planning, and presentation. This course is designed to be taken the first/second semester of a student’s junior year. (The course consists of forty (40) hours of ministry experience that must be completed during the semester in which the student is registered for the course. Assessment of the student’s ministry experience will be required for this class.) (Resident)

**CHMN 360 Foundations in Ministry Programming** 3 hours
Prerequisites: CHMN 201 and 205
A study of the foundational components of church ministries programming which includes: developing a philosophy of ministry, ministry assessment, calendar planning, budgeting, leadership development, and safety issues. (Both Resident and Online)

**CHMN 400 Leading NextGen Ministry** 3 hours
Prerequisites: YOUT 201, CHMN 301, THEO 330
This course is designed to teach the student the essential competencies required for leading in Next Gen ministry. Emphasis will be placed on leading an effective strategy of spiritual formation.
that engages the entire family from birth to college in the local church. (Online)

**CHMN 447 Discipleship in Church Ministries** 3 hours
Prerequisites: Junior status, CHMN 201, 205, 300, 360
This course is an investigation of the factors which influence spiritual development. Attention is given to exploring the biblical and theological foundations for discipleship and making application to the discipleship process. (Resident)

**CHMN 450/ Leadership and Management in Ministry** 3 hours
YOUT 450
Prerequisites: Junior status, CHMN 201, 205, 300, 360, 447
This course is designed to teach the student the basic organization necessary for an effective local church and Christian ministry. Emphasis is placed on the development of biblical management and leadership skills. Attention is given to the student’s spiritual life, personal life, and ministry life. Topics addressed include the call to ministry, stages of ministry, finding the right church or ministry, personal piety, and staff relations and development. (Resident)

**CHMN 489 Church Ministries Capstone** 3 hours
Prerequisites: Senior status; taken during the last semester of coursework.
A capstone course designed to equip the student in developing a master plan for ministry, and will focus on reviewing the acquired knowledge, value and skills of the church ministry curriculum. This course seeks to integrate the concepts, techniques, and knowledge of all areas of church ministry. This course is designed to be taken the final semester for graduating seniors. Attention is given to the student’s spiritual, personal, and ministry life. (Resident)

**CHMN 495 Directed Research** 1 to 3 hours
(Resident)

**CHMN 497 Special Topics in Church Ministry** 1 to 3 hours
(Resident)

**CHMN 499 Internship** 3 to 6 hours
Prerequisites: Junior/Senior status, and approval of Department Chair only.
A supervised field experience designed for students preparing for a position in the field of church ministries, such as ministry director, ministry coordinator in a local church or a director in a parachurch organization. This internship will focus on the organization, teaching, and leadership components of ministry. The site must be approved by the Department of Church Ministries. (Resident)

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**HINDI**

**CHND 101 Conversational Hindi I** 3 hours
An introductory course designed to develop practical conversational Hindi skills. Intended for students whose first language is not Hindi and/or have no previous Hindi training and/or experience. (Online)

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**CINEMATIC ARTS**

**CINE 101 Cinematic Arts Appreciation I** 3 hours
The cinematic arts have a colorful history and a body of criticism and theory that has been developed regarding the production and viewing of films. Through the viewing and analysis of selected films the student will be introduced to the major theories and history of the art form. (Resident)

**CINE 110 Cinematic Arts Appreciation II** 3 hours
Prerequisite: CINE 101
Continue your journey in Cinematic Arts Appreciation by experiencing a hybrid blend of theoretical and practical learning that investigates the visual, aural, and written cinematic arts forms. (Resident)

**CINE 201 Introduction to Screenwriting** 3 hours
This is a methods course intended to provide instruction in the fundamentals of screenwriting. Basic three-act structure, writing techniques, character development, and screenwriting software will be covered. This class may be used as part of the required CORE curriculum needed for students to apply and enter into the residential Center for Cinematic Arts cohort their Junior year. (Both Resident and Online)

**CINE 202 Introduction to Motion Picture Directing** 3 hours
This is a methods course intended to provide instruction in the fundamentals of motion picture directing. Analyzing scripts, adjusting actor performance and director responsibility in the workplace will be discussed. (Resident)

**CINE 203 Introduction to Cinematography and Sound Design** 3 hours
This is a methods course intended to provide instruction in the fundamentals of visual storytelling. (Resident)

**CINE 204 Guerrilla Filmmaking** 3 hours
Students will learn the concepts of producing low-budget professional independent films from license and rights to distribution. (Resident)

**CINE 207 Introduction to Documentary Filmmaking** 3 hours
This course provides instruction in the fundamentals of documentary producing and directing by analyzing documentaries, finding the story and the producer/director’s responsibility in the workplace will be explored. (Resident)

**CINE 211 Pro Tools Fundamentals I** 3 hours
Prerequisite: (Recommended) Basic understanding of recording techniques, processes, and equipment.
This course covers basic Pro Tools principles. It provides everything you need to complete a Pro Tools project – from initial setup to final mix-down. The course focuses on Pro Tools software and covers a multitude of new functions and feature enhancements. Whether your project involves recording live instruments, MIDI sequencing of software synthesizers, or audio editing or region looping, this course will give you the basic skills to succeed. (Resident)

**CINE 217 Pro Tools Fundamentals II** 3 hours
Prerequisite: CINE 201, 202, 203; Program Director waiver, if needed
This course provides a more detailed look at the Pro Tools system above and beyond the knowledge you gained in the Pro Tools 101 course. It covers all the key concepts and skills needed to operate a Pro Tools system at the User level. This course, along with Pro Tools 101, provides the foundation to Pro Tools User Certification and for the later 200-series of courses on Pro Tools music and post production. (Resident)

**CINE 281 Media Composer Fundamentals I** 3 hours
Prerequisite: Instructor Approval Required
Media Composer fundamentals I (CINE 281) is the first course of study for pursuing Media Composer user certification. You will learn the basic principles you need to know to be successful with Media Composer. This course will familiarize you with the practices and processes you will use to complete a Media Composer project. Lessons and exercises focus on a phase of the editing process, starting with organizing media, assembling a sequence, refining a sequence, creating titles and effects, and finally outputting your program so others can view it. (Resident)

**CINE 282 Media Composer Fundamentals II** 3 hours
Prerequisite: CINE 281 and Instructor Approval Required
Media Composer Fundamentals II (CINE 282) deepens the skills taught in Media Composer Fundamentals I (CINE 281) and will teach you what you need to know to be successful with Media Composer at a higher level. This course will familiarize you with the practices and processes you will use to complete a Media Composer project. Lessons and exercises will focus on a phase of
the editing process, and will take you from syncing dailies, through editing and reversion, and finally into sound mixing, effects, and title creation. You will learn the tools required to successfully deliver a project from beginning to end. (Resident)

**CINE 301 Cinema Legal Environment** 3 hours
Prerequisites: CINE 201, 202, 203, and Program Director waiver if needed

The legal environment of filmmaking can often be difficult to navigate. This course aims to present general principles within the cinematic arts legal environment that are fundamental to a career in the filmmaking industry. Students will investigate cases and research topics related to intellectual property, copyrights, product placement, script options, and cinematic arts business ethics. (Resident)

**CINE 302 Story Analysis** 3 hours
Prerequisites: CINE 201, 202, 203; Program Director waiver, if needed

An intensive study of film theory, focusing both on international cinema and classic Hollywood Films, the course includes analysis and application. Topics covered include story structure, montage, and the development of visual and narrative techniques. (Resident)

**CINE 303 Producing and Directing** 3 hours
Prerequisites: CINE 201, 202, 203; Program Director waiver, if needed

A practical study of the various theories and methodologies of Cinema direction and producing using application, classroom examination and exercises. (Resident)

**CINE 304 Production** 3 hours
Prerequisites: CINE 201, 202, 203; Program Director waiver, if needed

A study of the theory and practice in planning, execution of various digital cinema productions with emphasis on skill development and production techniques. (Resident)

**CINE 305 Editing** 3 hours
Prerequisites: CINE 201, 202, 203, and Program Director waiver if needed

Study techniques and aesthetics of storytelling through Post-production. These techniques will address both the visual and audio process, as well as the tools that make it possible. (Resident)

**CINE 306 Acting Fundamentals for Camera** 3 hours

The study of the profession of film acting and the film industry’s expectations of the actor and director. (Resident)

**CINE 320 Feature Film Production: Concept to Distribution** 3 hours

This course examines all of the people and processes involved in feature film production in all phases of production. (Resident)

**CINE 330 Micro Budget Filmmaking** 3 hours

In this condensed exploration of filmmaking, students learn the process of developing a low-budget film. Translating a minimum budget into the maximum quality on screen is the main focus of this course. Topics include: setting up a production company, financing and development, pre-production planning, production techniques, post-production workflow, and distribution. Students will prepare a producer’s breakdown and production budget for a micro-budget screenplay. (Online)

**CINE 340 Theology and Cinema** 3 hours

This course explores the use of theology in cinema. As an introductory course, it seeks to answer the questions that many Christians face about movies as an artistic medium. Namely, “How should Christians view cinematic arts?” This course will also focus on helping students approach movies with the eyes of a theologian. Specifically, it will instruct students to evaluate and interpret movies from a theological/philosophical perspective. Part of this will involve viewing specific movies and exegiing them to see what they reveal about culture and truth. (Online)

**CINE 350 Thesis Production** 6 hours
Prerequisites: CINE 201, 202, 203; Program Director waiver, if needed

Study techniques to translate written scripts into visual storytelling by making a short film using High Definition equipment. Storytelling techniques employed will encompass the fundamental technical understanding of working with digital camera, lenses, lighting, sound, hair/make up, wardrobe, and production design. (Resident)

**CINE 351 Thesis Post-Production** 3 hours
Prerequisites: CINE 201, 202, 203, and the first two semesters of the Cinematic Arts cohort; Program Director waiver, if needed

Retell the story in the post-production process by evaluating the potential of an entertainment property of a film within a market in order to ensure maximum exposure. (Formerly CINE 451) (Resident)

**CINE 353 Feature Screenwriting** 3 hours
Prerequisites: DIGI 240, 333, CINE 202, 203, 305, 352, THEA 320, CSTU 301

Write character-driven plots, while insuring that what is written translates to the screen as intended. Students will understand the business of writing while learning to write, edit, develop characters, and pitch the resulting screenplay. (Resident)

**CINE 354 Audio Production** 3 hours
Prerequisites: CINE 201, 202, 203, and the first two semesters of the Cinematic Arts cohort; Program Director waiver, if needed

Audio production for Cinematic Arts is the study of how sound is captured, manipulated and presented in the world of on-screen storytelling. Students will learn and experience proper sound theory and engineering by creating and polishing sound design in a thesis film project. (Resident)

**CINE 355 Documentary Audio Production** 3 hours
Prerequisites: CINE 201, 202, 203, and Program Director waiver if needed

This course is designed for students interested in developing documentary nonfiction pieces. The course is oriented toward field production, exploring various approaches to audio documentary work, from the journalistic to the personal. Students will learn and experience proper sound theory and engineering by creating and polishing sound design in several short documentary film projects. (Resident)

**CINE 371 Pro Tools Production II** 3 hours
Prerequisite: Instructor Approval Required

The Pro Tools Production II course covers the core concepts and skills needed to operate an Avid Pro Tools | Ultimate system with HD-series hardware in a professional studio environment. This course builds on the Pro Tools Fundamentals I and II series of courses, providing intermediate and advanced-level Pro Tools concepts and techniques. (Resident)

**CINE 381 Advanced Editing with Adobe Premiere Pro** 3 hours

Advanced Editing with Adobe Premiere Pro prepares students for a future career in post-production by covering in-depth technical aspects of Adobe Premiere Pro— including, but not limited to, project creation, bin and sequence structuring, manipulating the timeline, effects and compositing controls, exporting for delivery, project management utilities, and all other tools and settings available to the Adobe Premiere editor. (Resident)

**CINE 390 Movie Stunts and Action for Camera** 2 hours

This workshop is for the aspiring stunt person and future action filmmaker interested in learning how to film action scenes for the camera. Students will have the opportunity to learn and practice movie stunts in front of the camera while also learning camera techniques used to capture the action. (Resident)
COURSES OF INSTRUCTION

CINE 391  Advanced Camera Movement  3 hours
Prerequisite: Instructor Approval Required
This course will cover the design and execution of camera movement using Steadicam, Ronin, Jibs, dollies, hand held. The student will have the classroom and hands on instruction time that leads to the Cinematic Arts certification for Steadicam, Ronin, and Pee Wee Dolly. (Resident)

CINE 392  Advanced Lighting  1-3 hours
Prerequisite: Instructor Approval Required
The student will learn advanced techniques in lighting, develop skills using light meters, HMs, distribution equipment and various grip tools. The course will involve design as well as application resulting in further mastery of the tools. (Resident)

CINE 393  Budgeting for Feature Film  1 hour
Prerequisite: Junior/Senior status. Program Director waiver if needed.
A practical study of the computerized budgeting process as applied to the motion picture industry. Emphasizes techniques and styles of efficient budgeting by completing research into building a line item production budget. Includes techniques to account for fringe, union and non-union scales and foreign currency. (Resident)

CINE 394  Scheduling for Feature Film  1 hour
Prerequisite: Junior/Senior status. Program Director waiver if needed.
A practical study of the computerized scheduling process as applied to the motion picture industry. Emphasizes techniques and styles of efficient scheduling by completing a script breakdown, breakdown sheets, production strip board, production schedule, shooting schedule and one-liner. (Resident)

CINE 395  Advanced Visual Effects Post Production  1 hour
Prerequisite: Instructor Approval Required
This course familiarizes students with the basic principles of Visual Effects processes and production. Skills learned in the course may be applied to programs such as Autodesk Maya, Cinema 4D, 3D Studio Max, and Adobe After Effects and will facilitate the digital creation of both 2D and 3D objects and effects to be used in motion video. (Resident)

CINE 400  Feature Pre-Production  6 hours
Prerequisites: DIGI 240 333, CINE 202, 203, 305, 350, 352, 353 THEA 320, SCOM 345, CSTU 301, BUSI 301
Students will produce a long-format movie as a class by first gaining the understanding about how departments interface within their respective duties in order to bring the project to the production phase of moviemaking. (Resident)

CINE 401  Branding and Entrepreneurship  3 hours
Prerequisite: Junior/Senior status
A practical study in the dynamics of establishing, funding, and managing a small new enterprise, or acquiring an existing business using case studies, practical exercises, and class instruction. (Resident)

CINE 402  Feature Production  6 hours
Prerequisites: DIGI 240, 333, SCOM 345, CINE 202, 203, 305, 350, 352, 353 THEA 320, CSTU 301, BUSI 301
Through the production of a long-format film, students, working on a class project will be immersed in the understanding of leading and crewing narratives and documentaries, as these films incorporate increasingly advanced technical demands, and sophisticated production. (Resident)

CINE 450  Marketing and Distribution  3 hours
Prerequisites: CINE 201, 202, 203, and the first three semesters of the Cinematic Arts cohort; Program Director waiver, if needed
A practical study in the dynamics of marketing and distributing of film, using case studies, practical exercises, and class instruction. The class covers strategies and thought processes behind planning release schedules, designing movie posters, setting up co-branded marketing efforts, estimating budgets, maximizing/leveraging publicity from film festivals. In addition, the class will focus on the marketing/distribution of a variety of films including tent-pole blockbusters, and small independent personal art house films. Distribution modalities for theatrical, direct to DVD, TV, VOD, and SVOD will be explored. Students will implement a grass roots marketing campaign through the various mediums of social media to market their thesis film or feature length screenplay. (Formerly CINE 352) (Resident)

CINE 452  Advanced Post Production  3 hours
Prerequisites: CINE 201, 202, 203, and the first three semesters of the Cinematic Arts cohort; Program Director waiver, if needed
Advanced post-production focuses on completing a student’s senior thesis project. It involves learning and using finishing tools such as color correction and basis effects. Students go through the final post production process of taking the film from raw footage (4k) to final deliverables. (Resident)

CINE 453  Screenplay Rewrite  4 hours
Prerequisites: CINE 201, 202, 203, and the first three semesters of the Cinematic Arts cohort; Program Director waiver, if needed
The screenplay rewrite is the mature subjective examination of one’s work. In this course, students will learn how to evaluate a script based on specific principles of dramatic writing. The script will be analyzed and observations made by asking: Does the script maintain the stated theme? Are character arcs fully realized? Is the story structure well defined? Is there a clear hero objective throughout the story? Does the action of the story proceed with conflict and direction? “Rewriting is where the game is won or lost; rewriting is the essence of writing.” – William Zinsser, On Writing Well. (Resident)

CINE 454  Advanced Audio Production  3 hours
Prerequisites: CINE 201, 202, 203, and the first three semesters of the Cinematic Arts cohort; Program Director waiver, if needed
Advanced audio production for Cinematic Arts further explores the creative and technical field of sound design. The course will develop student’s abilities in spotting music, placing and editing sound effects, and multi-format surround sound deliverables. This course builds on the knowledge and experience developed in the Audio Production (CINE 354) class. Students will polish their thesis film projects in 5.1 and/or 7.1 surround sound formats and develop specific international deliverables, such as an M&E mix. (Resident)

CINE 455  Persuasion  3 hours
Prerequisites: CINE 201, 202, 203, and the first three semesters of the Cinematic Arts cohort; Program Director waiver, if needed; RSCCH 201
The study, analysis and practice of argument, rhetoric used to change attitudes, beliefs, and behaviors of targeted audiences in cinematic art. (Resident)

CINE 497  Special Topics Workshops in Cinema  1 to 3 hours
Workshops in digital film production processes and techniques. Analysis of successful and unsuccessful production methods. Professional relationships and networking. (Resident)

CINE 499  Cinema Internship  3 to 9 hours
Prerequisites: Student must have a GPA of 3.00; have completed specific degree requirements as required by the program, have completed the internship application process and have prior approval from the Program Executive Director.
Supervised field experience within the Film Industry, corporations, government agencies, schools and community organizations to expand career interests and apply subject knowledge relevant to the workplace. Individualized internship placements to develop personal and professional skills, including professional ethics, leadership, and civic responsibility.
COURSES OF INSTRUCTION

CJUS 200  Introduction to Criminal Justice  3 hours
Prerequisite for all other CJUS courses
This course introduces the student to the criminal justice system in America, including discussion of law enforcement generally, the court system, correctional organizations, and the history of law enforcement in the U.S. and some other nations, and the ethics and philosophy of criminal justice generally. (Both Resident and Online)

CJUS 230  Criminal Justice Research and Writing  3 hours
Prerequisite: CJUS 200
This course is an introductory course to research in the social sciences, both in traditional and online venues. It covers plagiarism, APA formatting, case briefing, academic writing, formal reporting, and memoranda. A major research paper is required. (Both Resident and Online)

NOTE: CJUS 200 and 230 are a prerequisite for all other CJUS courses.

CJUS 299  Internship  0 hours
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.
Application procedures processed through the Career Center. Must apply semester prior to internship. (Resident)

CJUS 300  Administration of Justice Organizations  3 hours
This course is designed to familiarize the student with the theoretical and practical management perspectives embraced by the American criminal justice system. This will include nature of criminal justice organizations, individual and group behavior within those organizations, processes inherent in those organizations, and areas of criminal justice reform from a Christian perspective. (Both Resident and Online)

CJUS 310  Juvenile Justice  3 hours
Prerequisite: RSCH 201
This course is designed to provide an in-depth study of the juvenile justice system in the United States. The student will study the general principles of juvenile delinquency, overview of the juvenile criminal justice system, theories of delinquency, and other issues dealing with juveniles in the justice system. (Both Resident and Online)

CJUS 320  Corrections  3 hours
This course is designed to familiarize the student with the criminal correctional system in the United States. The student will review the history of corrections and procedural, statutory, and case law of American correction. (Both Resident and Online)

CJUS 321  Juvenile Corrections  3 hours
Examines the extent to which juvenile correctional interventions are used. Provides an in-depth analysis of various correctional responses to juvenile offenders including diversion, community-based, and residential programs. (Both Resident and Online)

CJUS 322  Community Based Corrections  3 hours
This course introduces the student to the new philosophies within corrections to establish successful rehabilitation programs in the community and outside of traditional prison settings. Students will analyze different programs that are being implemented nationally to include electronic monitoring, boot camps, and restorative justice programs. (Both Resident and Online)

CJUS 323  Delinquency and Crime Prevention  3 hours
Explores various strategies for prevention of adult and juvenile crime with particular attention to the theoretical and empirical bases for these approaches. Students will develop a crime prevention plan. (Both Resident and Online)

CJUS 334  Juvenile Justice Ethics  3 hours
An overview of legal issues and court decisions related to juvenile justice. An analysis of the various ethical issues surrounding juvenile justice contexts and practices. (Both Resident and Online)

CJUS 310  Legal and Ethical Issues in Juvenile Justice  3 hours
This course is designed to increase the understanding of the criminal judicial process in the United States. It includes a study of the functioning of courts, judges, lawyers and law enforcement agencies, including judicial decision-making and the impact of court decisions on the American Republic. (Both Resident and Online)

CJUS 340  Criminal Justice Ethics  3 hours
This course is designed to examine theories regarding the nature and cause of criminal behavior and society’s response. It approaches crime from a philosophical, psychological, and sociological perspective. Most importantly, this course strives to integrate a theological, perspective to crime and punishment. (Formerly CJUS 210) (Both Resident and Online)

CJUS 350  Criminal Justice Ethics  3 hours
This course is designed to build upon the biblical foundations students should have developed from other courses (such as BIBL 101, 102, and THEO 201) and enhance foundational ethical considerations into more developed and practical notions of right behavior within the realm of criminal justice praxis. (Both Resident and Online)

CJUS 360  Introduction to Forensics  3 hours
An introductory overview of forensics and how it is applied to the justice system by law enforcement agencies. This course demonstrates the importance of documenting physical evidence and identifying various kinds of evidence such as: fingerprints, trace, tool marks, DNA, etc. (Both Resident and Online)

CJUS 361  Crime Scene Photography  3 hours
Prerequisite: Can be taken concurrently with CJUS 363
Students will learn and apply principles of photography in digital format. Within the field of forensic science, the use and understanding of photography is essential. The course will focus on the areas of aerial, underwater, and macro photography as used to document and present criminal investigations. Students must have access to a digital camera that has aperture settings (example: Sony P200) and a tripod. (Both Resident and Online)

CJUS 362  Crime Scene Management  3 hours
Prerequisites: Can be taken concurrently with CJUS 363
This course will address critical thinking, resource management, supervision, and investigative failures in criminal investigations. A detailed explanation of how to effectively manage a forensics investigation and how to preserve and present evidence will be covered. (Both Resident and Online)

CJUS 363  Computer and Cyber Forensics  3 hours
Prerequisites: Can be taken concurrently with CJUS 361 or 362
The course will focus on the role of computer forensics and the methods used in the investigation of computer crimes. The course explains the need for proper investigation and illustrates the process of locating, handling, and processing computer evidence. (Both Resident and Online)

CJUS 380  Introduction to Homeland Security  3 hours
Prerequisites: CJUS 200 and 230 (these will be waived for SMGT students)
An introduction to the public and private sector dimension of the broad range theoretical and practical aspects of homeland security and emergency management, including: origins of natural and terrorist-caused disasters; local, state, and federal emergency management planning and operations; health infrastructure capabilities, public communication strategies; business community
concerns; ethical, legal, and constitutional questions; as well as the social and psychological dimensions of disasters. NRF, NIMS, ICS, IC, and UC will be examined. Further, national and association standards found in agencies and documents such as Presidential Directives, NFPA 1600, IAEM, and IACP will be examined. (Both Resident and Online)

CJUS 381 Incident Command System/Emergency Planning and Incident Management 3 hours
Prerequisite: CJUS 200, 230, and 380
An introduction to the basic tasks of emergency preparedness and disaster mitigation, including planning, response, and recovery. Special emphasis will be placed on command arrangements, coordination, and budgetary issues among emergency responders (law enforcement, firefighters, transportation, public works, and health care system officials), and within and between federal, state, and local governments. (Both Resident and Online)

CJUS 382 Critical Infrastructure Protection 3 hours
Prerequisite: CJUS 380
Identification, prioritization, and protection of critical infrastructure including agriculture, cyber and information technology, telecommunications, chemical, transportation, energy, water, medical, emergency services, and postal and shipping. Impact on personal safety, structural integrity and security, and economic performance. (Both Resident and Online)

CJUS 383 Behavioral Dimensions of Disaster 3 hours
Prerequisite: CJUS 200, 230 and 380
This course focuses on the sociological, psychological, and physiological human responses to natural and human-made disasters. Students will examine normal and abnormal psychological reactions, the recovery process, and principles of mental health care for victims and responders of disasters. Differences between natural and human-made disasters are examined and factors that mitigate post-traumatic effects are reviewed. Response of the public and individuals to disaster-related issues including: disaster warning, evacuations, relations, civil unrest, loss of family and property, and recovery activities are examined. Sociological and psychological aspects of Weapons of Mass Destruction (WMD) disasters are also considered. Students develop an awareness of the effect of human influence and behavior on disaster response and recovery. (Both Resident and Online)

CJUS 400 Criminal Law 3 hours
Prerequisites: CJUS 200 and 230 or GOVT 200 and 346
This course is designed to provide an overview of the legal elements that apply to criminal law, procedure, and evidence, including proof, intent, conspiracy, classifications of crimes and related punishments, culpable mental states, defenses, rules of evidence (including the exclusionary rule), and rights and procedures in the gathering of evidence. (Both Resident and Online)

CJUS 405 Interview and Interrogation 3 hours
(Note: Extra costs above tuition and fees apply)
Prerequisites: Upper Division Standing
This class is an advanced exploration of the mechanics of interview and interrogation. The class instruction will focus on behavior symptom analysis, interviewer characteristics and interview environment, interviewing protocol, factual analysis, evaluating the alibi, the Behavioral Analysis Interview, and the Reid Nine Steps of Interrogation. (Resident)

CJUS 410 Constitutional Criminal Procedure 3 hours
Prerequisites: CJUS 200 and 230 or GOVT 200 and 346
This course is designed to study the constitutional provisions and Supreme Court decisions affecting law enforcement procedure, including due process of law generally, arrest, charges, right to counsel, search and seizure, identification, bail, trial and post-trial proceedings, and post-conviction appeals. The course also investigates civil liability for acts of law enforcement personnel. (Both Resident and Online)

CJUS 420 Criminal Investigations I 3 hours
(Resident - Offered fall semester)
This course will address the constitutional requirements for conducting criminal investigations, essential techniques for processing a crime scene, and methodology for collecting evidence via subpoenas and interviews. (Both Resident and Online)

CJUS 421 Criminal Investigations II 3 hours
(Offered spring semester only)
Prerequisite: CJUS 420
This course will apply the concepts addressed in CJUS 420 to specific crimes, including arson, rape, robbery, and murder. Additionally, the course examines the practices and procedures associated with the management of complex criminal investigations. (Resident)

CJUS 422 Forensics Colloquium 1 hour
This course is a collection of practically oriented lectures, demonstrations, and short films specifically tailored to students interested in the application of scientific processes in identifying, locating, apprehending, and prosecuting criminal offenders. It will draw on practitioners within the various fields of the forensic science, police, prosecutors, and defense attorneys. This course is elective. Criminal Justice majors should consider enrolling for three semesters. (Resident)

CJUS 450 Comparative Criminal Justice Field Study 3 hours
(Summer term only)
This course is a predominantly on-site investigation into the institutions, processes, and practices of criminal justice in various foreign countries. It seeks to examine the historical development of criminal justice, the cross-cultural and economic impact of international crime, and competing notions of justice, crime, and punishment. This course is offered annually or bi-annually, as needed. (Resident)

CJUS 497 Special Topics in Criminal Justice 3 hours
(Resident)
Prerequisites: Junior or Senior status and required GPA
Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Both Resident and Online)

CHRISTIAN LEADERSHIP
CLED 300 Biblical and Theological Foundations of Christian Leadership 3 hours
Prerequisites: CHMN 201 and either THEO 201 or 104
This course will explore the biblical and theological foundations for Christian leadership. Old and New Testament examples of leadership will be analyzed and the foundations of current leadership principles will be discussed. (Online)

CLED 310 Foundations of Christian Leadership 3 hours
Prerequisites: CHMN 201
This course will explore the foundations of leadership. Consideration will be given to leadership as evidenced throughout the Bible and to the evaluation of social science theory and the student’s personal aptitude for leadership. Students will apply their understanding of the foundations of leadership to their own leadership setting. (Resident)

CLED 325 Critical Issues in Ministry Leadership 3 hours
This course serves as an introduction to various issues that impact both local church and parachurch ministry leaders. The student will develop an understanding of the role of the Christian leader’s growth, priority of family in ministry, and contemporary issues related to ministry infrastructure. (Online)

CLED 365 The Personal Development of the Leader 3 hours
Prerequisites: CLED 300 or 310
COLLEGE LEARNING STRATEGIES

CLST 100  Foundations for Academic Success  3 hours
This course is designed to assist students in their academic adjustment to college. There is a focus on learning and application of study strategies and self-management skills. In addition, emphasis is placed on community and accountability which provide the foundations for academic success. (Online)

CLST 102  College Reading Improvement  1 hour
This course is designed to teach students the essential reading skills necessary to improve their ability to comprehend the material contained in college textbooks. Topics include analytical reading, critical reading, and vocabulary development. (Resident)

CLST 103  Individualized Curriculum to Support Academic Success  1 hour
Prerequisites: PLMA < 40
This course is an individualized program in reading and study strategies based on students’ goals and assessed needs. The varied curriculum focuses on academic, personal, and/or spiritual domains. It is delivered in a lab format with faculty/student interaction. Open to all students but required of students with a PLMA score below 40. (Both Resident and Online)

CLST 113  Foundations for English  1 hour
This course is a self-paced, individualized program tailored for each student’s assessed needs in the areas of English relating to writing and study strategies. This course is self-paced with instructor guidance and accountability to reach desired outcomes. (Online)

CAMP & OUTDOOR ADVENTURE LEADERSHIP

COAL 210  Introduction to Camp and Outdoor Adventure Leadership  3 hours
This course will provide students a Biblically-based introduction to a wide range of initiative games, team building skills, the ability to transfer experience-based discovery learning to real life application, and the proper sequencing philosophies necessary to enjoy success in the camping and outdoor adventure leadership ministry professions. Students in this course will be able to combine a passion for creation and the outdoors, a love for servant-hearted camping and outdoor adventure ministry leadership, and the recreation and programming methods taught to lead a life of successful ministry either as an introduction to full time vocational ministry, or to life-long skills as a church lay leader, a para-church volunteer, a mission trip coordinator or volunteer, or even a non-profit organization volunteer. (Resident)

COAL 220  Foundations and Programming in Camp  3 hours
Prerequisites: COAL 210 or 220
This course will provide students with the Biblical foundation and critical information that they need to properly evaluate the feasibility of developing raw land into a viable Christian camp or outdoor adventure ministry site. Understanding the environmental studies required, how to read and understand topographical maps, working with architects and engineers on site plan development, understanding the principles of development, drainage, natural resource conservation, utility installation, mineral rights, real estate contracts, pipeline and electrical easements, road construction, parking considerations, size and number of buildings needed for lodging, meeting space, dining services, and activity site planning are all included. (Resident)

COAL 310  Christian Camp: Site Plan and Design  3 hours
Prerequisites: COAL 210 or 220
This course will provide students with the Biblical foundation and critical information that they need to properly evaluate the feasibility of developing raw land into a viable Christian camp or outdoor adventure ministry site. Understanding the environmental studies required, how to read and understand topographical maps, working with architects and engineers on site plan development, understanding the principles of development, drainage, natural resource conservation, utility installation, mineral rights, real estate contracts, pipeline and electrical easements, road construction, parking considerations, size and number of buildings needed for lodging, meeting space, dining services, and activity site planning are all included. (Resident)

COAL 370  Managing the Christian Camp  3 hours
Prerequisites: COAL 210 or 220; RSCH 201
This course will take a comprehensive examination of critical areas for the individual who gives or is considering leadership in a Christian camp or outdoor ministry organization. An exposition of Biblical passages supporting the establishment and function of Christian camps and outdoor ministry organizations and their supportive relationship to the local church will be presented. After which, pragmatic applications to effectively direct/manage a Christian camp and outdoor ministry organization will be examined. (Resident)
COURSES OF INSTRUCTION

COAL 460  
Camp and Outdoor Ministry: Property, Programs, Policies, and Procedures  
3 hours  
Prerequisites: COAL 210 or 220; COAL 310 or 370  
This course will be the comprehensive culmination of the Biblical foundation, and the philosophies, methods, management styles, marketing strategies, facility design, site planning ability, leadership styles, donor relations, donor reporting mechanisms, program design, program assessment, legal trends and issues, budgeting and finances, staffing and personnel needs, recruiting, retention, and benefits that were covered in the camp and outdoor adventure leadership program. Students will complete a brand new start-up camp or outdoor adventure ministry project from mission statement and property selection until opening day for business, including a comprehensive business plan, as an assessment tool to demonstrate mastery of each discipline required to be successful in the camp and outdoor adventure leadership profession. (Resident)

COAL 497  
Special Topics in COAL  
3 hours  
(Resident)

COAL 499  
Internship  
3 hours  
Prerequisites: Junior Status, COAL 210, COAL 220, COAL 310, and approval from program director  
This internship will focus on both the programming and leadership aspects of camp and outdoor adventure leadership ministry. It will be a supervised field experience at an approved site. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Resident)

COMMUNICATION STUDIES

COMS 101  
Speech Communication  
3 hours  
Prerequisite: ENGL 100 or advanced standing in the English Placement Test  
Study and practice in communicating ideas competently in public speaking. Students are also given a foundation for development of communication skills in other human communication contexts, including dyadic and small group communication. (Both Resident and Online)

COMS 497  
Special Topics in Communication Studies  
3 hours  
Topics of special interest not included in the regular department offerings. May be taken more than once, but no topic may be repeated. (Resident)

CRISIS COUNSELING

CRIS 302  
Foundational Principles of Crisis Response  
3 hours  
Prerequisite: PSYC 101 or 210  
A general overview and analysis of the theoretical concepts of crisis response, critical incidents and grief and will cover intervention models, effects of critical incident stress. The course will cover the historical background of the discipline and scope of crisis response. (Online)

CRIS 303  
Acute Stress, Grief and Trauma  
3 hours  
Prerequisite: CRIS 302  
A general overview and analysis of the impact and consequences of acute stress on victims, first responders, families, and community members. Particular attention is paid to effective counseling strategies, methods and techniques for immediate response, fostering resiliency, and cultural differences. (Online)

CRIS 304  
PTSD and Combat-Related Trauma  
3 hours  
Prerequisite: CRIS 302  
An examination and analysis of the causes, symptoms and treatments of PTSD and Combat-related PTSD, taking into account the latest research in the field and examining the affective, behavioral, cognitive and spiritual challenges faced by survivors. (Online)

CRIS 305  
Trauma Assessment and Interventions  
3 hours  
Prerequisite: CRIS 302  
An in-depth examination of the causes, symptoms and treatments of both trauma-related and “normal” relations to exceptional violence, taking into account the latest research in the field and examining the affective, behavioral, cognitive, and spiritual challenges faced by survivors. Included, among others, will be community, military and church-based responses to such events as: crime, school and workplace violence, domestic violence, motor vehicle accidents, and sexual assault. (Online)

CRIS 306  
Complex Trauma and Disasters: Offering Spiritual Care  
3 hours  
Prerequisite: CRIS 302  
An examination of the role of faith-based organizations, faith communities, and pastors and clergy, in the care of emotional and spiritual health in individuals, communities, and organizations following trauma and disaster. Specifically, topics will include the life cycle of a disaster, exclusive types of trauma and disasters, models of response for faith-based communities, collaborative efforts between mental health professionals and faith-based services, and other salient factors for effective emotional and spiritual care. (Online)

CRAFT SKILLS

CRFT 101  
Introduction to Craft Skills  
3 hours  
Introduction to Craft Skills serves as the orientation and foundation for each technical studies specialization. Topics addressed include introductions to: Safety (includes OSHA 10 Certification), Construction Math, Hand Tools, Power Tools, Construction Drawings, Communication Skills, Employability Skills and Materials Handling. This course serves as a prerequisite and can be taken concurrently with all technical studies foundation courses. (Resident)

CREATION STUDIES

CRST 290  
History of Life  
2 or 3 hours  
Prerequisite: A college science course  
An interdisciplinary study of the origin and history of life in the universe. Faculty will draw from science, religion, history, and philosophy in presenting the evidence and arguments for creation and against evolution. (Both Resident and Online)

CRST 390  
Origins  
3 hours  
Prerequisite: BIOL 224 or CRST 290; or permission of the instructor  
An in-depth study of the biblical and scientific views of the origin of the universe, life and man. Evidence and arguments for creation and evolution will be discussed. This course is designed for students with a strong science background or a very strong interest in the origins controversy. (Resident)

COMPUTER SCIENCES AND INFORMATION SCIENCES

(CSIS 100  
Introduction to Information Sciences and Systems  
Formerly BMIS and CSCI)  
3 hours  
Prerequisite: MATH 110 with a minimum grade of “C” (can be taken concurrently).

This course examines the design, selection, implementation and management of enterprise Business solutions. The focus is on identifying critical business processes and envisioning how technology can be developed to provide solutions which generate competitive advantage Students learn how applying frameworks and strategies around the Business Process and Organization Strategy provide a competitive advantage. Topics include MIS and IT fundamentals, Information Systems Management and Using Enterprise Business Applications for competitive advantage. The course also includes a component for Technical Writing for
Information Systems. (Formerly BMIS 200) (Both Resident and Online)
CSIS 110 Introduction to Computing Sciences 3 hours
Prerequisite: MATH 121 with a minimum grade of “C”; (can be taken concurrently).

A breadth-first introduction to the computing disciplines, with an emphasis on computer ethics and how computing technology impacts the world. Topics include: computing history; discrete mathematics; computer architecture and organization; algorithm design; languages; compilers; operating systems; applications; networks; databases; intellectual property; privacy; free speech; social consequences; computer crime; and codes of conduct. (Formerly CSCI 110) (Both Resident and Online)
CSIS 111 Introduction to Programming 3 hours
Prerequisite: CSIS 110 or ENGR 110 (May be taken as a corequisite)
Introduction to structured programming and algorithms with an object-oriented language. Topics include input/output, flow of control, functions, and an introduction to software engineering. Programming assignments are required. (Formerly CSCI 111) (Both Resident and Online)
CSIS 112 Advanced Programming 3 hours
Prerequisite: CSIS 111, CSIS 110, CSIS 100; with a minimum grade of “C”.
Continuation of CSIS 111. Further development of discipline in computer programming, especially for larger programs. Introduction of pointers, simple data structures, recursion, internal sort/search methods. Programming assignments are required. (Formerly CSCI 112) (Both Resident and Online)
CSIS 208 Application Programming 3 hours
Prerequisite: CSIS 100 or CSIS 110 and MATH 121 or higher; minimum grade of “C” (can be taken concurrently).

Development of computer and programming skills, problem solving methods, and selected applications. This course provides a broad-based introduction to programming in Visual Basic. Students will learn how to build a program from the design phase all the way through to delivery. (Formerly BMIS 208) (Both Resident and Online)
CSIS 209 C# Programming 3 hours
Prerequisite: CSIS 111 or CSIS 208 or CSIS 212; minimum grade of “C”

Development of computer and programming skills using the C# language. Students will learn how to use C# to develop stand-alone applications in an IDE. Advanced concepts, such as database connectivity and web applications will also be examined. (Formerly BMIS 209) (Both Resident and Online)
CSIS 212 Object-Oriented Programming 3 hours
Prerequisites: CSIS 110 or CSIS 208 or MATH 121 or higher; minimum grade of “C”

A study of the general-purpose, secure, object-oriented, portable programs. This course prepares students to program stand-alone applications. It will cover features such as programming concepts, data types, operators, flow control statements, objects, classes, methods, arrays, and strings. The concept of object-oriented programming is emphasized. (Formerly BMIS 212) (Both Resident and Online)
CSIS 215 Algorithms and Data Structures 3 hours
Prerequisites: CSIS 112, CSIS 111, CSIS 110, CSIS 100 and MATH 250, MATH 128 (minimum grade of “C”)
Study of data structures such as linked lists, stacks, queues, trees, and graphs. Algorithms for manipulating such structures will be introduced and analyzed. Static and dynamic memory allocation. Access methods for sorting/searching, such as hashing and tree searching. (Formerly CSCI 215) (Resident)
CSIS 244 Assembly Language 3 hours
Prerequisite: CSIS 11 with a minimum grade of “C”
A detailed development of the tools and techniques of assembly language on a particular computing system. Several programming assignments are required. (Resident)
CSIS 299 Internship 3 hours
Prerequisites: Sophomore Status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.
Application procedures processed through the Career Center. Must apply semester prior to internship. (Formerly ISYS 299) (Resident)
CSIS 310 Web Architecture and Development 3 hours
Prerequisite: CSIS 111 or 208 or 212; minimum grade of “C”
Provides students with thorough knowledge of the foundations of web architecture, current technologies utilized in the development of a web site, and criteria for assessing the usability of web sites. (Formerly BMIS and CSCI 310)
CSIS 312 Advanced Object-Oriented Programming 3 hours
Prerequisites: CSIS 212; minimum grade of “C”
In-depth study of the advanced features of Java, with an emphasis on the “why” as well as the “how to” of programming in the Java language. This course also prepares students for the Sun Certified Java Programmer exam. (Formerly BMIS 312) (Both Resident and Online)
CSIS 315 Client-Side Programming 3 hours
Prerequisites: CSIS 212 or CSIS 112 with a “C” or better
This course provides an introduction to the various languages and tools used in client-side programming. The fundamentals of client-side programming will be emphasized. Due to the particularly dynamic nature of Internet technologies, course content will change as appropriate. (Formerly CSCI 315) (Both Resident and Online)
CSIS 316 Server-Side Programming 3 hours
Prerequisites: CSIS 112 (minimum grade of “C”) or CSIS 212 (minimum grade of “C”)
This course provides an introduction to the various languages and tools used in server-side programming. The fundamentals of server-side programming will be emphasized. Due to the particularly dynamic nature of Internet technologies, course content will change as appropriate. (Formerly CSCI 316) (Both Resident and Online)
CSIS 320 IS Hardware and Software 3 hours
Prerequisite: CSIS 100; can be taken concurrent with CSIS 320
Emphasis is placed on the role of the computer in information processing, including the design of computer hardware and operating systems, application programming, data storage, network and client/server concepts, and systems development life cycle. (Formerly BMIS 320) (Both Resident and Online)
CSIS 325 Database Management Systems 3 hours
Prerequisite: CSIS 208 or 212 or 111 (Minimum grade of “C”) and (MATH 201 or BUSI 230 or MATH 211)
The study of relational database architecture, design, access, administration and implementation in the context of various organizational environments. The course includes issues of data normalization, standard queries, and the use of popular relational and object technologies for building business-oriented applications. Assigned projects will provide hands-on experience with industry leading SQL and RDBMS tools and ER CASE tools currently popular in business and government settings. (Formerly BMIS 325) (Both Resident and Online)
CSIS 326 Database Systems System Concepts 3 hours
Prerequisites: CSIS 215 with a minimum grade of “C”; MATH 211 or ENGR 210 (can be concurrent)
The study of database management systems, database architecture, design, queries, applications, administration and implementation. The course will focus on data normalization, SQL (queries), and the use of relational technology for building database
COURSES OF INSTRUCTION

CSIS 327  Introduction to Oracle  3 hours
Prerequisite: CSIS 325; minimum grade of “C”
This course introduces the fundamentals of database design using an Oracle platform. Database administration will be introduced as well as the basic concepts of data manipulation in an Oracle environment. (Formerly BMIS 326) (Both Resident and Online)

CSIS 328  Advanced Oracle  3 hours
Prerequisite: CSIS 327; minimum grade of “C”
This course introduces the advanced topics of database administration in Oracle. Multi-dimensional databases for Business Intelligence applications will be examined as well. (Formerly BMIS 328) (Both Resident and Online)

CSIS 330  Business Data Communication Systems  3 hours
The study of the movement of information (data) from one device to another by means of electrical, optical, radio, or satellite transmission systems. The course will introduce the architecture, concepts, terminology, design, and management issues related to the modern environment of networking and data communications. Various types of networks and communication systems, protocols, regulatory issues, and policies will be explored. (Formerly BMIS 330) (Both Resident and Online)

CSIS 331  Networks  3 hours
Prerequisite: CSIS 330; minimum grade of “C”
Building on the foundational knowledge of the 330 course, this is a study in corporate data networking. This course primarily focuses on switched networks (wired and wireless) with hands on work on setting up and operating a switched network. Routed networks fundamentals and concepts will be introduced to prepare students for careers in networks operations and the follow-on advanced networks class. (Formerly BMIS 331) (Both Resident and Online)

CSIS 335  Network Security  3 hours
Prerequisite: CSIS 330; minimum grade of “C”
A study of the control of unwanted intrusions into, use of, or damage to a business’ computer network. This course will cover elements that prevent unwanted activities in an efficient and cost effective manner. This study will start with a focus on the business challenges and threats network professionals face in their day-to-day operations. It explores the nature and intent of hackers and defines preventative measures such as Intrusion Detection Systems, firewalls, and virtual private networks. (Formerly BMIS 335) (Both Resident and Online)

BUSI 417  Studies in Information Security  3 hours
This course introduces the basic issues and principles of information system security such as security policies, their mechanisms of implementation, means attackers use to circumvent these protections, and defenses against these attackers. (Formerly BMIS 340 and CSCI 340) (Both Resident and Online)

CSIS 341  Information Security Planning  3 hours
Prerequisite: CSIS 340
This course will deal with the proper planning for and initial implementation of an Information Security program. The topics included would be: security planning and policies, risk analysis, program accreditation, systems lifecycle management, contingency planning, physical security measures, personal security practices and procedures, software security, network security, administrative controls, crypto security. (Formerly BMIS 341 and CSCI 351) (Both Resident and Online)

CSIS 342  Computer Architecture and Organization  3 hours
Prerequisite: CSIS 215, CSIS 112, CSIS 111, CSIS 110, CSIS 100 and MATH 350, MATH 250, MATH 128; with a minimum grade of “C”
Introduction to architecture and organization of computer systems. Data and instruction representations. Arithmetic and logical operations. Processor and memory implementations. (Formerly CSCI 342) (Resident)

CSIS 343  Cyber Security  3 hours
Prerequisite: CSIS 340; minimum grade of “C”
A comprehensive overview of the essential concepts students must know as they pursue careers in information systems security. Topics include a discussion of the new risks, threats, and vulnerabilities associated with the transformation to a digital world, including a look at how business, government, and individuals operate today. Additionally, information is included from the Official (ISC)2 SSCP Certified Body of Knowledge and presents a high-level overview of each of the seven domains within the System Security Certified Practitioner certification. (Formerly BMIS 342) (Both Resident and Online)

CSIS 344  Information Security Operations  3 hours
Prerequisite: CSIS 340; minimum grade of “C”
This course will cover the issues and tasks involved in the day to day operation of an Information Security System. The topics included in this course would be: risk management, auditing and monitoring, regulations and compliance, disaster recovery, incidence response, key management, information systems hardware and software operation, networks and transmission security, operational security, and cryptography. (Formerly CSCI 352) (Both Resident and Online)

CSIS 345  Introduction to Linux  3 hours
Prerequisite: CSIS 112 or 212, CSIS 111, CSIS 110, CSIS 100; with a minimum grade of “C”
This course introduces students to the usage and administration of the Linux Operating System. The course will emphasize end-user tools and commands for basic file manipulation, editing, compilation and debugging, as well as special features of the Linux shell environment. Basic system administration will also be covered. Students will learn through a combination of traditional lectures, hands-on laboratory sessions, and individual assignments. (Formerly CSCI 345) (Resident)

CSIS 351  System Analysis and Design  3 hours
Prerequisite: CSIS 325 with a minimum grade of “C”; CSIS 325 can be taken concurrently with CSIS 351
This practical course in information systems development will cover the concepts, skills, methodologies (RAD as well as SDLC), and tools essential for systems analysts to successfully develop information systems. The course will also introduce the student to the Oracle Designer CASE tools, which will be used to assist in the documentation of the analysis and design phases. The course will include a significant amount of team-based activities, therefore issues associated with team interactions and processes will be discussed. (Formerly CSCI 351) (Both Resident and Online)

CSIS 352  System Administration  3 hours
Prerequisite: CSIS 320 or CSIS 345 (Minimum grade of “C”). Principles of system administration activities, applications, operating systems, and domains; analysis of computing applications, infrastructures, architectures, firmware, hardware, disaster recovery, security, and enterprise deployment. (Both Resident and Online)

CSIS 354  Integrative Programming and Technologies  3 hours
Prerequisite: CSIS 212 and CSIS 320; minimum grade of “C”
Examines the integration of systems and applications across global businesses; explores programming interfaces, data mapping and exchange, scripting, and programming languages to support the

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configuration, maintenance, integration, and security of systems. (Both Resident and Online)

CSIS 355  Network Architecture and Protocols  3 hours
Prerequisite: CSIS 215; minimum grade of “C”
A study of how computer networks and internets operate. Investigates networking from the level of data transmission and wiring through the level of application software that provides networking functionality. Topics include: data and packet transmission, LANs and WANs, and internet concepts, including architecture, protocol layering, and application software. (Formerly CSCI 355) (Resident)

CSIS 375  Introduction to Human-Computer Interaction  3 hours
Prerequisite: CSIS 111 or 208 or 212; minimum grade of “C”
Study and application of the design and evaluation of effective user interactive computer software, including user-centered design principles, guidelines and evaluation for designing a software product. Research-based project required. (Formerly BMIS 375 and CSCI 375) (Both Resident and Online)

CSIS 405  Business and Economic Forecasting  3 hours
Prerequisites: MATH 201 or BUSI 230; ECON 214
Factors producing and study of cyclic movements, analysis of their causes and methods of forecasting as well as study of seasonal, erratic and other movements. (Formerly BMIS 405) (Both Resident and Online)

CSIS 408  Web and Mobile Programming  3 hours
Prerequisites: CSIS 315 or 316; minimum grade of “C”
This course provides an in-depth look at current enterprise level technologies used for standardized business-to-business communication among client-server applications using Internet Services technologies. It covers modern technologies used as well as new and rising technologies. Due to the particularly dynamic nature of Internet technologies, course content will change as appropriate. (Formerly CSCI 405) (Both Resident and Online)

CSIS 410  Web Enterprise Technologies  3 hours
Prerequisites: CSIS 310 and CSIS 325 or 326; minimum grade of “C”
Provides students with thorough knowledge of current technologies and best practices for developing database driven dynamic websites including database and client side programming. (Formerly BMIS 410) (Both Resident and Online)

CSIS 416  AITE Capstone  3 hours
Prerequisites: CSIS 408; minimum grade of “C”
This course is the final capstone course that focuses on Internet technologies. The student will work in teams in the programming Internet technologies projects. The teams will give both written and oral presentations to their clients. (Formerly CSCI 416) (Both Resident and Online)

CSIS 430  Advanced Networking and Communication Systems  3 hours
Prerequisite: CSIS 331 or 335; minimum grade of “C”
This course focuses on routed data networks and the implementation of previously learned business data communications and switched networks concepts, principles and strategies to build a complete data communications network. This course is an in-depth study of technologies and equipment in modern communication networks. The TCP/IP stack and Cisco (or comparable) networking equipment are used to explore methodologies for designing, configuring, and maintaining communication networks. (Formerly BMIS 430) (Both Resident and Online)

CSIS 434  Theory of Programming Languages  3 hours
Prerequisites: CSIS 215 (Minimum grade of “C”)
A theoretical study of programming languages. Introduction to grammars and parsers. Language design issues and practical applications. (Formerly CSCI 434) (Resident)

CSIS 440  Digital Forensics  3 hours
Prerequisite: CSIS 341; minimum grade of “C”
Students are introduced to the concept of computer crimes and the need for forensics specialists (people who know how to find and follow the evidence). System Forensics, Investigation, and Response begins by examining the fundamentals of system forensics, the role of computer forensics specialists, computer forensic evidence, and application of forensic analysis skills. It also gives an overview of computer crimes, forensic methods, and laboratories. It then addresses the tools, techniques, and methods used to perform computer forensics and investigation. Finally, it explores emerging technologies as well as future directions of this interesting and cutting-edge field. (Formerly BMIS 440) (Both Resident and Online)

CSIS 443  Operating Systems  3 hours
Prerequisite: CSIS 342; minimum grade of “C”
Resource management for processes, files, devices, and memory. Deadlock and recovery procedures. Security issues. (Formerly CSCI 443) (Resident)

CSIS 461  Technical Aspects of Computer Security  3 hours
Prerequisites: CSIS 355, CSIS 215; CSIS 112, CSIS 111, CSIS 110, CSIS 100; minimum grade of “C”
This course introduces the following issues and principles of information system security: security policies and their mechanisms of implementation, methods used by attackers attempting to circumvent these protections, and specific defenses against these attackers. (Formerly CSCI 465) (Resident)

CSIS 463  Modern Cryptography  3 hours
Prerequisites: CSIS 215 (Minimum grade of “C”) and MATH 350 (Minimum grade of “C”)
Study of modern cryptographic techniques. Covers basic cryptographic concepts, including symmetric key, public key, hash functions, digital signatures, and message authentication codes. (Formerly CSCI 466) (Resident)

CSIS 470  Executive Perspectives on E-Commerce Technology  3 hours
Prerequisites: CSIS 310, 351; minimum grade of “C”
The course synthesizes material presented in previous courses highlighting the challenge of communication electronic commerce technology issues to non-technically oriented executives. Specific topics will include: models of web business strategy; and non-business web applications in government and education. (Formerly CSCI 470) (Both Resident and Online)

CSIS 471  Software Engineering  3 hours
Prerequisites: CSIS 215, CSIS 112, CSIS 111, CSIS 110, CSIS 100; with a minimum grade of “C”; RSCH 201
Study of the software development process. Topics include: phases of a software project; life-cycle models; metrics; tools; and ethical and professional issues. Participation on team projects is integral. (Formerly CSCI 481) (Resident)

CSIS 473  IS Project Management  3 hours
Prerequisites: CSIS 351 and ECON 214; minimum grade of “C”; RSCH 201
Capstone course for MIS majors. Develops skills in managing the project development cycle in an organization. Topics include systems engineering, cost analysis, risk management, and managing the socio-technological elements of a project. (Formerly BMIS 460) (Both Resident and Online)

CSIS 474  Enterprise Systems and Integration  3 hours
Prerequisite: CSIS 352, 354; minimum grade of “C”
Information technology capstone course concentrates by focusing on a sequence of projects that designs and builds systems and integrates them into a global business; emphasizes IT project management, enterprise architecture, business requirement analysis,
Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Formerly BMIS 499 and CSCI 499) (Resident)

CONVERSATIONAL CHINESE

CSMA 101 Conversational Chinese I 3 hours
An introductory course designed to develop practical conversational Mandarin Chinese skills. Intended for students with no previous Chinese training and/or experience. (Online)
CSMA 102 Conversational Chinese II 3 hours
Prerequisite: CSMA 101
This course will further the objectives of CSMA 101 by expanding students’ practical conversational skills. (Online)
CSMA 103 Conversational Chinese III 3 hours
Prerequisite: CSMA 102
This course will further the objectives of CSMA 102 by expanding students’ practical conversation skills. (Online)

CONVERSATIONAL SPANISH

CSPA 101 Conversational Spanish I 3 hours
An introductory course designed to develop practical conversational Spanish skills. Intended for students whose first language is not Spanish and/or have no previous Spanish training and/or experience. (Both Resident and Online)
CSPA 102 Conversational Spanish II 3 hours
Prerequisite: CSPA 101
This course will further the objectives of CSPA 101 by expanding students’ practical conversational skills. Intended for students whose first language is not Spanish but who have previous Spanish training and/or experience through CSPA 101. (Both Resident and Online)
CSPA 103 Conversational Spanish III 3 hours
Prerequisite: CSPA 102
This course is a continuation of Conversational Spanish 101 and 102, with an increased focus on grammar and vocabulary supporting practical conversational skills. Intended for students whose first language is not Spanish but who have previous Spanish training and/or experience through CSPA 102. (Both Resident and Online)

CULTURAL STUDIES

CSTU 101 Western Culture 3 hours
A survey course which concentrates on the development of Western Culture. It is an integrated study of the visual, performing, and literary arts, and the discipline of philosophy that permeates all the arts. The scope of this course is broad, including the ancient world up to and including the modern world. (Formerly HUMN 101) (Both Resident and Online)
CSTU 102 The Humanities Abroad 3 hours
A survey course which concentrates on the development of Western Culture while traveling overseas in a study abroad program. It is an integrated study of the visual, performing, and literary arts, and the discipline of philosophy that permeates all the arts. The scope of this course is broad, including the ancient world up to and including the modern world. (Both Resident and Online)
CSTU 301 Film as Art 3 hours
CSTU 301 (Film as Art) offers instruction in the fundamentals of interpreting film as an artful medium with emphasis on narrative structure, image composition, mise-en-scene, sound, cinematography, and editing. Students will apply this filmic language to better discern a film’s literary meaning, including its theme, characterization, scene, setting, point of view, and dialogue through written critical analyses. (Formerly HUMN 301) (Resident)
CSTU 310 Religion and the Arts in Western Culture 3 hours
Prerequisite: Appropriate Placement (PLEN) Score or ENGL 100 (Minimum grade of C)
This course explores the web of relationships between religion and the arts throughout the history of Western culture, from biblical times into the postmodern era. Major topics will include: the mutual influences of religion and the arts on each other, how philosophers and theologians have understood the nature of beauty, the place of the visual and performing arts in contemporary Christian faith and practice, and how the arts are an integral component of a biblical worldview. (Both Resident and Online)

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<tr>
<td>DBMF 400 Marriage, Family and Faith: Dynamics, Influences, and Solutions</td>
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<tr>
<td>This course examines the complex interplay between family dynamics and faith, addressing challenges such as divorce, remarriage, blended families, and more. (Online)</td>
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This course provides an overview of marriage and family dynamics, specifically looking at various foundations and models for effective people helping. A wide range of marriage and family issues and definitions are examined. Ethical concerns and multicultural factors are also considered. (Online)  

### DBMF 405 Divorce, Remarriage and Blended Families  
This course provides background to the causes of divorce, the emotional and relational consequences for both children and parents, factors that challenge positive adjustment after a divorce, strategies for successful remarriage, blended family dynamics, current policy issues, and the legal, cultural, and theological implications. Ethical concerns and multicultural factors are also considered. (Online)  

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<td>DBPC 300 Child &amp; Family Development: Psychological and Theological Perspectives</td>
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<td>This course offers foundational and developmental perspectives on child and family life and dynamics. Sociocultural trends and issues are explored, as well as important factors that impact the behavioral and spiritual development of today's children and adolescents. Ethical concerns and multicultural factors are also considered. (Online)</td>
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<td>DBPC 305 Effective Parenting: Childhood Behavior and Discipline Strategies</td>
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<td>This course provides a comprehensive understanding on parenting and generational patterns and its impact family health and well-being. Lifestyle and cultural barriers to effective parenting are examined, as well as proactive parenting strategies, effective discipline and healthy communication within the family. Ethical concerns and multicultural factors are also considered. (Online)</td>
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<td>DBPC 400 Human Development Across the Lifespan</td>
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<td>This course addresses basic principles of human growth and development from pre-birth through early adulthood. Theoretical and biblical constructs are examined with a holistic orientation, as well as factors that impact the parenting process. Ethical concerns and multicultural factors are also considered. (Online)</td>
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<td>DBPC 405 Childhood Issues, Trauma and Abuse</td>
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<td>This course provides a knowledge base and increased awareness for difficult problems related, but not limited to, conduct, eating, sleeping, high-needs kids, ADHD, and a special focus on trauma and abuse in the childhood years. Ethical concerns and multicultural factors are also considered (Online)</td>
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<td>DBPC 410 Healthy Sexuality: Biblical and Developmental Factors</td>
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<td>This course provides a theological and psychological understanding of healthy sexuality from a biblical perspective, particularly as it pertains to raising children and preparing them for adolescence and young adulthood. Cultural shifts, gender identity and sexual behaviors are examined. Ethical concerns and multicultural factors are also considered. (Online)</td>
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<tr>
<td>DIGI 100 Equipment Workshop</td>
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<td>This course will introduce the new Digital Media &amp; Communication Arts student to the equipment available for their use throughout their academic career at Liberty University. Students will set up and execute basic functions of the various cameras, audio equipment and lighting fixtures available for use through the Media Lab. In addition, students will work through the Liberty University production manual including all production forms necessary to complete video and audio projects through the School of Communication and Creative Arts. This course is required of any</td>
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An introduction to the use of one’s voice as a tool in effective storytelling, news delivery, features package presentation and hosting both on camera and behind a microphone. The course will require the practice of announcing with vocal pronunciation and expression, the development of individual vocal persona, vocal breathing and control skills and microphone technique. Intensive practical experience in developing individual announcing ability and critiquing announcers are highlights of this course. (Resident)

**DIGI 327 Virtual Reality Design and Production** 3 hours

Students who plan to work as anchors, hosts, and features producers will learn styles of personal presentation as they relate to storytelling in news, magazine, talk and documentary presentation. (Resident)

**DIGI 330 On Camera Presentation** 3 hours  
Prerequisites: DIGI 175, 224, 225

A study of the theory and practice in planning, directing and producing various video productions with emphasis on skill development and production techniques. (Formerly COMS 333) (Resident)

**DIGI 334 Intermediate Audio Production** 3 hours  
Prerequisites: DIGI 175, 224, 225

Intensive practical experience in planning, coordinating, directing and producing various audio productions for broadcast. (Formerly COMS 334) (Resident)

**DIGI 335 Storytelling: Interactive, Social and Digital Media Writing** 3 hours  
Prerequisites: DIGI 220 & DIGI 240

Writing the webisode; an experiential class in the creation of particularly short-form, stand-alone moving image narratives for distribution through web and mobile devices, from treatment through script to final polish. (Resident)

**DIGI 337 Music Recording** 3 hours  
Prerequisites: DIGI 175, 224, 225

This course provides students the hands on experience to record, and mix down different music projects from a simple recital or solo project to a multi-track recording of a contemporary or symphonic band. Students will also learn proper microphone placement, mixing and application of specific plug-ins in music recording and production. (Resident)

**DIGI 340 Sports Broadcasting** 3 hours  
Prerequisites: DIGI 175, 224, 225

Play-by-play, analysis and color commentary will be studied. Individuals will develop their own broadcasting style through student projects including research, on-camera practice and attendance at Liberty sports events to observe LFSN professionals in action. (Resident)

**DIGI 343 TV News Production** 3 hours  
Prerequisite: DIGI 175, 224, 225, 230, JOUR 333

A study of the theory and practice of writing and preparing news copy and packages for TV broadcast. (Formerly DIGI 473) (Resident)

**DIGI 345 TV News Producing** 3 hours  
Prerequisites: DIGI 225 Introduction to Video Production with a “C” or better

A study of the theory and practice of writing and preparing news copy and packages for TV broadcast. (Resident)

**DIGI 350 Editing Theory** 3 hours  
Prerequisites: DIGI 175 and DIGI 225

This course will survey the theory and practice of editing and post-production for long and short form video and web products. Aesthetics of narrative and documentary editing stressed, for both picture and sound. (Resident)
**DIGI 354 Storytelling: Sitcom** 3 hours  
Prerequisites: DIGI 240  
Writing the half-hour situation comedy; an experiential class, including show conceptualization, episodic structure, & cooperative writing, and specializing in humorous and shorter-form screenwriting for cable, broadcast and streaming television. (Resident)

**DIGI 355 Interactive, Social and Digital Media Management** 3 hours  
Prerequisites: DIGI 335  
Facebook, Twitter, Netflix, Hulu, Google+ and a myriad of other online outlets have become revenue generators in ways that magazine and newspaper ads and television and radio commercials were in years gone by. This course will equip the savvy social media manager to turn interactive and social networking strategies into dollars for the client of today. (Resident)

**DIGI 369 Chronicles of Motion Pictures and Television** 3 hours  
Prerequisite: RSCH 201  
The historical development and convergence of motion pictures and television, from their simultaneous origins in the 1890s through the new millennium. (Formerly COMS 369) (Resident)

**DIGI 370 Studio Production** 3 hours  
Prerequisites: DIGI 175, 224, 225  
This course will explore the positions and equipment involved in studio production, the founding techniques of this craft, and the language and discipline of studio environment. The course will expose the student to the professional function of the various studio production positions. This will be accomplished through lecture, text materials, classroom discussion and in-studio production. (Resident)

**DIGI 373 Storytelling: Episodic Drama** 3 hours  
Prerequisites: DIGI 240  
Writing the hour-long televised drama; an experiential class, including show conceptualization, episodic structure, & cooperative writing, and specializing in serious and longer-form screenwriting for cable, broadcast and streaming television. (Resident)

**DIGI 393 Television Practicum** 1 to 3 hours  
Prerequisites: DIGI 333  
Practicum for broadcast-oriented students using on-campus TV facilities. (Formerly COMS 393) (Resident)

**DIGI 394 Advanced Radio Practicum** 1 to 3 hours  
Prerequisites: DIGI 334  
Practical hands on experience in the overall operation of the radio station. Including experience in on-air and digital production skills, as well as an overview of broadcast programming and operations; may be repeated. (Formerly COMS 394) (Resident)

**DIGI 428 Media Industry & Ethics** 3 hours  
A study of digital media regulations, economic operations, and ethics as currently operational in the United States; including examination of moving image, audio-only, and transmedia application. (Resident)

**DIGI 453 Storytelling: Reality Television** 3 hours  
Prerequisites: DIGI 175, 224, 225  
Writing the docu-style reality show; an experiential class in the creation of story in which the recording of moving image and audio follows the conceptualization but precedes the screenwriting. (Resident)

**DIGI 454 Radio News Production** 3 hours  
Prerequisites: DIGI 175, 224, 225  
A study of the theory and practice of writing and preparing news copy and packages for radio broadcast. Students will write and produce regular newscasts for 90.9 FM. (Formerly COMS 454) (Resident)

**DIGI 474 Advanced Audio Production** 3 hours  
Prerequisites: DIGI 175, 224, 225  
Writing and production of dramatic and documentary programs for radio and Internet distribution. Portfolio development. (Formerly COMS 474) (Resident)

**DIGI 477 Storytelling: Transmedia** 3 hours  
Prerequisite: DIGI 240  
Writing the cross-platform story world; an experiential class. Including story-world conceptualization, overarching cross-platform structure, & cooperative writing, with the focus on producing independent stand-alone narratives that simultaneously interlock into a seamless fictional universe. (Resident)

**DIGI 483 Advanced Video Production** 3 hours  
Prerequisites: DIGI 175, 224, 225  
Writing and production of dramatic and documentary programs for television and Internet distribution. Portfolio development. (Formerly COMS 483) (Resident)

**DIGI 490 SFX, ADR, and Foley** 3 hours  
Prerequisites: DIGI 175, 224, 225  
This course will give students the opportunity to learn proper microphone technique and placement for recording sound effects, and ADR (Automated Dialog Replacement), and to teach students to record and perform with Foley props. (Resident)

**DIGI 497 Special Topics** 3 hours  
Prerequisites: Senior Status & Permission of Instructor  
This course will expose students to professional functions of the broadcast studio. An intensive individual research or production project in which the graduating senior can best showcase his or her competence in the field of electronic media. (Formerly COMS 498) (Resident)

**DMCA 499 Internship** 1 to 6 hours  
Completion of a minimum of 24 hours of Communication Studies courses other than COMS 101. Written application must be approved during the previous semester. The course is not intended to be duplicated for additional credit. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Both Resident and Online)

**ECON 110 Survey of Economics** 3 hours  
A survey of general economic principles and concepts for non-business majors. Presents an overview of theories and applications in microeconomics and macroeconomics. Market economic system is introduced and compared with other economic systems are provided. (Both Resident and Online)

**ECON 213 Principles of Microeconomics** 3 hours  
Free market thought will be evaluated from the Christian perspective. The supply and demand model is used to analyze microeconomic issues including market structures, government regulations, labor market, financial market, and international trade. (Both Resident and Online)

**ECON 214 Principles of Macroeconomics** 3 hours  
The aggregate supply and demand model is used to analyze macroeconomic problems including business cycles, unemployment, and inflation. Government fiscal and monetary policies that may stabilize the economy are introduced and evaluated. The U.S. financial system and the value of U.S. dollar in the foreign exchange market are covered. (Both Resident and Online)

**ECON 350 Classical Economics** 3 hours  
This course is open to students who desire to further understand the concepts and tools of economic analysis. Classical Economics will also be investigated from the perspective of the Christian Worldview. Specific topics include examination of the social philosophy of classical economics, classical macroeconomics,
classical microeconomics, classical methodology, the classical economists Sismondi and Mill, the mysteries of Marxian economics and finally thoughts on the history of economics. (Online)

**EDSP 473** Transition Planning 3 hours
Prerequisite: EDSP 370, BKCL [Min Grade: 5] or BKVA [Min Grade: 5]
Field experience to be completed in special education community setting. (Online)

**SPECIAL EDUCATION**

**EDSP 323** Special Education Law and Characteristics 2 hours
This course is designed to expose teacher candidates to a variety of special education related topics including: legal/ethical issues, documentation procedures, development of Individual Education Plan (IEP), models of service delivery, and collaboration. (Resident)

Corequisite: EDSP 323
Prerequisites: BKCL [Min Grade: 5] or BKVA [Min Grade: 5]
Field experience to be completed in special education classroom setting. (Resident)

**EDSP 325** Special Education Law and Characteristics Community Practicum 1 hour
Corequisite: EDSP 323
Field experience to be completed in special education community setting. (Resident)

**EDSP 360** Learning and Behavior Problems 3 hours
The characteristics of children and adolescents, with disabilities in the area of learning and behavior, will be explored with the goal of remediation. This course will further include techniques for dealing with these diverse learners in a variety of settings as well as our Christian mission in providing for all God's children. (Online)

**EDSP 363** Behavior Management 2 hours
Corequisite or Prerequisites: EDSP 323, BKCL [Min Grade: 5] or BKVA [Min Grade: 5]
This course will explore research for instructional approaches and methods for managing behaviors effectively. Emphasis will be placed on individualized, classroom and school-wide behavior supports, including functional behavior assessments and behavior support plans. The applications in this course cover both general education and special education strategies. (Resident)

**EDSP 364** Behavior Management in Special Education Licensure Practicum 1 hour
Corequisite or Prerequisites: EDSP 324
Prerequisites: EDSP 323 [Min Grade: D], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]
Field experience to be completed in a classroom setting of students with disabilities. (Resident)

**EDSP 365** Behavior Management in Special Education Community Practicum 1 hour
Corequisite or Prerequisites: EDSP 325 [Min Grade: D]
Field experience to be completed in a special education community setting of individuals with disabilities. (Resident)

**EDSP 367** Introduction to Autism Spectrum Disorders 3 hours
This course provides information on autism and gives the foundation, characteristics and effective strategies and approaches to interventions with an emphasis on school settings. (Online)

**EDSP 370** Intervention for Students with Intellectual Disabilities 3 hours
Prerequisite: PSYC 345 or EDUC 307
This course is a study of the characteristics of children and adolescents with intellectual disabilities (ID). Interventions for working with the individuals in schools, church and community settings will be addressed as well as preparing adolescents who are ID for transition into adulthood. (Online)

**EDSP 377** Autism: Educational and Theoretical Approaches 3 hours
Prerequisite: EDSP 367
This course provides a comprehensive overview of the different educational approaches and therapies available for children and adults on the autism spectrum. The educational and theoretical approaches discussed within this course will help teacher candidates and professionals in the field of autism alike. (Online)

**EDSP 410** Instructional Adaptation for Special Education 3 hours
Prerequisite: PSYC 345 or EDUC 307
Teacher candidates will apply intervention strategies for adapting curriculum materials and methods to fit individual needs in various school, church and community settings. Focus will be on students with mild and moderate disabilities. (Online)

**EDSP 413** Inclusion and Diversity: Effective Practices and Strategies 2 hours
Prerequisites: EDSP 323 [Min Grade: D], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]
Teacher candidates will apply intervention strategies for adapting curriculum materials and methods to fit individual needs in various school settings. Focus will be on differentiating instruction for students with mild and moderate disabilities. (Resident)

**EDSP 414** Inclusion and Diversity: Effective Practices and Strategies Licensure Practicum 1 hour
Corequisite: EDSP 413
Prerequisites: EDSP 324 [Min Grade: D], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]
Field experience to be completed in special education classroom setting. (Resident)

**EDSP 415** Inclusion and Diversity: Effective Practices and Strategies Community Practicum 1 hour
Corequisite: EDSP 413
Prerequisites: EDSP 325 [Min Grade: D], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]
Field experience to be completed in a special education community setting. (Resident)

**EDSP 420** Survey of Trends in Special Education 3 hours
Prerequisites: PSYC 345 or EDUC 307
This course provides a comprehensive overview of special education related topics including legal/ethical issues, documentation procedures, and development of the Individualized Education Program (IEP), Functional Behavior Assessment (FBA), and Behavior Intervention Plan (BIP) as well as models of service delivery and collaboration that can be used in school, church, and community settings. (Resident)

**EDSP 429** Survey of Trends in Special Education 3 hours
This course provides a comprehensive overview of special education related topics including legal/ethical issues, documentation procedures, and development of the Individualized Education Program (IEP), Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) as well as models of service delivery and collaboration that can be used in school, church and community settings (Formerly EDSP 420). (Online)

**EDSP 473** Transition Planning 2 hours
Prerequisites: EDSP 323 [Min Grade: D], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]
This course prepares special educators to work with families to provide successful student transitions throughout the educational experience focusing on educational issues, independent living...
preparation, community living skills and vocational preparation. Current methods and tools will be covered. (Resident)

**EDSP 474 Transition Planning Licensure Practicum** 1 hour
Corequisite: EDSP 473
Prerequisites: EDSP 325 [Min Grade: D], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]
Field experience to be completed in classroom setting of students with mental retardation (MR). There will be an examination of IEP development for individuals who are MR. (Resident)

**EDSP 475 Transition Planning Community Practicum** 1 hour
Corequisite: EDSP 473
Prerequisites: EDSP 323 [Min Grade: C], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]
Field experience to be completed in a special education community setting. (Resident)

**EDSP 495 Directed Research in Special Education** 1 to 3 hours
(Resident)

**EDSP 497 Topics in Special Education** 1 to 3 hours
(Resident)

### EDUCATION

**EDUC 125 Introduction to Education** 1 hour
The teacher candidate will be acquainted with the role of public and private education and the nature of the teaching profession. Attention will be given to current developments in the field of education and the terminology basic to those in the profession. Each teacher candidate will be required to prepare for structured observations in the school setting. Students will apply to the Educator Preparation Program. (Resident)

**EDUC 200 Principles of Education** 3 hours
Students will examine historical, philosophical, legal, and sociological principles of education. Emphasis will be placed on current issues and terminology in the field of education. (Online)

**EDUC 205 Learning Theory and Portfolio Development** 3 hours
Prerequisite or Corequisite: EDUC 200 [Min Grade: D]
An introduction to learning theories, with an emphasis on experiential learning. Here will also be a focus on learning and learning styles, including management and communications profiles. A major part of this course is the preparation of the Professional Development Profile and the Experiential Learning Portfolio. (Online)

**EDUC 210 Early Childhood Education Fundamentals** 3 hours
Designed to introduce a candidate to the field of early childhood education; an overview of child development and learning, family relationships, assessment of young children, developmentally effective approaches to early childhood education, and how to use content knowledge to build a meaningful curriculum. (Online)

**EDUC 215 Wellness in the Early Childhood Setting** 3 hours
Designed to introduce a candidate to the issue of wellness in early childhood education; an overview of wellness in the early childhood setting by examining good nutrition, safety, and healthful practices for young children. (Online)

**EDUC 220 Differentiated Teaching and Learning (Elementary)** 2 hours
Prerequisites: EDUC 125 (may be taken concurrently)
Designed to train teacher candidates concentrating in elementary or special education in differentiated teaching and learning strategies, aiding the teacher in adapting instruction and assignments to meet individual needs. Emphasis is on the mastery of teaching and learning skills in thinking, organizing for study, time management, reading rate and comprehension, textbook mastery/readability, listening, note taking, retention, motivation for study, learning styles, exceptionality, class discussion, test taking, and handwriting. (Resident)

**EDUC 221 Content Area Reading and Differentiated Teaching and Learning** 2 hours
Prerequisites: EDUC 125, 126 (may be taken concurrently)
This course is designed to prepare teacher candidates training for 6-12 and K-12 level teaching in developing differentiated teaching and learning strategies for the reading, thinking, and study skills required in content areas. Aids the teacher in adapting instruction and assignments to meet individual needs. Emphasis is on mastery of teaching and learning skills in thinking, organizing for study, time management, reading comprehension and rate, textbook mastery/readability, listening, note taking, retention, motivation for study, class discussion, test taking, learning styles, exceptionality, and handwriting. (Resident)

**EDUC 225 Instructional Design: Elementary** 1 hour
Prerequisites: EDUC 125, 220 or 221*, admission to Educator Preparation Program. (*may be taken concurrently)
A systematic approach to instruction for diverse classrooms including purpose, process and practice. Each teacher candidate will prepare lessons which follow the Liberty University model. Teacher candidates will be expected to present these lessons in the practicum. Topics include elements of the desired model: objectives, instructional process, systems of evaluation, and resources. (Resident)

**EDUC 226 Instructional Design Practicum: Elementary** 2 hours
Prerequisite: To be taken concurrently with EDUC 225
Teacher candidates will demonstrate proficiency in planning, implementing and evaluating instruction for diverse classrooms, which includes appropriate instructional technology (for example: computers, graphics, and other media). Video micro-teaching will be used to assist in evaluating lessons prepared and presented by the teacher candidate. (Resident)

**EDUC 235 Content Instructional Design** 1 hour
Prerequisites: EDUC 125/126*, 220 or 221*, admission to Educator Preparation Program. (*may be taken concurrently)
A systematic approach to instruction for diverse classrooms, including purpose, process and practice. Each teacher candidate will prepare content lessons which follow the Liberty University model. Teacher candidates will be expected to present these lessons in the practicum. Topics include elements of the desired model: objectives, instructional process, systems of evaluation and resources. Field experience required. (Resident)

**EDUC 236 Content Instructional Design Practicum: Secondary** 2 hours
Prerequisite: To be taken concurrently with EDUC 235
Teacher candidates will demonstrate proficiency in planning, implementing and evaluating content instruction for diverse classrooms, which includes appropriate instructional technology (for example: computers, graphics, and other media). Video micro-teaching will be used to assist in evaluating lessons prepared and presented by the teacher candidate. Field experience required. (Resident)

**EDUC 240 Introduction to Applied Educational Technology Practicum** 2 hours
Corequisite: EDUC 225 and EDUC 226 OR EDUC 235 and EDUC 236 OR PHED 245 AND Background Check Receipt, and Enrollment in Teacher Licensure Program
Prerequisites: EDUC 225 [Min Grade: C] or EDUC 225 [Min Grade: Y] or EDUC 235 [Min Grade: C] or EDUC 235 [Min Grade: Y] or PHED 245 [Min Grade: C] or PHED245 [Min Grade: Y]:
BKCL [Min Grade: 5] or BKRC [Min Grade: 5] and EDTL [Min Grade: 5]
This course is designed to allow the teacher candidate to be competent in the application of learning technologies needed for teachers. *(Resident)*

EDUC 298  **Education Practicum**  3 hours
Field experience in a classroom setting. *(Both Resident and Online)*

EDUC 299  **Internship**  0 hours
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind. Professional-supervised experience in first-hand internship opportunities. Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

EDUC 301  **Instructional Practices for Math Teachers**  3 hours
Prerequisite: EDUC 205
This course provides professional development for preservice and inservice teachers in mathematics instruction. Students will examine the principles of instruction for number systems, computation, and problem solving and apply theories to classroom settings. *(Online)*

EDUC 302  **Instructional Practices for Reading Teachers**  3 hours
Prerequisite: EDUC 205
This course will survey instructional approaches, materials, and media for the teaching of reading. The instruction of phonemic awareness, phonics, vocabulary, comprehension and fluency will be addressed. Attention will be given to creativity and enjoyment in reading. *(Online)*

EDUC 303  **Instructional Practices for Content Teachers**  3 hours
Prerequisite: EDUC 205
This course is designed to engage educators in applying effective principles of instruction when teaching in the content areas. A focus is on the instructional process of planning, teaching, assessment, and reflecting. *(Online)*

EDUC 304  **Classroom Management for Teachers**  3 hours
Prerequisite: EDUC 205
This course will survey instructional approaches, materials, and methods for classroom management. Emphasis will be placed on management styles and the various methods associated with those styles. *(Online)*

EDUC 305  **Educational Philosophy for Teachers**  3 hours
Prerequisite: EDUC 205
This course presents the practical role of philosophy in the classroom. Emphasis is placed upon a careful analysis of current religious and education trends, and major philosophies are defined. Students will formulate a personal philosophy and apply that philosophy to their teaching methodology, lesson plan design, and delivery. *(Online)*

EDUC 306  **Scholarly Writing and APA for Teachers**  3 hours
Prerequisite: EDUC 205, ENGL 101, 102
This course provides professional development for preservice and inservice teachers in professional writing skills. Students will examine the principles of form, structure, grammars, and format. *(Online)*

EDUC 307  **Instructional Practices for Differentiated Instruction**  3 hours
Prerequisite: EDUC 205
This course provides professional development for preservice and inservice teachers in differentiated instruction. *(Online)*

EDUC 317  **Elementary Reading and Language Arts Practicum**  2 hours
Corequisite: EDUC 318 and EDUC 319
Prerequisite: EDTL [Min Grade: 5], EDUC 225 [Min Grade: C], EDUC 226 [Min Grade: C], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]
Students are required to prepare a lesson, teach the lesson in an elementary classroom setting and evaluate the experience. Field experience required. *(Resident)*

EDUC 318  **Teaching Elementary Reading**  2 hours
Corequisite: EDUC 318 and EDUC 319
Prerequisites: EDTL [Min Grade: 5], EDUC 225 [Min Grade: C], EDUC 226 [Min Grade: C], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]
A survey of instructional approaches, materials and media for the teaching of reading in the elementary grades. Emphasis will be placed on phonics methods. Attention will be given to phonemic awareness, phonics, fluency, vocabulary development, and comprehension. *(Resident)*

EDUC 319  **Teaching Elementary Language Arts**  2 hours
Corequisite: EDUC 317 and EDUC 318
Prerequisites: EDTL [Min Grade: 5], EDUC 225 [Min Grade: C], EDUC 226 [Min Grade: C], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]
A survey of instructional approaches, materials and media for the teaching of language arts in the elementary grades, including writing, speaking, and listening. Attention will be given to the connection of language arts to reading, as well as language acquisition, language differences, and creativity and enjoyment in communication. Emphasis will be given to developing differentiated instructional practices for diverse learners in the language arts classroom. *(Resident)*

EDUC 320  **Teaching Elementary Social Sciences**  2 hours
Prerequisites: EDUC 317, 318, 319; 6 hours of social science credit in general education requirement; admission to Educator Preparation Program
An analysis of trends and practices of teaching social sciences in the elementary school. Emphasis will be made on how to transfer theory into practice through the development of instructional planning for the integrated study of history, geography, the social sciences, and other related areas appropriate for the elementary classroom. A unit is developed to enhance differentiation of instruction for diverse learners. *(Resident)*

EDUC 321  **Teaching Elementary Mathematics**  2 hours
Prerequisites: EDUC 317, 318, 319; MATH 117 and 217, or MATH 131 and 132; admission to Educator Preparation Program
An analysis of trends and practices of teaching mathematics in the elementary school. Emphasis will be made on how to transfer theory into practice through the development of instructional planning for the integrated study of major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra and other related areas appropriate for the elementary classroom. *(Resident)*

EDUC 324  **Teaching Elementary Science**  2 hours
Prerequisites: EDUC 317, 318, 319; BIOL 101/103 or 102/104; and PHSC 210 or PHYS 101/103; admission to Educator Preparation Program
An analysis of trends and practices of teaching science in the elementary school. Emphasis will be made on how to transfer theory into practice through the development of instructional planning for fundamental concepts in science – including physical, life, and earth and space sciences and other related areas appropriate for the elementary classroom. *(Resident)*

EDUC 360  **Foundations of Education**  2 hours
Prerequisites: PHIL 201 and EDUC 240; admission to Educator Preparation Program
A comprehensive survey of the historical, philosophical, psychological, and sociological foundations of American education. Emphasis is placed upon the educational foundations as found in the Scriptures, and the applicability of these to both the Christian School Movement and the public school system. Students will be expected to articulate their personal philosophy of education as a result of this course. (Resident)

EDUC 380  Current Issues in Education  3 hours
Prerequisites: EDUC 200 and 205. This is the capstone course. It should be the last course taken.
An examination of current issues in the field of education with classroom implications and case study. (Online)

EDUC 390  Teaching Practicum  3 hours
Prerequisites: EDUC 205
An extended supervised field experience targeted to enhance teaching skills in the classroom. (Online)

EDUC 398  Field Experience Capstone  3 hours
An extended supervised field experience targeted to enhance teaching skills in the classroom. (Online)

EDUC 410  Elementary School Curriculum  2 hours
Prerequisite: EDUC 317, 318, 319, 323; to be taken concurrently with EDUC 411; admission to Educator Preparation Program

Recommendations are presented for curriculum for elementary grades based on major concepts, principles, theories and research related to child development to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. Planning and evaluating appropriate experiences and materials that nurture and challenge children as they progress through their stages of development are provided through practical activities. Current trends and how they affect the curriculum are also addressed. (Resident)

EDUC 411  Elementary School Curriculum Practicum  1 hour
Prerequisite: EDUC 317, 318, 319, 323; to be taken concurrently with EDUC 410; admission to Educator Preparation Program
Candidates will participate in a field practicum to experience the relationship between the planning of curriculum and the implementation of instruction. Emphasis is given to integrating the fine arts and/or other noncore areas into the curriculum and using the arts to enhance instruction within the core subject areas. Field experience required. (Resident)

EDUC 412  Middle School Curriculum and Instruction  2 hours
(Offers fall semester only)
Prerequisite: Admission to Educator Preparation Program.
EDUC 317, 318, 319, 322, 323, 324
This course is a study of the historical development and philosophical base of the middle school. It will emphasize the unique characteristics of the emerging adolescent and the prescriptive school concepts that will meet those needs. Field experience required. (Resident)

EDUC 415  Diagnostic Measurement and Evaluation  2 hours
Prerequisite: Admission to Educator Preparation Program. EDUC 317, 318, 319, 323; to be taken concurrently with EDUC 416; RSCH 201
A diagnostic-prescriptive approach to classroom teaching is presented in this course. The teacher candidate is trained in diagnostic testing techniques and procedures, the administration and interpretation of standardized tests, and the construction of classroom tests. (Resident)

EDUC 416  Diagnostic Measurement and Evaluation Practicum  1 hour
Prerequisites: Admission to Educator Preparation Program. EDUC 317, 318, 319, 323, to be taken concurrently with EDUC 415

Teacher candidates will be assigned to tutor elementary students in the Tutoring Club for individual diagnosis and appropriate instruction for diverse learners. Field experience required. (Resident)

EDUC 419  Content Teaching Methods  2 hours
Prerequisites: EDUC 235 and 236; Admission to Educator Preparation Program
Secondary Teaching Methods is a generic course. Teacher candidates will be expected to meet competencies associated with effective teaching in their content area, especially teaching skills related to questioning techniques, individualized instruction, grouping students for cognitive subject-matter learning, and preparing advanced organizers for cognitive instruction. Emphasis will be placed on methods which provide instruction in thinking and writing across the curriculum. (Resident)

EDUC 420  Content Teaching Methods Practicum  1 hour
Prerequisite: Admission to Educator Preparation Program; EDUC 235 and 236; to be taken concurrently with EDUC 419
Teacher candidates will be required to prepare a unit, teach in a secondary classroom setting, and evaluate the experience. Field experience required. (Resident)

EDUC 425  Content Measurement and Evaluation  3 hours
Admission to Educator Preparation Program; EDUC 235/236
This course is designed to acquaint teacher candidates with the basic principles and practices of student assessment through the use of standardized tests and teacher-made tests. Simple statistical treatments of both types of tests are included. Evaluation of instructional objectives is also stressed. (Resident)

EDUC 435  Content Curriculum Fundamentals  2 hours
Corequisite: EDUC 436
Prerequisites: EDI [Min Grade: 5], EDUC 235 [Min Grade: C], EDUC 236 [Min Grade: C], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]
Curriculum defines the motivation for programs and instruction used in teaching. Content curriculum focuses on those trends and principles which span academic areas and which cross grade levels. Attention will be given to special and alternative education to federal, state and local guidelines; and to the influence of educational philosophies on programs and instruction. (Resident)

EDUC 436  Content Curriculum Fundamentals Practicum  1 hour
Corequisite: EDUC 435
Prerequisites: EDI [Min Grade: 5], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]
Experiences in demonstrating and evaluating content teaching episodes including the use of appropriate materials and classroom management. Field experience required. (Resident)

EDUC 475  Seminar in Classroom Management  2 hours
Prerequisite: Admission to Student Teaching
Student teachers will apply principles of classroom management from reading assignments and group discussion to actual practice in a preK-12 classroom setting appropriate to the endorsement area of the teacher candidate. (Resident)

EDUC 476  Student Teaching I  5 hours
Prerequisite: Admission to Student Teaching
Student teaching offers practice in all phases of teacher responsibility including teaching activities in a preK-12 classroom setting appropriate to the endorsement area of the teacher candidate. (Resident)

EDUC 477  Student Teaching II  5 hours
Prerequisite: Admission to Student Teaching
A continuation of student teaching in a preK-12 classroom setting appropriate to the endorsement area of the teacher candidate.
(Resident)

**EDUC 495 Directed Research** 1 to 3 hours
To be planned (with the instructor) on an individual basis to include research, special activities, and conferences. May be repeated for credit to a maximum of 3 semester hours. (Resident)

**EDUC 497 Special Topics in Education** 1 to 3 hours
(Resident)

### ELECTRICAL

**ELTC 101 Foundations of Electricity** 4 hours
Co/Prerequisite: CRFT 101
Foundations of Electricity is a practical course combining lecture and hands-on instruction. Topics include: Orientation to the Electrical Trade; Electrical Safety; Introduction to Electrical Circuits; Electrical Theory; Introduction to the National Electric Code; Device Boxes; Hand Bending; Raceways and Fittings; Conductors and Cables; Basic Electrical Construction Drawings; Residential Electrical Services; Electrical Test Equipment. (Resident)

**ELTC 201 Intermediate Electricity** 4 hours
Prerequisite: ELTC 101
Intermediate Electricity is a practical course combining lecture and hands-on instruction. Topics include: Alternating Current; Motors: Theory and Application; Electric Lighting; Conduit Bending; Pull and Junction Boxes; Conductor Installations; Cable Tray; Conductor Terminations and Splices; Grounding and Bonding; Circuit Breakers and Fuses; Control Systems and Fundamental Concepts. (Resident)

**ELTC 301 Advanced Electricity** 4 hours
Prerequisite: ELTC 201
Advanced Electricity is a practical course combining lecture and hands-on instruction. Topics include: Load Calculations-Branch and Feeder Circuits; Conductor Selection and Calculations; Practical Applications of Lighting; Hazardous Locations; Overcurrent Protection; Distribution Equipment; Transformers; Commercial Electrical Services; Motor Calculations; Voice, Data, and Video; Motor Controls. (Resident)

**ELTC 401 Special Topics in Electricity** 4 hours
Prerequisite: ELTC 301
Special Topics in Electricity is a practical course combining lecture and hands-on instruction. Topics include: Load Calculations-Feeders and Services; Health Care Facilities; Standby and Emergency Systems; Basic Electronic Theory; Fire Alarm Systems; Specialty Transformers; Advanced Controls; HVAC Controls; Heat Tracing and Freeze Protection; Motor Operations and Maintenance; Medium-Voltage Terminations/Splices; Special Locations; Introductory Skills for the Crew Leader. (Resident)

### COMPUTER ENGINEERING

**ENG 299 Internship** 0 hours
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind. Professional-supervised experience in first-hand internship opportunities. Application procedures processed through the Career Center. Must apply semester prior to internship. (Resident)

**ENG 301 Introduction to Embedded Systems** 3 hours
Prerequisite topics: CSIS 112 and ENGE 201
Prerequisite topics: Knowledge of switching theory, logic elements, and design of combinational and sequential networks. High level programming (C and/or C++); minimum grade of "C"
Design of microcontroller-based embedded systems; interfacing from both a hardware and software perspective; and applications, including audio, data acquisition, and communication systems. (Resident)

**ENG 361 Computer Architecture** 3 hours
Prerequisites: ENGE 201; minimum grade of “C”
Introduction to architecture and organization of computer systems. Topics include data and instruction representation, arithmetic and logical operations, processor and memory implementations, memory hierarchy (cache, main memory and secondary memory), simple pipelines and hardware applications of OS functions. (Resident)

**ENG 371 Embedded and Real-Time Systems Design** 3 hours
Prerequisites: ENGE 301; minimum grade of “C”
This course will provide an introduction to the principles of real-time and embedded systems, the main components and design considerations. This course covers Embedded microcomputer systems; implementation of multitasking, synchronization, protection, and paging; operating systems for microcomputer systems; design, optimization, evaluation, and simulation of digital and analog interfaces; real-time microcomputer software; applications, including data acquisition and control. (Resident)

**ENG 401 Advanced Embedded Systems Design** 3 hours
Prerequisite: ENGE 371, CSIS 215 and ENGC 361
This course provides an in-depth coverage of systematical development and synthesis of advanced embedded systems with emphasis on Field Programmable Gate Array (FPGA) and Soc technologies. The course will cover digital hardware system design, digital arithmetic, Soc design, high level synthesis and functional verification; minimum grade of "C". (Resident)

**ENG 465 Introduction to Computer Networks** 3 hours
Prerequisite: ENGE 341; minimum grade of “C”
Emphasis is placed on network transport services and key protocols to include TCP, IP, and UDP. Topics include application of network design and implementation of robust performance based computer networks, and an introduction to wireless and mobile networks. (Elective) (Resident)

**ENG 479 Special Topics in Computer Engineering** 3 hours
Prerequisite: Permission of instructor.
Selected topics in various areas of Computer Engineering. May be repeated for credit when topic varies. (Resident)

**ENG 499 Computer Engineering Internship** 3 hours
Prerequisite: Major in computer engineering, permission of the instructor.
Placement in a computer or related organization for a controlled learning experience within the student’s career specialization area. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Resident)

### ELECTRICAL ENGINEERING

**ENGE 201 Introduction to Logic Design** 3 hours
Prerequisite: CSIS 111 and MATH 250; minimum grade of “C”
Introduction to combinational logic design, boolean algebra, logic minimization, and Karnaugh maps with an emphasis on applying topics presented to design of registers, counters and finite state machines using CPLD’s. (Resident)

**ENGE 211 Introduction to Electrical and Electronics Circuits** 4 hours
Prerequisites: ENGR 110 and MATH 131; minimum grade of “C”
An introduction to lumped-parameter circuit elements in DC circuits. Topics include resistors (R), independent and dependent sources, capacitors (C), inductors (L), equivalent networks. Introduction to fundamental techniques used in DC circuit analysis, including Laplace transforms. Semiconductor electronic devices will also be introduced, with the focus being on the terminal characteristics of such devices. The two-terminal diodes (D) and the three-terminal transistors (Q) are studied in DC circuits. Laboratory
experiments are an essential and integral part of the theory students will learn in this course. Experiments will focus on building, measuring, and calculating the predicted responses of DC circuits containing all of the above mentioned elements, and transient analysis of circuits containing R, L, and C circuit elements. (Resident)

**ENGE 212 AC Circuit Analysis** 4 hours
Prerequisites: ENGE 211 and MATH 132; minimum grade of “C”

An introduction to AC circuit analysis using phasors in conjunction with the techniques covered in ENGE 211. Topics include AC steady state analysis, AC power, three phase circuits, and advanced circuit analysis using Fourier series. Semiconductor electronic devices will also be introduced, with the focus being on the terminal characteristics of such devices. The two-terminal diodes (D) and the three-terminal transistors (Q) are studied in AC circuits. Laboratory experiments are an essential and integral part of the theory students will learn in this course. Experiments will focus on building, measuring, and calculating the predicted responses of AC circuits. (Resident)

**ENGE 299 Internship** 0 hours
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Placement in an electrical engineering or related organization for a controlled learning experience within the student’s career specialization area. Application procedures processed through the Career Center. Must apply semester prior to internship. (Resident)

**ENGE 311 Signals and Systems** 3 hours
Prerequisites: ENGE 212 and MATH 221 or MATH 321; minimum grade of “C”

Analysis techniques for system and signal modeling using numerical analysis software. Topics include introduction to convolution, Fourier series, Laplace transforms with application to determine system response, filters, sampling, linearity, time invariance and stability. (Resident)

**ENGE 312 Digital Signal Processing** 3 hours
Prerequisites: ENGE 311; minimum grade of “C”

This course is designed to introduce students to discrete-time systems and signal processing with emphasis on digital filter designs. Topics include, but are not limited to: sampling and reconstruction of continuous-time signals, fundamental characteristics of discrete-time signals and systems, difference equations, z-transform, discrete-time Fourier transform (DTFT), discrete Fourier transform (DFT), fast Fourier transform (FFT), and analysis, design, and realization of digital filters. (Resident)

**ENGE 321 Electronics** 4 hours
Prerequisite: ENGE 212; minimum grade of “C”

Introduction to electronic devices including diodes, transistors and operational amplifiers and their applications in electrical circuits. (Resident)

**ENGE 331 Electromagnetic Fields** 4 hours
Prerequisites: ENGE 212 and MATH 334; minimum grade of “C”

Fundamentals of electromagnetic theory and modern transmission systems. Maxwell's equations are formulated and applied to electromagnetic problems including plane-wave propagation, reflection and transmission at discontinuous boundaries and basic transmission line theory. (Resident)

**ENGE 341 Communications Systems** 3 hours
Prerequisites: ENGE 311, ENGR 210 and MATH 231; minimum grade of “C”

Analysis and design of communication systems and transmission of information over various medium. Topics include modulation, sampled signals, conversion (ADC and DAC), random processes and noise. (Resident)

**ENGE 351 Power Systems** 3 hours
Prerequisite: ENGE 321; minimum grade of “C”

Basic concepts of AC systems. Topics include single-phase and three-phase networks, electric power generation, transformers, transmission lines, electric machinery and the use of power. (Resident)

**ENGE 411 Control Systems** 3 hours
Prerequisite: ENGE 311; ENGR 133, each with a minimum grade of “C”

An introduction to both the classical and the modern control theories, with an emphasis on constant-coefficient linear control systems and state function. Topics include, but are not limited to: classical feedback control systems, controller sensitivity and disturbance rejection, transfer matrices, feedback control of first and second-order systems, stability analysis, frequency response methods, state equations, linear transformations, state variable feedback, eigenvalue placement, controllability, observability, and observer design for linear control systems. (Resident)

**ENGE 421 Advanced Electronics** 3 hours
Prerequisite: ENGE 321; minimum grade of “C”

Application of advanced design methods used to achieve gain and bandwidth specifications in amplifiers. Topics include use of feedback techniques, and design specifications of operational amplifiers. (Resident)

**ENGE 431 Electromagnetic Compatibility** 3 hours
Prerequisite: ENGE 331; minimum grade of “C”

Introduction to the Electromagnetic fields of passive components and Electromagnetic compatibility regulations and measurements. Topics include radiated signals, electromagnetic waves, transmission lines, conducted emissions, radiated emissions, electromagnetic shielding and grounding, and Electrostatic discharge. (E elective) (Resident)

**ENGE 497 Special Topics in Electrical Engineering** 3 hours
Prerequisite: Permission of instructor.

Selected topics in various areas of Electrical Engineering. May be repeated for credit when topic varies. (Resident)

**ENGE 499 Electrical Engineering Internship** 3 hours
Prerequisites: Major in electrical engineering, permission of the instructor.

Placement in an electrical engineering or related organization for a controlled learning experience within the student’s career specialization area. Applications are processed through the department Faculty Intern Advisor. Candidates must apply the semester prior to starting the internship. (Resident)

**INDUSTRIAL AND SYSTEMS ENGINEERING**

**ENGI 220 Engineering Economy** 3 hours
Prerequisite: MATH 126, MATH 131; minimum grade of “C”

Introduction to the principles of time value of money, analysis of investments, break-even concepts, risk analysis, alternatives analysis, tax implications, certainty and uncertainty. (Resident)

**ENGI 230 Production Systems** 3 hours
Prerequisite: ENGR 110 and CSCI 111; minimum grade of “C”

Introduction to manufacturing and production processes. Topics include production process as a human/machine system, planning, organizing, designing, and operating production systems. (Resident)

**ENGI 299 Internship** 0 hours
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Placement in a manufacturing plant, hospital, library, police department, or similar location, or related organization for a controlled learning experience within the student’s career specialization area. Applications procedures processed through the Career Center. Must apply semester prior to internship. (Resident)

**ENGI 300 Enterprise Forecasting** 3 hours
<table>
<thead>
<tr>
<th>COURSES OF INSTRUCTION</th>
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<tbody>
<tr>
<td><strong>ENGI 305</strong> Data Analysis Methods and Modeling</td>
</tr>
<tr>
<td>Prerequisites: ENGR 210; minimum grade of “C”</td>
</tr>
<tr>
<td>Revealing business and economic patterns and information hidden in data by transforming data using algebraic and statistical methods. (Resident)</td>
</tr>
<tr>
<td><strong>ENGI 330</strong> Facilities Design</td>
</tr>
<tr>
<td>Prerequisite: ENGI 230; minimum grade of “C”</td>
</tr>
<tr>
<td>Introduction to the design, analysis and selection of manufacturing facilities and material handling equipment. Topics include integration of computer systems, material flow and storage, and economic implications. (Resident)</td>
</tr>
<tr>
<td><strong>ENGI 340</strong> Introduction to Operations Research: Deterministic Models</td>
</tr>
<tr>
<td>Prerequisites: CSCI 111 and MATH 221* or MATH 321*; (*can be taken concurrently with Instructor approval); minimum grade of “C”</td>
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<tr>
<td>Introduction to decision-making modeling and analysis subject to randomness, uncertainty, and risk. Topics include stochastic dynamic programming, Markov chains, and queuing theory. (Resident)</td>
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<tr>
<td><strong>ENGI 360</strong> Engineering Information Systems</td>
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<tr>
<td>Prerequisite: ENGR 110 or CSCI 110; minimum grade of “C”</td>
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<tr>
<td>Introduction to information systems used in the analysis, design, and management of complex engineering projects. Topics include identifying potential data anomalies and methods for ameliorating these problems. (Resident)</td>
</tr>
<tr>
<td><strong>ENGI 420</strong> Advanced Data Analysis and Machine Learning</td>
</tr>
<tr>
<td>Prerequisite: (ENGR 210 or MATH 211), (MATH 221 or MATH 321), (ENGR 133 or MATH 133), (highly recommended CSIS 111); minimum grade of “C”</td>
</tr>
<tr>
<td>Machine learning introduces the methods that are used to provide computers the ability to perform various levels of artificial intelligence (AI) with the ability to learn without being explicitly programmed. Machine learning focuses on the development of computer programs and algorithms as well as the underlying data requirements that can enable computers to teach themselves, self-organize objects, and to grow or change when exposed to new data or sensory information. (Resident)</td>
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<tr>
<td><strong>ENGI 430</strong> Decision Analysis</td>
</tr>
<tr>
<td>Prerequisite: ENGI 220 and ENGI 350* (*may be taken concurrently); minimum grade of “C”</td>
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<tr>
<td>A first course in decision analysis that extends the domain of decision-making problems from those considered in traditional statistical hypothesis testing scenarios: modeling decisions, where the emphasis is on structuring decision problems using techniques such as influence diagrams and decision trees, modeling uncertainty, which covers subjective probability assessment, use of classical probability models, Bayesian analysis, and value of information, and modeling preferences, which introduces concepts of risk preference, expected utility, and multi-attribute value and utility models. (Resident)</td>
</tr>
<tr>
<td><strong>ENSI 450</strong> Human Factors and Ergonomics</td>
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<tr>
<td>Prerequisite: ENGI 330; minimum grade of “C”</td>
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<tr>
<td>Human biological and psychological capabilities and limitations in the industrial setting. Topics include techniques and methods for applying the principles of human factors engineering and ergonomics to systems design. (Resident)</td>
</tr>
<tr>
<td><strong>ENGI 460</strong> Digital Simulation</td>
</tr>
<tr>
<td>Prerequisites: MATH 334, minimum grade of “C”, and computer programming skills</td>
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<tr>
<td>Introduction to the structure, logic and methodologies of systems simulation. Topics include the generation of random numbers, simulation languages, and simulation models and analysis. (Resident)</td>
</tr>
<tr>
<td><strong>ENGI 497</strong> Special Topics in Industrial and Systems Engineering</td>
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<tr>
<td>Prerequisite: Permission of instructor. Selected topics in various areas of Industrial and Systems Engineering. May be repeated for credit when topic varies. (Resident)</td>
</tr>
<tr>
<td><strong>ENSI 499</strong> ISE Internship</td>
</tr>
<tr>
<td>Prerequisite: Major in Industrial and Systems Engineering, permission of the instructor, and Junior or Senior status. Placement in a manufacturing plant, hospital, library, police department, or similar location or related organization for a controlled learning experience within the student’s career specialization area. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Resident)</td>
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**ENGL**

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<tr>
<th>COURSES OF INSTRUCTION</th>
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<tbody>
<tr>
<td><strong>ENGL 100</strong> Basic Composition</td>
</tr>
<tr>
<td>Prerequisite: Placement Score – PLEN less than or equal to 69, ASEN 27-31, or Undergraduate level CLST 113 with a minimum grade of “C”</td>
</tr>
<tr>
<td>This course focuses on proficiency in grammar, paragraph development, writing basic essays, and the writing process in general. A minimum of three paragraphs and two essays will be required. English 100 does not meet the general education requirements in English but does offer three elective credits. (Both Resident and Online)</td>
</tr>
<tr>
<td><strong>ENGL 101</strong> Composition and Rhetoric</td>
</tr>
<tr>
<td>Prerequisite: PLEN score of 70 or higher or ENGL 100</td>
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<td>Through the critical engagement of a variety of texts, including written, oral, and visual, this course prepares students to become careful readers, critical thinkers, and skilled writers. Drawing upon rhetorical theory, it emphasizes the practices of analytical reading, informed reasoning, effective writing, and sound argumentation. The course requires 4,000 words of writing in no fewer than five writing projects, three of which are argumentative essays incorporating external sources. (Both Resident and Online)</td>
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<tr>
<td><strong>ENGL 102</strong> Composition and Literature</td>
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<tr>
<td>Prerequisite: ENGL 101</td>
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<tr>
<td>Composition and Literature continues the emphasis on writing. Two analytical papers-based upon studies of the short story, poetry, drama, or film-and a research paper, sequentially developed, are required. (Both Resident and Online)</td>
</tr>
<tr>
<td><strong>ENGL 103</strong> Technical Communication for the Professions</td>
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<tr>
<td>Prerequisites: ENGL 101</td>
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<td>Technical communication refers to all communication done on the job, and this course has been designed for those individuals who seek an associate’s degree and wish to communicate effectively in their chosen professional field. The instructor will focus on on-the-job communication, including written documents such as résumés and cover letters to get job interviews. (Online)</td>
</tr>
<tr>
<td><strong>ENGL 111</strong> Introduction to Documentation</td>
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Liberty University Undergraduate Catalog – 2018-2019
**COURSES OF INSTRUCTION**

A documentation course on the necessary knowledge and skills to successfully format a research paper and document primary and secondary sources as required in a discipline. *(Online)*

**ENGL 201 American Literature I** 3 hours
- Prerequisites: ENGL 101; ENGL 102 or MUSC 200
- A survey from the early Colonial period through the American Renaissance. Two critical papers are required. *(Resident)*

**ENGL 202 American Literature II** 3 hours
- Prerequisites: ENGL 101 and ENGL 102 or MUSC 200
- A survey of American literature following the American Renaissance. Two critical papers are required. *(Both Resident and Online)*

**ENGL 215 English Literature I** 3 hours
- Prerequisites: ENGL 101 and ENGL 102 or MUSC 200
- A survey of English literature from its beginning to 1660. Two critical papers are required. *(Resident)*

**ENGL 216 English Literature II** 3 hours
- Resident Prerequisites: ENGL 101; ENGL 102 or MUSC 200, or equivalent
- Online Prerequisites: ENGL 101; ENGL 102 or advanced standing on the placement test
- A survey of English Literature from 1660 to the present. Two critical papers are required. *(Both Resident and Online)*

**ENGL 221 World Literature I** 3 hours
- Prerequisites: ENGL 101 and ENGL 102 or MUSC 200
- A survey of literary works from around the world beginning with the earliest civilizations through about 1550 A.D. Two critical papers are required. *(Both Resident and Online)*

**ENGL 222 World Literature II** 3 hours
- Prerequisites: ENGL 101 and ENGL 102 or MUSC 200
- A survey of literary works from around the world starting about 1550 A.D. to the present. Two critical papers are required. *(Resident)*

**ENGL 299 Internship** 0 hours
- Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.
- Professional-supervised experience in first-hand internship opportunities. Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

**ENGL 301 Literary History: Ancient** 3 hours
- Prerequisite: RSCH 201
- A study of selected masterpieces from ancient times to the Renaissance. Research Paper is required. *(Resident)*

**ENGL 302 Literary History: Modern** 3 hours
- A study of selected masterpieces from the Renaissance to the present. Research Paper is required. *(Resident)*

**ENGL 304 Period** 3 hours
- A study of the works of a major period of British or American Literature. Reading intensive. *(Resident)*

**ENGL 305 Genre** 3 hours
- A study of one of the major literary genres—novel, epic, poetry, drama, or essay—investigating its characteristic features and tracing its development over time. Reading intensive. *(Resident)*

**ENGL 306 Diversity** 3 hours
- A study of the literature of a minority culture—Jewish, African American, Latino, for example. Reading intensive. *(Resident)*

**ENGL 307 Expository Writing** 3 hours
- An introduction to Expository writing, with particular attention paid to structure, form, audience, and tone. Reading intensive. *(Resident)*

**ENGL 308 Author** 3 hours
- A study of the works and contexts of a major Author. Reading intensive. *(Resident)*

**ENGL 310 Children’s Literature** 3 hours
- A critical interpretation of literature for children and young adults. Research paper required. *(Resident)*

**ENGL 320 Adolescent Literature** 3 hours
- This course examines a broad range of young adult literature, both classical and contemporary, with an appeal to a diverse audience, including most adolescents and many adults. The focus is on analyzing works of adolescent literature and acquainting students with critical resources important to the scholar. Research paper required. *(Resident)*

**ENGL 322 Shakespeare** 3 hours
- A study of the principal plays of Shakespeare read in the light of the dramatic and literary background of his time. Research paper required. *(Both Resident and Online)*

**ENGL 333 Modern Grammar** 3 hours
- A course emphasizing the nature, structure and modifications of the English language with emphasis upon traditional, structural and generative-transformational grammars. *(Both Resident and Online)*

**ENGL 341 American Realism and Naturalism** 3 hours
- A study of the major writers of American Realism and Naturalism (1865-1930): Twain, James, Chopin, Crane, Dreiser and others. Research paper required. *(Online)*

**ENGL 350 Advanced Expository Writing** 3 hours
- Instruction in the principles of expository and persuasive writing with emphasis on logic and style. Research paper required. *(Online)*

**ENGL 460 Christian Literature** 3 hours
- This is a survey of literary works representing 2,000 years of Christian history. The course covers a broadly defined range of Literature that either serves or is shaped by the Christian worldview. The survey begins with the patristic writers of the early church, then turns to the medieval mystics, the reformers, neoclassicists, romantics and moderns, and ends with the dawn of the postmodern period. In addition, the course will include supplemental reading that will assist students in developing a distinctly Christian poetic and aesthetic: a biblical approach to reading, writing, and appreciating literature and all forms of art. Research paper required. *(Online)*

**ENGL 364 History of the English Language** 3 hours
- The pronunciation, grammar and vocabulary of the English language in terms of its historical development are emphasized. *(Resident)*

**ENGL 382 Eighteenth Century English Literature** 3 hours
- A study of the major poets and prose of the 18th century in the context of pertinent biographical and historical details. Research paper required. *(Resident)*

**ENGL 405 Literature of the Bible** 3 hours
- An examination of the literature and literary theory of the English Bible, based upon analysis and explication of selected passages. Special consideration is given to such topics as literal meaning, metaphor as meaning, and the rhetorical dimensions of various modes of discourse as they occur in Scripture. Research paper required. *(Resident)*

**ENGL 406 Literature of the Civil War** 3 hours
- This seminar focuses on a survey of newspapers, novels, poems, religious tracts, and short stories, which were written either during or about the time of the Civil War. Research paper required. *(Resident)*

**ENGL 412 Author** 3 hours
- A Seminar in the works and contexts of a major Author. Writing intensive. *(Resident)*

**ENGL 413 Period** 3 hours
- A Seminar in the works of a major period of British or American Literature. Writing intensive. *(Resident)*

**ENGL 414 Genre** 3 hours

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*Note: Prerequisites for all further English courses include ENGL 101, 102 and the general education course in literature.
A Seminar in one of the major literary genres – novel, epic, poetry, drama, essay, and so on – investigating its characteristic features and tracing its development over time. Writing intensive. (Resident)

ENGL 415 Diversity: Advanced World Literature 3 hours
A seminar in the literature of a minority culture – Jewish, African American, Latino, or Women, for example. Writing intensive. (Resident)

ENGL 416 Writing 3 hours
Practice in a variety of literary forms – fiction, poetry, creative, non-fiction, expository – with an emphasis on the development of tone and style. Writing intensive. (Resident)

ENGL 417 Writing as Cultural Engagement 3 hours
Prerequisites: ENGL 101; ENGL 102; ENGL 200-level course. Instruction and practice in writing for publication in various mediums (blogs, op-eds, popular journals, online news sites, etc.) with an emphasis on diverse audiences, rhetorical strategies, and cultural context. Writing intensive. (Resident)

ENGL 419 Methods and Materials in the Teaching of English 2 hours
Prerequisite: Admission to Educator Preparation Program. A study of methods, theories, and activities for teaching language, composition and literature in middle and secondary school English. Must be taken before student teaching. May not be counted toward the English major. (Resident)

ENGL 420 Secondary Methods Teaching Practicum 1 hour
Prerequisite: To be taken concurrently with ENGL 419. At least 20 hours of reflective classroom observation at the middle or secondary school level and the teaching of two to three consecutive lessons. (Resident)

ENGL 433 Literary Criticism 3 hours
A study of the major philosophies and theories, both historical and contemporary, with attention also given to understanding the various views of literary theory and to the student’s development of his own defensible literary theory. Research paper required. (Resident)

ENGL 442 Musical Theatre 3 hours
This course is a survey of the history of musical theatre, beginning with Vaudeville and continuing through to the contemporary stage, with special emphasis given not only to the text but to the performance aspect of the libretto as well. (Resident)

ENGL 460 Christian Literature 3 hours
This is a survey of literary works representing 2,000 years of Christian history. The course covers a broadly defined range of literature that either serves or is shaped by the Christian worldview. The survey begins with the patristic writers of the early church, then turns to the medieval mystics, the reformers, neoclassicists, romantics and moderns, and ends with the dawn of the postmodern period. In addition, the course will include supplemental reading that will assist students in developing a distinctly Christian poetic and aesthetic: a biblical approach to reading, writing, and appreciating literature and all forms of art. Research paper required. (Resident)

ENGL 462 Religious Issues in Dramatic Literature 3 hours
This course examines dramatic literature from the classical Greek plays to contemporary dramas, with special attention given to religious criticism. Research paper required. (Resident)

ENGL 491 Senior Capstone 3 hours
This course is a senior level capstone seminar results in a project that integrates three of the five course types of the English major: Genre, Author, Period, Diversity and Writing. Additionally, this course will focus on Christian worldview approaches, vocational opportunities, and assessment. (Resident)

ENGL 495 Directed Research 1 to 3 hours
Prerequisite: Junior or senior status students who qualify will pursue studies of a particular interest as approved and supervised by the instructor. (Resident)

ENGL 497 Special Topics in English 1 to 3 hours
(Resident)

ENGL 499 English Internship 1 to 6 hours
Prerequisite: Junior or Senior status. Professorial-supervised experience in first-hand internship opportunities: writing, editing, researching and comparable duties. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Resident)

MECHANICAL ENGINEERING

ENGM 310 Materials Engineering 3 hours
Prerequisites: CHEM 121, ENGR 110, 125; 235; minimum grade of “C”
A study of the atomic and molecular structure of materials and the effects on their various properties and applications. It provides understanding of how the microstructure composition of materials can be tailored to desired mechanical, electrical, optical, magnetic and even smart properties. Emphasis is placed on the four most common categories of engineering materials: metals, plastics, ceramics, and composites. It also provides a survey on the abundance, selection, design, manufacturing, and designation of engineering materials. (Resident)

ENGM 325 Thermal Fluids Design Lab 2 hours
(1 hr lecture; 1 hr lab)
Prerequisite: PHYS 320, ENGR 315, and ENGR 360 with a minimum grade of "C"
To reinforce key concepts of thermal-fluid sciences and introduce thermal-fluids system design. To equip students to design and carry out experiments related to thermal-fluids systems, to analyze data, and report results in a professional manner. Students learn to operate equipment such as heat exchangers, centrifugal pumps, ducts and fittings, compressors, refrigerators, valves, dampers, etc. Additionally, students are introduced to thermal-fluids systems in nature. (Resident)

ENGM 345 Material and Manufacturing Processing 3 hours
Prerequisite: ENGM 310 with a minimum grade of "C"
To introduce the physical fundamentals of manufacturing process; with emphasis placed on those physical principles that are common to several, apparently unrelated, processes. Students learn material selection and processes, especially for metals, plastics, ceramics, and composites. Topics include: geometric attributes of manufactured parts, service attributes of manufactured products, materials in design and manufacturing, machining and nontraditional machining processes, joining processes, surface treatments, manufacturing of semiconductor devices, manufacturing systems, and dynamics of manufacturing in a globalized economy. (Resident)

ENGM 350 Computer-Aided Engineering 3 hours
Prerequisite: ENGR 125, MATH 334, ENGR 240 and Co-requisites: ENGR 315 and ENGR 360
This course emphasizes on creative design, application of physical laws, and hands-on virtual or physical projects. Review of kinematics/dynamics of commonly used planar mechanisms and programming techniques for motion simulation. Interdisciplinary projects will be assigned to assess students’ design knowledge. Application of computer-aided techniques to the analysis of engineering problems utilizing governing equations of the systems. Students will be exposed to formulations of finite element methods of analysis. Emphasis is placed on practical aspects of structural FE. (Resident)

ENGM 375 Thermal Fluids Design Lab 2 hours
### COURSES OF INSTRUCTION

(1 hr lecture; 1 hr lab)  
**Prerequisites:** PHYS 320; ENGR 315, ENGR 360; minimum grade of “C”

To reinforce key concepts of thermal-fluid sciences and introduce thermal-fluids system design. To equip students to design and carry out experiments related to thermal-fluids systems, to analyze data, and report results in a professional manner. Students learn to operate equipment such as heat exchangers, centrifugal pumps, ducts and fittings, compressors, refrigerators, valves, dampers, etc. Additionally, students are introduced to thermal-fluids systems in nature. (Formerly ENGM 325) (Resident)

**ENGM 415 Design of Machine Components**  
Prerequisite: ENGR 330; minimum grade of “C”

To provide common analytical approaches to design a wide variety of machine components. It emphasizes the engineering mechanics topics of failure theory and analysis. It provides reinforcement of finite element method and computer-aided engineering as techniques and tools to aid machinery design. Topics include: Cam design and analysis; static and fatigue failure theories; surface failure; shafts, keys, and couplings; bearings and lubrication; spur, helical, bevel and worm gears; spring design; screws and fasteners; clutches and brakes. (Formerly ENGM 355) (Resident)

**ENGM 445 Material and Manufacturing Processing**  
(3 hr lecture; 1 hr lab)  
Prerequisite: ENGM 310; minimum grade of “C”

To introduce the physical fundamentals of manufacturing processes; with emphasis placed on those physical principles that are common to several, apparently unrelated, processes. Students learn material selection and processes, especially for metals, plastics, ceramics, and composites. Topics include: geometric attributes of manufactured parts, service attributes of manufactured products, materials in design and manufacturing, machining and nontraditional machining processes, joining processes, surface treatments, manufacturing of semiconductor devices, manufacturing systems, and dynamics of manufacturing in a globalized economy. (Formerly ENGM 345) (Resident)

### GENERAL ENGINEERING

**ENGR 102 Introduction to Engineering**  
1 hour

This course will introduce students to the engineering profession and the study skills necessary to succeed in rigorous course of study to achieve an engineering degree. Students will be taught how to think critically and reason analytically in order to skillfully navigate the course of instruction they have chosen to pursue and to be equipped for success in that profession. This is a required course for all engineering majors (CE, EE, ISE, ME). Minimum Grade of “C”. (Resident)

**ENGR 110 Introduction to Engineering Fundamentals**  
3 hours

Prerequisites: MATH 128, MATH 131, MATH 132 (minimum grade of “C”) and ENGR 102 (minimum grade of “C”)

Introduction to engineering problem solving techniques, the engineering design process, and the engineering profession. This course also introduces students to the various engineering disciplines offered at Liberty University and enables them to chart a path to success in achieving their engineering degree, as well as helping students understand what they must do to excel in their studies. This course also serves non-engineering students by exposing them to an overview of the engineering discipline. This course is mandatory for all engineering majors. (Resident)

**ENGR 125 Visualization for Engineers**  
1 hour

Prerequisites: ENGR 110; minimum grade of “C”

To train students on graphical applications of vital and practical importance in engineering. The intention is to assist students to improve their 3-dimensional spatial cognitive skills. The creation and interpretation of graphical communication will be introduced. Concepts include: two and three dimensional representation, dimensioning and tolerance as a link between design and manufacturing, introduction to solid modeling and virtual prototyping. (Resident)

**ENGR 133 Calculus with MATLAB**  
1 hour

Prerequisites: Concurrent enrollment in ENGR 131 or credit for ENGR 131; minimum grade of “C”

This course is intended to be an introductory MATLAB Lab in which the topics of arithmetic, algebra, plotting, preparation of m-files, limits, derivatives, related rates, optimization, integration, and other engineering-related topics will be investigated. (This course is intended for Engineering, Computer Science or Internet Technology majors only.) (Resident)

**ENGR 210 Probability and Statistical Methods for Engineering**  
3 hours

Prerequisite: ENGR 131 or MATH 131 and ENGR 110 or CSCI 110; minimum grade of “C”

Introduction to applied probability and the principles and methodologies of statistical inference. Topics include methods of data analysis, point and interval estimation; test of hypotheses, correlation, regression and an introduction to analysis of variance methods. (Resident)

**ENGR 235 Statics**  
3 hours

Prerequisite: PHYS 231; minimum grade of “C”

A study of 2D and 3D force systems, equilibrium, structures, distributed forces, shear and bending moment diagrams, friction, and area moments of inertia. Analysis of the static equilibrium of rigid bodies and fluids in static conditions. Topics include free-body diagram, concentrated forces, distributed forces, forces due to friction, and inertia forces, as well as their application to the analysis of machines, structures and systems. (Resident)

**ENGR 240 Dynamics**  
3 hours

Prerequisite: ENGR 235; minimum grade of “C”

A study of force action related to displacement, velocity and acceleration of particles and rigid bodies using translation and rotation, work and energy and impulse and momentum principles. Course is presented in two parts: the geometric aspects of the motion, or kinematics; and the analysis of forces causing the motion, or kinetics. (Resident)

**ENGR 270 Technical Communication**  
3 hours

Prerequisite: ENGL 101 or Honors Student Status

This course will teach students how to write documents representing the three main types of technical writing: operational (instructional), promotional (argumentative and analytical), and reportorial (expository, informational and analytical). Students will also evaluate and edit documents belonging to these categories by examining how well these documents serve their purpose for particular audiences in different cultural and social contexts. Students will study and practice communicating ideas competently in diverse public and private speaking venues. (Resident)

**ENGR 277 Engineering Ethical and Legal Issues**  
3 hours

Introduction to the ethical and legal issues encountered during the development of engineering projects from a Christian perspective. Topics include copyrights, patents, contracts, environmental responsibility, personnel management, and professionalism. (Formerly ENGR 377) (Resident)

**ENGR 313 Mechatronics**  
4 hours

(3 hr lecture; 1 hr lab)  
Prerequisites: MATH 334, PHYS 231, PHYS 232; minimum grade of “C” and Junior Status in Major

An introductory study of the fundamental principles and technologies found in modern computer-controlled machines and processes, or mechatronics systems. Students learn about the four main component of a mechatronic system: sensors, actuators, motion transmission mechanisms, and controllers. Students are
expected to design and build a mechatronic system. (Formerly ENGR 213) (Resident)

ENGR 315 Fluid Dynamics 3 hours
Prerequisites: MATH 231, ENGR 240; minimum grade of “C”
To provide an understanding of both the kinematics and kinetics of fluids. Students gain knowledge on the fundamental conservation laws of mass, momentum, and energy. Students will be expected to gain an ability to solve and design engineering problems involving pipe flow, turbomachines, pumps, large reservoirs, etc. Topics include: the Reynolds transport theorem, The Bernoulli’s equation, applications of fluid momentum to propellers, wind turbines, turbomachinery, and rockets, differential fluid flow analysis, dimensional analysis and similitude, Reynolds number and flow classification, analysis and design for pipe flow, flow over external surfaces and boundary layer, cavitation and turbo machines. (Resident)

ENGR 330 Mechanics of Materials 4 hours
(3 hr lecture; 1 hr lab)
Prerequisite: ENGR 310; minimum grade of “C”
A thorough study of the principles that govern the internal effects of stress and strain in solid bodies that are subjected to external loading. The purpose is to enable the engineering student to design solid components and structures by selecting materials and geometry. Students learn to compare strength of materials against internal stresses, and deformation of materials against internal strains. Topics also include: mechanical properties of materials, types of loading, plane-stress and plane-strain conditions, design of beams and shafts, and buckling. (Resident)

ENGR 360 Heat Transfer 3 hours
(2 hr lecture; 1 hr lab)
Prerequisites: MATH 334, PHYS 320; minimum grade of “C”
A study of the fundamentals of the three traditional forms of heat transfer: conduction, convection, and radiation. Both steady state as well as transient heat transfer are introduced. The concept of numerical methods in the solution of realistic heat conduction problems is presented. Students are exposed to external and internal forced as well as natural convective heat transfer. Selection and design of heat exchangers are introduced both theoretically and practically. (Resident)

ENGR 370 Quality Assurance 3 hours
Prerequisite: ENGR 210; minimum grade of “C”
Introduction to the principles involved in designing statistical quality control systems. Topics include probability concepts, density and distribution functions, control chart concepts and sampling inspection plans. (Resident)

ENGR 381 Engineering Design Introduction 3 hours
Prerequisite: Chair approval; Junior Status (Validated using Course Checklist, and DCP); RSCH 201, MATH 334, PHYS 232, ENGI 220, and ENGR 270; minimum grade of “C”; MATH 334 and PHYS 232 may be taken concurrently

Introduction to the design process. Topics include system engineering, team dynamics, design specifications, conceptual design, scheduling, developing a business plan, market survey, and budgeting. (Resident)

ENGR 385 Thermodynamics II 3 hours
(2 hr lecture; 1 hr lab)
Prerequisite: ENGR 360; minimum grade of “C”
To bridge the gap between knowledge of fundamentals of thermodynamics and its applications. Students are presented a wealth of real-world engineering examples involving thermal systems. Starting with the ideal concept of energy, students are introduced to gas power cycles, vapor and combined power cycles, refrigeration cycles, for pure substances and mixtures. Other topics include chemical reactions, chemical and phase equilibrium, and compressible flow. (Resident)

ENGR 405 Dynamic Systems Modeling 3 hours
(3 hr lecture)
Prerequisite: MATH 334; ENGR 240; ENGR 313; minimum grade of “C”
A study of the modeling, simulation, and control of mechatronic systems. Upon successful completion of this course, students will be able to: develop mathematical models of real systems; use techniques to analyze and understand systems behavior; use modern computational tools to simulate the dynamic response of systems to external stimuli; and design automatic control systems. Topics will include: dynamic models, linearity and nonlinearity of systems, multiport systems and bond graphs, basic bond graph elements, various types of mechanical and electrical systems, state-space equations and automated simulations, and analysis and control of linear systems. (Formerly ENGM 365) (Resident)

ENGR 481 Engineering Design I 3 hours
Prerequisite: ENGR 381, PHYS 232 and MATH 334; minimum grade of “C”
The second course in the design sequence of formal design courses that emphasizes the design process. Student teams carry a project from inception to completion to satisfy the need of a client. In addition to technical design, factors such as safety, economics, and ethical and societal implications are considered. (Resident)

ENGR 482 Engineering Design II 3 hours
Prerequisite: ENGR 481; minimum grade of “C”
The third course in the design sequence where the student is exposed to engineering design and development. Design process culminates in prototype development, gathering performance data and presenting a final design briefing to peers and department faculty. (Resident)

ENGR 495 Directed Research 1-6 hours
Prerequisite: Written permission of the chairman of the department in area of concentration and consent of instructor
Research-oriented project or an independently completed course of study in a specially designed area as approved and supervised by the instructor. May be repeated for up to 6 credits or as approved by the department chair. (Resident)

ENVIRONMENTAL SCIENCE

ENVR 215 Principles of Environmental Science 3 hours
Prerequisites: ACT Composite 20 or MATH 115 or SAT Mathematics 500
This course surveys the principle components of ecosystems and the structure and dynamics of populations and communities. These principles are then integrated and applied to environmental issues including: biological and sociological impacts of human population growth; use and management of natural resources; sources and regulation of pollution; and biological and economic aspects of conservation. (Resident)

ENVR 220 Physical Geology 3 hours
Prerequisite: MATH 231, ENGR 220, and PHYS 232
An introduction to the materials and processes of the geosphere. Topics include: minerals; rocks; and geological resources; surficial features and processes; natural hazards; plate tectonics; fossils; hydrology; and soils. (Resident)

ENVR 221 Physical Geology Laboratory 1 hour
(3 hours laboratory)
A hands-on introduction of geological materials, features, and processes. Emphasis is placed on techniques to identify rock and mineral samples, utilize topographic and geologic maps, identify and interpret geological structures, and measure rates in geological settings (e.g., plate motion, erosion, and water flow). Includes local field trip(s). (Resident)

ENVR 320 Environment and Sustainability 3 hours
Prerequisites: BIOL 101 or PHSC 210 or BIOL 225
This course surveys the major components of ecosystems and the structure and dynamics of populations and communities. These components are then integrated and applied from a sustainability perspective to environmental issues including human population growth, land, water, and air resource management and use, conservation of biodiversity and energy sources and use. (Online)

**ENVR 330 Energy Resources and Efficiencies** 3 hours
Prerequisites: BIOL 101 or PHSC 210 or BIOL 225; ENVR 320 recommended
An analysis of the various sources of energy (both fossil and renewable) utilized by modern societies, including the means by which these sources are acquired, produced, distributed, and consumed. Includes a survey of methods by which user-end efficiencies and/or alternatives can reduce the amount of energy consumed. (Online)

**ENVR 350 Environmental Science and Policy** 3 hours
Prerequisite: BIOL 101 or PHSC 210 or BIOL 225; ENVR 320 recommended
This course will investigate the scientific and policy-based aspects of several controversial environmental issues as well as their impacts on businesses and private citizens. It will present multiple perspectives for each issue and will take a debate-style format that stimulates student interest and develops critical thinking skills. Readings and discussions will focus on the interplay between scientific results and the policies proceeding from them including the appropriateness of such policies. (Both Resident and Online)

**ENVR 370 Geographic Information Systems (GIS)** 3 hours
This course is designed to provide practical experience in spatial database design and analysis using Geographical Information System (GIS) as applied primarily to the environmental sciences. Topics include: the history of GIS; GIS data structures and sources of data; GIS tools; software applications; and resources. Exercises include: spatial data display and query; map generation; and simple spatial analysis using ArcGIS software. (Both Resident and Online)

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**EAGLE SCHOLARS LEADERSHIP**

**ESLP 101 Introduction to Leadership** 1 hour
Prerequisite: Membership in the Eagle Scholars Leadership Program
This course is part one in a course sequence initiated for the Eagle Scholars program. The course focuses on introduction to leadership skills, attitudes, and practices, particularly connecting with others within a university context. (Resident)

**ESLP 102 Self-Leadership Development** 1 hour
This course is part two in a course sequence initiated for the Eagle Scholars program. The course focuses on developing self-leadership skills, attitudes and practices, particularly within the university context. (Resident)

**ESLP 201 The Art and Science of Leading Others** 1 hour
This course is part three in a course sequence initiated for the Eagle Scholars program. The course focuses on continued development in understanding leadership thinking, practices and identity. Special emphasis is placed on Biblical perspectives in leadership. (Resident)

**ESLP 202 The Art and Science of Changing Culture** 1 hour
This course is part four in a course sequence initiated for the Eagle Scholars program. The course focuses on continued development in understanding leadership thinking, practices and identity. Special emphasis is placed on biblical perspectives in leadership and assessing cultural and community needs and creating effective solutions. (Resident)

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**ENGLISH AS A SECOND LANGUAGE**

**ESOL 080 English as a Second Language for Intermediates: Grammar and Writing** 3 hours
A course for learners of English who place as high beginners or as intermediates in the ESL placement batteries. The course involves work in all 4 language skills: reading, writing, listening and speaking in English in order to build the student’s level of language proficiency. Students who place as intermediates take 3 hours per week, and high beginners take five hours per week. Language lab work is required. ESOL 080 does not meet the General Educational Requirements in English. (Resident)

**ESOL 090 English as a Second Language: Grammar and Speech** 3 hours
Prerequisite: ESOL 080 or ESL Placement Battery results
A course for high-intermediate or advanced level ESL students designed to improve oral communication. American English grammar, idioms and pronunciation are studied while the student receives training in both conversational English and in making formal presentations. The language lab is used to supplement pronunciation training. (Resident)

**ESOL 100 English as a Second Language: Grammar and Composition** 3 hours
Prerequisite: ESOL 090 or ESL Placement Battery
This course integrates the study of advanced level ESL grammar with written composition. The student responds in writing to a variety of reading selections. The cross-cultural element in ESL writing is also considered. The student must receive at least a C to be eligible for ENGL 101. (Resident)

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**ETHICS**

**ETHC 101 Introduction to Ethics** 3 hours
This course is an introduction to the principles and techniques of rational decision making in morality. It includes a survey of ethical theories, a review of the basic principles of critical reasoning, and applications of both to moral issues. (Online)

**ETHC 205 Introduction to Ethics** 3 hours
Prerequisites: ETHC 101
A study of contemporary issues within the context of a biblical ethic of human life. This course will examine Christian principles about human life and flourishing, reflecting on issues concerning the beginning and end of human life as well those social and personal factors that promote a flourishing human life. Topics will include: Personhood, abortion, personal relationships, social and class relationships, social conflicts, euthanasia and assisted suicide. (Online)

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**ETHNO/MUSICOLOGY**

**ETHM 411 Music and Culture** 3 hours
Students interact with people and music from different cultures and participate in an initial fieldwork experience and presentation of research. It provides a comprehensive overview of cultural traditions, belief systems, and practices of world cultures as approached through the study and analysis of the music of different ethnic groups. (Both Resident and Online)

EVANGELISM

EVAN 101  Evangelism and the Christian Life  2 hours
An in-depth study of how to lead people to Christ. Special attention will be given to the theology of all aspects of evangelism including the follow-up. Various methods of approach and presentation will be considered. Emphasis will be placed on evangelism and the local church for conservation of results. (Both Resident and Online)

EVAN 201  Preparation for Personal Evangelism  3 hours
Prerequisites: EVAN 101
This course is designed to build upon the student’s knowledge and understanding of personal evangelism by exploring three essential foundational areas: the content of the gospel, the fall of man, and the Great Commission as assigned by the Lord Jesus Christ. (Online)

EVAN 220  Effective Message Preparation in Evangelism  3 hours
Prerequisites: EVAN 101 and 201
This course presents valuable insights on presenting the timeless message of the death, burial, and resurrection of Jesus Christ and calling for a response of repentance and faith. (Online)

EVAN 301  Evangelism and the Work of the Holy Spirit  3 hours
Prerequisites: EVAN 101, 201, and 220
This course explores the importance of sharing the Gospel message through the power that God has made available to us. This power is demonstrated through three sources: prayer, the Holy Spirit, and the resources given for spiritual battle. (Online)

EVAN 401  Discipleship in Evangelism  3 hours
Prerequisites: EVAN 101, 201, 220, and 301
This course examines the principles necessary for building an evangelistic ministry that lasts. We will explore the importance of the Scriptures in evangelism, how to encourage a new believer, and the spiritual gift and calling of the evangelist. (Online)

EXERCISE SCIENCE

EXSC 101  Introduction to Exercise Science  1 hour
This course is an overview of the professions in the field of exercise science. Career opportunities within exercise science and allied health will be investigated. Various aspects of careers, determining requirements for advanced study and learning what coursework would be appropriate for the different career paths. (Resident)

EXSC 302  Exercise and Sports Injuries  2 hours
Prerequisite: EXSC 310
This course will examine the most common types of injuries that occur in exercise and sport settings. It will include the causes, treatment and prevention of these injuries. (Formerly KINE 302) (Resident)

EXSC 310  Physiology of Exercise  3 hours
Prerequisites: BIOL 213/214, BIOL 215/216, or BIOL 213/214 and taken concurrently with BIOL 215/216
A study of the effects of exercise on the major systems of the human body including the cardiorespiratory, neuro-muscular, glandular and digestive. Other effects influencing human exercise will be examined, including climate, altitude and ergogenic aids. (Formerly KINE 310) (Resident)

EXSC 311  Analysis of Human Movement  3 hours
Prerequisite: EXSC 310
This course is a scientific study of the musculoskeletal anatomy and neuromuscular physiology involved in voluntary movement. The physiological principles applicable to the anatomical structures that produce human movement will be examined. (Formerly KINE 311) (Resident)

EXSC 315  Group Exercise Instruction  2 hours
This course will focus on the theoretical knowledge of leadership skills necessary to design, implement, and evaluate safe and effective group exercise programs. Emphasis will be placed on group leadership and group fitness instruction. Observations within the field will be available as well as opportunities to apply introductory concepts of exercise training through practical application. The course materials will also address the various skill sets necessary for entry employment into the health and fitness industry. (Resident)

EXSC 320  Measurement and Evaluation in Health and Kinesiology  3 hours
Prerequisite: EXSC 310; RSCH 201
This course will consider the basic principles related to measurement and evaluation including the selection, administration and use of tests unique to the field of health and physical education. Special emphasis will be placed on testing procedure. Computer software for statistics will be introduced. (Formerly KINE 320) (Resident)

EXSC 321  Practicum  1 hour
Prerequisites: EXSC 310
This course is designed for students in the Exercise Science major to gain exposure to various fitness/health settings. The student must choose two of the following areas: strength and conditioning, personal training, or clinical rehabilitation. The student must complete 15 observational hours in each of the two chosen areas, for a total of 30 hours. (Formerly KINE 421) (Resident)

EXSC 340  Essentials of Strength Training and Conditioning  3 hours
Prerequisites: PHED225, EXSC 310, and Junior status
This course includes the theories, organization, methods, and techniques involved in the teaching and coaching of strength training, physical conditioning, and personal training. (Formerly KINE 340) (Resident)

EXSC 345  Applied Strength Training and Conditioning  2 hours
Prerequisites: PHED225, EXSC 310
In Applied Strength Training and Conditioning, students will integrate theory and practice in a course designed to provide lab-based examples of sport-specific conditioning. In-depth coaching techniques will be applied to topics including resistance and power training, speed and agility training, aerobic conditioning, and periodized programming. Students will also conduct original research related to sport performance (Resident)

EXSC 350  Biomechanics  3 hours
Prerequisite: EXSC 310, Junior status; to be taken concurrently with EXSC 351
This course provides students with a foundational knowledge of basic mechanical principles and how these can be applied in analyzing movements of the human body. The course uses an integrated balance of qualitative and quantitative examples, applications, and problems designed to illustrate the mechanical principles discussed. (Formerly KINE 350) (Resident)

EXSC 351  Biomechanics Lab  1 hour
Prerequisites: EXSC 310 and Junior status; EXSC 350 is required as a co-requisite or prerequisite
This lab course provides students with the application of basic mechanical principles in analyzing movements of the human body. The course uses an integrated balance of qualitative and quantitative applications to illustrate the mechanical principles discussed in EXSC 350, Biomechanics. (Resident)
### COURSES OF INSTRUCTION

**EXSC 410  Applied Exercise Physiology** 3 hours  
Prerequisites: Admission to EXSC major; EXSC 310, 320 and Junior status; to be taken concurrently with EXSC 411

This course provides the students with practical experience in implementing different methodologies in the measurement of physiological responses to acute and chronic exercise. Emphasis is placed on the application of the ACSM guidelines and appropriate experimental techniques. The usage of equipment in evaluating changes in body composition and various metabolic, cardiovascular, and respiratory adjustments during exercise in different populations will be included. (Formerly KINE 410) (Resident)

**EXSC 411  Applied Exercise Physiology Lab** 1 hour  
Prerequisites: Admission to EXSC major; EXSC 310, 320 and Junior status; EXSC 410 is required as a co-requisite or prerequisite

This course is designed for students in the Exercise Science major to gain proficiency in exercise testing and interpretation as it relates to the various physiological systems and components. (Formerly KINE 411) (Resident)

**EXSC 433  Exercise Prescription for Special Populations** 3 hours  
Prerequisite: Admission to EXSC major; EXSC 310 and Junior status

This is an advanced course in clinical exercise prescription relative to disease of the cardiovascular, pulmonary, metabolic, musculoskeletal, neurovascular and immunologic systems. The course also provides a basic understanding of the patho-physiology and exercise responses in populations afflicted with these diseases. (Formerly KINE 433) (Resident)

**EXSC 460  Exercise Testing, Evaluation, and Prescription** 3 hours  
Prerequisites: Admission to EXSC major; EXSC 310, 320, and Junior status

This course will consider the use of health and fitness field and laboratory instruments, techniques, procedures and equipment. Special emphasis will be placed on the ability to administer test protocols for evaluating the health-related components of physical fitness. (Formerly KINE 460) (Resident)

**EXSC 461  Exercise Leadership** 3 hours  
Prerequisites: Admission to EXSC major; EXSC 310 and Junior status

This course will emphasize the necessary leadership qualities and skills expected for leading exercise activities. The student will develop professional competencies through classroom instruction as well as observational and practical experiences. (Formerly KINE 461) (Resident)

**EXSC 485  Exercise Physiologist Workshop and Certification** 1 hour  
Prerequisites: Acceptance into EXSC Program, EXSC 310, EXSC 433, EXSC 460, or corequisite with EXSC 433, or corequisite with EXSC 460.

This Exercise Physiologist Workshop will provide structured experiences in the classroom, laboratory and exercise arenas to improve the knowledge, skills, and abilities in health-related physical fitness assessment and exercise programming as outlined by the American College of Sports Medicine guidelines. This experience will culminate with the student taking the Exercise Physiologist certification exam, which requires the student to demonstrate the knowledge, skills, and abilities that are needed by an entry-level health/fitness practitioner. (Resident)

**EXSC 486  Strength and Conditioning Specialist Workshop and Certification** 1 hour  
Prerequisites: Acceptance into EXSC Program, EXSC 310, EXSC 340, and Senior Status; OR instructor permission

The Strength and Conditioning Specialist Workshop and Certification Course will assist students in preparing for the Certified Strength and Conditioning Specialist (CSCS) credential, available through the National Strength and Conditioning Association (NSCA). The course will focus on building mastery in the major content areas outlined by the NSCA: Exercise science, nutrition, exercise technique, program design, organization and administration, and testing and evaluation. ( Resident)

**EXSC 498  Senior Capstone Project** 4 hours  
Prerequisites: Acceptance into EXSC Program, Senior Status, have completed all EXSC & HLTH 333 with grade of “C” or better; have a minimum overall GPA of 3.50 or higher; have achieved minimum 480 on ACSM exam OR minimum of 60% in both sections of the CSCS exam, and turn in exam scoring sheet to program director; AND consent of an EXSC faculty member.

This course examines an overview of various types of research, theory and design of research problems and experiments in Exercise Science subfields, communication of research proposals, evaluation of current research, and review of current literature. The capstone project will be completed by a group of five Exercise Science students, who will be directed by an assigned faculty member from the Exercise Science Program. (Resident)

**EXSC 499  Professional Internship in Exercise Science** 3 to 6 hours  
Prerequisites: Admission to EXSC major; Senior status; have completed all EXSC coursework and HLTH 333, with a grade of “C” or better; have a minimum overall GPA of 2.25 or higher; have achieved a minimum score of 480 on ACSM exam, and uploaded exam results sheet to SharePoint; or consent of the Exercise Science Program Director.

This course involves practical work experience in an approved exercise or fitness-related agency, physical or occupational therapy clinic, chiropractic office, or similar setting/facility supervised by a qualified professional. Selection of the internship site should coincide with academic track selected and intended career path. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Formerly KINE 499) (Resident)

### FAMILY AND CONSUMER SCIENCES

**FACS 103  Introduction to Family and Consumer Sciences** 1 hour  
Survey of the historical and philosophical development of the field of Family and Consumer Sciences with a focus on career opportunities. (Resident)

**FACS 113/  Introduction to 2D Design** 3 hours  
An introduction to visual thinking as well as the elements and principles of design. Concentration of the elements of design through production of artwork using a variety of materials and methods. Emphasis placed on understanding the elements and principles of design and how they integrate to form fully realized works of art. Students will explore composition and selection of subject matter. (Resident)

**FACS 130  Principles of Food and Food Safety** 3 hours  
An introductory review of culinary skills. Students will demonstrate understanding of the basic functions of ingredients, measurement techniques, food economics, and food regulations and standards. Will include ServeSafe Sanitation certification. (Resident)

**FACS 204  Introduction to Family and Child Development** 3 hours  
Overview of the Family and Child Development major with an emphasis on professional development, long-term career goals, self-assessment tools and leadership qualities needed in the field of Family and Child Development. (Resident)

**FACS 205  Development of Contemporary Families** 3 hours
Origin and description of contemporary American patterns in response to changes in society and technology. (Resident)

**FACS 221 Design and Construction I for Interiors** 3 hours
Application of basic sewing construction techniques as applied to functional residential accessories. Focus on workroom terminology, estimations, and assessment of fabric fit to the project. (Resident)

**FACS 222 Design and Construction I for Apparel** 3 hours
Application of basic sewing construction techniques as applied to the design and construction of fashion apparel. (Resident)

**FACS 225 Introduction to the Fashion Industry** 3 hours
An introduction to the industry segments involved in the design, production, and distribution of women’s men’s, and children’s apparel and their accessories. Historical overview and career opportunities in fashion are included. (Resident)

**FACS 230 Food Science and Management** 3 hours
Principles of food science, including nutrition, function of ingredients, and preparation methods. Managerial and aesthetic guidelines related to the selection, planning, preparation, and service of meals. (Resident)

**FACS 240 Concepts in Interior Design** 3 hours
An introduction to residential and commercial space planning and material selection with emphasis on proxemics, ergonomics, and health and safety. A studio class with residential projects that focus on the social, work, and private zones. (Resident)

**FACS 241 Architectural Drafting** 3 hours
Fundamentals of technical drafting, lettering, line weights, terminology, symbols and formatting of construction documents will be explored. Students will create a comprehensive, semester-long project to be included in their portfolio. (Resident)

**FACS 243 Computer Aided Design for Interiors** 3 hours
Prerequisite: Sophomore status
Two dimensional (2D) Architectural drafting and mechanical drawing for interiors using AutoCAD® and related software. (Resident)

**FACS 245 Decorative Arts for the Interiors** 3 hours
Historical and contemporary study of decorative arts for the interior. Creative innovations will be explored through projects, guest speakers and field trips. (Resident)

**FACS 260 Early Childhood I** 3 hours
Prerequisite: PSYC 210
Examines behavior, concepts, principles and development of children from birth to three years of age. (Resident)

**FACS 261 Early Childhood II** 3 hours
Prerequisite: FACS 260
Theories, principles, and strategies of working with young children ages 4 to 8 years old. (Resident)

**FACS 299 Internship** 0 hours
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

An individually-selected and directed practical work experience under the direction of a professional. The work experience should be closely related to the individual’s career objective. Application procedures processed through the Career Center. Must apply semester prior to internship. (Resident)

**FACS 320 Textiles: Fibers and Fabrics** 3 hours
Prerequisite: CHEM 105 or BIOL 102
Study of natural and synthetic fibers in addition to the manufacturing processes involved in the production of fabrics from raw to finished form for use in clothing and home furnishings. Focus on identification of fabric construction and product performance. (Resident)

**FACS 322 Design and Construction II for Apparel** 3 hours
Prerequisite: FACS 222 with a minimum grade of C

Traditional and contemporary tailoring construction techniques used in the production of professional couture garments. Emphasis on assessment of fabric fit to apparel construction and design. (Resident)

**FACS 324 Specialty Fashion Markets** 3 hours
Prerequisite: FACS 225: Introduction to Fashion Industry
Detailed study of important accessories categories in the women’s, men’s, and children’s fashion industry. Analysis of materials, product design, merchandising techniques, historical and contemporary review of fashion accessories in the apparel industry. (Resident)

**FACS 325 Psycho-Social Aspects of Clothing** 3 hours
Prerequisite: RSCH 201
Study of the cultural, social, economic, psychological and physical factors which influence clothing decisions. (Resident)

**FACS 329 Fashion and Textile Design with Computers** 3 hours
Prerequisite: FACS 222
Students will develop fashion and textile designs through the aid of computer software programs. (Resident)

**FACS 330 Human Nutrition** 3 hours
Prerequisites: Biology or chemistry course
Chemical structure, function, digestion, metabolism and biochemical interrelationships of nutrients relating to life cycle, current issues and diet selection. (Resident)

**FACS 335 Food and Culture** 3 hours
Influence of cultural patterns on food habits evident in acceptable food sources, service, preparation, and preservation in societies around the world. (Resident)

**FACS 340 Housing: Consumer & Community** 3 hours
Prerequisites: FACS 240 and FACS 241, or FACS 240 and FACS 243; RSCH 201
Sociological, psychological, economical and technological aspects of shelter are explored from both historical and contemporary perspectives. (Resident)

Sociological, psychological, economical and technological aspects of shelter are explored from both historical and contemporary perspectives. (Resident)

**FACS 345 Materials and Specifications** 3 hours
Prerequisite: FACS 240
Investigation of material components used by the designer coinciding with an advanced residential design portfolio project that includes specification of surface finishes, architectural details and furnishings. (Resident)

**FACS 350 Family Economic Decisions** 3 hours
Theory and application of financial management principles related to the family throughout the life cycle. Focus on an analysis of the relationship between family values and use of resources. (Resident)

**FACS 351 Event Management** 3 hours
Strategies for success in the hospitality industry: essentials in negotiating contracts, planning multi-media components, coordinating and staffing events such as conferences and weddings. (Resident)

**FACS 353 Retail Merchandising** 3 hours
Prerequisite: Math 115 or Higher; sophomore or higher
Study of retail merchandising concepts essential for buyers and managers within the fashion industry. Emphasis is placed on fashion apparel and accessories, assortment planning, inventory control, price and profit analysis. (Resident)

**FACS 361 Therapy and Theory of Play in Early Childhood** 3 hours
A study of play therapies and theories and the importance of play in learning and child development from infancy through middle childhood. (Resident)

**FACS 365 Administration of Family and** 3 hours
COURSES OF INSTRUCTION

Child Life Programs
Prerequisite: RSCH 201
A course designed to develop, implement, and evaluate family life programs in family and child settings for the organizations and agencies that work to meet the needs of children and families. (Resident)

FACS 370 Parenting 3 hours
Explores the theories, trends, concepts, strategies and realities of effective parenting beginning with conception and continuing throughout the life cycle. (Resident)

FACS 375 The Psychology of Relationship Development 3 hours
This course will investigate the dynamics of relationship development. Students will read and evaluate several books detailing aspects of the development of relationships across the lifespan. From the first relationship with the mother to the ultimate relationship with God, students will analyze the psychological and biblical foundations of relationship development. (Resident)

FACS 380 Program Planning and Evaluation 3 hours
Prerequisite: Junior status
Theories and procedures for program planning, implementation and evaluation of educational programs. Examination of issues and trends is covered. (Resident)

FACS 381 Career Planning 3 hours
The course covers career preparation, professional standards, team-work skills and leadership development in Family and Consumer Sciences fields. There is special attention to case studies and problem solving, preparing students for research, planning and presentations in educational and community settings. (Resident)

FACS 403 Professional Development 2 hours
Prerequisites: Senior status and FACS 103
Professional development for the Family and Consumer Sciences students, including job search and interview strategies, resume and portfolio development, and participation in professional association activities. (Resident)

FACS 405 Special Projects in Family and Consumer Sciences 3 hours
An independent, creative project which is student initiated, with approval of a supervising faculty member. (Resident)

FACS 420 Apparel Illustration and Design 3 hours
Prerequisite: ARTS 211
Design and illustration of fashion apparel. (Resident)

FACS 422 Draping for Apparel Design 3 hours
Prerequisites: FACS 222, 322 with a minimum grade of C; RSCH 201
A study of three-dimensional fashion by draping basic silhouettes and garment style features in muslin directly on the dress form. Student will be required to purchase the specified dress form. (Resident)

FACS 423 Fashion Promotion and Visual Merchandising 3 hours
Prerequisites: Junior or Senior status
The study of promotional strategies unique to the fashion industry. History and principles of visual presentation of merchandise, store design, and special events are emphasized. (Resident)

FACS 429 History of Costume 3 hours
Prerequisite: Junior or Senior status
This course is a study of the historical development of Western dress from ancient Egypt through the present. Studies of cultural and personality influences, design philosophy and social movements will reveal their impact on design. (Resident)

FACS 435 Event Catering 3 hours
(3 hours; lectures; 3 hours lab)
Prerequisite: FACS 130

Examination and application of principles of quantity food production. Participation in student-run catering business. (Resident)

FACS 445 History of Interiors 3 hours
Prerequisite: RSCH 201
A broad overview of the historical development of furniture, interiors, and the decorative arts from Ancient Egypt to the present. Studies of cultural and personality influences, design philosophy and social movements will reveal its impact on design. (Resident)

FACS 450 Consumer Issues 3 hours
In-depth look at issues which impact families, including health care, investment, retirement and taxation. The study of consumer laws and agencies that deal with consumer problems. (Resident)

FACS 455 Family and Individual Resource Management 3 hours
The management of resources in balancing the multiple roles and responsibilities of family members. Includes the application of critical thinking to resolve issues, prioritize and set goals. (Resident)

FACS 470 Internal Dynamics of Families 3 hours
Practical application of the underlying principles and theories as they relate to family strengths and weaknesses in family relationships. (Resident)

FACS 475 Families Under Stress 3 hours
Current research and theories relating to crisis and stress as they affect family functioning, and application of stress management and effective coping skills to the family unit. (Resident)

FACS 476 Senior Capstone Seminar 1 hour
Prerequisite: FACS 204
Senior Capstone for the Family and Child Development students, including job search and interview strategies, resume and portfolio development. (Resident)

FACS 480 Teaching Family and Consumer Sciences 2 hours
Co-requisite: Must be taken concurrently with FACS 481
Strategies, planning, developing, presenting and evaluating curriculum in work and family studies. The course covers leadership development and the management of a co-curricular student organization. (Resident)

FACS 481 Teaching Family and Consumer Sciences Practicum 1 hour
Co-requisite: Must be taken concurrently with FACS 480
The planning, presenting, and evaluation of a unit in middle school or secondary school setting. (Resident)

FACS 490 Special Projects 1 to 3 hours
Prerequisite: Must be taken concurrently with FACS 480
An independent study in a selected area mutually agreed upon by instructor and student. (Resident)

FACS 497 Special Topics in Family and Consumer Sciences 1 to 3 hours
In-depth examination in selected content areas of Family and Consumer Sciences. A wide range of rotating topics is covered. (Resident)

FACS 499 Family/Consumer Internship 3 to 6 hours
Prerequisite: Senior status, Family/Consumer major
An individually-selected and directed practical work experience under the direction of a professional. The work experience must be closely related to the individual’s career objective. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Resident)

FIRE ADMINISTRATION

FIRE 310 Fire Prevention and Protection 3 hours
This course emphasizes diverse fire protection subject areas, including fire prevention and safety, public education, building construction, recognition of hazards, prevention of fires, inspection techniques and protection and suppression systems. Special emphasis to include understanding fire characteristics and the structural consequences of fire; risk assessment and management as applied to places where people are assembled and endangered by fire. (Online)

FIRE 310 Fire Prevention and Protection 3 hours
Prerequisites: GOVT 200
This course emphasizes diverse fire protection subject areas, including fire prevention and safety, public education, building construction, recognition of hazards, prevention of fires, inspection techniques and protection and suppression systems. Special emphasis to include understanding fire characteristics and the structural consequences of fire; risk assessment and management as applied to places where people are assembled and endangered by fire. (Online)

FIRE 320 Legal and Political Issues in Fire Administration 3 hours
Prerequisites: GOVT 200
This course will examine the American Legal system and provide in-depth coverage of the political, social, and legal issues impacting fire service administration. The course emphasizes the legal responsibilities, liabilities, and authorities of the fire service professional. (Online)

FIRE 330 Human Resources Management in Fire Service Organizations 3 hours
Prerequisites: GOVT 200
A human resources management overview applied to fire and emergency service organizations. Theory, policies, procedures, and practices related to the management of publicly employed emergency personnel are distinguished. Analysis of human resource administration including personnel management, organizational development, productivity, recruitment and selection, performance management, discipline, and collective bargaining, and effectively dealing with ethical issues. (Online)

FIRE 340 Administration of Fire and Emergency Services Organization 3 hours
This course demonstrates the skills necessary to manage and lead a fire and emergency services department. The course prepares students to assume administrative positions within fire and emergency service organizations and examines roles and responsibilities of administrators, management and leadership theory and practices, and common fire and emergency service administrative structures and processes. (Online)

FIRE 450 Leadership in Fire Service Organizations 3 hours
Prerequisites: GOVT 200
This course covers supervisory skills and practices necessary to lead in fire service organizations. Topics include the theory, practice, and application of ethical leadership in public safety; and activities to develop personal ethics and leadership skills and abilities. (Online)

FIRE 492 Fire Administration Seminar (Capstone) 3 hours
Prerequisites: GOVT 200, FIRE 310, 320, 330, 340
This capstone course requires students to demonstrate mastery of the curriculum learned throughout the entire program. The course integrates the functional areas of fire and emergency services administration including: management, public health, public administration, budgeting, planning, decision making, legal issues, ethics, and dealing with the political environment. Students will choose a topic or issue from several central themes and will then draw upon a wide variety of sources and other disciplines to demonstrate the ability to apply what they have learned to address a realistic situation or problem. (Online)

FINANCIAL LITERACY

FNLT 101 Financial Literacy 0 hours
The course is designed to assist students in understanding personal finance, properties of money, and the importance of handling one’s personal finances properly. Students will learn real-life skills in the areas of eliminating debt, creating a budget, learning how to save money for the future, and many other topics based on Dave Ramsey’s principles and materials. (Online)

FRENCH

NOTE: All students with one or more years of high school French are encouraged to consider CLEP for lower level language credits. All course enrollments are based on placement. The appropriate online assessment test must be taken prior to enrollment. Contact the Department of English and Modern Languages for more information.

FREN 101 Elementary French I 3 hours
This is an introductory course designed to place emphasis on functional grammar, practical vocabulary, listening skills and conversation in French. This course will serve as a basis for further development of fluency in reading, writing, understanding, and speaking the language. (Resident)

FREN 102 Elementary French II 3 hours
Prerequisite: FREN 101 or placement score
This is a continuation of the beginning course, French 101, emphasizing the development of functional grammar, practical vocabulary, listening, reading and writing skills in French. This course is designed to further develop fluency in reading, writing, listening comprehension and speaking in the language. (Resident)

FREN 201 Intermediate French I 3 hours
Prerequisite: FREN 102 or equivalent, or placement score
This is an intermediate course designed to place continued emphasis on functional grammar, practical vocabulary, listening exercises and conversation in French. This course expands the basic proficiencies in speaking, listening, reading and writing the language acquired in French 101 and 102. This course is conducted primarily in French. (Resident)

FREN 202 Intermediate French II 3 hours
Prerequisite: FREN 201 or placement score
This course will expand the student’s acquisition of practical vocabulary and refine the student’s knowledge of French grammar, while stressing the development of oral skills. (Resident)

FREN 299 Internship 0 hours
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.
Professional-supervised experience in a first-hand internship opportunity. Application procedures processed through the Career Center. Must apply semester prior to internship. (Resident)

FREN 301 Advanced Conversation 3 hours
Prerequisite: FREN 202 or placement score
This course will refine the student’s oral-aural knowledge of the French language. It will include composition, readings and oral presentations. The class will be conducted in French. (Resident)

FREN 304 Francophone Civilizations/ Cultures 3 hours
Prerequisite: FREN 202 or placement score
This course will provide an overview of francophone geography, culture, civilization, socio-economic problems and some modern francophone literature exclusive of France. The class will be conducted in French and a project will be required. (Resident)

FREN 310 Translation 3 hours
Prerequisites: FREN 202
This course will examine modern translation theory and include a comparison of various linguistic traits of both languages. The course will enable students to apply grammatical rules, perform textual analyses, and use various translation procedures to translate a variety of documents from French to English. (Resident)
### COURSES OF INSTRUCTION

**FREN 311  Evolution of the French Short Story**  3 hours
Prerequisites: FREN 202
This course will trace the evolution of the French short story from the Moyen Âge to the present while highlighting various literary periods, movements and artists. (Resident)

**FREN 312  French Classics in Film**  3 hours
Prerequisites: FREN 202
This course will use film as the medium of instruction to study various literary masterpieces of French romanticism, realism and naturalism. (Resident)

**FREN 321  Modern French Drama**  3 hours
Prerequisite: FREN 202
This course will provide a survey of French drama from the 20th century. The class will be conducted in French. (Resident)

**FREN 495  Directed Research**  1 to 3 hours
Prerequisite: Junior or Senior status
This is a self-directed course of study intended to further the student’s understanding of the French language, literatures and cultures of French-speaking countries by means of special research projects. This work is conducted in French. (Resident)

**FREN 497  Special Topics in French**  1 to 3 hours
(Resident)

**FREN 499  Internship**  1 to 6 hours
Prerequisite: Junior or Senior status
Professional-supervised experience in first-hand internship opportunities: writing, editing, researching, and comparable duties. Applications are processed through the department Faculty Intern Advisor. Applicant(s) must apply the semester prior to starting the internship.

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**FRESHMAN SEMINAR**

**FRSM 101  New Student Seminar**  0 hour
Designed to facilitate academic, spiritual and social development, the understanding of Judeo-Christian ethics and values within a Christian university setting and provide interaction between faculty and students which establishes high academic expectations. (Online)

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**GEOGRAPHY**

**GEOG 200  Introduction to Geography**  3 hours
An introduction course in the physical and cultural phenomena of the earth, stressing spatial distribution of these phenomena. (Both Resident and Online)

**GEOG 320  Regional Studies in Geography**  3 hours
Prerequisite: Junior or Senior status
Geographic approach to a specific region of the world through historic, cultural, economic, political and physical geography. Course may be repeated as topics vary. (Formerly GEOG 420) (Resident)

**GEOG 410  Global Issues in Geography**  3 hours
(Offered as needed)
Prerequisite: Junior status with at least one course from the following areas: international business, government or biology
A course dedicated to showing the interrelationships between geography and fields of study supportive of geography in such issues as national security, environmental crises, and global interdependence. Extensive writing and communication skills can be expected. (Resident)

**GEOG 495  Directed Research**  1 to 3 hours
(Resident)

**GEOG 497  Special Topics in Geography**  1 to 3 hours
(Resident)

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**GLOBAL STUDIES**

**GLST 200  Introduction to Global Studies**  3 hours
This course is an introduction to understanding the history, principles and foundations of global engagement. Additionally, this course lays the groundwork for an intercultural career and provides principles for engaging the current global environment. (Both Resident and Online)

**GLST 220  Intercultural Communication and Engagement**  3 hours
This course will take a close look at behaviors and core values of the North American culture, identify areas where these values are barriers to effective intercultural communication and explore principles for effective engagement in another culture. (Both Resident and Online)

**GLST 290  Cultural Anthropology**  3 hours
This course will study systems of human behavior and thought for the purpose of improving understanding of people and their relationships. Several case studies will be used to illustrate these systems. (Formerly ICST 300) (Cross listed with LING 300 in Residential format) (Both Resident and Online)

**GLST 301  Global Exposure**  1-3 hours
Prerequisite: A student must be approved by LU Send OR have received written approval from the Global Studies Department Chair to register for this course.
This experiential learning course provides exposure to the needs, realities, opportunities and cultures found in major cities and global contexts. Students will engage in cross-cultural training, travel exposure, social interaction, and guided reflection of their experiences. (Both Resident and Online)

**GLST 380  Global Studies Practicum**  1 or 3 hours
Prerequisites: A student must have been accepted through LU Send and the Department of Global Studies for the Global Experience class OR have received written approval from the professor of GLST 380 for an alternative international experience. It is the student’s responsibility to make up any prerequisite deficiencies, as stated in the Liberty University Catalog, which would prevent the successful completion of this course.

An elective seminar that exposes the student to the needs, duties, conflicts and cultural barriers of working as a career professional in a selected area of the world. The seminar requires on-site involvement and engagement in a country outside the United States and is accompanied with reading, lectures and interaction with expatriate workers and nationals of the host country. (Resident)

**GLST 385  Career Preparation for Global Workers**  3 hours
Prerequisites: GLST 200, 220, 290
This course will help guide potential global workers through the process of pursuing an intercultural career. (Formerly GLST 441) (Both Resident and Online)

**GLST 387  Living Abroad**  3 hours
Prerequisites: GLST 200, 220, 290, 385
This course, taken concurrently with the field internship, will teach individuals how to thrive, and not simply survive, in another culture. (Formerly GLST 480) (Resident)

**GLST 388  Ethnographic Research**  3 hours
Prerequisites: GLST 200, 220, 290, 385; RSCH 201
This course is a research project that is taken concurrently with the field internship experience. Primarily building on the principles learned in GLST 290, but integrating everything learned to this point, individuals will do extensive ethnographic mapping of the culture in which they are completing the field internship. (Resident)

**GLST 389  Barefoot Language Learning**  3 hours
Prerequisites: GLST 200, 220, 290, 385
This course is an on-site language study that is taken concurrently with the field internship experience. Specific emphasis is given to learning the heart language of the host culture by seeking conversational aptitude. (Resident)

**GLST 390  Engaging Oral Communicators**  3 hours
This course is an in-depth study of oral learners, those who prefer the spoken word as a primary form of communicating thoughts, observations and experiences. Skills will be developed in communicating, guiding the growth of oral communicators and fostering community development through the telling of stories. (Resident)

GLST 421 Roman Catholicism 3 hours

This is a study of the historical development, global influence and major doctrines of the Roman Catholic Church. (Resident)

GLST 425 Animism 3 hours

This course is a survey of the phenomena of Animism, its underlying worldview and expressions in various cultures. (Resident)

GLST 431/432 Introduction to Islam 3 hours

APOL 431

This course explores the historic rise and expansion of Islam as well as basic Muslim beliefs and practices. Attention is also given to the diversity within the world of Islam. (Resident)

GLST 441 Career Preparation for Global Workers 3 hours

This course will help guide potential global workers through the process of pursing an intercultural career. (Resident)

GLST 461 Becoming a Global Facilitator 3 hours

This course trains leaders how to be effective global catalysts in their current roles in their home cultures. (Resident)

GLST 485 Engaging Tribal Cultures 3 hours

A practical experience of learning intercultural concepts, survival skills and cultural adjustments through simulated jungle or tribal contexts. (Resident)

GLST 490 Trends and Issues in Global Studies 3 hours

Prerequisites: GLST 200, 220, 290, 385, 499

This course is taken the semester following the internship experience. Individuals will reflect upon current trends and issues in global studies based on their experiences abroad. (Resident)

GLST 491 Global Studies Capstone 1 hour

Prerequisites: GLST 489

This Capstone Course prepares seniors for their next steps after graduation by helping them to synthesize, refine, and articulate their knowledge and experience, build a professional and academic portfolio, and develop a plan for future global engagement. (Resident)

GLST 495 Directed Research 1 to 3 hours

Prerequisites: Junior or Senior Status and Permission of the Department Chair. This course is an individual study of advanced topics in Global Studies and includes periodic meetings with the instructor.

This course is an individual study of advanced topics in Global Studies that includes periodic meetings with the instructor. (Resident)

GLST 497 Special Topics in Global Studies 1 to 3 hours

Selected topics in various areas of Global Studies. This course may be repeated for credit when the topic varies. (Resident)

GLST 499 Global Studies Internship 3 to 9 hours

Prerequisites: GLST 200, 220, 290, 385 for Global Studies Majors

This course is a field experience under the supervision of a qualified individual currently working in an intercultural career. It is a required experience for Global Studies majors and is available to Global Studies minors and students in other courses of study. Students should apply through the Department of Global Studies at least two semesters prior to the internship. (Both Resident and Online)

NOTE: GOVT 200 is a prerequisite to all upper level government courses.

GOVT 210 Introduction to Political Science 3 hours

A comparative survey of the scope, methodologies, and major schools of political science, including its links with history, economics, and other cognate fields. (Resident)

GOVT 215 Logic and Legal Reasoning 3 hours

Prerequisite/Corequisite: GOVT 200

This course introduces pre-law students to the role of basic deductive and inductive logic in the context of legal reasoning, including the application of legal rules and the application of precedents. This course is ideal for students who plan to attend law school. It will explain the basic logic involved in the LSAT exam, as well as introduce students to the types of reasoning and argumentation encountered in the study of law. (Resident and Online)

GOVT 220 American Government 3 hours

Prerequisite: GOVT 200

The issues, interest and institutions of American politics, emphasizing the struggle between liberalism and conservatism. (Both Resident and Online)

GOVT 230 Public Policy Research and Writing 3 hours

Prerequisite: GOVT 200

This course will introduce students to the strategies, methods and practices of research and writing relevant to public policy analysis, formulation and decision making. (Online)

GOVT 280 Undergraduate Torts 3 hours

Prerequisite/Corequisite: GOVT 200

Students will examine the parameters of tort law and learn how to analyze and apply principles of tort law. Through readings, lectures, discussions and individual research each student will analyze how American jurisprudence assigns social duties, assesses damages, and determines the distribution of burdens for the risks of harm to include; when a court should award money from one party to another for intentional acts, for negligent acts, and for certain non-negligent acts. (Resident and Online)

GOVT 299 Internship 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Directed applicable work experience under supervision of the Director of Government Internships and an administrator or professional at the place of employment in the area of career interest. Application procedures processed through the Career Center. Must apply semester prior to internship. (Resident)

GOVT 301 Ancient Political and Economic Ideas 3 hours (Offered fall semester)

Prerequisite: GOVT 200

Political and economic thought of pagan antiquity, contrasting the ideas of Greece and Rome with religious precepts. The political and economic organization of European feudalism will also be examined. (Resident)

GOVT 302 Modern Political and Economic Ideas 3 hours (Resident - Offered spring semester)

Prerequisite: GOVT 200

Survey of political and economic thought since the 16th century including the Christian influence in the development of modern Western freedom and justice. Emphasis will be placed on the emergence and scope of the disciplines of economics, political
<table>
<thead>
<tr>
<th>COURSES OF INSTRUCTION</th>
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<tbody>
<tr>
<td>GOVT 320 American Executive Processes (Institutions) 3 hours</td>
</tr>
<tr>
<td>(Offered fall semester)</td>
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<tr>
<td>Prerequisite: GOVT 200</td>
</tr>
<tr>
<td>The office and legal powers of government executives, especially the President, including trends in the Presidency during periods of conservative and liberal dominance. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 322 American Legislative System 3 hours</td>
</tr>
<tr>
<td>(Resident - Offered spring semester)</td>
</tr>
<tr>
<td>Prerequisite: GOVT 200</td>
</tr>
<tr>
<td>The U.S. Congress and state legislatures, their powers and organization, and how liberal and conservative forces exert influence through lobbying and elections. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 323 Critical and Historical Development of Public Ethics 3 hours</td>
</tr>
<tr>
<td>This course is an introduction to ethical theory to compliment public policy studies. It approaches the subject by way of historical exploration of moral philosophy, integrating areas of Western philosophy of religion, social and political philosophy as necessary. It surveys Western ethical thought by reading selected figures representative of Western ethical traditions. The selected traditions will highlight theoretical developments critical to the ethical dimension of public policy, including virtue theory, utilitarianism, deontological theory, natural law, as well as contemporary theories. Students will interact with the primary writings from representative ethical thinkers. They will explore the differing conceptions of morality with respect to their scope, purpose, and content. In addition, the course will trace the interactions of Western ethical thought with Christian theistic ethics. (Online)</td>
</tr>
<tr>
<td>GOVT 324 Applied Ethics in Public Policy 3 hours</td>
</tr>
<tr>
<td>Prerequisites: GOVT 323</td>
</tr>
<tr>
<td>The goal of the course is to prepare the Christian public policy specialist to maneuver intellectually in the public square. This course examines the ethical dimensions of policy problems in a manner that addresses the tension between secular society and the traditional Christian faith. It explains the moral foundations of institutions and how conceptions of liberal society seek to define them. The course will equip the student to analyze major secular moral theories employed in policy arguments and to cogently represent the Christian conscience on important policy issues. It will discuss the proper uses of the Bible in formulating policy arguments and the role of science in policy deliberation. In addition it will illuminate the way in which Christian beliefs may become involved in policy deliberation. (Online)</td>
</tr>
<tr>
<td>GOVT 325 Legal Ethics 3 hours</td>
</tr>
<tr>
<td>Prerequisites: ETHC 324</td>
</tr>
<tr>
<td>This course explores the ethical standards governing the conduct of persons engaged in the practice of law and persons more generally in the legal sector. This course will cover both professional conduct and the application of Christian principles in the legal profession. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 327 State and Local Government 3 hours</td>
</tr>
<tr>
<td>Prerequisite: GOVT 200</td>
</tr>
<tr>
<td>Issues, interest and institutions of American state and local government in the framework of federalism. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 328 American Political Processes 3 hours</td>
</tr>
<tr>
<td>A study of the electoral process in American and the organizations such as political parties and interest groups that influence it. Topics included are political campaigns, electoral laws, voting behavior, and the development of political parties and interest groups. In election years, students are encouraged to participate in the campaign of the party of their choice. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 329 American Exceptionalism 3 hours</td>
</tr>
<tr>
<td>This course introduces the student to the idea of “American Exceptionalism” – the notion that the United States of America has played and continues to play a key role in advancing justice and freedom throughout the world. The course examines the unique biblical foundation of American government and politics which in turn has made America a bastion of liberty and freedom. In turn, America’s impact on world politics and history is discussed. Students will also be challenged to thoughtfully examine ways in which America has not lived up to its highest ideals and to formulate strategies for ensuring that America stays on course to uniquely support liberty and freedom throughout the world. (Online)</td>
</tr>
<tr>
<td>GOVT 330 Introduction to Comparative Politics 3 hours</td>
</tr>
<tr>
<td>(Resident - Offered fall semester)</td>
</tr>
<tr>
<td>Prerequisite: GOVT 200</td>
</tr>
<tr>
<td>An introduction to a variety of concepts and approaches to the study of the domestic politics of other countries. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 332 Politics of Europe 3 hours</td>
</tr>
<tr>
<td>A survey of the political systems of Britain, France, Germany and Russia, comparing how various forms of government provide for the requirements of their citizens and the tasks of governing. (Resident)</td>
</tr>
<tr>
<td>GOVT 333 Post-Communist Politics 3 hours</td>
</tr>
<tr>
<td>An examination of key issues of the transformation of the former Soviet Union and its East European allies. The impact of the communist system on current regimes is evaluated with an emphasis on the role of the party structure, religion, and the security apparatus. (Resident)</td>
</tr>
<tr>
<td>GOVT 334 Politics of Latin America 3 hours</td>
</tr>
<tr>
<td>A study of the political systems of Latin America and the Caribbean basin in view of the geographical, historical, religious, cultural, economic, and international factors that shape them. (Resident)</td>
</tr>
<tr>
<td>GOVT 335 Politics of Asia 3 hours</td>
</tr>
<tr>
<td>A study of the major political, economic, and cultural systems of East and South Asia, particularly China, India, and Japan, with special attention given to the rapid emergence of a robust international trade area along the Pacific Rim. (Resident)</td>
</tr>
<tr>
<td>GOVT 337 Politics of the Middle East 3 hours</td>
</tr>
<tr>
<td>A study of the geographical, historical, religious, cultural, economic, and international factors that broke up the Islamic empires and that shape the politics of the Middle East, Central Asia, and North Africa. (Resident)</td>
</tr>
<tr>
<td>GOVT 340 International Relations 3 hours</td>
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<tr>
<td>(Offered fall semester)</td>
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<tr>
<td>Techniques for managing and resolving conflict in international relations. Emphasis is on current international issues like U.S. Arms policy and U.S. policy in the Middle East. (Resident)</td>
</tr>
<tr>
<td>GOVT 345 Jurisprudence 3 hours</td>
</tr>
<tr>
<td>(Resident - Offered spring semester)</td>
</tr>
<tr>
<td>An introduction to law and philosophy of law, including categories of law, some legal terminology, justice, liberty, crime and punishment. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 346 Legal Research and Writing 3 hours</td>
</tr>
<tr>
<td>Prerequisite: RSCH 201</td>
</tr>
<tr>
<td>An overview for the pre-law student of legal research methods and legal writing. Attention will be given to online and traditional avenues of legal research as well as standard formats for case briefs, citations, formal legal memoranda, legal analysis, case synthesis, and statutory interpretation. The course requires a major legal research paper. (Both Resident and Online)</td>
</tr>
</tbody>
</table>
COURSES OF INSTRUCTION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOVT 348</td>
<td>Constitutional Studies – The 2nd Amendment: The Right to Keep and Bear Arms</td>
<td>3 hours</td>
<td>This course introduces the student to the historical and constitutional foundation for the 2nd Amendment. Biblical principles such as inalienable rights, justice, and the right to self-defense are discussed. Finally, students will be educated in the full range of rights associated with the 2nd Amendment, and how those rights have been undermined in today's political arena. (Online)</td>
</tr>
<tr>
<td>GOVT 350</td>
<td>Political Economy and Public Policy</td>
<td>3 hours</td>
<td>Application of social ethics and economic theory to government, politics, social institutions, law and public policy questions. Topics include the role of a worldview in public policy, the role of civil government versus the role of the market, constitutional and legal decision-making, the morality of capitalism, the problems of special interest groups and public bureaucracies, the theory of regulation and specific public policy issues. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 376</td>
<td>Resilient Nations</td>
<td>3 hours</td>
<td>A broadly applicable, foundational study of resilience applied to the life of nations, with particular focus on the USA. Topics include God's intent for nations, spiritual infrastructure as an element of national power, an in-depth assessment of American spiritual infrastructure, and personal and policy considerations pertaining to life, liberty, pursuit of happiness, and major spheres of cultural influence. (Online)</td>
</tr>
<tr>
<td>GOVT 380</td>
<td>Introduction to Intelligence and National Security</td>
<td>3 hours</td>
<td>An upper-division introduction to the field of intelligence and the Intelligence Community, and how it all works within the framework of the Department of Homeland Security. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 381</td>
<td>Intelligence Analysis</td>
<td>3 hours</td>
<td>An upper-division course studying field of intelligence analysis to give students a basic understanding of what it takes to be an analyst within the Intelligence Community. The course looks at some classic intelligence failures as well as some of the unpublished successes. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 382</td>
<td>History of Intelligence</td>
<td>3 hours</td>
<td>An upper-division study of intelligence from the earliest biblical times up through the modern period. The development of American intelligence is covered in detail. (Resident)</td>
</tr>
<tr>
<td>GOVT 383</td>
<td>History and Nature of Intelligence Tools</td>
<td>3 hours</td>
<td>A study of intelligence tools and their utilization within an institutional context. This course is not designed to teach students how to use intelligence tools but rather to give them an understanding of what constitutes an intelligence tool, how those tools have been developed over time, and how they support the consumers of intelligence products. (Resident)</td>
</tr>
<tr>
<td>GOVT 385</td>
<td>NDU/NIS Symposium I</td>
<td>3 hours</td>
<td>Students and faculty will participate in a series of events in which they will be exposed to current policy issues, politicians, graduates of the department and the research interests of faculty members and students through paper presentations, speeches, debates and films. (Resident)</td>
</tr>
<tr>
<td>GOVT 386</td>
<td>NDU/NIS Symposium II</td>
<td>3 hours</td>
<td>This course will introduce students to the principles and the laws that govern property. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 396</td>
<td>Undergraduate Contracts</td>
<td>3 hours</td>
<td>This course will introduce students to the principles and the law which govern contracts. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 400</td>
<td>Government Colloquium</td>
<td>1 hour</td>
<td>This course will introduce students to the processes and practice of negotiation as it pertains to the legal profession. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 404</td>
<td>Undergraduate Civil Procedure</td>
<td>3 hours</td>
<td>This course will introduce students to the procedural rules that govern civil litigation. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 406</td>
<td>Undergraduate Property</td>
<td>3 hours</td>
<td>This course will address advanced concepts of logic and legal reasoning and engage the student in practical applications to reinforce sound legal thinking. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 409</td>
<td>Advanced Logic and Legal Reasoning</td>
<td>3 hours</td>
<td>A survey of American constitutional history 3 hours A survey of American constitutional development from British and colonial origins to the present, emphasizing the history of the Supreme Court and the development of the constitutional framework. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 412</td>
<td>American Constitutional History</td>
<td>3 hours</td>
<td>A course on U.S. foreign policy since 1945. Emphasis is not on a detailed examination of events but rather on the practical use of history for public policy-making and management. (Both Resident and Online)</td>
</tr>
<tr>
<td>GOVT 430</td>
<td>Comparative Economic and Political Ideas</td>
<td>3 hours</td>
<td>A comparison of capitalism, socialism and communism, emphasizing the ideas and ideologies that are struggling today across the world. (Resident)</td>
</tr>
<tr>
<td>GOVT 433</td>
<td>The Jewish Temple in History and Prophecy</td>
<td>3 hours</td>
<td>A comparison of capitalism, socialism and communism, emphasizing the ideas and ideologies that are struggling today across the world. (Resident)</td>
</tr>
</tbody>
</table>

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This course is an introduction to the historical, archaeological, and theological significance of the Jewish Temple and its various forms in the Bible. (Resident)

**GOVT 440** Political Geography 3 hours
(Offered spring semester)
A study of the political, cultural, and economic dynamics of the international system with special attention given to its geo-strategic dimensions. (Resident)

**GOVT 445** International Law 3 hours
(Offered spring semester)
An examination of international organizations, their nature, political processes, and impact in different issue areas, including peackeeping and security, international development, human rights, international monetary policy, and control of the seas. (Resident)

**GOVT 450** Middle East Conflict in Biblical Perspective 3 hours
Prerequisite: BIBL 105 and BIBL 110

This course traces the causes, development, consequences and outcome of the Middle East conflict from a biblical and Christian Zionist perspective. The relevant historical and biblical texts will be examined with respect to Israel’s conflict with the nation’s past, present and future and the contemporary interpretation of the conflict within Christianity. (Resident)

**GOVT 451** Social Policy 3 hours
A survey of American social policy development with an emphasis on religion, education, information, civil rights and health/reproduction policies. The social policy development process will be examined within the context of contemporary political institutions. (Resident)

**GOVT 458** Public Policy Development in the Political Environment 3 hours
Prerequisite: GOVT 200
This capstone course for public policy concentrators will emphasize the application of foreign, social and economic policy concepts. The student will be exposed to contemporary cases for which they will be required to build policy responses and political implementation strategies. (Resident)

**GOVT 460** Contemporary Issues in Political Science 3 hours
Prerequisite: GOVT 200
This course examines the contemporary legal, economic, political, religious, philosophical, and cultural issues impacting the political context in the areas of government, politics, and international relations. These factors will be considered in light of a Biblical perspective. Students will be challenged to apply key concepts of political science to these discussions. (Online)

**GOVT 470** Government Regulation of Business 3 hours
The sources and impact of various forms of government intervention in the private business sector, including the economic effects of regulation, the legal functions of various agencies, and rulemaking and regulatory powers and limitations of government administrative agencies. (Both Resident and Online)

**GOVT 476** Persuasive Argumentation for Lawyers 3 hours
Prerequisite: GOVT 346
This course will introduce undergraduate students to the basic principles and skills of advocacy in the American courtroom. Students will study principles of analysis, reasoning, evidence, organization and presentation needed to develop and offer legal arguments. The course will cover both pre-court preparation of legal arguments as well as the skills of identifying evidential issues and then creating persuasive arguments to support legal theories. (Online)

**GOVT 477** Trial Advocacy 3 hours
An overview of foundational principles of advocacy in the courtroom. This course will introduce students to the basic principles and skills of advocacy in the trial courts of America. Students will study the element of a trial, the Federal Rules of Evidence, and how to prepare and perform an opening statement, a direct cross-examination of witnesses, and a closing argument. (Resident)

**GOVT 478** Appellate Advocacy 3 hours
An overview of foundational principles of advocacy in the appellate arena. A survey of the principles necessary to successfully advocate before an appellate panel and a practical application of the elements in a competitive setting. (Resident)

**GOVT 480** Terrorism 3 hours
A cross-disciplinary study of terrorism as a form of organized political violence; its intellectual, cultural, political, and religious roots; and its uses in ethnic, sectarian, and international conflicts. (Both Resident and Online)

**GOVT 481** Counter-Terrorism 3 hours
Prerequisite: GOVT 200
(Resident - Offered spring semester)
This course will evaluate the main aspects of the war on terror. The course will focus on dilemmas relating to intelligence gathering, offensive and defensive actions taken against terrorist organizations, civil liberties and media coverage, and the strategies and approaches for combating terrorism. (Both Resident and Online)

**GOVT 482** Counter-Intelligence 3 hours
Prerequisite: GOVT 380
A study of counter-intelligence from the analytical and operational perspectives. It focuses on the security phase of intelligence covering those activities devoted to destroying the effectiveness of hostile competition’s intelligence activities and to protecting one’s own information and intelligence methods. (Resident)

**GOVT 483** Military Intelligence 3 hours
An upper-division study of tactical military intelligence and the related military branch intelligence agencies as well as the Defense Intelligence Agency. (Both Resident and Online)

**GOVT 484** Strategic Intelligence 3 hours
(Offered spring semester, even number years)
An upper-division course studying the concept of Strategic Intelligence, including the concept of fourth generation warfare, from the standpoint of the various intelligence agencies, the Department of State, and the Department of Defense. (Both Resident and Online)

**GOVT 487** Ethics in Intelligence 3 hours
Prerequisite: GOVT 200
This course examines from a distinctly Christian worldview how ethical standards apply to human conduct when related to intelligence work and the implications for the collection, analysis, and production of information. It combines lectures, discussion, case studies, and student presentations to critically analyze assumptions and alternatives, and to address issues of social, political, environmental perspectives in support of national security objectives. (Resident)

**GOVT 488** Psychological Operations 3 hours
Prerequisite: Upper Division standing
This course is an examination of the use of propaganda supported by military, economic, or political measures. The course explores the early principles of psychological operations, the application of principles and research to influence an enemy’s actions, and the role of research and collection of intelligence about the enemy. Upon completion of GOVT 488, the student will be able to identify delivery methods for dissemination of information to key audiences and to compare specific successful as well as unsuccessful PSYOP campaigns. (Resident)

**GOVT 489** Field Practicum 3 hours
(NOTE: Extra costs above tuition and fees apply)
This is a senior-level course to be taken at the end of the Junior year to give students an opportunity to acquire tradecraft learning in surveillance and counter-surveillance taught by intelligence professionals in Washington, D.C. (Resident)

**GOVT 490 Political Theory** 3 hours
A critical examination of a variety of philosophical and social science methods that seek to explain and evaluate: political systems, behavior, ideologies, and collective decision-making. Special attention will be given to the political heritage of western/American civilization and the internal and external challenges it faces. (Both Resident and Online)

**GOVT 492 Senior Seminar** 3 hours
Prerequisite: GOVT 200; Senior Standing or at least 21 upper division hours in Government; RSCH 201
The capstone course in Government provides – in the context of a biblical Christian worldview – an overview, discussion, and evaluation of leading figures, theories, subfields, and schools of thought within the broad field of political science. (Both Resident and Online)

**GOVT 495 Directed Research** 1 to 3 hours
Topics will vary from semester to semester. Course may be repeated for credit as topics vary. (Resident)

**GOVT 497 Special Topics in Government** 1 to 3 hours
Topics will vary from semester to semester. Course may be repeated for credit as topics vary. (Resident)

**GOVT 499 Field Research (Internship)** 1 to 6 hours
Prerequisite: Junior or Senior status and required GPA
Directed applicable work experience under supervision of the Director of Government Internships and an administrator or professional at the place of employment in government, political campaigns or political action organizations. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Resident)

**GREK 201 Greek Grammar I** 3 hours
An introduction to basic Greek forms, syntax, pronunciation and accent. Emphasis is placed on the conjugation of regular, contract and “mi” verbs and the declension of various nouns, pronouns and adjectives. (Resident)

**GREK 202 Greek Grammar II** 3 hours
Prerequisite: GREK 201
Continuation of GREK 201. (Resident)

**GREK 301 Greek Grammar III** 3 hours
Prerequisite: GREK 202
Continuation of GREK 202. (Resident)

**GREK 302 Greek Syntax and Reading** 3 hours
Prerequisite: GREK 301
An intermediate study of the function or syntax of Greek grammar, including the reading of continuous texts from the Greek New Testament. (Resident)

**GREK 401 Greek Exegesis** 3 hours
Prerequisite: GREK 202 and GREK 302 (may be taken as a co-requisite)
Designed to impart proper hermeneutical principles for exegetical analysis of the Greek New Testament. One New Testament book will be translated and used for exegetical study. (Resident)

**GREK 455 Advanced Greek Reading** 3 hours
Prerequisite: GREK 401
A study of Koine Greek writing designed to develop advanced reading and interpretive skills necessary for exegetical study of the New Testament. (Resident)

**GERM**

**GRMN 101 Elementary German I** 3 hours
This course is designed to teach the student to understand, speak, read and write idiomatic German at the level of Novice High. Extensive aural/oral practice will occur in the classroom and in the language laboratory. (Resident)

**GRMN 102 Elementary German II** 3 hours
Prerequisite: GRMN 101 or placement score
This course will further the objective of GRMN 101, expanding student's knowledge of practical vocabulary and functional grammar and thereby enabling them to communicate at the level of Intermediate Low. (Resident)

**GRMN 201 Intermediate German I** 3 hours
Prerequisite: GRMN 102 or placement score
This course enables intermediate students of German to continue development of the four language skills (understand, speak, read and write) to the level of Intermediate Mid. Students will also increase their cultural knowledge and begin to make use of the language in relation to their individual pursuits and callings. Classroom communication is in German. (Resident)

**GRMN 202 Intermediate German II** 3 hours
Prerequisite: GRMN 201 or placement score
This course will further the objectives of GRMN 201 to enable students to communicate at the level of Intermediate High. Students will continue to augment their cultural knowledge and make more effective use of the language in relation to their individual pursuits and callings. Classroom communication is in German. (Resident)

**GRMN 497 Special Topics in German** 3 hours
Prerequisite: GRMN 202 or placement score
Emphasis is on developing linguistic fluency and cultural awareness through a process of accessing, analyzing, and effectively communicating "real world" information obtained from designated authentic German resources. Classroom communication is in German. (Resident)

**SHOOTING SAFETY AND SKILLS**

**GUNS 205 Fundamentals of Rifle Safety and Shooting** 2 hours
A study of operating skills for rifles. Special emphasis on safety, weapon handling, ammo selection, marksmanship, position, shooting, and movement. (Resident)

**GUNS 210 Fundamentals of Shotgun Safety and Shooting** 2 hours
A study of operating skills for shotgun weapons. Special emphasis on safety, weapon handling, ammo selection, marksmanship, position, shooting, and movement. (Resident)

**GUNS 215 Fundamentals of Pistol Safety and Shooting** 2 hours
A study of operating skills for pistols. Special emphasis on safety, weapon handling, ammo selection, marksmanship, position, shooting, and movement. (Resident)

**HEBREW**

**HBRW 201 Hebrew Grammar I** 3 hours
An introduction to the essentials of biblical Hebrew grammar including the alphabet and vowels, morphology, the strong verb and vocabulary. This course provides the foundation for beginning translation. (Resident)

**HBRW 202 Hebrew Grammar II** 3 hours
Prerequisites: HBRW 201
An expansion of the foundation of Hebrew Grammar I, emphasizing mastery of the weak verb, introductory syntax, translation from various genre and additional vocabulary. (Resident)

HBRW 301 Hebrew Syntax & Exegesis 3 hours
Prerequisites: HBRW 201, HBRW 202
The development of exegetical principles (including text criticism, grammatical historical, and theological factors) and their application to selected reading from the Hebrew Old Testament. (Resident)

HBRW 495 Directed Research in Hebrew (Resident) 3 hours

HISTORY – EUROPEAN

HIEU 201 History of Western Civilization I 3 hours
A survey of the major currents in Western civilization from its beginnings in the ancient Near East to 1648. (Both Resident and Online)

HIEU 202 History of Western Civilization II 3 hours
A survey of the major currents in Western civilization since 1648. (Both Resident and Online)

HIEU 321 Greek Civilization 3 hours
Prerequisite: HIEU 201
A survey of the ideas and institutions of the Greeks from their arrival to Alexander the Great, emphasizing the rise of the city-state, the birth of philosophy, the flowering of the arts and the interaction with oriental culture. (Resident)

HIEU 332 Roman Civilization 3 hours
Prerequisite: HIEU 201
A history of the Roman state and culture from Romulus to Justinian, emphasizing territorial expansion, the republic, the Roman revolution, maintenance of autocracy, the thrust of Christianity into the Roman world, the fall of the empire and the heirs of Rome. (Both Resident and Online)

HIEU 360 The Medieval Experience 3 hours
Prerequisite: HIEU 201
An introduction to the main events and achievements of the period 300-1500 in the Latin, Byzantine and Muslim worlds. (Resident)

HIEU 370 Age of the Enlightenments 3 hours
Prerequisite: HIEU 201 or 202
The political, social, economic and intellectual developments in selected European countries from the Age of Louis XIV to the end of the Napoleonic Era. Topics include the Old Order, Enlightenment and French Revolution, and Napoleon. (Resident)

HIEU 380 Age of Nationalisms 3 hours
Prerequisite: HIEU 202 or 370
The political, social, economic and intellectual developments in selected European countries, 1815-1914. Topics include the Industrial Revolution, Unification of Germany, Imperialism and Origins of WWI. (Resident)

HIEU 390 Modern Europe 3 hours
Prerequisite: HIEU 202 or 380
The political, military, social, economic and intellectual developments in selected European countries from 1914 through 1945 will be analyzed. Topics include: causes of WWI; the Versailles Peace Conference; rise of Fascism and Communism; origins of World War II; the war; the holocaust; and end of WWII, setting the stage for the Cold War. (Both Resident and Online)

HIEU 425 The French Revolution and the Napoleonic Era 3 hours
Prerequisite: HIEU 201
This course will provide an in-depth study of the era of the French Revolution and the Napoleonic Empire, focusing on political, military, intellectual, and economic developments. (Both Resident and Online)

HIEU 450 Twentieth Century Germany 3 hours
Prerequisite: HIEU 202 or 390
Survey of German history since WWI. Topics include: Versailles Peace; Weimar Republic and Culture; Rise of Nazism; Holocaust and West Germany; and Origins of the Cold War. (Resident)

HIEU 455 World War II 3 hours
An examination of the causes, course, and consequences of World War II. (Formerly HIEU 355) (Resident)

HIEU 460 Modern Britain (Offered as needed) 3 hours
Prerequisite: HIEU 201 or 202
The political, social and economic developments in England with emphasis on the era of English political, economic and diplomatic supremacy since the Industrial Revolution. (Resident)

HIEU 466 Renaissance and Reformation Europe 3 hours
Prerequisite: HIEU 201
An integrative study of Europe during the years 1450-1650; developments in literature, art, architecture, music, religion, political structures, and foundations for modern western culture. (Formerly HIEU 366) (Both Resident and Online)

HIEU 485 History of Russia 3 hours
Prerequisite: HIEU 202 or consent of instructor
A history of Russia beginning in the ninth century through the Empire, the Soviet State from its inception in 1917 to 1991, and modern Russia. (Resident)

HIEU 495 Directed Research (Resident) 1 to 3 hours

HIEU 497 Special Topics in European History (Resident) 1 to 3 hours

HISTORY – RESEARCH AND METHODS

HIST 101 American History Orientation 3 hours
An overview of American history, emphasizing America’s Christian heritage, limited and Constitutional government, free markets, and individual freedom and responsibility. (Online)

HIST 299 Internship 0 hours
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind. Application procedures processed through the Career Center. Must apply semester prior to internship. (Resident)

HIST 300 Historical Methodology 3 hours
Prerequisite: R SCH 201
An invitation to explore the historical discipline. Students will be grounded in the meaning and interpretation of history, methodology, research techniques and career opportunities. Should be taken no later than the first semester of the junior year. (Both Resident and Online)

HIST 305 Introduction to Public History 3 hours
Provides an introduction to the major topics in the field of public history including the history of public history, employment opportunities for public historians, and public historical issues. Students will be introduced to public history methodologies such as conducting oral history interviews, historical preservation, documentary editing, digital media, event planning, and archival documentation. (Resident)

HIST 419 Secondary Social Studies Teaching Methods 2 hours
Prerequisites: Approval for teacher training; have completed 50% of academic major
A discipline specific social studies methods course with emphasis upon national and Virginia standards relating to the social studies. Content continues the development of lesson planning while adding specific discipline instructional strategies. Must be taken concurrently with HIST 420 – Secondary Social Studies Practicum. (Resident)
### COURSES OF INSTRUCTION

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Prerequisites/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 420</td>
<td>Secondary Teaching Methods Practicum</td>
<td>1 hour</td>
<td>Prerequisite: to be taken concurrently with HIST 419. Students will be required to prepare a unit, teach in a secondary classroom setting, and evaluate the experience. (Resident)</td>
</tr>
<tr>
<td>HIST 490</td>
<td>Senior Research Seminar</td>
<td>3 hours</td>
<td>Prerequisites: HIST 300; six hours of 300-400 level History courses; Senior Status. Required capstone history seminar in a special field, emphasizing historiography and historical interpretation and requiring a major research paper. (Resident)</td>
</tr>
<tr>
<td>HIST 491</td>
<td>Senior Capstone Seminar</td>
<td>3 hours</td>
<td>Prerequisites: HIST 300, six hours of upper-level history, Senior Status. A senior-level capstone seminar covering historiography, interpretation, research methodologies, Christian worldview approaches, vocational opportunities, and assessment. (Both Resident and Online)</td>
</tr>
<tr>
<td>HIST 497</td>
<td>Special Topics in History</td>
<td>3 hours</td>
<td>An in-depth study offered by members of the faculty on a selected topic of historical interest. (Resident)</td>
</tr>
<tr>
<td>HIST 499</td>
<td>Internship</td>
<td>1 to 6 hours</td>
<td>Prerequisites: HIST 300; Junior, or Senior Status; 2.7 or higher GPA; a minimum of 12 hours in major. Supervised applied learning experiences in archives, museums, government agencies, foundations, businesses, or public history sites. Applications are processed through the department Faculty Internship Advisor. Applicant must apply the semester prior to starting the internship.</td>
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### HISTORY – UNITED STATES

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>HIUS 221</td>
<td>Survey of American History I</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 221. A survey of the political, social and economic developments of America from the colonizing experience through the Civil War with emphasis on the development of the American democratic tradition. (Both Resident and Online)</td>
</tr>
<tr>
<td>HIUS 222</td>
<td>Survey of American History II</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 222. A survey of American history from Reconstruction to the present, stressing interpretation and analysis of major eras and trends. (Both Resident and Online)</td>
</tr>
<tr>
<td>HIUS 223</td>
<td>Survey of American History I On Site</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 222. A survey of the political, social, and economic developments of America from the colonizing experience through the Civil War with emphasis on the development of the American democratic tradition. The delivery of this course will include online assignments and a study trip. (Both Resident and Online)</td>
</tr>
<tr>
<td>HIUS 310</td>
<td>American Colonial History</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 221. Political, economic, cultural and military developments from the founding of the thirteen colonies to the American Revolution. (Resident)</td>
</tr>
<tr>
<td>HIUS 312</td>
<td>Era of the American Revolution</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 221. The growth of ideas and institutions which led to American independence, the creation of an American union and a distinctive culture. (Resident)</td>
</tr>
<tr>
<td>HIUS 313</td>
<td>The American Founding</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 221. An overview and analysis of the origins of the United States Constitution, its ratification, and initial implementation. (Resident and Online)</td>
</tr>
<tr>
<td>HIUS 314</td>
<td>Jeffersonian America, 1789–1815</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 221. The history of the United States from the Presidency of George Washington through the War of 1812, with particular attention to the rise of political and constitutional conflict between Federalists and Jeffersonian Republicans. (Resident)</td>
</tr>
<tr>
<td>HIUS 316</td>
<td>Jacksonian America</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 221. American history from the rise of Jackson through the Mexican War; emphasis will be on the market revolution and how it shaped politics, society and the economy during the era. (Resident)</td>
</tr>
<tr>
<td>HIUS 340</td>
<td>Industrial America, 1877–1917</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 222. A study of American political development from the Gilded Age to World War I with emphasis on the political and social consequences of urbanization, industrialization and immigration. (Resident)</td>
</tr>
<tr>
<td>HIUS 341</td>
<td>History of American Politics</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 222. This course surveys American national politics, including the development of the American party system, episodic political issues, and the influence of major politicians. Special emphasis is placed on critical U.S. presidential elections. (Resident and Online)</td>
</tr>
<tr>
<td>HIUS 351</td>
<td>U.S. History, 1917–1945</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 222. An in-depth study of American society and politics from America’s entry into World War I to the end of World War II. (Resident)</td>
</tr>
<tr>
<td>HIUS 360</td>
<td>History of American Entrepreneurship</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 221, 222, or 223. The growth of the American economy from the 18th century to the present. The interaction between government, business and labor will be analyzed with emphasis on the development of the modern business corporation. (Both Resident and Online)</td>
</tr>
<tr>
<td>HIUS 380</td>
<td>Modern American Military History</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 221. An in-depth study of United States military history in the 20th century. (Formerly HIUS 480) (Both Resident and Online)</td>
</tr>
<tr>
<td>HIUS 390</td>
<td>History of Virginia</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 221 or 222. A study of Virginia history from before the settlement of Jamestown to the present. (Resident)</td>
</tr>
<tr>
<td>HIUS 395</td>
<td>The Ante-Bellum South</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 221. A study of all aspects of Southern life and civilization from the colonial period to secession with special emphasis on the effects of the institution of slavery. (Resident)</td>
</tr>
<tr>
<td>HIUS 396</td>
<td>The New South</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 221. A study of the South during the Civil War, the Reconstruction Era, the growth of the segregation and racial animosity, Southern demagogues, as historical background to an understanding of the contemporary South. (Resident)</td>
</tr>
<tr>
<td>HIUS 420</td>
<td>Civil War and Reconstruction</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 221. A study of the political and social disintegration of the 1850s; the causes and nature of the Civil War; the crises during Reconstruction. (Both Resident and Online)</td>
</tr>
<tr>
<td>HIUS 430</td>
<td>Minorities, Ethics, and Social Movements in America</td>
<td>3 hours</td>
<td>Prerequisite: 6 hours history. Selected topics relating to race, religion, social mobility, ethnic groups, women, family and social groups. (Resident)</td>
</tr>
<tr>
<td>HIUS 435</td>
<td>The World of Jonathan Edwards</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 221. The course examines the life and thought of Jonathan Edwards, situates Edwards in the 18th century American and transatlantic worlds, and traces his impact on American evangelicalism. (Online)</td>
</tr>
<tr>
<td>HIUS 442</td>
<td>History of U.S. Political Parties Since 1898</td>
<td>3 hours</td>
<td>Prerequisite: HIUS 221. This course examines the party system’s response to the emergence of the United States as a world power from the election of McKinley to the present. Special emphasis is placed on U.S. presidential elections. (Formerly HIUS 342) (Resident)</td>
</tr>
</tbody>
</table>
HIUS 445  
Reagan’s America  3 hours  
This course is an exploration of the age of Reagan—i.e. the period from roughly 1964 to 1990. Particular focus is on American politics, foreign policy, economic affairs, political ideologies, social issues, and popular culture.  (Both Resident and Online)  
HIUS 452  
Recent America  3 hours  
Prerequisite: HIUS 222  
An in-depth study of American society and politics from the end of World War II to the challenges on the contemporary scene.  (Resident)  
HIUS 470  
American Foreign Relations Since 1776  3 hours  
Prerequisite: HIUS 221 or 222  
American diplomatic activities and foreign relations from the Revolutionary War and early national period to the present.  (Formerly HIUS 370)  (Resident)  
HIUS 495  
Directed Research  1 to 3 hours  
(Resident)  
HIUS 497  
Special Topics in United States History  1 to 3 hours  
(Resident)  

HISTORY – WORLD  

HIWD 320  
History of Africa  3 hours  
Prerequisite: HIEU 201, 202, HIUS 221 or 222  
A comprehensive survey of African history.  (Both Resident and Online)  
HIWD 341  
Modern Islamic Civilization  3 hours  
A survey of Muslim Civilization and history since 1453, including the development of the modern Islamic state, Muslim philosophy and mysticism, religious practices, arts and literature.  (Formerly HIWD 441)  (Resident)  
HIWD 350  
East Asian Civilization  3 hours  
A survey of “the great tradition” that developed in China and spread to Japan and its transformation in modern times. Covers events in China and Japan down to the present.  (Formerly HIWD 450)  (Resident)  
HIWD 370  
Comparative Civilization  3 hours  
Prerequisite: Junior status  
A comparative study of selected world civilizations with attention to the interaction with the West and the dynamics of cultural change.  (Formerly HIWD 470)  (Both Resident and Online)  
HIWD 371  
Latín American Civilization: Colonial Period  3 hours  
Iberian and Amerindian backgrounds with special emphasis on Aztec, Maya and Inca cultures; the epoch of European conquest and colonization; a description and analysis of the development of colonial institutions; the independence movements.  (Formerly HIWD 471)  (Resident)  
HIWD 372  
Latín American Civilization: National Period  3 hours  
The colonial inheritances which influenced national development; political, economic and religious trends of the 19th century; revolutionary trends in the 20th century.  (Formerly HIWD 472)  (Resident)  
HIWD 375  
Korean and Vietnam Wars  3 hours  
The course examines military conflicts in Korea and Vietnam throughout history, with an emphasis on the Korean and Vietnam Wars of the 20th Century. Focus is placed on American strategy, operations and tactics in both wars.  (Both Resident and Online)  
HIWD 460  
Atlantic World  3 hours  
This course examines the social, cultural, political, and economic interactions of the Atlantic World from circa. 1492 – circa. 1825.  (Resident)  
HIWD 495  
Directed Research  1 to 3 hours  
(Resident)  
HIWD 497  
Special Topics in World History  1 to 3 hours  
(Resident)  

HEALTH  

HLTH 105  
Introduction to the Health Professions  3 hours  
A survey of the health professions and requirements for educational, job and market demands in selected health careers, including health promotion philosophy, goals, history and development.  (Both Resident and Online)  
HLTH 205  
Accident Prevention and Care (First Aid)  3 hours  
Principles of accident prevention and personal safety with emphasis upon development of knowledge and skills needed for dealing with emergencies which may be faced in a variety of settings. First aid and CPR certification is included.  (Resident)  
HLTH 211  
Applied Anatomy and Physiology I for Associate Programs  3 hours  
A continuation of HLTH 211 that examines the structure, function, and pathology of the various body systems and their roles, relevance, and applications in health and illness. The course employs virtual interactive cadaver dissection technology. The following topics are covered: introduction to the human body, organization of the body, the blood, the cardiovascular system, the lymphatic system, the nervous system, the special senses, the endocrine system, and the respiratory system.  (Online)  
HLTH 212  
Applied Anatomy and Physiology II for Associate Programs  3 hours  
A study of considerations and current trends in the areas of personal and community health. Emphasis is given to personal responsibility for healthy lifestyle management.  (Resident)  
HLTH 221  
Applied Human Anatomy and Physiology I  3 hours  
(Resident - Offered fall semester)  
An examination of the structure, function, and pathology of the various body systems and their roles, relevance, and applications in health and illness. The course will employ virtual interactive cadaver dissection technology. The following topics are covered: introduction to the human body; the chemistry of life; the cells, tissues, and organization of the body; the blood; the cardiovascular system; the lymphatic system; the nervous system; the special senses; the endocrine system; and the respiratory system.  (Formerly HLTH 201)  (Both Resident and Online)  
HLTH 222  
Applied Human Anatomy and Physiology II  3 hours  
(Resident - Offered spring semester)  
Prerequisite: HLTH 221  
A continuation of HLTH 221 that examines the structure, function, and pathology of the various body systems and their roles, relevance, and applications in health and illness. The course will employ virtual interactive cadaver dissection technology. The following topics are covered: introduction to nutrition; the digestive system; the urinary system; the skin; resistance and immunity; the musculoskeletal system; introduction to genetics; and the reproductive systems.  (Formerly HLTH 202)  (Both Resident and Online)  
HLTH 252  
Drugs in Society  3 hours  
An examination of alcohol, tobacco and other drugs effects upon individual, school and community.  (Both Resident and Online)  
HLTH 299  
Internship  0 hours
COURSES OF INSTRUCTION

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Practical work experience in an approved health agency, supervised by a qualified health specialist. Application procedures processed through the Career Center. Must apply semester prior to internship. (Resident)

HLTH 301 Foundations of Public Health 3 hours

This course provides an introduction to public health concepts and practice. Beginning with the history public health, the student will learn how this profession has evolved through time, study the foundational components of public health today, and explore its future. This course will address administrative roles and responsibilities of the profession within the context of socio-ecological levels. Topics covered include public health's core functions and essential services, organizational structures, ethical issues, systems thinking, and the role of the health education specialist. (Resident)

HLTH 311 Health Promotion Methods for Global Settings 3 hours

Prerequisite: Completion of at least one academic year

This practical course applies health promotion theory through methods and materials designed for international settings. Non-formal methods are especially introduced to the learners. This course is ideal for those desiring to serve in overseas settings (the two-thirds world) for ministry and service. Non-health majors are welcome, especially those with a heart for missions and for serving the needy. (Resident)

HLTH 330 Human Nutrition 3 hours

Prerequisites: Biology or chemistry course

Chemical structure, function, digestion, metabolism and biochemical interrelationships of nutrients relating to life cycle, current issues and diet selection. (Both Resident and Online)

HLTH 333 Exercise and Sports Nutrition 3 hours

Prerequisites: EXSC 310

This course focuses on nutrition with an emphasis on its role in exercise and sport performance. Topics include: macro/micro-nutrient metabolism in relation to exercise, hydration, body composition, ergogenic aids, disordered eating, and current nutritional recommendations. (Resident)

HLTH 340 Women's Health Issues 3 hours

Prerequisites: Women only; Junior or Senior status

This course provides female students with an overview of contemporary health issues across the lifespan, within the framework of health education and health promotion. It prepares students with both knowledge and competencies to best minister to other women, in formal and informal settings, from a Christian perspective. (Resident)

HLTH 349 Public and Community Health for Business 3 hours

This course is an introduction to public and community health issues and problems at the local, state and national levels oriented toward business professionals. (Online)

HLTH 350 Introduction to Public and Community Health 3 hours

Prerequisite: RSCH 201

An introduction to public and community health issues or problems at the local, state and national levels. (Resident)

HLTH 370 Introduction to Environmental Hazards and Response 3 hours

Prerequisites: HLTH 301 or HLTH 350 (May be taken as a corequisite)

This course addresses manmade and natural environmental hazards that impact human health. After a description and epidemiological survey of risk, the course focuses on prevention and disaster management. Students will learn the structure and systems involved in the response to environmental disasters, and will participate in hands-on training in disaster response skills through the resources of the American Red Cross and/or other agencies. (Resident)

HLTH 380 Health Promotion for Aging Populations 3 hours

The study of the process of aging and the interrelationships among the five dimensions of health as they relate to aging. Emphasis is placed on health promotion and disease prevention at all ages as the path to living a full life in later years. (Both Resident and Online)

HLTH 400 Contemporary Health Issues 3 hours

Prerequisite: Junior or Senior status

As an integrative study course, classes examine health trends in America. The focus is on personal health / medical decisions relevant to Christians. Topics include but are not limited to: marital choices, addictions, common infectious and chronic diseases, mental illness, aging, dying and death, and predictions of future health events of the next 50 years. (Resident)

HLTH 402 The School Health Program 3 hours

Prerequisite: Junior status

School health program philosophy and K-12 curriculum are discussed with an emphasis on policies, procedures and methods for the teaching of health education. (Resident)

HLTH 419 Wellness and Behavior Change Theories for Business 3 hours

This course includes a study of theory and practice of wellness behavioral change that can be translated into the business arena. Organizational and individual intervention techniques for health promotion, marketing and general communication campaigns will be emphasized. (Online)

HLTH 420 Principles of Behavior Change and Health Counseling 3 hours

Prerequisite: Junior status

A study of theory and practice of behavioral change or verification that leads to a healthy lifestyle. Group and individual intervention techniques with follow-up health counseling theory and application will be emphasized. (Resident)

HLTH 440 Methods and Resources in Teaching Applied Sciences in Schools 2 hours

Prerequisite: HLTH 402

A study of classroom related instruction in applied sciences with an emphasis on delivery system, student needs and materials that can be utilized. (Resident)

HLTH 441 Methods and Resources in Teaching Applied Sciences in School Practicum 1 hour

Prerequisite: to be taken concurrently with HLTH 440

The student will be required to prepare a unit, teach in a secondary classroom setting and evaluate the experience. (Resident)

HLTH 444 Principles of Epidemiology and Biostatistics 3 hours

Prerequisite: MATH 201 or consent of the instructor

A study of epidemiology, the basic science of public health. Epidemiology will be viewed as: 1) a quantitative basic science built on sound research methods; 2) a method of causal reasoning based on developing and testing hypotheses pertaining to the occurrence and prevention of morbidity (disease) and mortality (death); and 3) a tool for public health action to promote and protect the public’s health. (Resident)

HLTH 452 Methods and Materials in Community Health Education 3 hours

Prerequisites: Junior Status

Development, usage and evaluation of print and non-print materials and methods for health educators in the community setting. (Resident)

HLTH 453 Program Planning and Evaluation in Health Education 3 hours
COURSES OF INSTRUCTION

Prerequisite: HLTH 350 (HLTH 301 is also recommended), Junior Status
A study of the theories, models, and processes that reflect best practice in assessment, planning, implementation, and evaluation of health education programming. (Resident)

HLTH 485 Principles of Epidemiology and Biostatistics for Business
Prerequisite: MATH 201 or consent of the instructor
A study of epidemiology, the basic science of public health. Epidemiology will be viewed as: 1) a quantitative basic science built on sound research methods; 2) a method of causal reasoning based on developing and testing hypotheses pertaining to the occurrence and prevention of morbidity (disease) and mortality (death); and 3) a tool for public health action to promote and protect the public’s health. (Online)

HLTH 488 Chronic and Infectious Diseases 3 hours
Prerequisite: BIOL 203 or 303
This course will address the epidemiology, pathogenesis, risk factors, and prevention of major chronic diseases. Also, this course will examine infectious diseases through the epidemiology of various bacterial, viral, fungal, protozoal, and helminthic infections, with application for students interested in health promotion and disease prevention at home, overseas, and on the mission field. (Resident)

HLTH 491 Grantsmanship 3 hours
An introduction to the world of public, corporate and private foundations. Topic research, organizational communications, protocol, budget development and grant writing are emphasized skill areas. (Both Resident and Online)

HLTH 495 Directed Research 1 to 6 hours
Prerequisites: Approval of the program director.
To allow students the opportunity to expand their understanding of public health by taking part in a research-oriented project or program implementation and evaluation of a public health topic of interest. (Resident)

HLTH 497 Special Topics in Health 1 to 3 hours
A comprehensive study of health promotion principles and problems in selected areas of health science which may include: stress management, weight control, environment, smoking cessation, family life education, human diseases, etc. (May be repeated to a total of six hours in different content areas.) (Resident)

HLTH 498 Public Health Senior Seminar 3 hours
Prerequisites: HLTH 301, 350, and 444
This course provides students with the opportunity to incorporate and apply the content and competencies of public health into a culminating experience that places emphasis on a research project and presentation. (Resident)

HLTH 499 Professional Internship in Health Promotion 1-6 hours
Prerequisites: Consent of instructor; required cumulative GPA of 2.35; HLTH 452 and 453; CPR/First Aid Certification; Junior or Senior status
Practical work experience in an approved health agency, supervised by a qualified health specialist. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Resident)

HONORS

HONR 395 Quantitative Research Methods and Design 3 hours
Prerequisites: Junior Status
This course examines an overview of various types of quantitative research, theory and design of research problems and experiments in various subfields, communication of research proposals and results, and evaluation of current research and review of current literature. (Resident)

HONR 495 Senior Honors Thesis 3 hours
This individually designed thesis will be directed by a faculty member from the honor student’s major department in consultation with the department chairperson and the Director of the Honors program. (Resident)

HUMAN SERVICES

HSER 201 Survey of Human Services 3 hours
This course explores the complexities of the Human Services field, such as, the macro-mechanics of the service delivery system, the variety of professionals within the field, and the diversified population groups receiving specialized services. It provides the student with a historical perspective and it explores the societal values that served as a catalyst for the implementation of the policies that influence the delivery of human services. (Resident)

HSER 301 Human Services Practices 3 hours
Prerequisite: HSER 201; RSCH 201
The purpose of this course is to prepare students for work in human services. The focus is practical in what to expect in the work setting in terms of managing both specific population groups as well as the various entities providing services. Students will examine the dynamics of clients, agency, and the self as the representative and provider of services. The course will help students understand the complex religious, moral, economic, and political aspects of human services practice when interacting with a variety of people. The student will be exposed to a broad range of ideas about the philosophies and practices of the various agencies and will be challenged to identify their own beliefs about the role of helping others in a professional context. (Resident)

HSER 499 Internship 3 hours
Prerequisite: Senior Status; Human Service Major
A course that provides students the opportunity to observe human behavior within the human services profession. Applications are processed through the department Faculty Intern Advisor. And, all applicants must apply the semester prior to starting the internship. (Resident)

HEATING, VENTILATION, AIR CONDITIONING

HVAC 101 Foundations of HVAC 4 hours
Co/Prerequisite: CRFT 101
Foundations of HVAC is a practical course combining lecture and hands-on instruction. Topics include: Introduction to HVAC; Trade Math; Copper and Plastic Piping Practices; Soldering and Brazing; Ferrous Metal Pipe Practices; Basic Electricity; Introduction to Cooling; Introduction to Heating; Air Distribution Systems. (Resident)

HVAC 201 Intermediate HVAC 4 hours
Prerequisite: HVAC 101
Intermediate HVAC is a practical course combining lecture and hands-on instruction. Topics include: Commercial Airside Systems; Chimneys, Vents and Flues; Introduction to Hydraulic Systems; Air Quality Equipment; Leak Detection, Evacuation, Recovery and Charging; Alternating Current; Basic Electronics; Introduction to Control Circuit Troubleshooting; Troubleshooting Gas Heating; Troubleshooting Cooling; Heat Pumps; Basic Installation and Maintenance Practices; Sheet Metal Duct Systems; Fiberglass and Flexible Duct Systems. (Resident)

HVAC 301 Advanced HVAC 4 hours
Prerequisite: HVAC 201
Advanced HVAC is a practical course combining lecture and hands-on instruction. Topics include: Refrigerants and Oils; Compressors; Metering Devices; Retail Refrigeration Systems; Commercial Hydraulic Systems; Steam Systems; Planned
Maintenance; Water Treatment; Troubleshooting Electronic Controls; Troubleshooting Oil Heating; Troubleshooting Heat Pumps; Troubleshooting Accessories. (Resident)

HVAC 401 Special Topics in HVAC 4 hours
Prerequisite: HVAC 301

Special Topics in HVAC is a practical course combining lecture and hands-on instruction. Topics include: Construction Drawings and Specifications; System Balancing; Indoor Air Quality; Energy Conservation Equipment; Building Management Systems; System Startup and Shutdown; Heating and Cooling System Design; Commercial and Industrial Refrigeration Systems; Alternative Heating and Cooling Systems; Introduction to Supervisory Skills. (Resident)

### INDIVIDUALIZED/INTERDISCIPLINARY STUDIES

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>INDS 200</td>
<td>Career Planning and Professional Development</td>
<td>1 hour</td>
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<tr>
<td>INDS 299</td>
<td>Experiential Learning and Intern/Externship</td>
<td>0 hours</td>
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<tr>
<td>INDS 400</td>
<td>Knowledge Synthesis for Professional and Personal Development</td>
<td>3 hours</td>
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<tr>
<td>INDS 499</td>
<td>Integration of Faith, Learning, and Disciplines</td>
<td>6 hours</td>
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### INFORMATION TECHNOLOGY

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>INFT 102</td>
<td>PowerPoint*</td>
<td>1 hour</td>
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<tr>
<td>INFT 103</td>
<td>Excel*</td>
<td>1 hour</td>
</tr>
<tr>
<td>INFT 104</td>
<td>Word*</td>
<td>1 hour</td>
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documents and generating reports. Topics include inserting text, graphics and tables as well as modifying text boxes, tabs and general paragraph alignment. (Both Resident and Online)

**INFT 105 Introduction to Information Literacy** 1 hour
An introduction to the information literacy skills and resources needed for academic research and lifelong learning. Students will learn to identify, assess, organize, and report information responsibly, including library print and electronic materials as well as web resources. (Both Resident and Online)

**INFT 110 Computer Concepts and Applications** 3 hours
This course will introduce the student to the operation and use of computers. Specific applications taught include operating systems, word processing, spreadsheets, and presentation software. In addition, students will learn basic terminology and concepts related to the use of computers in today’s society. (Both Resident and Online)

**INFT 111 MAC Computer Concepts and Applications** 3 hours
This course will introduce the student to the operation and use of MAC computers. Specific applications taught include operating systems, word processing, presentations, and presentation software. In addition, students will learn basic terminology and concepts related to the use of computers in today’s society. (Both Resident and Online)

**INFT 126 Adobe InDesign - Introductory** 1 hour
This course will introduce the student to Adobe InDesign. Specific skills taught include creating, editing, and publishing a created document to various media formats. (Both Resident and Online)

**INFT 127 Adobe Photoshop - Introductory** 1 hour
This course will introduce the student to Adobe Photoshop. Specific skills taught including creating, editing, and publishing digital content, including photos, images, and effects. (Both Resident and Online)

**INFT 151 Mobile Media Techniques** 1 hour
This course will introduce students to mobile devices, concepts, and using established mobile apps. Students will use mobile devices to create and web publish mobile media content that will enhance their understanding of the tools and functions available to tell their stories, communicate content, and establish a web presence. (Both Resident and Online)

**INFT 152 Social Media Tools – Introductory** 1 hour
This course will introduce the concepts and applications of social media. Students will gain hands on experience using readily available social media tools to create a social media presence on the internet. (Both Resident and Online)

**INFT 241 CompTIA A+: Computer Hardware and Operating Systems Certification** 3 hours
This course will introduce hardware, software, operating systems, and trouble-shooting. Students will learn basic skills in building and trouble-shooting computers, installing/configuring operating systems, and basic networking. (Both Resident and Online)

**INQUIRY**

**INQR 101 Inquiry 101** 1 hour
An introduction to the value of research and to the role of research and scholarship in the life of an undergraduate student, including exposure to the opportunities available to participate in research and scholarship within the Liberty University undergraduate programs. (Online)

**JOURNALISM**

**JOUR 220 News Writing & Reporting I** 3 hours
Prerequisites: ENGL 101: Grade of C or better

This course provides a survey of media journalism formats and writing techniques for each. The course is designed to enhance the appreciation of the journalism professional as well as provide an understanding of the basic techniques used by the professional to inform for both broadcast and written forms of media. Students will write objective news stories using the inverted pyramid and complete circle, produce copy for broadcast news stories, create online news stories and be introduced to the basics of blogging. (Resident)

**JOUR 225 Media Writing** 3 hours
Prerequisites: ENGL 101 (Minimum grade of C)
This course provides a survey of mass communication media formats and writing techniques from news for print and broadcast, to advertising and public relations. The course is designed to enhance the appreciation of the mass communication professional as well as provide an understanding of the basic techniques used by the professional to inform and/or persuade audiences. Students will write news stories, produce copy for broadcast news, create an advertising package, and develop a public service announcement. (Formerly COMS 220) (Both Resident and Online)

**JOUR 234 Modern Copy Editing** 3 hours
Prerequisites: JOUR 220 with a “C” or better OR JOUR 225 with a “C” or better
This writing course that emphasizes advanced grammar skills, copy editing across multiple platforms, and proofreading, as well as reporting and headline writing, tease and tag writing, legal and ethical considerations, and attention to layout and design. (Resident)

**JOUR 354 News Writing and Reporting II** 3 hours
Prerequisites: JOUR 220 with a “C” or better; RSCH 201
The study and practice of news story preparation, including a step-by-step breakdown of each stage of story development for both print and electronic media. The student will concentrate on learning to write reporting style, which is different from expository writing. The student will develop responsibility for the accuracy and clarity of the work from gathering the information to assembling it into an article intended to inform and perhaps persuade. (Formerly COMS 354) (Resident)

**JOUR 356 Social Media Writing** 3 hours
Prerequisites: JOUR 220 or JOUR 225
This course explores writing for various social media platforms and how they fit into a marketing plan. Students learn practical techniques used in producing social media content that promotes audience affinity and loyalty. (Both Resident and Online)

**JOUR 358 Strategic Web Writing (Blogging)** 3 hours
Prerequisites: JOUR 220 with a grade of C or better OR JOUR 225 with a grade of C or better.
This course covers the study and practice of writing blogs for information, promotion, persuasion, and entertainment. The students will learn to craft their writing efforts in order to reach a variety of different audiences, including writing for media, businesses, nonprofit organizations and personal platforms. This course will allow students to build a portfolio. (Resident)

**JOUR 360 Media Convergence** 3 hours
Prerequisites: ARTS 222; DIGI 225; JOUR 354
This course features a hands-on approach that allows students to develop news stories using a variety of traditional media as well as social media such as Twitter, Facebook and Instagram. The media convergence class will help the student prepare material that is suitable for a portfolio. (Resident)

**JOUR 370 Sports Writing & Reporting** 3 hours
Prerequisites: JOUR 220 or JOUR 225
This course provides a survey of sports writing styles and will examine the elements that comprise a well-written sports story or column including such elements as narrative flow, colorful detail and appropriate quotations. (Resident)
JOUR 373 Editorial and Opinion Writing 3 hours
Prerequisites: ENGL 101 with a “C” or better or JOUR 225
A study in presenting opinions in a persuasive manner through research and writing. Students will develop skills to produce a commentary on contemporary issues that inform, persuade, and change attitudes and actions. (Formerly COMS 373) (Resident)
JOUR 374 Magazine Writing and Editing 3 hours
Prerequisites: ENGL 101 with a “C” or better or JOUR 225
An advanced magazine writing course focusing on writing and selling full-length magazine articles with additional emphasis on magazine article editing and knowledge of the marketplace. (Formerly COMS 374) (Resident)
JOUR 375 Community Reporting 3 hours
Prerequisites: JOUR 220 or JOUR 225 with a “C” or better
Examines the principles and practices of community journalism, offering students extensive hands-on experience in writing localized content. Special emphasis is given to the individual and group creation of targeted content. (Resident)
JOUR 390 Champion Practicum 1 hour
Prerequisites: JOUR 220 or JOUR 225 with a “C” or better
This course provides opportunities to apply what has been explored in the classroom through the operation of The Liberty Champion, our Liberty University student-run newspaper. Practicum is designed to enhance those acquired skills and knowledge and provide the student with the opportunity to build a portfolio for employment. (Ad/PR students should request a sales assignment.) (Formerly COMS 390) (Resident)
JOUR 391 Advertising Design and Photography Practicum 1 hour
Prerequisites: ARTS 222 with a grade of ‘C’ or better OR ARTS 224 with a ‘C’ or better, and JOUR 220 with a grade of ‘C’ or better OR JOUR 225 with a grade of ‘C’ or better.
This course provides opportunities to apply what has been explored in the classroom in the area of advertising design. Practicum is designed to enhance those acquired skills and knowledge and provide the student with the opportunity to build a portfolio for employment, using real clients and their advertising placed in the Champion newspaper. (Formerly COMS 391) (Resident)
JOUR 396 Advertising Practicum 1 hour
Prerequisites: JOUR 220 or JOUR 225 with a “C” or better
While priority will be given to Advertising/PR concentration students, this course is open as an elective to students majoring in Business Administration with the Marketing Cognate or to Sport Management majors. Students will work in support of the Advertising and Public Relations agency operated in the Department of Communication Studies under the wing of the Advertising/PR concentration. Students must enroll in this class if they plan to compete in Ad Team or Public Relations Student Society of America (PRSSA) contests. This practicum gives students the experience needed prior to getting an internship or a job in advertising or public relations or marketing or management. (Formerly COMS 397) (Resident)
JOUR 482 Senior Projects 3 hours
Prerequisites: ARTS 222, DIGI 224 or DIGI 225, JOUR 354
This is a capstone course and a requirement for Digital Media and Communication Arts majors in the Journalism concentration. In a culminating activity, students produce three stories of professional quality designed for digital multimedia platforms. Students attend a weekly seminar and work independently under the supervision of a faculty member. Students will be required to immerse themselves in a specific beat such as education, business, medicine, sports, etc. for their news content. (Resident)
JOUR 485 Investigative Reporting 3 hours
Prerequisites: JOUR 354
An in-depth study of research, story development, interview techniques and writing for investigative stories in mass media. Critical thinking and analysis will be developed as students review court documents and interview witnesses of cases and seek to evaluate the evidence. Research will be developed into a news story. (Formerly COMS 485) (Resident)
JOUR 498 Professional Practicum 1 hour
Prerequisites: JOUR 354, DIGI 225 or DIGI 224
This is a course designed for senior who are working for an on campus media group as an editor or producer. It is meant to give academic credit for the experience that gain as a leader for media outlet. (Resident)

LEADERSHIP
LEAD 110 Introduction to Leadership: Connecting With Others 1 hour
This course is part one in a course sequence initiated for the Leadership Minor program. The course focuses on introduction to leadership skills, attitudes, and practices; particularly connecting with others within a university context. (Resident)
LEAD 122 Leadership: Connecting with Others and Self Leadership 2 hours
This course is part one in a course sequence initiated for the study of servant leadership. The course focuses on introduction to leadership skills, attitudes, and practices, particularly connecting with others and self-leadership skills. Special emphasis is placed on biblical perspectives and practices in leadership. (Online)
LEAD 210 The Art and Science of Leading Others 1 hour
This course is part three in a course sequence initiated for the Leadership Minor program. The course focuses on continued development in understanding leadership thinking, practices, and identity. Special emphasis is placed on biblical perspectives in leadership. (Resident)
LEAD 212 The Art and Science of Changing Culture 1 hour
This course is part four in a course sequence initiated for the Leadership Minor program. The course focuses on continued development in understanding leadership thinking, practices, and identity. Special emphasis is placed on biblical perspectives in leadership and assessing cultural and community needs and creating effective solutions. (Resident)
LEAD 222 Leadership: Leading Others and Culture Change 2 hours
This course is part two in a course sequence initiated to study servant leadership. The course focuses on introduction to leadership skills, attitudes, and practices, particularly leading others and culture change within one’s sphere of influence. Special emphasis is placed on biblical perspectives and practices in leadership. (Online)

LIFE COACHING
LIFC 201 Introduction to Life Coaching 3 hours
Prerequisite: PSYC 101 or 210
An introduction to professional coaching from a Christian worldview with special attention given to coaching theories, practice, skills, and various coaching specialties. This will include an overview of common client presenting issues. (Online)
LIFC 202 Advanced Skills in Life Coaching 3 hours
Prerequisite: PSYC 101 or 210
An examination of the requisite skills, theoretical coaching models, and goals needed to become proficient and successful as a life coach. The course offers an overview of advanced skills and their application in professional life coaching relationships. (Online)
LIFC 301 Health and Wellness Coaching 3 hours
Prerequisite: PSYC 101 or 210
An examination and analysis of professional coaching applications that serve health and wellness concerns. The course
covers health and wellness from a Christian worldview with special attention given to a biblical foundation of health and wellness coaching. (Online)

**LING 302  Marriage Coaching  3 hours**
Prerequisite: PSYC 101 or 210
An examination and analysis of professional coaching applications that serve marital relationship concerns. The course covers marital issues from a Christian worldview with special attention given to a biblical foundation of marriage coaching and differences between coaching and counseling models. (Online)

**LING 303  Financial Life Coaching  3 hours**
Prerequisite: PSYC 101 or 210
An examination and analysis of professional coaching strategies that serve financial concerns providing a focused overview, from a Christian worldview, of personal financial strategies addressing spending, debt, investing and taxes. (Online)

**LING 304  Leadership Professional Life Coaching  3 hours**
Prerequisite: PSYC 101 or 210
An examination and analysis of coaching strategies that serves professional leadership concerns. Special attention will be given to leadership strategies for navigating project management, cultural awareness, inter-generational issues, and balancing work and home life. (Online)

**LING 280  Field Language Learning  3 hours**
A course for learning how to learn a foreign language without a teacher; especially designed for international workers. (Resident)

**LING 300  Introduction to Cultural Anthropology  3 hours**
A course designed to heighten awareness and understanding of our culturally diverse world, via the study of systems of human behavior for the purpose of improving understanding of, and relations between, people. Several case studies will be used to illustrate these systems. (Formerly MLAN 300) (Resident)

**LING 301  Introduction to Linguistics  3 hours**
Introductory, descriptive study of language, including syntactic, morphological, phonological, semantic, and pragmatic analysis of language. Students will choose one other area of the discipline of study, such as psycholinguistics, sociolinguistics, or language acquisition. (Formerly LING 213) (Both Resident and Online)

**LING 305  Linguistic Analysis  3 hours**
Prerequisites: LING 301
In this course, students will learn how to analyze linguistic data in the fields of phonology, morphology, and syntax, through problem sets drawn from a wide variety of world languages. (Resident)

**LING 451  Phonetics and Phonology  3 hours**
Prerequisites: LING 301 and 305
This course concerns the analysis and voice production of sound systems that compose individual human languages. The purpose is to equip students to analyze and describe in phonological terms the inherent sound patterns and systematic variations that make up comprehensible speech. (Resident)

**LING 452  Morphology and Syntax  3 hours**
Prerequisite: LING 301 and 305
This course provides a comprehensive introduction to morphological/syntactic theory and analysis. It requires students to formulate hypotheses and test them against data from English and other languages. (Resident)

**LING 453  World Languages  3 hours**
Prerequisites: LING 301
This course is a study of the phonology, morphology, and syntax of a selection of world languages which illustrate both the similarities and the differences among languages. Syntactic and morphological features will be observed in terms of their typological implications and the question of language universals. (Both Resident and Online)

**LING 495  Directed Research  1 to 3 hours**
Prerequisite: Junior or senior status
Students who qualify will pursue studies of a particular interest as approved and supervised by the instructor. Must apply semester prior to completing internship. (Resident)

**LING 499  Internship in Linguistics  3 hours**
Prerequisites: Junior or senior status, 3:00 GPA, two courses in minor above 200 level.
Professional-supervised experience in first-hand internship opportunities in Linguistics. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Resident)

**MATH 100  Fundamentals of Mathematics  3 hours**
Prerequisite: PLMA of 40-69 OR successful completion of CLSTI 03 (Part 1 assessment score <23)
A review of basic arithmetic and elementary algebra. A grade of C or better is required in order to go on to a high-numbered mathematics course. This course may not be used in meeting General Education requirements in mathematics. (Developmental Math is a component of the Academic Success Center). (Both Resident and Online)

**MATH 100L  Fundamentals of Mathematics Companion Lab  1 hour**
Corequisite: MATH 100
Optional Companion Lab for MATH 100. This course is intended to provide extra assistance to students currently enrolled in MATH 100 through synchronous lecture and question/answer sessions. (Online)

**MATH 108  Elementary and Intermediate Algebra  3 hours**
This course is a self-paced computer-based review of rational numbers, exponents, polynomials, factoring, roots and radicals, graphing, rational expressions, equations and inequalities, systems of linear equations, and problem solving. It meets the prerequisite requirements for MATH 115, 117, 121, 125, 201, 217. Credit may not be earned for both MATH 108 and 110. This course may not be used to meet the General Education Requirements. (Developmental Math is a component of the Academic Success Center). (Resident)

**MATH 110  Intermediate Algebra  3 hours**
Prerequisite: PLMA of 70-74 OR Math 100 (minimum grade of C") OR successful completion of CLST 103 with a Part 1 assessment score ≥ 23 and a Part 2 assessment score < 15)
Review of exponents, polynomials, factoring, roots and radicals, graphing, rational expressions, equations and inequalities, systems of linear equations, and problem solving. This course may not be used to meet the General Education requirement. (Developmental Math is a component of the Academic Success Center). (Both Resident and Online)

**MATH 110L  Intermediate Algebra Companion Lab  1 hour**
Corequisite: MATH 110
Optional Companion Lab for MATH 110. This course is intended to provide extra assistance to students currently enrolled in MATH 110 through synchronous lecture and question/answer sessions. (Online)

(Note: MATH 100 and 110 Developmental Math courses are components of the Academic Success Center)

**MATH 112  Technical Mathematics  3 hours**
Prerequisite: MATH 100, 450+ on SAT Math, or 18+ on ACT Math.

Technical Mathematics presents a review of arithmetic, elements of algebra, geometry, trigonometry, and vectors. Direct applications are made to technical study areas. Only fulfills General Education requirements for AAS degrees. (Both Resident and Online)

MATH 114 Quantitative Reasoning 3 hours
Prerequisite: PLMA ≥ 70 OR Math 100 (minimum grade of C"")
OR successful completion of CLST 103 with a Part 1 assessment score ≥ 23 and a Part 2 assessment score < 15
Applying mathematical tools and analysis to practical context, particularly focusing on using proportions and ratios. Basic statistical tools are developed and employed, including graphs, descriptive statistics, the normal curve, the basics of inferential reasoning and investigating correlation. Financial application are particularly emphasized, as is the use of spreadsheets. (Both Resident and Online)

MATH 115 Mathematics for Liberal Arts 3 hours
Prerequisite: PLMA ≥ 75 OR Math 110 (minimum grade of C"")
OR successful completion of CLST 103 with a Part 1 assessment score ≥ 23 and a Part 2 assessment score ≥ 15
A survey course for liberal arts majors including a review of algebra and an introduction to logic, probability and statistics, mathematical structures, problem solving, geometry and consumer applications. (Both Resident and Online)

MATH 116 Logic and Social Reasoning 3 hours
Prerequisite: MATH 110, minimum grade of "C"
A survey course for liberal arts majors including an introduction to logic and various financial math applications. Also covers applications of mathematics to elections, measuring political power, effective ways of sharing goods and services, and apportionment of votes. (Both Resident and Online)

MATH 117 Elements of Mathematics 3 hours
Prerequisite: PLMA ≥ 75 OR Math 110 (minimum grade of C"")
OR successful completion of CLST 103 with a Part 1 assessment score ≥ 23 and a Part 2 assessment score ≥ 15
A development of basic concepts of elementary mathematics, including problem solving, logic, sets and binary operations, the natural numbers and their properties, deductive reasoning and the nature of proof, the integers, rational numbers, real numbers and their properties, relations, functions, and graphs. (Resident)

MATH 121 College Algebra 3 hours
Prerequisite: PLMA ≥ 75 OR Math 110 (minimum grade of C"")
OR successful completion of CLST 103 with a Part 1 assessment score ≥ 23 and a Part 2 assessment score ≥ 15
Fundamental concepts of college algebra including sets, equations and inequalities, functions and graphs, polynomials, rational functions, exponential and logarithmic functions, linear inequalities, and linear programming. (Both Resident and Online)

MATH 122 Trigonometry 3 hours
Prerequisite: MATH 121, minimum grade of “C"
Emphasizes the circular functions, their graphs and their inverses. A study of the trigonometric functions and their applications is included. (Resident)

MATH 125 Finite Mathematics 3 hours
Prerequisite: MATH 110, minimum grade of "C"
An introduction to symbolic logic, principles of counting, elementary probability, matrices, vector spaces, and linear programming. (Resident)

MATH 126 Elementary Calculus for Business and Science 3 hours
Prerequisite: PLMA ≥ 75 OR Math 110 (minimum grade of C"")
An introduction to differential and integral calculus with emphasis on applications in the areas of business and science. For non-mathematics majors only. (Resident)

MATH 128 Elementary Functions and Coordinate Geometry 4 hours
Prerequisite: MATH 121, minimum grade of “C"
A pre-calculus course that includes the study of elementary functions, their graphs and applications including polynomial, rational, algebraic functions, exponential, logarithmic and circular or trigonometric functions. For students with strong high school preparation in mathematics but who are not ready for calculus. (Both Resident and Online)

MATH 130 Advanced Technical Mathematics 3 hours
Prerequisite: MATH 110, minimum grade of "C"
Placement Score of 75; AVIA 102 (may be taken concurrently)
An overview of applied mathematics related to technical fields of study. Topics include a review of the fundamentals of algebra; linear equations and inequalities, quadratic equations; variation; polynomial, rational, exponential, logarithmic and trigonometric functions, use of tables, rectangular and polar coordinates, and vectors. (Resident)

MATH 131 Calculus and Analytic Geometry I 4 hours
Prerequisites: MATH 128, minimum grade of "C"
Functions and graphs, exponential, logarithmic, inverse trigonometric, limits, the derivative, techniques of differentiation, continuity, applications of differentiation, L’Hospital’s Rule, the integral, the fundamental theorem of calculus and u-substitution. (MATH 133 is required for mathematics major or minors.) (Resident)

MATH 132 Calculus and Analytic Geometry II 4 hours
Prerequisite: MATH 131 or ENGR 131, minimum grade of "C"
and basic proficiency in a computer algebra system
A continuation of MATH 131. Techniques of integration, improper integrals, applications of integration, introduction to differential equations, sequences, infinite series, parameterizations of curves. (Both Resident and Online)

MATH 133 Calculus with Mathematica Lab 1 hour
Prerequisite: MATH 131 or ENGR 131 (may be taken concurrently)
This is intended to be an introductory Mathematica lab in which the topics of arithmetic, algebra, plotting, preparation of notebooks, limits, derivatives, related rates, optimization, integration, and other topics will be investigated. (Resident)

MATH 200 Introduction to Mathematical Reasoning 3 hours
Prerequisite: MATH 132, minimum grade of "C"
This is a course in the principles of mathematical reasoning and the construction of proofs. It begins with symbolic logic and then studies direct and indirect methods and proof by induction. Examples from set theory, discrete structures, axiomatic systems, recursion, and basic algebraic structures (groups, rings, fields) are used to illustrate the methods. (Resident)

NOTE: Only one of MATH 201 or 311 may be taken for credit. MATH 201 may not be substituted for MATH 311 degree completion program requirement.

MATH 201/ Introduction to Probability and Statistics 3 hours
Prerequisite: MATH 110 (Minimum grade of C), ONLINE: PLMA of 75 or more OR Math 110 (Minimum grade of C) OR successful completion of CLST 103 with a Part 1 Assessment score of 23 or more and a part 2 assessment score of 15 or more.
Introduction to descriptive statistics and probability, probability distributions, estimation, tests of hypotheses, chi-square tests, regression analysis, and correlation with applications in business and science. (Both Resident and Online)

MATH 211 Introduction to Statistical Analysis 3 hours
Prerequisite: MATH 132 (May be taken as a corequisite)
An introduction to statistical analysis for students with a background in calculus. Included in the topics covered are

COURSES OF INSTRUCTION
probability distributions, expectation, statistical inference, regression and correlation. (Resident) (Both Resident and Online)

MATH 217 Elementary Geometry 3 hours
Prerequisite: PLMA \geq 75 OR Math 110 (minimum grade of "C")
OR successful completion of CLST 103 with a Part 1 assessment score \geq 23 and a Part 2 assessment score \geq 15
A development of basic concepts of elementary geometry including area, volume, compass and straight-edge constructions, polyhedra, tessellations, motions in the physical world, transformations, congruence and similarity. (Resident)

MATH 221 Applied Linear Algebra 3 hours
Prerequisites: MATH 132 and ENGR 133, minimum grade of "C"
An elementary introduction to the essentials of linear algebra for SECS majors. Systems of linear equations and matrices, determinants, Euclidean vector spaces, eigenvectors, least-squares data fitting, diagonalization and numerical methods. (Resident)

MATH 231 Calculus and Analytical Geometry III 4 hours
Prerequisite: MATH 132, minimum grade of "C"
Continuation of MATH 132. Geometry of vectors, paths, curvature, functions of several variables, graphs and parametric surfaces, partial derivatives, optimization, multiple integrals, curl, divergence, gradient, line and surface integrals, Theorems of Green, and Stokes, and Gauss. (Resident)

MATH 250 Introduction to Discrete Mathematics 3 hours
Prerequisite: MATH 121 or 128 or MATH 131 or ENGR 131, minimum grade of "C"
Logic and proofs, set theory, Boolean algebra, functions, sequences, matrices, algorithms, modular arithmetic, mathematical induction and combinatorics. (Both Resident and Online)

MATH 301 Methods of Operations Research 3 hours
Prerequisite: MATH 311 or ENGR 210, minimum grade of "C"
Optimization (linear programming, Lagrange multipliers, etc.), transportation problems, applied probability (queuing theory, Markov chains, elementary theory of simulations), theory of games, decisions under uncertainty. (Resident)

MATH 302 Introduction to Experimental Design in Statistics 3 hours
Prerequisite: MATH 311 or ENGR 210, minimum grade of "C"
Analysis of variance and block designs; simple linear regression, correlation and multiple regression; nonparametric statistics, chi-square tests. (Resident)

MATH 305 Modern Geometry 3 hours
Prerequisite: MATH 200, minimum grade of "C"
A treatment of the foundations of modern Euclidean geometry and an introduction to non-Euclidean geometry with emphasis on hyperbolic geometry. Especially recommended for prospective high school mathematics teachers. Required for Virginia Licensure. (Resident)

MATH 307 Introductory Number Theory 3 hours
Prerequisite: MATH 200, minimum grade of "C"
Divisibility, Division Algorithm, Euclidean algorithm, primes, greatest common divisor, Diophantine equations, congruencies, Chinese Remainder Theorem, number-theoretic functions, cryptography and other applications. (Resident)

MATH 311 Probability and Statistics I 3 hours
Prerequisite: MATH 231, "C" or better
Probability concepts, moment generating functions, discrete and continuous distributions, bivariate distributions, distributions of functions of random variables (Resident)

MATH 321 Linear Algebra 3 hours
Prerequisite: MATH 200, minimum grade of "C"
A beginning course in linear algebra and its applications. Includes systems of linear equations, linear programming, nullspace and rank of matrices, determinants, abstract vector spaces, bases, linear independence, spanning sets, linear transformations, characteristics and minimal polynomials, eigenvalues and eigenvectors, diagonalization, similarity, coordinate change, orthogonality, and matrix factorizations. Applications are added as time permits. (Resident)

MATH 331 Complex Analysis 3 hours
Prerequisite: MATH 231, minimum grade of "C"
Field of complex numbers, polar representation and DeMoivre formula, complex functions, limits, continuity, differentiation, analytic and harmonic functions, elementary functions, contour integration, Taylor and Laurent series, residues, and applications. (Resident)

MATH 332 Advanced Calculus 3 hours
Prerequisites: MATH 200 or 250 and MATH 231, minimum grades of "C"
Euclidean topology for n-dimensions, continuity and differentiability for vector-valued functions of several variables, the differential and derivative, Jacobian, applications of inverse and implicit function theorems, method of Lagrange multipliers, introduction to differential forms, generalized Stokes' Theorem and applications. (Resident)

MATH 334 Differential Equations 3 hours
Prerequisites: MATH 231 and PHYS 231, minimum grades of "C"
Differential equations of the first order and first degree, linear equations, variation of parameters, methods of undetermined coefficients, inverse operators, Laplace transforms, systems of differential equations, and applications. (Resident)

MATH 350 Discrete Mathematics 3 hours
Prerequisite: MATH 200 or 250, minimum grade of "C"
Recurrence relations, relations, graph theory, languages, grammars, and finite-state machines. (Both Resident and Online)

MATH 352 Numerical Analysis 3 hours
Prerequisite: MATH 221 or MATH 321, minimum grade of "C"
Introduction to numerical techniques for problems such as interpolation, approximation, numerical differentiation and integration, differential equations, zeros of functions, solutions of linear systems, and error analysis. (Resident)

MATH 400 History of Mathematics 3 hours
Prerequisite: At least one upper-level mathematics course with a minimum grade of "C"
The development of mathematics from ancient to modern times (19th century BC-19th century AD). Special emphasis is given to the period of the Greeks (600 BC - 200 AD), the development of the calculus (17th century), and the "modern" period (19th century). (Resident)

MATH 401 Introduction to Mathematical Statistics 3 hours
Prerequisites: MATH 311 and 231, minimum grades of "C"
Probability concepts, moment generating functions, discrete and continuous distributions, bivariate distributions, distributions of functions of random variables, estimation. (Resident)

MATH 411 Probability and Statistics II 3 hours
Prerequisite: MATH 311, "C" or better
Descriptive statistics, point and interval estimation, sample size, regression, hypothesis testing, goodness of fit, analysis of variance. (Resident)

MATH 419 Teaching Mathematics in Secondary Schools 2 hours
Prerequisite: At least one upper level mathematics course with a minimum grade of "C" and admission to the Educator Preparation Program. Must be taken the semester prior to student teaching in mathematics.
Special readings in the field of Mathematics Education, planning for mathematics instruction, and evaluation components of this course. May not be counted toward the Mathematics major. (Resident)
MATH 420  Teaching Mathematics in Secondary Schools Practicum  1 hour
Prerequisite: Concurrent enrollment in MATH 419
As the students are developing proficiency in planning for mathematics instruction, evaluating and learning, they will also gain practical experiences by delivering instruction in a peer setting and/or regular school setting with videotaping. Each presentation is to be critiqued by the “teacher,” the course instructor and the student peers. (Resident)

MATH 421  Elementary Abstract Algebra I  3 hours
Prerequisite: MATH 321, minimum grade of “C”
Elementary number theory, the theory of groups, sets and mappings, isomorphisms and homomorphisms of groups, the first isomorphism theorem, and a brief introduction to rings. (Resident)

MATH 422  Elementary Abstract Algebra II  3 hours
Prerequisite: MATH 421, minimum grade of “C”
A continuation of MATH 421. The theory of rings and fields, integral domains, and the theory of polynomials.

MATH 431  Real Analysis  3 hours
Prerequisite: MATH 231 and 321, minimum grades of “C”
The real number system, sets and cardinality, topology of the real numbers, sequences and series, limits, continuity, uniform continuity and convergence, differentiation, and Riemann integration. (Resident)

MATH 450  Mathematics Capstone Seminar  1 hour
Prerequisite: MATH 421 and MATH 431 (may be concurrently enrolled); R SCH 201
Integrate previous mathematical coursework and prepare and present mathematical research, both orally and in written form. Consider the relevance of the Christian worldview and a biblical ethical approach to the fields of science, mathematics and technology. Introduction to professional and graduate opportunities available to mathematics graduates. (Resident)

MATH 495  Directed Research  1 to 3 hours
Prerequisite: Approval by department chairman
Exploration of a topic beyond that covered in any core course as preparation for graduate level mathematics or a professional career. It may be taken for credit more than once. (Resident)

MATH 497  Special Topics in Mathematics  1 to 3 hours
(Resident)

MENTORING
MENT 100  Foundations for Academic Success  3 hours
This course is designed to assist students in their academic adjustment to college. There is a focus on learning and application of study strategies and self-management skills. In addition, emphasis is placed on community and accountability which provide the foundation for academic success. (Resident)

MENT 101  Mentoring for University Transition  1 hour
Prerequisite: Freshmen only
This course is designed to provide instruction in study strategies and life skills basic to the successful transition to the university. Within a small group setting, instructors will mentor students in their understanding and application of these concepts. (Resident)

MILITARY RESILIENCY
MILT 275  The Resilient Warrior  3 hours
Prerequisite: PSYC 101 or 210
This course will examine in depth the reality of tribulation and trauma in the lives of military warriors (as well as “warriors” in other marketplaces of life), key definitions and factors related to resilience, and the Resilience Life Cycle™ which addresses the Before, During, After, and Learn & Adapt (feedback) phases of personal resilience and Comprehensive Personal Fitness™. (Online)

MILT 325  Resilient Military Marriage and Family  3 hours
Prerequisite: MILT 275
This course addresses precepts essential to the development of healthy and resilient military marriages and families. Topics include pre-deployment preparation, deployment, and post-deployment reintegration. Special emphasis is given to the stresses, challenges, and therapeutic needs of military families. (Online)

MILT 375  Military Career and Community Transition  3 hours
Prerequisite: MILT 275
This course is designed to introduce undergraduate students to the needs and issues facing our veterans as they seek to reintegrate back into family, community, and career transitions. Students in this class will be challenged to examine these needs and explore avenues of services for veterans. Students will also develop a faith-based program to help meet needs presented by our military veterans. (Online)

MILT 475  Military Mental Health and Behavioral Health  3 hours
Prerequisite: MILT 275
This course will present an introduction to the assessment and treatment of military mental and behavioral health issues, including Post-traumatic Stress Disorder (PTSD), Traumatic Brain Injury (TBI), and related stressors. Topics to be covered include “best practices” for treating depression, suicidal ideation, addictions, and other prevalent mental and behavioral disorders. (Online)

MILITARY SCIENCE – ARMY ROTC
MISC 001  Introduction to Applied Military Leadership I  1 hour
Learn the basic military skills of land navigation, communication, and individual movement techniques. Understand the principles of followership as a member of a team. (Resident)

MISC 002  Introduction to Applied Military Leadership II  1 hour
Prerequisite: MISC 001
Apply the basic military skills as a member of a squad and platoon in situationally based training exercises. (Resident)

MISC 003  Intermediate Applied Military Leadership I  1 hour
Prerequisite: MISC 002
Learn advanced military skills of land navigation, communications and collective movement techniques. (Resident)

MISC 004  Intermediate Applied Military Leadership II  1 hour
Prerequisite: MISC 003
Apply advanced military skills as a member of a squad or platoon, serving as team leaders whenever possible in situationally based training exercises. Upon completion, each student is prepared to assume junior leadership positions within the battalion; training, mentoring and developing the first year cadets. (Resident)

MISC 005  Advanced Applied Military Leadership I  1 hour
Prerequisite: MISC 004
Learn the basics of planning and executing individual and collective training as team, squad and platoon leaders. Serve as the junior leadership of the cadet battalion. (Resident)

MISC 006  Advanced Applied Military Leadership II  1 hour
Prerequisite: MISC 005
Learn the basics of planning and executing situationally based training exercises as the squad, platoon, and company level leaders. Serve as the junior leadership of the cadet battalion. Upon completion, each student is prepared to successfully complete the leadership Development and Assessment Course at Fort Knox Kentucky and to assume primary leadership positions within the battalion; training, mentoring and developing the second year cadets. (Resident)

MISC 007  Advanced Applied Military Leadership III  1 hour
Prerequisite: MISC 006
Apply advanced planning and executing skills, attributes and knowledge; assess and critique individual military performance. Serve as the senior leadership of the cadet battalion. (Resident)

MISC 008 Introduction to Applied Military Leadership I
1 hour
Prerequisite: MISC 007
Apply advanced planning and executing techniques and procedures in the development, executing and evaluation of situational training exercises. Serve as the senior leadership of the cadet battalion. Upon completion, each student is prepared for Army’s Basic Leadership Officer Course 2. (Resident)

MISC 101 Introduction to the Army and Critical Thinking
1 hour
MISC 101 introduces you to the personal challenges and competencies that are critical for effective leadership and communication. You will learn how the personal development of life skills such as cultural understanding, goal setting, time management, stress management, and comprehensive fitness relate to leadership, officership, and the Army profession. (Resident)

MISC 102 Basic Leadership
1 hour
Prerequisite: MISC 101
This course builds upon the fundamentals introduced in the previous semester by focusing on leadership theory and decision-making. Lessons in this semester include: problem solving; critical thinking; leadership theory; followership; group interaction; goal setting; and feedback mechanisms. Upon completion of this semester, cadets should be prepared to advance to more complex leadership instruction concerning the dynamics of organizations. (Resident)

MISC 201 Leadership & Decision Making
1 hour
Prerequisite: MISC 202
This is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development and small unit tactics. You will be required to demonstrate writing skills and present information briefings as preparation for development in becoming a successful future officer. The Army profession is also stressed through leadership forum and a leadership self-assessment. (Resident)

MISC 202 Army Doctrine & Team Development
1 hour
Prerequisite: MISC 201
This is an academically challenging course where you will study, practice, and apply the fundamentals of Leadership, Officer Skills, Army Values and Ethics, Personal Development, and Tactics. This course focuses on leadership by providing an extensive examination of the unique purpose, roles, and obligation of commissioned officers. It provides a look at our organizational values and their application to the decision-making process and leadership. (Resident)

MISC 301 Training Management & the Warfighting Functions
2 hours
Prerequisite: MISC 202
This is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the squad level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a squad in the execution of a mission during a classroom PE, a leadership Lab, or during a Leader Training Exercise (LTX). (Resident)

MISC 302 Applied Leadership in Small Unit Operations
2 hours
Prerequisite: MISC 301
This is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. (Resident)

MISC 401 The Army Officer
2 hours
Prerequisite: MISC 302
This course is the first of two designed to prepare cadets for the transition to lieutenant. The course emphasizes a continuation of leadership and management exercises intended to synthesize and integrate the principles of leadership learned in previous courses. Topics addressed include staff coordination, fundamental counseling methods, the Army Training Management System, ethical imperatives for the junior officer, and battlefield ethics. (Resident)

MISC 402 Company Grade Leadership
Prerequisite: MISC 401
2 hours
This course is the culmination of officer training. The course emphasizes the skills required of newly commissioned officers and concludes with a capstone practical exercise entitled “Platoon Leader.” Topics include: military justice and leadership; operational law; organizing for military operations; and administrative management and logistics. At the conclusion of this course, newly commissioned officers are prepared to meet the physical, moral, emotional, and intellectual leadership challenges facing the evolving Army in the 21st century. (Resident)

MISC 497 Special Topics in Military Science
1–3 hours
(Resident)

MUSIC

MUSC 100 Fundamental Harmony and Musicianship
3 hours
A preparatory course in the rudiments of music, stressing the reading and writing of music notation. This course is an elective and may not be used to meet requirements in general studies or for any major. Preparation for MUSC 105. (Resident)

MUSC 103 Music Appreciation
3 hours
An introduction to major musical styles (including representative composers and compositions) from Antiquity through the 21st century. (Both Resident and Online)

MUSC 105 Harmonic Practices and Theory I
3 hours
Co-requisite: must be taken concurrently with MUSC 107 A practical introduction to harmonic, melodic, and rhythmic principles of music. Musical elements including key signatures, scales, intervals, chords, chord construction and chord progression are introduced as the foundation for harmonic analysis of traditional, contemporary Christian, popular, and jazz music. In addition to the study of common practice theory, special attention is given to the Nashville number system and jazz harmony practices as accepted methodology for music analysis. In-class Praxis provides students opportunity to reinforce learned concepts through collaborative group performance-based learning projects. (Formerly WMUS 103) (Resident)

MUSC 106 Harmonic Practices and Theory II
3 hours
Prerequisite: MUSC 105
Co-requisites: must be taken concurrently with MUSC 108; Group or private piano instruction for students needing to successfully pass the Piano Proficiency Examination (PPE) Continuation of MUSC 105. Harmonic analysis, part-writing techniques, and chord construction are taught in conjunction with the Nashville Number System, jazz analysis, and traditional figured
bass. Principles of tonal music are explored including major-minor seventh chords, major-major seventh chords, minor seventh chords, secondary dominant and leading tone chords, and altered or borrowed chords. Harmonic analysis, part-writing, and construction of rhythm charts are emphasized. In-class Praxis provides students opportunity to reinforce learned concepts through collaborative group performance-based learning projects. (Formerly WMUS 104) (Resident)

**MUSC 107 Musicianship I** 1 hour

Co-requisite: must be taken concurrently with MUSC 106.

Listening skills are developed through rhythmic, harmonic, and melodic dictation. Skills are refined through daily sight singing and rhythm exercises from a variety of styles. Special attention is given to tonal center referencing. The ability to identify harmonic rhythm while listening to a variety of musical styles. (Formerly WMUS 105) (Resident)

**MUSC 108 Musicianship II** 1 hour

Prerequisites: MUSC 105 and 107

A continuation of MUSC 107. Further study of harmonic, rhythmic, and melodic dictation and continued development of tonal center referencing technique. Students continue to sharpen listening skills by identifying the harmonic rhythm of a variety of music genres. (Formerly WMUS 106) (Resident)

**MUSC 111 Group Piano I** 1 hour

(Classes meet two hours each week)

Enrollment by audition with Keyboard Instructor. A beginning course in piano for students with little or no experience in piano and for students needing remedial study to support MUSC 105, 120 or 121. Strategies for keyboard playing are realized through group instruction, communication of principles for good musicianship, practice room techniques, physical aspects of playing piano, and care of the instrument. MUSC 111 does not satisfy program requirements. (Resident)

**MUSC 112 Group Piano II** 1 hour

(Classes meet two hours each week)

Prerequisite: MUSC 111 or equivalent, or enrollment by permission of Instructor

A group course for students having limited but developing keyboard experience. Instruction includes technical exercises, chords and chord progressions, and development of music reading and performance skills. Fulfills the secondary instrumental requirement in keyboard. PPE preparation for one approved repertoire selection and My Country, ‘Tis of Thee. (Formerly WMUS 140) (Resident)

**NOTE:** MUSC 111 and 112 taken consecutively are considered as equivalent to one semester of MUSC 141 by the School of Music.

**MUSC 120 Group Voice I** 1 hour

(Classes meet two hours each week)

Studies in vocal technique and the performance of various musical styles. Includes instruction in musicianship, and performance techniques. Fulfills the secondary vocal requirement. (Formerly WMUS 120) (Resident)

**MUSC 121 Voice (Freshman)** 1 or 3 hours

Private lessons in singing, based on department policies. Admission by audition. (Formerly WMUS 125) (Resident)

**MUSC 122 Voice (Freshman)** 1 or 3 hours

Prerequisite: MUSC 121

Continuation of MUSC 121, private lessons in singing, based on department policies. (Resident)

**MUSC 133 Contemporary Techniques in Composition I** 1 to 3 hours

Prerequisite: Permission of instructor

This course focuses on the new musical and technological techniques and aesthetics of contemporary film composing. Development of rudimentary skill in traditional and non-traditional composition practices using technology. Creation of short works emphasized. (Resident)

**MUSC 139 Contemporary Techniques in Composition II** 1 to 3 hours

Prerequisite: MUSC 133 or permission of instructor

Continuation of MUSC 133. This course focuses on continued investigation of the new musical and technological techniques and aesthetics of contemporary film composing. Continued development of skill in traditional and non-traditional composition practices using technology. Creation of short works reflecting diverse dramatic styles is emphasized. (Resident)

**MUSC 141 Private Piano (Freshman)** 1 or 3 hours

Prerequisite: Audition and/or permission of instructor.

Private lessons in piano, organ or harpsichord performance, based on department policies. Admission by audition. (Formerly WMUS 145) (Resident)

**MUSC 142 Private Piano (Freshman)** 1 or 3 hours

Prerequisite: MUSC 141

Continuation of MUSC 141, private lessons in piano or organ, based on department policies. (Resident)

**MUSC 143 Jazz Improvisation Lab I** 3 hours

The development of instrumental and vocal improvisation skills incorporating harmony, melody, rhythm and form. Musical styles include traditional and contemporary jazz. Class structure is performance based. Each semester will culminate in a public performance featuring large and small groups. (Resident)

**MUSC 150 Group Guitar I** 1 hour

(Classes meet two hours each week)

A group guitar course designed for students with limited experience with the instrument. Instruction includes technical exercises, chords and chord progressions, and development of music reading and performance skills in classical, contemporary, gospel, and jazz styles. Fulfills the need for secondary instrumental requirement in guitar. (Formerly WMUS 150) (Resident)

**MUSC 151 Guitar, Strings, Brass, Woodwinds, Percussion (Freshman)** 1 or 3 hours

Prerequisite: Audition and/or permission of instructor

Private lessons in the instruments of the band or orchestra based on department policies. (Formerly WMUS 155) (Resident)

**MUSC 152 Guitar, Strings, Brass, Woodwinds, Percussion (Freshman)** 1 or 3 hours

Prerequisite: MUSC 151

Continuation of MUSC 151, Private lessons in the instruments of the band or orchestra based on department policies. (Resident)

**MUSC 178 The Worship Choir I** 1 hour

This large choral ensemble provides students opportunity to experience various styles of music in the choral tradition: classical, Black Gospel, pop, traditional gospel, worship and praise, scripture song, sacred classic, Southern Gospel, and more. In addition to literature, vocal, choral blend, and group discipline are developed through vocal exercises, various performance technique, and on-campus or area concert opportunity. Special attention is given to the preparation and presentation of the annual Christmas on the Boulevard and spring Night of Worship concerts. This entry level ensemble does not require an audition. (Formerly WMUS 180) (Resident)

**MUSC 179 Classical Guitar Ensemble I** 1 hour

Prerequisite: Audition and/or permission of instructor

An ensemble comprised of guitarists; performs repertoire composed or arranged for guitar. Activities include on and off campus formal concert presentations. (Resident)

**MUSC 180 University Chorale I** 1 hour
### COURSES OF INSTRUCTION

Prerequisite: Audition and/or permission of instructor  
A mixed choral ensemble that stresses the development of strong choral skills. Activities includes major concerts on and off campus. Admission by audition. *(Resident)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MUSC 181</td>
<td>Concert Choir I</td>
<td>1 hour</td>
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<tr>
<td>MUSC 182</td>
<td>Chamber Singers I</td>
<td>1 hour</td>
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<tr>
<td>MUSC 183</td>
<td>Jazz Ensemble I</td>
<td>1 hour</td>
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<tr>
<td>MUSC 184</td>
<td>Marching Band I</td>
<td>1 hour</td>
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<tr>
<td>MUSC 185</td>
<td>Symphony Orchestra I</td>
<td>1 hour</td>
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<tr>
<td>MUSC 186</td>
<td>Brass Choir I</td>
<td>1 hour</td>
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<tr>
<td>MUSC 187</td>
<td>University Band I</td>
<td>1 hour</td>
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<tr>
<td>MUSC 188</td>
<td>Woodwind Choir I</td>
<td>1 hour</td>
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<tr>
<td>MUSC 189</td>
<td>Celebration Choir</td>
<td>1 hour</td>
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The course involves participation with the choir and orchestra ministry of Thomas Road Baptist Church. Students experience the rigors of preparing for a weekly music ministry in a large, mega church. Attention is given to the study of choral blend, group discipline, programming, ministry through large choral ensemble, and broad literature selection unique to the various needs of the evangelical worship community. *(Required for all music and worship majors during the 2nd semester of the freshman year) (Formerly WMUS 189)* *(Resident)*

Prerequisite: Audition and/or permission of instructor  
Small ensemble experience for percussionists; specializing in modern percussion repertoire and world music. Reading and musical interpretation of a wide variety of musical styles are developed. The ensemble performs frequently on and off campus. Required for percussion majors in the B.M. in Music Education or the B.M. in Performance degrees. Other members admitted by permission of instructor. *(Resident)*

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<tr>
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<tbody>
<tr>
<td>MUSC 192</td>
<td>Percussion Ensemble I</td>
<td>1 hour</td>
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<tr>
<td>MUSC 193</td>
<td>Chamber Music Ensemble I</td>
<td>1 hour</td>
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<tr>
<td>MUSC 194</td>
<td>Wind Symphony I</td>
<td>1 hour</td>
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<tr>
<td>MUSC 200</td>
<td>Music, Art, Worship and Culture</td>
<td>3 hours</td>
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<tr>
<td>MUSC 201</td>
<td>Creative Worship</td>
<td>3 hours</td>
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<tr>
<td>MUSC 202</td>
<td>Old and New Testament Music and Worship</td>
<td>3 hours</td>
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<tr>
<td>MUSC 203</td>
<td>Commercial Music Theory and Harmonic Practices I</td>
<td>2 hours</td>
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</tbody>
</table>

This course is an introductory study of the practical issues involved in planning and facilitating creative corporate worship. Application is made to worship planning, lighting design, audio and video production, presentation software, vocal and instrumental team communication and rehearsal, staging, banners, liturgical dance, and a variety of multi-media possibilities. Students will prepare a class project that represents understanding and application of creative worship techniques. *(Resident)*

Prerequisite: ENGL 101  
This course is a comprehensive survey of music, art, worship and culture in daily life, career choice and profession. Introductory concepts of formational, transformational, relational, missional, reproducible and biblical principles for artistic development are established. Application is made to the basic relationships between old and new testament worship in 21st century culture. Students complete a project that provides significant experience in research preparation and processes, including: developing literature review, building bibliography, thesis and outline construction, and crafting of meaningful narrative. *(Resident)*

- MUSC 201: Creative Worship  
- MUSC 202: Old and New Testament Music and Worship  
- MUSC 203: Commercial Music Theory and Harmonic Practices I
used in commercial music and make application of analytical techniques to various literatures. Harmonic function is taught through “praxis” methodology. (Resident)

<table>
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<tr>
<th>COURSES OF INSTRUCTION</th>
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<tr>
<td><strong>MUSC 204 Commercial Music Theory and Harmonic Practices II</strong></td>
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<tr>
<td>(Offered Spring semester)</td>
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<tr>
<td>Prerequisites: MUSC 105, 106 and 203</td>
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<tr>
<td>Co-requisite: must be taken concurrently with MUSC 208</td>
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<tr>
<td>A continuation of MUSC 203. Music structure, form, and melodic contour are studied and applied to various traditional and popular music genres. Students learn principles of 2-part counterpoint, fugue, and variation technique as related to the practice of songwriting and evaluation of commercial music. Harmonic function is taught through “praxis” methodology.</td>
</tr>
</tbody>
</table>

| **MUSC 205 Chromatic Harmony** | 3 hours |
| Prerequisites: MUSC 105 and 106 | |
| Co-requisite: piano instruction for students who have not passed the Piano Proficiency Examination | |
| Continuation of MUSC 106. Studies in chromatic harmony and formal procedures of the 18th and 19th century. | (Resident) |

| **MUSC 206 Chromatic Harmony II** | 3 hours |
| (Offered Spring semester) | |
| Prerequisites: MUSC 105, 106 and 205 | |
| Co-requisite: piano instruction for students who have not passed the Piano Proficiency Examination | |
| Continuation of MUSC 205. Studies in musical forms and procedures as well as 20th century music theory, focusing on harmonic procedures. | (Resident) |

| **MUSC 207 Musicianship III** | 1 hour |
| Prerequisite: MUSC 106 and 108 | |
| Co-requisite: must be taken concurrently with MUSC 203 or 205 | |
| A continuation of MUSC 108. Continued development of the musician’s listening skills as applied to tonal center referencing, harmonic dictation, melodic identification, and rhythmic imitation. | (Resident) |

| **MUSC 208 Musicianship IV** | 1 hour |
| Prerequisites: MUSC 106, 108, 203 or 205, and 207 | |
| Co-requisite: must be taken concurrently with MUSC 204 or 206 | |
| A continuation of MUSC 207. Continued development of music-reading and listening skills as applied to tonal center referencing, harmonic dictation, melodic identification, and rhythmic imitation. | (Resident) |

| **MUSC 210 Introduction to Music Education** | 1 hour |
| Prerequisite: Audition and/or permission of instructor | |
| Introduction and orientation to historical, philosophical, and sociological foundations of music education. Overview of ethical, legal, and contemporary trends and implications for music education are included. | (Resident) |

| **MUSC 213 Survey of Popular and Jazz Music Literature** | 3 hours |
| Prerequisite: ENGL 101 | |
| An introduction to popular and jazz music writers, influences, and trends. Emphasis is placed on a general overview of personalities and their unique influences within each of these genres. Connection to music of the evangelical culture is also considered. | (Resident) |

| **MUSC 218 Fundamentals of Music Production & Audio Engineering** | 3 hours |
| This course provides “hands-on” experience and training in studio production techniques. Students learn studio making for instruments and voice, digital audio workstations, console mixing, and general techniques for studio producing. As part of this course, students will collaborate to produce music demo recordings. | (Resident) |

| **MUSC 220 Group Voice II** | 1 hour |
| (Classes meet two hours each week) | |
| Prerequisite: MUSC 120 or recommendation by audition. | |
| This is a continuation of principles learned in MUSC 120, Intermediate-level Class Voice. Continued instruction in musicianship and vocal performance technique. Students study principles of vocal diction as applied to various musical style and general rules for singing in the Italian, French, and German languages. Fulfills the secondary vocal requirement. | (Resident) |

| **MUSC 221 Voice (Sophomore)** | 1 or 3 hours |
| Prerequisite: MUSC 122 | |
| Continuation of private lessons in singing, based on department policies. | (Resident) |

| **MUSC 222 Voice (Sophomore)** | 1 or 3 hours |
| Prerequisite: MUSC 221 | |
| Continuation of private lessons in singing, based on department policies. | (Resident) |

| **MUSC 233 Private Composition (Sophomore)** | 1 to 3 hours |
| Prerequisite: MUSC 139 and Audition | |
| Continuation of MUSC 139. Private instruction in film scoring/composition based on department policies. Foundational and contemporary repertoire and techniques studied. Emphasis is on preparing for Christian artist ministry in the area of film music production and television/video game scoring. Admission by audition. | (Resident) |

| **MUSC 239 Private Composition (Sophomore)** | 1 to 3 hours |
| Prerequisite: MUSC 233 and Audition | |
| Continuation of MUSC 233. Private instruction in film scoring/composition based on department policies. Foundational and contemporary repertoire and techniques studied. Emphasis is on preparing for Christian artist ministry in the area of film music production and television/video game scoring. | (Resident) |

| **MUSC 241 Private Piano (Sophomore)** | 1 or 3 hours |
| Prerequisite: MUSC 142 | |
| Continuation of MUSC 142, private lessons in piano or organ, based on department policies. | (Resident) |

| **MUSC 242 Private Piano (Sophomore)** | 1 or 3 hours |
| Prerequisite: MUSC 241 | |
| Continuation of MUSC 241, private lessons in piano or organ, based on department policies. | (Resident) |

| **MUSC 243 Group Piano III** | 1 hour |
| (Classes meet two hours each week) | |
| Prerequisite: MUSC 112 or equivalent, or audition and/or permission of instructor | |
| A continuation of MUSC 112. This is a group piano course for students wishing to develop music reading, chords and chord progressions, performance technique, improvisational and sight reading skills. Fulfills the secondary instrumental requirement in keyboard. PPE preparation for one repertoire selection, Four part harmonization at the piano, and Scales. | (Resident) |

| **MUSC 244 Group Piano IV** | 1 hour |
| (Classes meet two hours each week) | |
| Prerequisite: MUSC 243 or equivalent, or audition and/or permission of instructor | |
| A continuation of MUSC 243. This course provides continued instruction in technical exercises, chords and chord progressions, music reading and development of improvisational and performance skills. Students are expected to participate in group sight-reading exercises. Fulfills the secondary instrumental requirement in keyboard. PPE preparation for one repertoire selection, four part harmonization at the piano, chord charts, and arpeggios. | (Resident) |

| **MUSC 247 Jazz Piano I** | 1 hour |
| Prerequisite: MUSC 243 or equivalent; permission of instructor | |
| For non-piano primaries. In this course basic comping technique and harmonic continuity are emphasized. Triads, seventh |
chords, melody, and accompaniment are applied to standard song forms and blues. *(Resident)*

**MUSC 248 Jazz Guitar I** 1 hour  
Prerequisite: MUSC 250 or equivalent; permission of instructor  
For non-guitar primaries. In this course basic comping technique and harmonic continuity are emphasized. Triads, seventh chords, melody, and accompaniment are applied to standard song forms and blues. *(Resident)*

**MUSC 250 Group Guitar II** 1 hour  
(Courses meet two hours each week)  
Prerequisite: MUSC 150  
A continuation of MUSC 150, this course provides instruction in more advanced chords and chord progressions, continued development of music reading, contemporary lead sheets, and performance in classical, Gospel, Contemporary Christian, rock and roll and jazz styles. Improvisational techniques and chord substitutions and construction are also explored. Fulfills the need for secondary instrumental requirement in guitar. *(Resident)*

**MUSC 251 Guitar, Strings, Brass, Woodwinds, Percussion (Sophomore)** 1 or 3 hours  
Prerequisite: MUSC 152  
Continuation of MUSC 152, private lessons in the instruments of the band and orchestra, based on department policies. *(Resident)*

**MUSC 252 Guitar, Strings, Brass, Woodwinds, Percussion (Sophomore)** 1 or 3 hours  
Prerequisite: MUSC 251  
Continuation of MUSC 251, private lessons in the instruments of the band and orchestra, based on department policies. *(Resident)*

**MUSC 255 The Worship Orchestra I** 1 hour  
Prerequisite: Audition and/or permission of instructor  
This is an instrumental ensemble that provides students opportunity to experience and perform the various styles of music used in a worship program of a large evangelical worship ministry. The ensemble usually includes rhythm section, wind, brass, strung and percussion instruments. On occasion, the group may include vocals. A primary function of the group is to provide accompaniment to the choral ensembles in the School of Music. *(Resident)*

**MUSC 256 The Gospel Choir I** 1 hour  
Prerequisite: Audition and/or permission of instructor  
The Gospel Choir is a 25-30 member choir representing the historical and diverse traditions of African American choral music. The ensemble serves in an official public relations capacity for the University, The School of Music, and Center for Music and Worship. The Gospel Choir generally participates in Annual Christmas on University Blvd. and Spring Music Night Concerts. Optional Spring Tour. *(Resident)*

**MUSC 284 Jazz Guitar Ensemble I** 1 hour  
Prerequisite: Audition and/or permission of instructor  
An auditioned guitar ensemble specializing in the study of jazz music. Reading and musical interpretation or rhythms and notation are stressed. Improvisational and accompaniment skills are developed. The ensemble performs on campus as needed during each semester. *(Resident)*

**MUSC 285 The Worship Choir II** 1 hour  
Prerequisite: Audition and/or permission of instructor  
This is a large ensemble providing students opportunity to experience the various styles of music, including: Black Gospel, traditional gospel, worship and praise, scripture song, sacred classic, Southern Gospel, and more. Special attention is given to the preparation and presentation of the Annual Christmas on University Blvd. and Spring Music Night Concerts. Optional Spring Tour. *(Resident)*

**MUSC 299 Internship** 0 hours  
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind  
Supervised field experience at an approved site. Application procedures processed through the School of Music and Career Center. Must apply semester prior to internship. *(Resident)*

**MUSC 301 Brass Pedagogy** 3 hours  
Prerequisite: Permission of instructor  

**MUSC 302 Commercial Music Techniques for Worship** 3 hours  
Prerequisites: MUSC 203 or MUSC 205  
Principles of the development and performance practice of contemporary music ensembles for worship. Students learn the importance of building and developing the rhythm section, rock and roll type instrumental ensembles, and vocal teams. Additional time is spent on rehearsal and performance technique and the use of rhythm section with vocal ensemble. *(Resident)*

**MUSC 303 Dynamics of Leading Vocal Team and Ensemble** 3 hours  
Prerequisites: MUSC 204, 206, and 302, or permission of instructor  
This is a methods class that deals with principles and processes for building vocal teams in traditional and non-traditional settings. Attention is given to the role of the vocal musician, pedagogy for adult singers, repertoire development, and processes for nurturing large and small vocal ensembles. *(Resident)*

**MUSC 304 Keyboard Pedagogy** 3 hours  
(Offered Spring semester)  
Prerequisite: Permission of instructor  
Discussion of teaching strategies and analysis of studio piano instruction. Evaluation of studio teaching methods and materials. A survey of keyboard literature, styles and performance practices. *(Resident)*

**MUSC 305 Woodwind Pedagogy** 3 hours  
Prerequisite: Permission of instructor  

**MUSC 306 Form and Analysis** 3 hours  
(Offered Fall semester)  
Prerequisite: MUSC 204 or 206  
Instruction in principles of the analysis of small and large musical forms and procedures, including binary, ternary, rondo, variation, sonata, fugue and imitative procedures. *(Resident)*

**MUSC 308 Percussion Pedagogy** 3 hours  
Prerequisite: Permission of instructor  

**MUSC 309 Orchestration** 3 hours  
(Offered Spring semester)  
Prerequisites: MUSC 204 or MUSC 206  
Principles of instrumental scoring for orchestra, symphonic band, wind ensemble, pop-orchestra with rhythm section or any number of other combinations. Course assignments are primarily
scoring for the various instrumental sections, culminating in a setting of a select keyboard work for large ensemble. (Resident)

**MUSC 310 Principles of Arranging** 3 hours
Prerequisites: MUSC 203 or 205; MUSC 330 or permission of instructor.

This course provides basic arranging technique for various pop-music genres. Special attention is given to developing arranging technique for rhythm sections, small vocal and instrumental ensemble, studio recordings, and larger vocal and instrumental ensemble. Students complete a major arranging project for presentation in an end of the semester concert setting. (Resident)

**MUSC 311 Music History (Antiquity – 1750)** 3 hours
(Offered fall semester)
Prerequisites: MUSC 105 and 106
A survey of Western European music from Antiquity to 1750

A.D. (Resident)

**MUSC 312 Music History (Since 1750)** 3 hours
(Offered Spring semester)
Prerequisites: MUSC 105 and 106
A systematic survey of music history since the Baroque era. (Resident)

**MUSC 313 History of Music and Worship** 3 hours
This is a historical study of the changes in music and worship practice as shaped by: the Great Awakenings; the four periods of music history (Renaissance, Baroque, Classical and Romantic); and, the influences in culture, ecclesiastical norms, and various modern worship movements. (Resident)

**MUSC 314 Music in World Cultures** 3 hours
A comprehensive overview of cultural traditions, belief systems, and practices of world cultures as approached through the study and analysis of the music of ethnic groups. (Resident)

**MUSC 315 Basic Conducting** 2 hours
Prerequisites: MUSC 105, 106, or permission of instructor

Rudimentary instruction in conducting techniques for traditional and non-traditional settings. Knowledge and skill areas stressed are: basic conducting gestures and patterns; score interpretation; rehearsal management and technique; programming considerations; and special problems in vocal and instrumental situation. (Resident)

**MUSC 316 Choral Conducting** 2 hours
Prerequisite: MUSC 315

Practical training in directing choral ensembles. Development of basic conducting techniques with emphasis on musical interpretation of selected works. Includes ensemble management, score study, rehearsal techniques, and performance techniques. (Resident)

**MUSC 317 Instrumental Conducting** 2 hours
Prerequisite: MUSC 315

Practical training in directing instrumental ensembles. Development of baton and left-hand techniques with emphasis on musical interpretation of selected works. Includes score study, rehearsal techniques and performance techniques. (Resident)

**MUSC 318 Choral Arranging** 2 hours
(Offered fall semester)
Prerequisites: MUSC 203 or 205
A study of the techniques and procedures required in arranging and composing for voices. Skills will be developed through extensive written assignments. (Resident)

**MUSC 319 Choral Literature** 2 hours
(Offered fall semester, even numbered years, on demand)
Prerequisite: MUSC 206
A survey of sacred and secular choral literature, medieval to the present; emphasis on the madrigal, oratorio, contemporary British and American music. (Resident)

**MUSC 320 Group Voice III** 1 hour
(Classes meet two hours each week)

Prerequisite: MUSC 220, or audition and/or permission of instructor

This is a continuation of principles learned in MUSC 220 including instruction in: vocal technique; various musical styles; musicianship; performance techniques; principles of vocal diction; and singing in the Italian, French and German languages. Fulfills the secondary vocal requirement. (Resident)

**MUSC 321 Voice (Junior)** 1 or 3 hours
Prerequisites: MUSC 222 and successful completion of the Junior Candidacy Performance review
Continuation of private lessons in singing, based on department policies. (Resident)

**MUSC 322 Voice (Junior)** 1 or 3 hours
Prerequisite: MUSC 321
Continuation of MUSC 321, private lessons in singing, based on department policies. (Resident)

**MUSC 323 Leadership, Philosophy, Music and Organization** 3 hours
(Offered fall semester)
Prerequisites: MUSC 201, 313

This course addresses the practical principles of music and worship leadership including: issues of integrity and character; developing and implementing philosophy; establishing chains of command; dangers of insubordination; time management, staff relationships; administrative responsibilities for musicians; journaling; building a calendar; budgeting, and discipleship training; building staff; and family. (Formerly WRSP 321) (Resident)

**MUSC 326 History of Jazz** 3 hours
Prerequisite: MUSC 203

This course presents an overview of the development of jazz traditions during the 20th century. Key innovators from jazz’ multifaceted history are discussed. As a distinctly American music form, jazz has often challenged existing distinctions between “art” and “popular” music, and today is an internationally respected art form. These distinctions are explored related to the changing roles and meanings of jazz within society. (Resident)

**MUSC 327 Jazz Styles and Analysis** 3 hours
Prerequisite: MUSC 203

Survey and analysis of jazz styles including ragtime, early jazz, swing, bebop, the cool school, hard bop, modal and contemporary styles. Repertoire, improvisation, instrumentation, role of instruments, major innovators and important groups are discussed. Includes transcription of jazz solos and their stylistic analysis. (Resident)

**MUSC 329 Fundamentals of Sound Reinforcement** 3 hours
This course provides “hands-on” experience and training in sound system setup, design, implementation and live front of house and monitor mixing for venues, tours and houses of worship. Students will apply their live production skills in sound mixing projects using digital console show files and virtual sound check. (Resident)

**MUSC 330 Music Technology I: Notation** 3 hours
(Offered Spring semester)
Prerequisites: MUSC 106, 108, or permission of instructor

The study of computer competencies for the use of Finale music notation software in a variety of settings: education; church music; worship presentation; and, Music Industry. This includes, but is not limited to, the creation of: lead sheets, piano-vocal, guitar, praise band, choral charts and full orchestrations. Musical knowledge is combined with technological skill in entering music notation and producing written music of a publishing level. (Resident)

**MUSC 331 Composition I** 2 hours
COURSES OF INSTRUCTION

Prerequisites: MUSC 204 or 206 and 208; may be repeated.

Building on the foundations of music theory and other areas of musical training, this course is an applied study of the musical and creative process for composing original music. (Resident)

MUSC 332 Composition II 2 hours
Prerequisite: MUSC 331; may be repeated
A continuation of MUSC 331. This is a more advanced experience in the creative process of composing original music, building on the foundations of music theory and other areas of musical training, and including coverage of stylistic integrity and standard notation. Emphasis is on greater use of extended harmony, chromaticism and twentieth-century procedures. (Resident)

MUSC 333 Private Composition (Junior) 1 to 3 hours
Prerequisite: MUSC 239 and Audition
Continuation of MUSC 239. Private instruction in film scoring/composition based on department policies. Foundational and contemporary repertoire and techniques studied. Emphasis is on preparing for Christian artist ministry in the area of film music production and television/video game scoring. (Resident)

MUSC 334 Music Technology II: Sequencing 3 hours
Prerequisites: MUSC 106, 108 and 330; or permission of instructor
This course is the investigation of computer applications for a variety of musical purposes, including: competencies in the use of music recording software; sequencing; music programming, using loops in live and recording application; integrating midi and digital audio; capturing, editing, and storing digital audio data; multi and single tracking; Video Sound Technology (VSTs); and sound shaping. Special attention is given to the practical application of the technological use of digital, computer software to classroom instruction, weekly worship ministry, and a variety music industry applications. (Resident)

MUSC 335 Introduction to Film Scoring 3 hours
Prerequisites: MUSC 309, 310
This course addresses the prevalent and recurrent need in films to emulate a wide variety of stylistic scoring approaches appropriate to the period setting and or specific ethnic locale of a screenplay. Discussion included approaches to research and adaptation of authentic musical styles. (Such styles include, for example, 17th century European, African, 1920s American, etc.). Emphasis is placed on careful attention to instrumentation, arranging, orchestration, and dramatic theme development. (Resident)

MUSC 336 Orchestration for Film and Media 3 hours
Prerequisites: MUSC 334 (or CINE 271), and MUSC 335
This course focuses on the exploration and application of traditional and contemporary orchestration techniques to support and achieve intended dramatic effect. Regular assignments involve the use of orchestration as an important compositional tool to successfully meet the emotional requirements of a wide variety of dramatic situations. (Resident)

MUSC 337 Scoring Techniques for Film and Media 3 hours
Prerequisites: MUSC 334 or CINE 271, and MUSC 335
Techniques used in composing and scoring music for television and film productions; practical writing experience. Assignments representing realistic situations will be recorded synchronously to the specific needs of film scenes. (Resident)

MUSC 338 Groove Writing 2 hours
Prerequisite: MUSC 334 or CINE 271
Development of groove writing skills in a variety of styles. Use of technology, loop creation, and sequencing skills. (Resident)

MUSC 339 Private Composition (Junior) 1 to 3 hours
Prerequisite: MUSC 333
Continuation of MUSC 333. Private instruction in film scoring/composition based on department policies. Foundational and contemporary repertoire and techniques studied. Emphasis is on preparing for Christian artist ministry in the area of film music production and television/video game scoring. (Resident)

MUSC 341 Private Piano (Junior) 1 or 3 hours
Prerequisite: MUSC 242.
Continuation of private lessons in piano or organ, based on department policies. (Formerly WMUS 345) (Resident)

MUSC 342 Private Piano (Junior) 1 to 3 hours
Prerequisites: MUSC 341.
Continuation of MUSC 341, private lessons in piano or organ, based on department policies. (Resident)

MUSC 343 Jazz Improvisation and Lab II 3 hours
Prerequisite: MUSC 143
This course is a continuation of Jazz Improvisation I. Students will explore advanced techniques of jazz performance and improvisation. Students will also explore the process of integrating new materials and improvisation methods into their playing. Class structure is performance based. Each semester will culminate in a public performance featuring large and small groups, jazz standards or original compositions. (Resident)

MUSC 345 Group Piano V 1 hour
(Classes meet two hours each week)
Prerequisite: MUSC 244 or equivalent, or enrollment by audition and/or permission of instructor.
A continuation of MUSC 244, this is a group piano course for students continuing to broaden music experiences, develop chords and chord progressions, music reading, and improvisational and performance skills. PPE preparation for the "Star-Spangled Banner" and Sight-reading. (Resident)

MUSC 346 Group Piano VI 1 hour
(Classes meet two hours each week)
Prerequisite: MUSC 345 or equivalent, or enrollment by audition and/or permission of instructor.
A continuation of MUSC 345, this course provides class instruction that helps broaden music experiences, develop chords and chord progressions, music reading, published jazz and pop band charts, and improvisational and performance skills. Additional attention is given to developing skills as a member of jazz, gospel, worship or rock and roll band. (Formerly MUSC 246) (Resident)

MUSC 347 Jazz Piano II 1 hour
Prerequisite: MUSC 247 or equivalent; permission of instructor.
For non-piano primaries. Continuation of MUSC 247. In this course advanced comping technique and chord voicings are emphasized. Intermediate accompaniment techniques are applied to standard song forms and blues. (Resident)

MUSC 348 Jazz Guitar II 1 hour
Prerequisite: MUSC 248 or equivalent; permission of instructor.
For non-guitar primaries. Continuation of MUSC 248. In this course advanced comping technique and chord voicings are emphasized. Intermediate accompaniment techniques are applied to standard song forms and blues. (Resident)

MUSC 349 Ethnic Music Ensemble 1 hour
An ensemble for beginning and proficient musicians that explores, through performance, some of the world's musical instruments, styles, and playing techniques. (Resident)

MUSC 350 Group Guitar III 1 hour
(Classes meet two hours each week)
Prerequisite: MUSC 250; audition and/or permission of instructor.
A continuation of MUSC 250, this course provides instruction in more advanced chords and chord progressions, music reading, improvisational techniques, chord substitutions, chord construction. Contemporary lead sheets and performance in classical, Gospel, Contemporary Christian, rock and roll, and jazz styles. Scale studies and extended chords are stressed. Designed to fulfill the need for secondary instrumental requirement in guitar. (Resident)
### COURSES OF INSTRUCTION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 351</td>
<td><em>Guitar, Strings, Brass, Woodwinds,</em> Percussion (Junior)</td>
<td>1 or 3</td>
<td>MUSC 252</td>
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<td></td>
<td>Continuation of MUSC 252, private lessons in the instruments of the band and orchestra, based on department policies. (Resident)</td>
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<tr>
<td>MUSC 352</td>
<td><em>Guitar, Strings, Brass, Woodwinds,</em> Percussion (Junior)</td>
<td>1 or 3</td>
<td>MUSC 351</td>
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<td>Continuation of MUSC 351, private lessons in the instruments of the band and orchestra, based on department policies. (Resident)</td>
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<tr>
<td>MUSC 355</td>
<td>Brass Techniques</td>
<td>2 hours</td>
<td>(Offered Spring semester)</td>
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<td></td>
<td>Preparation for teaching brass instruments. Emphasis on teaching technique and actual playing of brass instruments. (Resident)</td>
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<tr>
<td>MUSC 357</td>
<td>Woodwind Techniques</td>
<td>2 hours</td>
<td>(Offered fall semester)</td>
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<td>Prerequisites: MUSC 105 and 106</td>
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<tr>
<td></td>
<td>Preparation for teaching woodwind instruments. Emphasis on teaching technique and actual playing of woodwind instruments. (Resident)</td>
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<tr>
<td>MUSC 360</td>
<td>Commercial Improvisation Techniques</td>
<td>2 hours</td>
<td>MUSC 203 or 205</td>
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<td>This is a praxis-based course that provides opportunity for students to develop skills in strategic areas of vocal or instrumental improvisational technique. Investigative studies include the relationship between improvisation and harmonic context in contemporary popular, rock, black gospel, and jazz idioms. (Resident)</td>
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<tr>
<td>MUSC 362</td>
<td>Studio Producing, Mixing and Audio Engineering</td>
<td>3 hours</td>
<td>MUSC 218 and MUSC 329</td>
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<td>Prerequisites: MUSC 218 and MUSC 329</td>
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<td>This course provides the fundamentals of audio recording and producing including equipment function and application, recording console operation, microphone technique, first and second engineer skill sets, session setup, signal processing, troubleshooting, and critical listening as well as fundamentals for music production and album creation. (Resident)</td>
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<tr>
<td>MUSC 364</td>
<td>Contemporary Styles Survey I</td>
<td>1 hour</td>
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<td>This course covers rhythm chart reading through the use of detailed transcriptions and arrangements in a wide range of styles including pop, rock, funk, country, black gospel, and contemporary instrumental. Emphasis is placed on production of rhythmic groove, management of rhythm section, and basic arranging concepts. (Resident)</td>
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<tr>
<td>MUSC 365</td>
<td>Contemporary Styles Survey II</td>
<td>1 hour</td>
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<td>In this course, students learn contemporary rhythm chart reading through extensive use of transcriptions and professionally written arrangements. Focus is placed on sight-reading, pitch and improvisation concepts within diverse styles. (Resident)</td>
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<tr>
<td>MUSC 366</td>
<td>Jazz Arranging</td>
<td>3 hours</td>
<td>MUSC 330</td>
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<td>Prerequisite: MUSC 330</td>
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<td>This course focuses on arranging and orchestrating music for jazz ensemble. Basic and intermediate techniques for creative writing in the jazz idiom are applied to small and large jazz ensembles. Major projects are required for the completion of this course. Computer notation is required for all projects. Select student projects are submitted for reading session. (Resident)</td>
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<tr>
<td>MUSC 367</td>
<td>Jazz Pedagogy</td>
<td>3 hours</td>
<td>MUSC 360; MUSC 364 or MUSC 365</td>
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<td>Prerequisite: MUSC 360; MUSC 364 or MUSC 365</td>
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<td>This course introduces students to the methodologies and resources of jazz pedagogy. Students will learn appropriate literature for a variety of age levels, approaches to improvisation, and rehearsal techniques for both the large and small jazz ensemble. (Resident)</td>
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<tr>
<td>MUSC 368</td>
<td>Junior Commercial Music Program</td>
<td>3 hours</td>
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</table>

Prerequisite: Approval of the student's Commercial Music instructor

A faculty-supervised 30 minute program devoted to the presentation of literature representative of commercial music styles and reflective of the student’s commercial music emphasis. The student must demonstrate ability to prepare, rehearse, organize, and promote their program. Use of a variety of media, Scripture, lighting, and video are expected. The student’s final commercial music program must be approved by Faculty Committee. (Resident)

**MUSC 369 Principles of Audio Mixing & Producing** 1 hour

This course provides an in-depth study of music production, audio engineering, critical listening, and studio work-flow including complex recording scenarios such as rhythm section tracking, big band and orchestra recording. Also included is an in-depth study of music album production covering complex and sensitive production situations. (Resident)

**MUSC 370 Private Songwriting** 1-3 hours

Prerequisite: MUSC 371

Weekly private instruction in developing and crafting the skill of songwriting. The study includes principles for writing melody, harmony, rhythm, lyric, song form, building demos and producing songs suitable for publishing in a commercial market. Application will be made to contemporary worship practices. Students will perform original songs. Audition and recommendation of instructor required. (Formerly WMUS 370) (Resident)

**MUSC 371 Survey of Songwriting Literature** 3 hours

(Offered fall semester only)

An introduction to the craft, development and history of songwriting. Attention will be given to the study and evaluation of song form, both historic and contemporary. General techniques of songwriting and the specific approaches of selected songwriters will be explored in connection with biblical doctrine and theologies, music practices, and worship practices in the Evangelical community. (Formerly WMUS 371) (Resident)

**MUSC 372 Entrepreneurship and the Christian Music Community** 3 hours

(Formerly WMUS 372) (Resident)

Prerequisites: May be taken concurrently with MUSC 436.

An introduction to the Christian music industry, both old and new. Recent developments in this field will be emphasized, including entrepreneurship as a freelance musician. This course will specifically highlight the impact of biblical principles for a Christian working in the music industry. Basic principles of music performance, publishing and distribution will be defined and developed including copyright law, song royalties and mechanicals, booking, promoting, copyright management, performance rights organizations (ASCAP, BMI, SESAC, and CCLI), song demo creation, music producing and publishing, and market presence. (Formerly WRSP 372) (Resident)

**MUSC 373 Artist Spiritual Formation** 3 hours

Prerequisite: Admission to songwriting or artist development programs

Foundational principles for the discipleship of Christian artists and songwriters. Students define their pursuit for an identity and significance, ministry, relationships, excellence, integrity, and disciplined living. In addition, students study creativity and art, journaling, developing communication skills, musicianship as applied to the contemporary Christian music industry. (Formerly WRSP 373) (Resident)

**MUSC 374 String Techniques** 2 hours

(Offered fall semester)

Prerequisites: MUSC 105 and 106
Preparation for the teaching of violin, cello and double bass. Study of the history, construction, maintenance and acoustical phenomena of string instruments. (Resident)

**MUSC 375 String Pedagogy** 3 hours
(Offered on demand)
Prerequisite: MUSC 374 or permission of instructor
Review of the teaching methods of Applebaum, Muller-Rusch, Rolland and Suzuki. Strongly recommended for Instrumental Teacher Licensure Students with strings as the principal performance area. (Resident)

**MUSC 376 Principles for Songwriting I** 2 hours
Prerequisites: Admission to program and permission of instructor; MUSC 371 with a grade of “B” or higher; MUSC 330 and 334, or equivalent
Principles of song writing, including elements of writing melody; melodic structure; lyric form-understanding verse/chorus bridge structures; melodic style; lyric style – gospel to classical, southern gospel to praise and worship and country to rock ‘n roll; and co-writing lyrics with other musicians. Students are required to participate in the Songwriter’s Showcase presented by the Center for Worship each semester. (Formerly WMUS 332) (Resident)

**MUSC 377 Principles for Songwriting II** 2 hours
Prerequisite: MUSC 376
A continuation of MUSC 376, this course provides practical application of songwriting principles through group collaboration. (Formerly WMUS 333) (Resident)

**MUSC 378 Artist and Business Community** 3 hours
Prerequisites: Admission to program; MUSC 372
This course provides a study of recorded music production, critical listening, and recording studio terminology, techniques and work-flow as well as fundamental instruction in music copyrights, publishing, and content distribution. (Formerly WRSP 334) (Resident)

**MUSC 379 Artist Presentation** 3 hours
Prerequisites: MUSC 373
Developing strategies for musically artistic and ministry effective program presentation. Principles include reading the crowd, building live performance, developing goals and objectives for platform performance; unique features of lighting, sound reinforcement, and technology; trend awareness and commerciality. Special emphasis is placed on goals of an artist as a worshiper; song selection; audience participation; presentation of the gospel; and partnership with the local church. (Formerly WMUS 335) (Resident)

**MUSC 380 Instrumental Overview** 2 hours
(Offered fall semester)
Prerequisites: MUSC 105 and 106
A study of basic instructional techniques of woodwind, brass, string and percussion instruments for Choral Teacher Licensure students. This course is designed to prepare vocal music teachers for teaching school instrumental music at the basic skills level. (Resident)

**MUSC 381 Guitar Literature** 2 hours
Prerequisite: Permission of instructor
This course will survey guitar and lute literature from the Renaissance to the present, including solo works, chamber music, and concerti. The course will include music written for lute and guitar as well as transcriptions for guitar of music written for other instruments. Activities used to facilitate learning will include listening to recordings and music performances, score study, lectures, discussion, and selected readings. (Resident)

**MUSC 382 Woodwind Literature** 2 hours
Prerequisite: Permission of instructor
Literature for flute, clarinet, oboe, bassoon, and saxophone. Elementary and advanced exercises, etudes, methods for class and private instruction, clef and transposition studies, and orchestral repertoire are explored. Survey and evaluation of sources and materials. (Resident)

**MUSC 383 Brass Literature** 2 hours
Prerequisite: Permission of instructor
Literature for horn, trumpet, trombone, euphonium, and tuba. Elementary and advanced exercises, etudes, methods for class and private instruction, clef and transposition studies, and orchestral repertoire. Survey and evaluation of sources and materials. (Resident)

**MUSC 384 Percussion Literature** 2 hours
Prerequisite: Permission of instructor
Literature for percussion solo, ensemble and chamber groups. Elementary and advanced exercises, etudes, methods for class and private instruction are explored. Survey and evaluation of sources and materials. (Resident)

**MUSC 385 The Worship Orchestra II** 1 hour
Prerequisites: Audition and/or permission of instructor; two semesters of MUSC 285
Continuation of MUSC 285. (Formerly WMUS 385) (Resident)

**MUSC 386 The Gospel Choir II** 1 hour
Prerequisite: Audition and/or permission of instructor; two semesters of MUSC 286.
Continuation of MUSC 286. (Formerly WMUS 386) (Resident)

**MUSC 387 Jazz Guitar Ensemble II** 1 hour
Prerequisite: Audition and/or permission of instructor; two semesters of MUSC 287
Continuation of MUSC 287. (Formerly WMUS 387) (Resident)

**MUSC 388 String Literature** 2 hours
Prerequisite: Permission of instructor
This course provides a survey of string literature through the present day, including solo works, chamber music, and concerti. Special emphasis is placed on etudes, exercises, instructional, and performance literature for class and private instruction. (Resident)

**MUSC 389 The Worship Choir III** 1 hour
Prerequisites: MUSC 289; audition and/or permission of instructor
A continuation of MUSC 289. (Formerly WMUS 389) (Resident)

**MUSC 390 Foundations of Vocal Technique** 2 hours
(Offered fall semester)
Prerequisite: MUSC 106
This course provides preparation in the vocal area for Instrumental Teacher Licensure students. This course is designed to prepare instrumental teachers for teaching school vocal music at the basic skills level. (Resident)

**MUSC 391 Keyboard Literature** 2 hours
Prerequisite: Permission of instructor
This course provides a general survey of keyboard literature through the present day. Special emphasis is placed on etudes, exercises, instructional, and performance literature for class and private instruction. (Resident)

**MUSC 392 Ethnic Music Program** 1 hour
Prerequisite: Approval of student’s primary faculty
A juried lecture/demonstration of student progress in ethnic music performance. The student shall provide a 25-30 minute presentation demonstrating knowledge of the selected genre and level of performing skill. Specifically designed to meet Music in World Culture curriculum expectations. (Formerly WMUS 390) (Resident)

**MUSC 393 Vocal Diction** 3 hours
(Offered fall semester)
The study of English, Italian, German and French pronunciation (enunciation and articulation) as applied to vocal texts in these languages, through use of the International Phonetic Alphabet. (Resident)

**MUSC 394 Practicum I** 1 hour  
Prerequisites: MUSC 202; approval of School of Music Coordinator of Practica  
Practical, supervised application of music leadership at approved publishing company, church, para-church organization, recording studio, artist group or other approved organization. Taken the first semester of student’s junior year, students are placed in a supervisory role and learn principles of team building, management, planning, program presentation and more. (Formerly WRSP 311)  
(Resident)

**MUSC 395 Practicum II** 1 hour  
Prerequisites: MUSC 394; approval of School of Music Coordinator of Practica  
This is a continuation of MUSC 394. Students are placed in a supervisory role and learn principles of team building, management, planning, program presentation and more. Taken the second semester of a student’s junior year, students are also required to meet with the Coordinator of Practica for instruction on resume preparation, principles of interviewing and expectations for completion of an internship. (Formerly WRSP 312)  
(Resident)

**MUSC 396 Junior Artist or Worship Program** 1 hour  
Prerequisite: Approval of the student’s primary faculty  
A faculty-supervised 20-30 minute program devoted to the presentation of literature representative of contemporary Christian, worship and praise, gospel song, or hymn-style music. The student must demonstrate ability to organize a program using a variety of media, Scripture, drama, lighting, video, band and praise team. The student’s final worship/artist program must be approved by Faculty Committee.  
(Resident)

**MUSC 398 Junior Recital** 1 hour  
Prerequisites: Completion of the Sophomore Review; completion of one semester of junior level private music performance instruction.  
Co-requisite: must be taken concurrently with the second semester of junior level private music performance instruction  
Preparation and presentation of a solo musical performance recital under the supervision of the principal performance teacher. A requirement for B.M. (performance) and B.S. in Worship and Music degree programs. (Formerly WMUS 390)  
(Resident)

**MUSC 400 Music Resources and Literature** 3 hours  
Prerequisites: MUSC 302, 303, or permission of instructor  
A study of the materials used in program building of instrumental and choral ensembles in traditional and non-traditional music settings. Evaluation is made of select publishers to investigate musical, audio, video, and software resources availability. Application to pop music, contemporary Christian worship, public and private school, civic, patriotic and seasonal events. (Formerly WMUS 400)  
(Resident)

**MUSC 401 Art of Accompaniment** 2 hours  
(Offered on demand)  
Vocal and instrumental, solo and ensemble literature from various periods of music history will be studied from the viewpoint of the accompanist.  
(Resident)

**MUSC 402 Ethnic Music Theory** 3 hours  
The study of non-Western theories of music, with an emphasis on both existing systems of art and folk music as well as systems without an articulated theory. (Formerly ETHM 400)  
(Resident)

**MUSC 404 Accompanying I** 1 hour  
Prerequisite: MUSC 401  
Continuation of the development of accompanying techniques highlighted in MUSC 401. Pianists work in collaboration with one or more vocalists or instrumentalists under the supervision of applied music teachers at the School of Music. Students will perform in one or more live performance settings such as recitals, studio classes, auditions, and performance juries.  
(Resident)

**MUSC 405 Accompanying II** 1 hour  
Prerequisite: MUSC 404  
Continuation of the techniques of accompanying emphasized in MUSC 404. Pianists work in collaboration with one or more vocalists or instrumentalists under the supervision of applied music teachers at the School of Music. Three hours of weekly contact with teachers and students are expected in this course, including rehearsals, studio lessons, and coaching with course faculty. Students will perform in one or more live performance settings such as recitals, studio classes, auditions, and performance juries.  
(Resident)

**MUSC 407 Solo Vocal Literature** 3 hours  
(Offered Spring semester, odd numbered years)  
Prerequisite: MUSC 204 or MUSC 206. Required for all voice majors.  
A survey of solo literature for the voice from the Baroque period to the present. Emphasis on Italian song, German Lieder, French Melodie, and English Art Song. (Recommended for all voice majors)  
(Resident)

**MUSC 408 Vocal Pedagogy** 3 hours  
(Offered Spring semester, even numbered years)  
Prerequisite: Permission of instructor  
Study of the physiology of the voice and methods of voice training, with emphasis on techniques used in developing posture, breathing, phonation, resonance, articulation, and artistic interpretation of standard vocal literature.  
(Resident)

**MUSC 411 Marching Band Techniques** 2 hours  
(Offered on demand in Fall semesters)  
A study of the methods and materials employed in the development of marching band drill design. Strongly recommended for the BM in Instrumental Music with the music education concentration student.  
(Resident)

**MUSC 412 Instrumental Pedagogy Lab for Instrumental Music Education** 1 hour  
Prerequisites: MUSC 355, MUSC 357, MUSC 363, or MUSC 374  
This course will provide opportunities for instrumental music education majors to have laboratory experience in teaching beginning instrumental students individually. Students will be trained in various pedagogical skills and approaches.  
(Resident)

**MUSC 413 Vocal Pedagogy Lab for Music Education** 1 hour  
Prerequisite: Completion of Junior level applied studies  
This course will provide opportunity for vocal music education majors to have laboratory experience in teaching beginning vocal students individually. Students will be trained in various pedagogical skills and approaches: (Formerly WMUS 420)  
(Resident)

**MUSC 420 Group Voice IV** 1 hour  
(Meets 2 hours per week)  
Prerequisite: MUSC 320  
A continuation of MUSC 320, this course involves group study for advanced vocalists. Students sing on a weekly basis for one another in a “master class” setting. Significant emphasis is given to vocal quality, resonance, flexibility, articulation, dynamics, expression, performance technique, vocal health and preparation for presentation in various vocal venues. Fulfills the secondary requirement in voice. May substitute for private voice upon recommendation of vocal faculty. (Formerly WMUS 420)  
(Resident)

**MUSC 421 Voice (Senior)** 1 or 3 hours  
Prerequisite: MUSC 322
COURSES OF INSTRUCTION

Continuation of MUSC 322, private lessons in singing, based on department policies. May be repeated as needed. (Resident)

**MUSC 422 Voice (Senior)** 1 or 3 hours
Prerequisite: MUSC 421
Continuation of MUSC 421, private lessons in singing, based on department policies. May be repeated as needed. (Resident)

**MUSC 423 Congregational Contextualization and Leadership** 3 hours
(Offered Spring semester)
Prerequisites: MUSC 395, 323 and 499
This is a study of congregational worship practices in the evangelical traditions. Special attention is given to establishing methodology for evaluating ministry context and demographic. Attention is given to song selection, programming, conducting concepts, vocal and band rehearsal techniques and the integration of multimedia, drama, and creative movement into the congregational ministry. (Formerly WRSP 421) (Resident)

**MUSC 424 Arts in Global Outreach** 3 hours
Prerequisites: Junior or Senior Status
The course will explore important fieldwork theories, methods, and techniques that may be used to advocate for culturally relevant music and arts in a global worship setting. Students will learn how to become artistic catalysts and so assist in deep discipleship, meaningful worship, and effective outreach through music and the arts. (Resident)

**MUSC 433 Private Composition (Senior)** 1 to 3 hours
Prerequisite: MUSC 339
Continuation of MUSC 339. Private instruction in film scoring/composition based on department policies. Foundational and contemporary repertoire and techniques studied. Emphasis is on preparing for Christian artist ministry in the area of film music production and television/video game scoring. (Resident)

**MUSC 436 Christian Music Industry Seminar** 1 hour
Prerequisites: Permission of Instructor; MUSC 372 and equivalent of MUSC 220, 243 or 250
Student artists and songwriters study privately and in group settings with professionals. Students procure their programs and songs at the conclusion of the seminar. (Formerly WRSP 436) (Resident)

**MUSC 437 Elementary Music Methods and Materials** 2 hours
(Offered Spring semester)
Prerequisite: Admission to the Music Education concentration
Co-requisite: must be taken concurrently with MUSC 438
An exploration of elementary music school methods and materials. Topics include philosophy, objectives, materials, current trends, and procedures for teaching music at the elementary level. (Resident)

**MUSC 438 Elementary Music Methods and Materials Practicum** 1 hour
(Offered Spring semester)
Prerequisite: Admission to the Music Education concentration
Co-requisite: must be taken concurrently with MUSC 437
Classroom teaching observation and practice. Fifteen hours of monitored classroom observation and teaching in an elementary school classroom; written evaluation of observing and teaching experiences required. (Resident)

**MUSC 439 Private Composition (Senior)** 1 to 3 hours
Prerequisite: MUSC 433
Continuation of MUSC 433. Private instruction in film scoring/composition based on department policies. Foundational and contemporary repertoire and techniques studied. Emphasis is on preparing for Christian artist ministry in the area of film music production and television/video game scoring. (Resident)

**MUSC 440 Ethnic Music Seminar** 3 hours
Concentrated study of a selected ethnic music culture. In scheduling each seminar, consideration will be given to student interest and the availability of appropriate guest musicians. (Formerly ETHM 440) (Resident)

**MUSC 441 Private Piano (Senior)** 1 or 3 hours
Prerequisite: MUSC 342
Continuation of private lessons in piano or organ, based on department policies. (Formerly WMUS 445) (Resident)

**MUSC 442 Private Piano (Senior)** 1 or 3 hours
Prerequisite: MUSC 441
Continuation of private lessons in piano or organ, based on department policies. May be repeated as needed. (Resident)

**MUSC 450 Group Guitar IV** 1 hour
(Meets 2 hours per week)
Prerequisite: MUSC 350 or permission of instructor
Continuation of MUSC 350, this is a group guitar course that further develops instruction in advanced chords, chord progressions, more advanced improvisational techniques, music reading, sight-reading of classical literature, contemporary lead sheets and performance in classical, contemporary Christian, rock and roll and jazz styles. Fulfills the need for secondary instrumental requirement in guitar. (Formerly WMUS 450) (Resident)

**MUSC 451 Guitar, Strings, Brass, Woodwinds Percussion (Senior)** 1 or 3 hours
Prerequisite: MUSC 352
Continuation of MUSC 352, private lessons in instrument for band or orchestra, based on department policies. (Formerly WMUS 455) (Resident)

**MUSC 452 Guitar, Strings, Brass, Woodwinds Percussion (Senior)** 1 or 3 hours
Prerequisite: MUSC 451
Continuation of MUSC 451, private lessons in instrument for band or orchestra, based on department policies. May be repeated as needed. (Resident)

**MUSC 461 Music Publishing and Entrepreneurism** 3 hours
Prerequisite: MUSC 378
This course provides an in-depth study of the music publishing business: Artist & Repertoire, ownership, music publishing, income streams, publishing in the digital age, catalogues, as well as royalty calculation, administration, advanced copyright concepts, and business planning. (Resident)

**MUSC 462 Advance Digital Audio Production** 3 hours
Prerequisite: CINE 272
This course provides advanced development of real-world digital audio workstation skills and techniques for digital editing: alignment, tuning, sound replacement, time stretching, pitch shifting, as well as a continued implementation of MIDI & Electronic music sound synthesis, sound samples and virtual instruments. (Resident)

**MUSC 463 Music Mixing and Post Production** 3 hours
Prerequisite: MUSC 368, MUSC 329
Students will learn to create polished music content with mastered, album quality mixes in stereo and surround sound using all available tools to achieve professional sound, develop a personal sonic identity and apply all techniques learned in the Audio Production program. Students will also learn to employ critical and analytical listening skills in music mixing as well as compare and contrast the attributes of differing mix processes. Students will apply their production and mixing skills in a capstone studio mixing and mastering project as well as a live digital console mixing project. (Resident)

**MUSC 468 Senior Commercial Music Program** 1 hour
Prerequisite: Approval of the student's Commercial Music instructor; RSCH 201
A faculty-supervised 45 minute program devoted to the presentation of literature representative of commercial music styles and reflective of the student's commercial music emphasis. The student must demonstrate ability to prepare, rehearse, organize, and promote their program. Use of a variety of media, Scripture, lighting, and video are expected. The student's final commercial music program must be approved by Faculty Committee. (Resident)

**MUSC 470 Opera Workshop I:** 1 to 3 hours

*Opera Production*

(Offered fall semester)

Prerequisite: Audition and/or permission of instructor.

A synthesis of performance practice and stage movement related to opera. The course culminates in a performance of a work rehearsed during the semester. Entrance based on an audition. Fall semesters culminate in a full music theater production. (Resident)

**MUSC 471 Opera Workshop II:** 1 to 3 hours

*Opera Scenes*

(Offered Spring semesters)

Prerequisite: Audition and/or permission of instructor.

A synthesis of performance practice and stage movement related to opera. The course culminates in a performance of a work rehearsed during the semester. Entrance based on an audition. Spring semesters culminate in a presentation of opera scenes. (Resident)

**MUSC 477 Guitar Pedagogy** 3 hours

Prerequisite: Permission of instructor

Analysis of the elements of classical guitar technique and development of guitar teaching skills. Students observe, evaluate and implement techniques used in guitar classes and private lessons. Students also survey proven pedagogical approaches to guitar instruction. (Resident)

**MUSC 479 Classical Guitar Ensemble II** 1 hour

Prerequisite: Two semesters of MUSC 179

Continuation of MUSC 179. (Resident)

**MUSC 480 University Chorale II** 1 hour

Prerequisite: Two semesters of MUSC 180

Continuation of MUSC 180. (Resident)

**MUSC 481 Concert Choir II** 1 hour

Prerequisite: Two semesters of MUSC 180, 181 and/or 182

Continuation of MUSC 181. (Resident)

**MUSC 482 Chamber Singers II** 1 hour

Prerequisite: Two semesters of MUSC 180, 181 and/or 182

Continuation of MUSC 182. (Resident)

**MUSC 483 Jazz Ensemble II** 1 hour

Prerequisites: Fall Audition; 2 semesters of MUSC 183

Continuation of MUSC 183. (Resident)

**MUSC 484 Marching Band II** 1 hour

Prerequisite: Two semesters of MUSC 184 and/or 185

Continuation of MUSC 184. (Resident)

**MUSC 485 Symphony Orchestra II** 1 hour

Prerequisite: Two semesters of MUSC 184, 194, or 185

Continuation of MUSC 185. (Resident)

**MUSC 486 Brass Choir II** 1 hour

Prerequisite: Two semesters of MUSC 186

Continuation of MUSC 186. (Resident)

**MUSC 487 University Band II** 1 hour

Prerequisite: Two semesters of MUSC 187 or other major instrumental ensemble, such as MUSC 184 or 194

Continuation of MUSC 187. (Resident)

**MUSC 488 Woodwind Choir II** 1 hour

Prerequisite: Two semesters of MUSC 188

Continuation of MUSC 188. (Resident)

**MUSC 489 Supervised Praise and Worship Ensemble** 1 hour

Prerequisite: Audition and/or permission of instructor

Practical experiences for the worship leader in training for mixed instrumental/vocal ensembles used in various evangelical traditions. Ensembles may include, but are not limited to: Official Department of Ministry Teams groups; Center for Worship Handbell Ensemble; CFW House Band; E-41; and Lift. Groups provide music for various on campus events. Up to two hours credit from MUSC 489 may be applied as “approved credit” for the music and worship studies degree. (Formerly WMUS 489) (Resident)

**MUSC 490 Secondary Music Methods and Materials** 2 hours

(Offered Fall semester)

Prerequisite: Admission to the Music Education concentration Co-requisite: must be taken concurrently with MUSC 491

An exploration of middle school and high school music methods and materials. The development of general music programs and choral and instrumental programs are emphasized. Topics include: methods of assessment, communication, and classroom teaching procedures. (Resident)

**MUSC 491 Secondary Music Methods and Materials Practicum** 1 hour

Prerequisite: Admission to the Music Education concentration Co-requisite: must be taken concurrently with MUSC 490

Classroom observation and teaching practice. Fifteen hours of monitored classroom observation and teaching in middle and high school music classroom situations; written evaluation of observing and teaching experiences. (Resident)

**MUSC 492 Percussion Ensemble II** 1 hour

Prerequisite: Two semesters in MUSC 192

Continuation of MUSC 192.

**MUSC 493 Chamber Music Ensemble II** 1 hour

Prerequisite: Permission of instructor

This course is designed to provide students the opportunity to participate in various chamber formations, receive weekly coaching, attend master classes with faculty members and guests as required, and present a public performance during the term. (Resident)

**MUSC 494 Wind Symphony II** 1 hour

(Offered Spring semester)

Prerequisite: Two semesters of MUSC 184 and/or 194

Continuation of MUSC 194. (Resident)

**MUSC 495 Directed Research in Music or Music and Worship** 3 hours

Directed research into musicological, ethnomusicological, or worship studies type topics. The research is presented as a completed research paper, lecture or lecture-recital. Students are directed individually or in small seminar groups, as may be appropriate. May be taken more than once, but no research topic may be repeated. (Resident)

**MUSC 496 Senior Artist or Worship Program** 1 hour

Prerequisite: Approval of the student’s primary faculty; RSCH 201

A faculty-supervised 35–45 minute program devoted to the presentation of literature representative of contemporary Christian, worship and praise, gospel song, or hymn-style music. The student must demonstrate ability to organize a program using a variety of media, Scripture, drama, lighting, video, band and praise team. The student’s final worship/artist program must be approved by Faculty Committee. (Resident)

**MUSC 497 Special Topics – Music or Music and Worship** 1 to 3 hours

Topics of special interest not included in the regular School of Music offerings. May be taken more than once, but no topic may be repeated. (Resident)

**MUSC 498 Senior Recital** 1 hour

Prerequisites: Completion of the Sophomore Review; completion of two semesters of private music performance instruction following the completion of the Junior Candidacy Review; co-enrollment in 400 level private music instruction; RSCH 201

Preparation and presentation of a solo recital under the supervision of the principal performance instructor. MUSC 498 is a
graduation requirement for all B.M. and B.S. in Music and Worship degree programs. (Formerly WMUS 490) (Resident)

MUSC 499 Internship  
Prerequisites: MUSC 394 and 395 or consent of instructor; Junior or Senior status and required 2.00 GPA; approval of School of Music Internship Coordinator

This is a capstone course usually completed the summer between the junior and senior year or after completing all other coursework. Special consideration is given to course completion during the last semester of a student’s senior year. Internship includes a 400-hour (10 week) minimum of supervised, practical experience in an approved organization. Application procedures processed through the School of Music. Student must make application to the Director of Practica the semester prior to completing the internship. (Resident)

NATURAL SCIENCE

NASC 210/ Science and Society  
3 hours

ETHC 210  
A study of biological principles of physiology, genetics and disease with emphasis on application to human life. Topics are explored from a scientific and biological standpoint through a Biblical worldview. Successful students in this course will apply scientific knowledge and learned critical thinking skills to societal issues. Meets natural science requirement. (Online)

NASC 315 Environmental Science  
4 hours
(Offered fall semester)

(3 hours lecture, 3 hours lab)  
Prerequisites: BIOL 101 or 102 and MATH 110, Junior or Senior status or permission of the instructor.

An integrative studies course. This course includes the integration and application of biological and physical science principles to environmental issues including biological and sociological impacts of human population growth, use and management of natural resources, sources and regulation of pollution, and biological and economic aspects of conservation. (Resident)

NURSING

NURS 101 Introduction to Nursing  
1 hour

This course focuses on an introduction to nursing education, nursing process, principles of teaching and learning, the current roles of nurses in health care as well as the historical, ethical, political, social and legal aspects of nursing. This information is related to the curriculum requirements and career opportunities in nursing. Content also includes an introduction to Benner’s model and nursing as a ministry. (Resident)

NURS 104 Introduction to Nursing and Medical Terminology  
3 hour

This course focuses on an introduction to nursing education, nursing process, principles of teaching and learning, the current roles of nurses in health care as well as the historical, ethical, political, social and legal aspects of nursing. This information is related to the curriculum requirements and career opportunities in nursing. Content also includes an introduction to Benner’s model and nursing as a ministry. It provided basic understanding of medical terms and abbreviations. Includes study of prefixes, suffixes, word stems, and technical terms with emphasis on proper spelling, pronunciation and applications. Elementary aspects of the nursing process with special emphasis on assessment are incorporated. (Online)

NURS 105 Medical Terminology  
1 hour

Provides basic understanding of medical terms and abbreviations. Includes study of prefixes, suffixes, word stems, and technical terms with emphasis on proper spelling, pronunciation and applications. Elementary aspects of the nursing process with special emphasis on assessment are incorporated. (Both Resident and Online)

NURS 115 Sciences in Nursing  
3 hours
Prerequisite: BIOL 213 & 214

The focus of this course is on physiological changes resulting from imbalances in the man-environment interaction throughout the life span. The emphasis is on application of general concepts of adaptation and homeostasis to each of the body’s systems and on relationship of these concepts to the practice of clinical nursing. The course provides the student with a scientific knowledge base applicable to the more advanced clinical practice of nursing. (Formerly NURS 215) (Resident)

NURS 200 Nursing Process Application  
2 hours
Prerequisite: Acceptance to Gate I, continuance in the school of nursing curriculum.

This course is designed to help students achieve success in the Liberty University Nursing Program. Students will learn and apply strategies for analyzing, evaluating, and researching information for clinical decision-making. Students will apply critical thinking constructs to develop and write nursing care plans and pathophysiology for selected patients in case studies. (Resident)

NURS 210 Health Assessment  
3 hours
(1.5 hours lecture; 4.5 hours clinical)  
Prerequisite: Acceptance to Gate I, continuance in the school of nursing curriculum.

This course focuses on the development of a body systems approach to health assessment of individuals emphasizing normal growth and developmental responses across the lifespan. Content includes an introduction to the knowledge and skills of health assessment through a variety of methodologies in the classroom, opportunities to practice skills in the nursing laboratory and experiences in the clinical settings. Students apply communication techniques in eliciting comprehensive health histories and perform physical examinations in evaluating health status. Note: NURS 210 is offered both as an online course and as an intensive held on the Liberty University Campus. (Both Resident and Online)

NURS 215 Pathophysiology  
3 hours
Prerequisite: BIOL 213 and 214; NURS 220; RN License in good standing

The focus of this course is on physiological changes resulting from imbalances in the man-environment interaction throughout the life span. The emphasis is on application of general concepts of adaptation and homeostasis to each of the body’s systems and on relationship of these concepts to the practice of clinical nursing. The course provides the student with a scientific knowledge base applicable to the more advanced clinical practice of nursing. (Online)

NURS 220 Advanced Nursing Communication  
3 hours
Prerequisite: RN Licensure in good standing

It is essential that professional nurses have communication skills that are effective in promoting optimal interaction with others in a variety of situations. This course focuses on developing expert communications skills when communicating with other health care providers and patients and when communicating professional information through writing and speaking. (Both Resident and Online)

NURS 221 Fundamentals in Nursing  
4 hours
(2 hours lecture; 6 hours clinical)  
Prerequisite: Acceptance to Gate I, continuance in the school of nursing curriculum; NURS 200, 210

This course focuses on the provision of safe and effective care related to common nursing technologies and the basic time and self-management as well as concepts regarding the establishment of effective communication skills, adaptation techniques, patient
teaching techniques and specific age related considerations in the provision of nursing care are also discussed. The nursing laboratory, acute and long-term care settings provide the opportunity for the development of basic skills including medications. (Resident)

**NURS 225 Research in Nursing** 3 hours
Prerequisites: Acceptance to Gate I, continuance in the nursing program; NURS 200, 210

This course provides an overview of the nursing process including methodology, design and interpretation of findings. It focuses on acquiring the beginning knowledge and skills essential for critical evaluation of research reports as well as guidance in the production of a poster presentation which incorporates evidence based knowledge related to a specific clinical problem. (Both Resident and Online)

**NURS 299 Internship** 0 hours
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Application procedures processed through the Career Center. Must apply semester prior to internship. (Resident)

**NURS 301 Strategies for Adult Health Care I** 5 hours
Prerequisites: NURS 200, 210, 221 and 225

In-depth exploration of bodily system dysfunction throughout the adult lifespan provides the focus of this course. Principles of pre-, intra- and post-operative management, infection and wound management will be discussed. Discussions of dysfunctions of the respiratory, cardiovascular, hematologic, gastrointestinal, genitourinary and endocrine systems will also be included in the course content. With each topic covered, principles of care designed to most effectively maintain or restore homeostatic mechanisms are addressed. Aspects of patient teaching and discharge planning are incorporated into each system. Assessment, analysis, planning, implementation and evaluation are emphasized as the nursing process is applied to the clinical learning experience in the acute care setting. Legal, ethical, political and economical issues are addressed in the theoretical and clinical component of this course. The student will be responsible for the management of self and one client in the clinical setting. (Resident)

**NURS 302 Strategies for Adult Health Care II** 5 hours
Prerequisites: NURS 301 and 305

Continued in-depth exploration of bodily system dysfunction throughout the adult lifespan provides the focus of this course. Discussion of the musculoskeletal system, eye and ear, hepatobiliary and pancreatic systems, male and female reproductive systems, and neurological systems are included in the course. Cancer and therapeutic treatment of cancer, death and dying, and gerontology are also addressed in the course content. Principles of care designed to most effectively maintain or restore homeostatic mechanisms are discussed. Family involvement, coping and education are discussed with each system. Assessment, analysis, planning, implementation and evaluation are emphasized as the nursing process is applied to the clinical learning experience in the acute care setting. Legal, ethical, political and economical issues are addressed in the theoretical and clinical components of the course. The student will be responsible for the management of the total patient/family needs of one or more patients each week in the clinical setting. (Resident)

**NURS 305 Pharmacology** 3 hours
Prerequisites: NURS 200, 210, 221 and 225

Introduction to clinical drug therapy with emphasis on the knowledge and interventions needed to maximize therapeutic effects and prevent or minimize adverse effects of drugs. Major content areas include basic concepts of pharmacology, groups of therapeutic drugs, prototypes of drug groups, commonly prescribed individual drugs, drug effects on body tissue, human responses to drug therapy, and applying nursing process in relation to prescribed drug therapy regimens. (Resident)

**NURS 306 Pharmacology II** 3 hours
Prerequisites: NURS 305

Continued exploration of clinical drug therapy with emphasis on the knowledge and interventions needed to maximize therapeutic effects and prevent or minimize adverse effects of drugs. Major areas of study include groups of therapeutic drugs, their application in disease-process management, and their effects. Legal and professional issues surrounding the safe administration of medications are discussed. Human responses to drug therapy and application of the nursing process in relation to prescribed drug therapy regimens are discussed. (Resident)

**NURS 316 Global Health Nursing Field Experience** 3 hours
Resident BSN Prerequisite: The student must be admitted into the nursing program and completed NURS 221

Online Post Licensure BSN Prerequisite: NURS 220; RN License in good standing

This course is designed to assist the registered nurse student through the transition between basic nursing preparation and a more advanced level of nursing practice. Focus is on concepts and issues related to health practices of people from other cultures. NURS 316 is an elective that can be utilized for both residential and online undergraduate BSN students. (Both Resident and Online)

**NURS 325 Nursing Concepts** 1 hour
Resident Prerequisite: Restricted to Registered Nurses only

Online Prerequisite: NURS 220; RN License in good standing

This course is designed to assist the registered nurse student through the transition between basic nursing preparation and a more advanced level of nursing practice. Focus is on concepts and issues related to the professional nurse, the nature and scope of professional nursing and selected theoretical models for nursing practice. (Both Resident and Online)

**NURS 352 Caring for the Childbearing Family I** 4 hours
Prerequisites: NURS 210, 215, and 221

The pregnant family through early infancy will be the unit of study. Discussion of political, economic, social, religious and health care influences on reproduction and family life and the counter influences of pregnancy and the birth of children in communities and societal systems will be included. The course focuses on the pregnant family’s interaction with the environment. The stages of pregnancy, fetal development and adaptation of the newborn to extra-uterine life are the major topics of discussion. Normal and minor disruptions of the physiological and psychological functioning of the mother, the newborn and various family members will be emphasized through theory and practice. (Resident)

**NURS 353 Caring for the Childbearing Family II** 4 hours
Prerequisites: PSYC 210, NURS 210, 215 and 221

This course provides a comprehensive overview of child health problems from infancy to adolescence. Discussion of political, economic, social, religious and health care influences on child rearing families will be included. Study of the needs of the ill child and the hospitalized child and the resulting affects on the child’s family will be emphasized through theory and practice. (Resident)

**NURS 354 Nursing Care of the Childbearing** 3 hours
**Family Lecture**  
Prerequisites: NURS 200, 210, 221 and 225  
The pregnant family through early infancy will be the unit of study. Discussion of political, economic, social, religious and health care influences on reproduction and family life and the counter influences of pregnancy and the birth of children in communities and societal systems will be included. The course focuses on the pregnant family's interaction with the environment. The stages of pregnancy, fetal development and adaptation of the newborn to extra-uterine life are the major topics of discussion. Normal and minor disruptions of the physiological and psychological functioning of the mother, the newborn, and various family members will be emphasized through theory and practice. *(Resident)*  

**NURS 355 Nursing Care of Children Lecture** 3 hours  
Prerequisites: NURS 200, 210, 221, 225, and PSYC 210 (past or concurrent for PSYC 210)  
The course provides a comprehensive overview of child health problems from infancy to adolescence. Discussion of political, economic, social, religious and health care influences on child rearing families will be included. Study of the needs of the ill child and the hospitalized child and the resulting effects on the child's family will be emphasized through theory and practice. *(Resident)*  

**NURS 356 Nursing Care of the Childbearing Family** 1 hour  
Prerequisites: NURS 200, 210, 221, 225  
The pregnant family through early infancy will be the unit of study. Discussion of political, economic, social, religious and health care influences on reproduction and family life and the counter influences of pregnancy and the birth of children in communities and societal systems will be included. The course focuses on the pregnant family's interaction with the environment. The stages of pregnancy, fetal development and adaptation of the newborn to extra-uterine life are the major topics of discussion. Normal and minor disruptions of the physiological and psychological functioning of the mother, the newborn, and various family members will be emphasized through theory and practice. *(Resident)*  

**NURS 357 Nursing Care of Children Clinical** 1 hour  
Prerequisites: NURS 200, 210, 221, 225, and PSYC 210 (past or concurrent for PSYC 210)  
The course provides a comprehensive overview of child health problems from infancy to adolescence. Discussion of political, economic, social, religious and health care influences on child rearing families will be included. Study of the needs of the ill child and the hospitalized child and the resulting effects on the child's family will be emphasized through theory and practice. *(Resident)*  

**NURS 415 Cross-Cultural Nursing** 3 hours  
(2 hours lecture; 3 hours clinical)  
Prerequisite: NURS 220; RN License in good standing  
The student utilizes the nursing process while gaining an understanding of the delivery of health care in a culture outside the United States or a subculture within the United States. The experience provides the student with an opportunity to examine personal values and beliefs as they are related to health practices of people from other cultures. It provides opportunity to experience the stress resulting from linguistic differences and the adaptation required to adjust professional and personal practices to a different cultural environment. Issues and view of health and illness are included in the student’s analysis of the relationship between cultural considerations and personal and health behavior. Students develop and practice communication skills and caring as a ministry with individual and family members of another culture. *(Both Resident and Online)*  

**NURS 416 Preceptorship in Nursing** 3 hours  
(1 hour lecture; 6 hours clinical)  
Resident BSN Prerequisite: The student must be admitted into the nursing program and completed NURS 221  
Online Post Licensure BSN Prerequisite: NURS 220 and RN license in good standing  
This elective course focuses on the nursing process in the care of adults and children with multiple and complex nursing problems. Secondary and tertiary health care settings will be utilized. Students will be given the opportunity to select an area of concentration and to be associated with preceptors of experience in the field of choice. The course will include 15 hours of classroom time and 90 hours of clinical experience. The clinical experience will be guided by a learning contract, the preceptor and the instructor. *(Resident)*  

**NURS 417 Crisis Nursing** 3 hours  
(2 hours lecture; 3 hours clinical)  
Prerequisite: NURS 301 (past or concurrent)  
This course focuses on care of individuals and families in crisis. Theories of adaptation as well as situational and maturational crisis will be discussed and applied through use of the nursing process. Students have opportunities for communication and client teaching in a variety of crisis situations. Secondary and tertiary health centers as well as community support agencies will be utilized as clinical settings. *(Resident)*  

**NURS 418 Gerontological Nursing** 3 hours  
(2 hours lecture; 3 hours clinical)  
Prerequisite: Completion of one clinical course  
This course will focus on the nursing care of the elderly, with special emphasis on health and wellness. Issues surrounding the aging process will be discussed. Students will have the opportunity to utilize knowledge and skills in a variety of facilities serving older adults. *(Resident)*  

**NURS 419 Strategies for End of Life Care** 3 hours  
Prerequisites: NURS 301 or permission of the instructor  
This course focuses on the physical, emotional, legal and ethical issues that face nurses as they care for patients in their final days of life. Attention is paid to the lived experiences of the dying patient and their significant others. Strategies are discussed for professional intervention on behalf of the patient. *(Resident)*  

**NURS 420 Comprehensive Pain Management** 3 hours  
Prerequisites: NURS 301, 302, 305, 306 or permission of the instructor  
This course emphasizes the development of the nurse as an advocate pertaining to pain management. Areas of study include societal bias, ethnic and gender bias related to pain management, ethical and legal considerations, and the nurse’s role in the development of a therapeutic culture for pain management. This course will establish a sound foundation for nurses to take a leadership role in pain management. *(Resident)*  

**NURS 440 Strategies for Community Health Care** 5 hours  
(3 hours lecture; 6 hours clinical)  
Resident Prerequisites: BIOI 203, NURS 301, 302, 352 and 353  
Online Prerequisites: NURS 220; RN License in good standing  
This course focuses on the application of the nursing process to a population or community group. Emphasis is placed on community assessment process and the development of nursing strategies to assist multi-problem families, considering health on a continuum, throughout the lifespan. Family systems theory, theories of adaptation and educational needs of various populations will be addressed. The clinical focus is on the development of a broader perspective of the nurse’s role in a variety of clinical and environmental settings. In addition, the nurse’s role on the community health team and an understanding of health care needs of different cultural groups will be studied. *(Both Resident and Online)*  

**NURS 441 Strategies for Community** 3 hours
This course focuses on the application of the nursing process to a population or community group. Emphasis is placed on the community assessment process and the development of nursing strategies to assist multi-problem families, considering health on a continuum, though the lifespan. Family systems theory, theories of adaptation and educational needs of various populations will be addressed. The clinical focus is on the development of a broader perspective of the nurse's role in a variety of clinical and environmental settings. In addition, the nurse's role on the community health team and an understanding of health care needs of different cultural groups will be studied. (Both Resident and Online)

**NURS 442 Strategies for Community Health Care Clinical**
3 hours
Prerequisites: NURS 301, 302, 305, 306, 354, 355, 356 and 357
This course focuses on the application of the nursing process to a population or community group. Emphasis is placed on the community assessment process and the development of nursing strategies to assist multi-problem families, considering health on a continuum, though the lifespan. Family systems theory, theories of adaptation and educational needs of various populations will be addressed. The clinical focus is on the development of a broader perspective of the nurse's role in a variety of clinical and environmental settings. In addition, the nurse's role on the community health team and an understanding of health care needs of different cultural groups will be studied. (Both Resident and Online)

**NURS 445 Population Health**
3 hours
Prerequisites: NURS 301, 302, 305, 306, 354, 355, 356 and 357
Online Prerequisites: NURS 220; RN License in good standing
This seminar course provides an overview of genetics, genomics, geriatrics, end-of-life care, and cultural sensitivity from a Christian worldview. Through the use of evidence-based practice guidelines, the student will utilize knowledge and skills attained throughout his or her nursing education and apply it to a variety of educational activities. These include Senior Mentor project, interaction with a community specialist panel, evidence-based research, self-reflection, therapeutic communication and critical thinking skills. (Both Resident and Online)

**NURS 451 Strategies for Mental Health Care**
3 hours
(2 hours lecture; 3 hours clinical)
Prerequisites: NURS 301, 302, 305, 306, 354, 355, 356 and 357
This course focuses on the psychosocial needs of an individual/family. Biological, psychological and spiritual systems will be emphasized. Development of nursing knowledge and skill for intervention with social-emotional balances and imbalances in the lifespan will be explored. Stress, adaptation, communication and personality development are emphasized. Behavioral concepts and mental health theories are integrated. In- and out-patient mental health agencies will serve as practice areas. (Resident and Online)

**NURS 460 Advanced Strategies for Adult Health Care**
4 hours
(2.5 hours lecture; 4.5 hours clinical)
Prerequisites: NURS 301, 302, 305, 306, 354, 355, 356 and 357
This course focuses on application of the nursing process in highly complex and/or life threatening situations, including the effect of crises on the patient and family systems. Knowledge from previous courses is expanded upon to provide a deeper understanding of the pathophysiology and the advanced health care needed in this highly technological setting. Clinical experiences focus on the management of total patient care of individuals with multi-system dysfunction, in collaboration with the involved nursing staff and physicians. Legal, ethical, political, historical and economic issues are addressed in the theoretical and clinical components of this course. (Resident)

**NURS 465 Advanced Strategies for the Critically Ill**
3 hours
(2 hours lecture; 3 hours clinical)
Prerequisites: NURS 460
This course focuses on application of the nursing process in highly complex and/or life threatening situations. Content builds upon knowledge gained in previous courses, with an emphasis on the integration of this knowledge in a challenging patient population. A holistic approach is utilized, with psychosocial, legal, and ethical considerations discussed. (Resident)

**NURS 466 Advanced Critical Care II**
3 hours
(2 hours lecture; 3 hours clinical)
Prerequisites: NURS 460
This course focuses on application of the nursing process in highly complex and/or life threatening situations of the high risk mother and the critically ill infant and child. Content builds upon knowledge gained in previous courses, with an emphasis on the integration of this knowledge in a challenging patient population. A holistic approach is utilized, with psychosocial, legal, and ethical considerations discussed. (Resident)

**NURS 489 Leadership in Nursing**
3 hours
Prerequisites: NURS 220; RN License in good standing
Benner’s work on the novice to expert continuum and the seven domains of nursing will be explored, and students will apply concepts to their own practices, past, present, and future. The leadership roles of the nurse as an individual and a group member while utilizing the Christian principles such as godly character, servant attitude, honesty, and commitment will be emphasized. While caring for groups of patients and individuals, students will explore a variety of content areas including systems theory, professional practice models, care delivery models, nurse sensitive quality indicators, and foundational documents that drive the nursing profession that are relevant to the support of nursing care in the practice setting, the influence of regulatory agencies on the delivery of care, and health policies that affect health care in general. Students are expected to synthesize previously learned knowledge in complex nursing situations and to expand their abilities to use the problem-solving and decision-making processes. (Online)

**NURS 490 Leadership/Management in Nursing**
5 hours
(3 hours lecture; 6 hours clinical)
Prerequisites: NURS 301, 302, 305, 306, 354, 355, 356 and 357; RSC 201
**NOTE:** Must be taken the last semester of nursing major
Benner’s work on the novice to expert continuum and the seven domains of nursing will be explored and students will apply concepts to their own practices, both past, present and future. The leadership roles of the nurse as an individual and a group member while utilizing the Christian principles such as godly character, servant attitude, honest and commitment will be emphasized. While caring for groups of patients and individuals, students will explore a variety of content areas including systems theory, professional practice models, care delivery models, nurse sensitive quality indicators, foundational documents that drive the nursing profession, financial that are relevant to supporting care in the practice setting, the influence of regulatory agencies on the delivery of care and health policies that affect health care in general. Students are expected to synthesize previously learned knowledge in complex nursing situations and to expand their abilities to use the problem-solving and decision-making processes. (Resident)

**NURS 491 Nursing Management**
3 hours
Prerequisites: NURS 220; RN License in good standing
This seminar course provides an overview of organizational theory, management theory, and change theory. The course examines nursing staffing patterns, patient care technology,
information management, and communication between healthcare providers. Healthcare policies, including financial and regulatory influences are also reviewed. The course uses several techniques such as evidence based research, self-reflection, therapeutic communication, and critical thinking skills to gain understanding in nursing management. (Online)

NURS 492  Advanced Concepts in Nursing Practice  3 hours  
Prerequisites: Completion of all nursing courses; RN license in good standing

This is the capstone course for the RN-BSN program. The student engages in academic endeavors that reflect application, synthesis and evaluation of concepts and nursing issues studied throughout the completion program. Application of educational experience to professional growth and contribution to the nursing profession is emphasized. (Online)

NURS 495  Directed Research  1 to 3 hours  
(Resident)

PUBLIC ADMINISTRATION

PADM 360  Introduction to Public Administration  3 hours  
Prerequisite: GOVT 200

An introduction to the history and theory of public administration. These ideas will be applied within a variety of public institutional contexts. (Formerly GOVT 360) (Online)

PADM 462  Public Finance and Budgeting  3 hours  
Prerequisite: GOVT 200

Fiscal and military policy, taxation and the budget process in government. (Formerly GOVT 462) (Online)

PADM 475  Advanced Public Administration  3 hours  
Prerequisite: GOVT 200

This course is a synthesis course for government majors. The course will apply and integrate broad concepts including the application of economic theory, management theory, administrative law, and political theory in the resolution of public sector management cases. (Formerly GOVT 475) (Online)

PADM 480  Legal and Political Issues in Public Administration  3 hours  
Prerequisite: GOVT 200

This course covers the key legal and political challenges associated with the public administration arena. Students will examine the principles of administrative law and federal constitutional law that provide the foundation for the operations and decision-making processes of public administrators. To that end, the interface of legal requirements with political ramifications will be explored. Students will be challenged to link core public administration functions, particularly at the leadership level, with an understanding of political accountability and legal consequences. (Online)

PADM 485  Public Administration Leadership and Community Engagement  3 hours  
Prerequisite: GOVT 200

Leadership is a key factor in any institution, especially in the public sector. As such, this course examines and develops public leadership skills for the 21st century by embracing community interaction and engagement. Students will be exposed to theoretical leadership concepts in real-world situations, as well as Biblical principles of leadership while being able to examine their own personal style of leadership. (Online)

PADM 492  Public Administration Seminar  3 hours  
Prerequisite: GOVT 200

This capstone course focuses on the context (political, legal, and social) in which public administration takes place, the meaning of public service in a democratic society, and the importance of personal and professional ethics using cases to relate principles and theories of public administration to concrete, real-world problems.

Students will integrate coursework and theory as well as real-world experiences into the analysis of a public policy or public management problem and produce a final seminar paper. (Online)

PHILOSOPHY

PHIL 201  Philosophy and Contemporary Ideas  3 hours  
Prerequisite: ENGL 101

A survey of the major positions and figures in philosophy and the cultural worldviews and practical applications that derive from them, focusing specifically on theism, naturalism and humanism in contemporary thought. (Both Resident and Online)

PHIL 210  Logic  3 hours  

A study of the basic laws of rational thought and their application to actual examples of verbal and written argumentation. (Resident)

PHIL 240  Christian Evidences  3 hours  

A survey of the evidences for the central truths of Christianity; the existence of God, the deity and resurrection of Christ and the authority and truth of the Bible. (Both Resident and Online)

PHIL 301  History of Philosophy I  3 hours  

A study of major western philosophers through Thomas Aquinas. (Resident)

PHIL 302  History of Philosophy II  3 hours  

A study of major western philosophers from the 13th century to Kant. (Resident)

PHIL 303  History of Philosophy III  3 hours  

A study of major western philosophers of the 19th and 20th centuries. (Resident)

PHIL 310  Symbolic Logic  3 hours  

This course covers the essential elements of symbolic logic, including categorical, sentential, and predicate logic, both translations and proofs. This course will introduce and develop the symbolic nature of propositional and predicate logic, as well as examine such things as validity and soundness, truth tables, rules of deductive inference and replacement, formal axiomatic systems, relations, alternative notations and proof techniques. (Resident)

PHIL 346  Eastern Philosophies  3 hours  

A study of Hindu, Buddhist and Confucian philosophical systems. The student will explore the basic logics employed in these systems, as well as the structure of their content. (Resident)

PHIL 350  Ethics  3 hours  

A survey of central ethical issues and problems and the major philosophical approaches to their solution. (Resident)

PHIL 360  Philosophy of Science  3 hours  

A study of the definitions, methods and presuppositions of both the natural and social sciences and their relationships to ethics and revelation. (Resident)

PHIL 380  Biomedical Ethics  3 hours  

Online Prerequisite: Restricted to online students with an RN license pursuing a BSN.

A survey of the major ethical issues that are currently facing the medical field with the purpose of providing guidelines, especially for those planning careers in the medical field, in making critical decisions. Topics will cover ethical issues concerning birth, death, research issues, and clinical care. (Both Resident and Online)

PHIL 420  Epistemology  3 hours  

Prerequisite: PHIL 201, 210, 240, 301, 302, 303, 310, 346, 350, 360, 380, 429, 465, or 468

A study of the major views on the basic issues of knowledge, belief, perception and certainty with special attention paid to the central historical controversies. (Resident)

PHIL 429  The Thought of St. Augustine  3 hours  

An integrative studies course examining Augustine’s life and thought within his times, culture and context, integrating disciplines such as philosophy, theology, history, and literature. Students will
explore various primary texts, investigating Augustine’s theories regarding free will, predestination, the inner desire for God, signs and signification as philosophical concepts, the nature of truth, just war theory, good and evil, time and eternity, the nature of God and perfection, and interpretation theory. (Resident)

**PHIL 430 Metaphysics** 3 hours
Prerequisite: PHIL 201, 210, 240, 301, 302, 303, 310, 346, 350, 360, 380, 429, 465, or 468; RSCH 201

An introduction to the philosophical discussion of being; the nature of reality, the existence and attributes of God, and the nature of human persons, including the mind-body problem and the issue of freedom and determinism. (Resident)

**PHIL 440 Philosophy of Religion** 3 hours
Prerequisite: PHIL 201, 210, 240, 301, 302, 303, 310, 346, 350, 360, 380, 429, 465, or 468

A study of the major issues in religion: the existence of God, the problem of evil, freedom and determinism, and religious language. (Resident)

**PHIL 465 The Thought of C.S. Lewis** 3 hours
A study of the contributions to philosophy and Christian thought of C.S. Lewis. Special attention is given to his biography, early life and conversion, academic development, methods of critical thought, defense of the faith, arguments in favor of theism, poetry, mythic literature, science fiction, as well as many contributions not usually associated with Lewis’s popularity and recognition. Contemporary and recent literature on Lewis will be critically examined. (Resident)

**PHIL 468 The Thought of J.R.R. Tolkien** 3 hours
This is a study of the contributions to philosophy and Christian thought in the writing of J.R.R. Tolkien. The course will examine the implicit power of story in the major and minor works of J.R.R. Tolkien. In addition to exploring themes of identity, heroism, good and evil, and other moral virtues in Tolkien’s mythical and short story writings, we will consider the influences of Tolkien’s mythology and historical fiction in popular culture. While there will be some literary analysis throughout the course, most of the seminar will discuss the influence of mythology (i.e., the concept of eucatastrophe and sub-creation in fairy stories [i.e., fantasy], and the implicit power of language, virtue and free-will behind the worldview of Middle-earth). (Resident)

**PHIL 495 Directed Research** 1 to 3 hours (Resident)

**PHIL 497 Special Topics in Philosophy** 1 to 3 hours (Resident)
Prerequisite: PHIL 201, 210, 240, 301, 302, 303, 310, 346, 350, 360, 380, 429, 465, or 468

A seminar on various topics in philosophy, including current trends and figures. (Resident)

### PHYSICAL EDUCATION

**PHED 101 Physical Fitness** 1 hour (Resident)
A basic course in fundamentals of personal physical fitness. Emphasis is given to concepts of aerobic exercise, strength and flexibility development. (Resident)

**PHED 170 Equestrian: Horsemanship I** 2 hours (Resident)
This course will allow the students to learn the fundamental skills in hunt seat, western riding, according to student background or interest. The course will provide one riding lab and one lecture based class per week. (Resident)

**PHED 200 Basketball/Soccer** 1 hour (Resident)

**PHED 201 Track and Field/Flag Football** 1 hour (Resident)
Prerequisites: Kinesiology Major or Minor or consent of instructor

These sport/activity courses are designed for Kinesiology majors and minors as well as other interested students. Appropriate teaching techniques and skill competencies for each sport/activity are emphasized. The fundamental skills, relevant strategies, and applicable rules of the sports and/or activities listed will be included. Each sport or activity will provide the student a means for achieving psychomotor, cognitive, and affective development. (Resident)

**PHED 202 Racquet Sports** 1 hour (Resident)

**PHED 203 Tumbling and Rhythmic Activities** 1 hour (Resident)
This professional activity course is designed primarily for Kinesiology majors as well as other interested students. Teaching techniques as well as personal skill competencies in tumbling and rhythms are emphasized. The basic steps used in fundamental tumbling skills, simple rhythmic activities, and creative activities will be included. (Resident)

**PHED 204 Softball/Volleyball** 1 hour (Resident)

**PHED 205 Innovative Games** 1 hour (Resident)

**PHED 207 History and Foundations of Physical Education** 2 hours (Resident)
An overview of the physical education teaching profession. Instructional emphasis is on the historical development, philosophical perspectives, curricular programs, and current problems and issues of physical education. (Resident)

**PHED 208 Motor Learning** 2 hours (Resident)
A study of the principles involved in the development of human motor/sport skills. Instructional emphases focuses on the processes underlying skilled performance and the application of principles of skilled performance and learning in teaching, coaching, and rehabilitation settings. (Resident)

**PHED 209 Motor Learning Lab** 1 hour (Resident)
Lab sessions designed to give students the opportunity to experience problem-solving situations involving motor learning research findings applicable to exercise, sport, and rehabilitation settings. (Resident)

**PHED 215 Track and Field/Flag Football** 1 hour (Resident)

**PHED 216 Field Hockey** 1 hour (Resident)
This course will allow students to develop the physical, mental, and social skills necessary for participation in the sport of field hockey. Instructional emphases will focus on the basic skills, defensive tactics, offensive strategies, rules and scoring. (Resident)

**PHED 217 Lacrosse** 1 hour (Resident)
This course will allow students to develop the physical, mental, and social skills necessary for participation in the sport of lacrosse. Instructional emphases will focus on the basic skills, defensive tactics, offensive strategies, rules and scoring. (Resident)

**PHED 218 Tennis** 1 hour (Resident)
This course will allow students to develop the cognitive, affective, and psychomotor skills for the beginning tennis player. Instructional emphases will focus on ground strokes, serve, volley, lob, overhead smash, return of serve, playing strategies, rules and scoring. (Resident)

**PHED 219 Mountain Biking** 1 hour (Resident)
This course will introduce the sport of mountain biking to students with varying bicycling experience. The history of mountain biking, riding styles, bicycle maintenance/repair, and the beneficial effects of the sport will be included. (Resident)

**PHED 220 Bowling** 1 hour (Resident)
This course will allow students to develop the basic skills of bowling. It will also provide them with the opportunity to participate in a “handicapped” league style format for 13 weeks. (Resident)

**PHED 221 Golf** 1 hour (Resident)
This course will allow students to develop the physical, mental, and social skills necessary for playing golf. Instructional emphases...
will focus on complete swing, driving, approach shots, putting, etiquette, rules and scoring. (Resident)  
**PHED 225  Weight Training/Conditioning  1 hour**  
This course will allow students to develop knowledge in both the theoretical and practical applications of weight training and conditioning as a means of promoting physical fitness. Instructional emphases will focus on principles and techniques of properly lifting and spotting strength training exercises. (Resident)  
**PHED 226  Wrestling  1 hour**  
This course will allow students to develop the physical, mental, and social skills necessary for participation in American wrestling. Instructional emphases will focus on fundamental skills (stances, holds, moves), conditioning, competitive strategies, rules and scoring. (Resident)  
**PHED 228  Beginning Swimming  1 hour**  
This course will allow students to develop cognitive, affective, and psychomotor skills for the beginning swimmer. Instructional emphases will focus on the basic skills of swimming including breath control, floating, and sculling. Additionally, students will learn the front crawl, back crawl, elementary backstroke, sidestroke, breaststroke, and basic water safety skills. (Resident)  
**PHED 229  Intermediate/Advanced Swimming  1 hour**  
This course will allow students to develop cognitive, affective and psychomotor skills for the intermediate swimmer. Instructional emphases will focus on the intermediate strokes of swimming including the front crawl, back crawl, elementary backstroke, sidestroke, and breaststroke as well as advanced water safety skills. Additionally, students will participate in a variety of aquatic fitness activities. (Resident)  
**PHED 230  Lifeguard Training (American Red Cross)  2 hours**  
Prerequisites: Intermediate level swimming competency, current adult CPR certification, and first aid course certification  
The course is designed to teach emergency water safety skills as well as knowledge and performance of non-swimming and swimming assists, water entries, defenses and escapes, and rescue skills. Successful completion of this course will result in Red Cross Lifeguard Certification. (Resident)  
**PHED 231  Water Safety Instructor  (American Red Cross)  3 hours**  
Prerequisites: Swimmer level swimming competency and current certificate of American Red Cross Emergency Water Safety or Lifeguard Training Course  
The course will qualify participants to teach all levels of swimming in progressive swimming courses as well as how to plan, organize and conduct these classes. Health and safety and education methods are emphasized. Successful completion of this course will result in Red Cross Water Safety Instructor Certification. (Resident)  
**PHED 232  Recreational Sports  1 hour**  
This course will allow students to develop cognitive, affective, and psychomotor skills for a variety of recreational sports and/or activities. Instructional emphases will focus on the basic skills necessary to participate, rules and scoring (if applicable) and relevant strategies. (Resident)  
**PHED 233  Karate  1 hour**  
This course will allow students to develop basic self-defense in using Karate skills. Various kicking and striking techniques will be examined as related to self-defense issues. (Resident)  
**PHED 234  Hapkido  1 hour**  
This course will allow students to develop basic self-defense as it relates to the theories and principles of Hapkido. Various kicking and striking techniques will be examined as related to self-defense situations. (Resident)  
**PHED 235  Beginning Running  1 hour**  
This course is designed for the beginning runner to acquire knowledge of the physiological, psychological, social and mental hunger as a result of a long-term running program. Instructional emphases will focus on the effect of diet on a runner, different running styles, conditioning programs/strategies, and the positive and negative effects of running. (Resident)  
**PHED 236  Advanced Running  1 hour**  
This course will allow committed runners to take their level of fitness, training, and running expertise to a higher level. Requirements will be more substantial than PHED 235. (Resident)  
**PHED 237  Ice Hockey  1 hour**  
This course will allow students to develop cognitive, affective, and psychomotor skills for the beginning ice hockey player. Instructional emphases will focus on skating, passing, shooting, defense, playing strategies, and rules. (Resident)  
**PHED 245  PE Observations in Schools  1 hour**  
This course is designed to provide exposure to the teaching of physical education in the elementary school setting and adapted physical education for the exceptional child. The student must observe a minimum of twenty hours in an elementary program. (Resident)  
**PHED 270  Equestrian: Horsemanship II  2 hours**  
Prerequisites: PHED 170; or passing PHED 170 equivalent assessment based on student background  
This course will allow the students to build on the fundamental skills and expand knowledge of hunt seat and western riding, according to the student background and interest. The course will provide one riding lab and one lecture based class per week. (Resident)  
**PHED 279  Internship  0 hours**  
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.  
Practical work experience in an approved exercise or fitness-related agency, physical or occupational therapy clinic, chiropractic office, or similar setting supervised by a qualified professional. Application procedures processed through the Career Center. Must apply semester prior to internship. (Resident)  
**PHED 322  PE Student Aide: Elementary  1 hour**  
(Offered spring semester)  
Prerequisites: PHED 245; must be taken with PHED 450  
A sequence of selected practicum experiences designed to involve the student with actual assisting and teaching physical education to elementary school. The student is assigned a minimum of 20 hours of practicum work under the supervision of physical educators in a local elementary school. (Resident)  
**PHED 325  PE Student Aide: Secondary  1 hour**  
(Offered fall semester)  
Prerequisites: PHED 245; must be taken with PHED 451  
An assigned practicum experience designed to involve the student actual assisting in teaching physical education classes in a middle or secondary school setting. The student must complete 20 hours of practicum work under the supervision of a physical educator in one of the local schools. (Resident)  
**PHED 335  Adapted Physical Activity  2 hours**  
Prerequisite: Junior status  
Methods of classification of exceptional students, program planning and teaching of activities appropriate to needs of the handicapped are examined. (Resident)  
**PHED 336  Adapted Physical Activity Lab  1 hour**
Prerequisite: Junior status
Teaching methods of activities appropriate to the needs of exceptional students are examined. Addresses the importance of adapting physical education programs to meet the unique needs of exceptional students. (Resident)

PHED 352 Teaching Physical Education in the Elementary School 2 hours
Prerequisite: Junior status
An introduction to games and play activities which are suitable for elementary-aged students. Activity selection, planning and teaching methods are stressed. This course is designed for the elementary physical education concentration. (Resident)

PHED 405 Administration and Organization of Physical Education, Exercise and Fitness 3 hours
Prerequisite: Junior status
A study of the problems and considerations involved in the successful management of physical education programs. Areas considered include program planning, budgeting, facility design and organization, and current organizational trends. (Resident)

PHED 435 Seminar for Student Teachers 2 hours
Prerequisites: Admission to Student Teaching; taken concurrently with EDUC 476 and 477
Seminar sessions will involve discussion of topics relevant to health and physical education instruction. Students will share experiences from student teaching and gain insights from readings and professionals in the field of education. (Resident)

PHED 450 Elementary Physical Education Methods 3 hours
(Offered spring semester)
Prerequisites: PHED207, 208; Junior status
This course is designed to provide instruction in the physical education curriculum for elementary school settings. Areas of emphasis include class management, curriculum development, skill progressions, teaching methods and movement activities for grades K-6. (Resident)

PHED 451 Secondary Physical Education Methods 3 hours
(Offered fall semester)
Prerequisites: PHED207, 208, Junior status
The course is designed to provide the student with a thorough understanding of the teaching-learning process in middle and high school settings. The student will learn how to plan and present progressive learning tasks, develop effective teaching skills, analyze and evaluate the instructional process, and design curricular materials. (Resident)

PHED 495 Independent Study 1 to 3 hours
Prerequisites: Permission of the Department Chairman, Junior status and a minimum cumulative GPA of 2.50
A research-oriented project in an approved topical area or an independently-completed course of study in a specially designed area. Generally available only for Physical Education majors who have unusual and specific program needs. (Resident)

PHED 497 Special Topics in Kinesiology 1 to 3 hours
(Resident)

PHYSICS

PHYS 101 Elements of Physics 3 hours
A study of the basic concepts of physics for non-science majors. Included topics: Mechanics (motion, energy, simple machines, momentum, gravity), heat and thermodynamics, electricity and magnetism, sound and light, history and methodology of science. (Both Resident and Online)

PHYS 103 Elements of Physics Lab 1 hour
An optional lab to accompany PHYS 101. Attention will be given to laboratory procedures of physics, safety, mathematics, measurement, data manipulation, and everyday uses of physics. (Both Resident and Online)

PHYS 201 General Physics I 4 hours
(3 hours lecture; 2 hours lab)
Prerequisites: MATH 121 and some knowledge of trigonometry
A study of mechanics, gravitation, waves, sound, heat, light, electricity and magnetism, optics and modern physics from a non-calculus perspective. (Both Resident and Online)

PHYS 202 General Physics II 4 hours
(3 hours lecture; 2 hours lab)
Prerequisite: PHYS 201
A continuation of PHYS 201. (Resident)

PHYS 231 University Physics I 4 hours
(3 hours lecture; 2 hours lab)
Prerequisites: MATH 132 (may be taken concurrently) minimum grade of “C”
A calculus-based study of mechanics, gravitation, waves, and heat. (Resident)

PHYS 232 University Physics II 4 hours
(3 hours lecture; 2 hours lab)
Prerequisite: PHYS 231
A continuation of PHYS 231. Calculus-based study of electromagnetism, optics and select topics in modern physics. (Resident)

PHYS 320 Thermodynamics 3 hours
Prerequisite: MATH 231, PHYS 231 minimum grades of “C”
A study of the laws of thermodynamics, equations of state, kinetic theory, chemical equilibrium and phase changes. (Resident)
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<th>COURSES OF INSTRUCTION</th>
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<td><strong>PHYS 495  Directed Research</strong></td>
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<td><em>(Resident)</em></td>
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<tr>
<td><strong>PASTORAL LEADERSHIP</strong></td>
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<td><strong>PLED 201  Foundation to Pastoral Leadership</strong></td>
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<td>Beginning with the biblical and theological foundations of Pastoral ministries, students will study the pastoral leadership qualifications, teaching/learning role of the church, and the various ministries available in the field. Special attention is given to mission statement development and program strategy. <em>(Resident)</em></td>
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<td><strong>PLED 205  Practicum I Small Groups</strong></td>
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<tr>
<td>Prerequisites: PLED 201 (or in conjunction)</td>
</tr>
<tr>
<td>A faculty supervised practical ministry experience through observation at an approved ministry site. Practicum I is designed to provide the student with observation of and participation in small groups in local church ministry. Should be taken in conjunction with PLED 201 of a student's freshman or first semester of student's sophomore year. (The course consists of forty (40) hours of participation in pastoral small group that must be completed during the semester in which the student is registered for the course. Assessment of the student's observation will be required for this class.) <em>(Resident)</em></td>
</tr>
<tr>
<td><strong>PLED 251  Church Planting and Development</strong></td>
</tr>
<tr>
<td>An introduction to the skills and knowledge needed to plant a New Testament church “in culture.” A survey is given of the various schools of church planting with an evaluation of their strengths and weaknesses. Special attention is given to a study in evangelism and church growth principles, stressing the biblical and theological basis of evangelism as reflected in and through the local church. <em>(Resident)</em></td>
</tr>
<tr>
<td><strong>PLED 299  Internship</strong></td>
</tr>
<tr>
<td>Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.</td>
</tr>
<tr>
<td>A supervised field experience designed for men studying for the senior or associate pastor. The site must be approved by the Department Chairman. Application procedures processed through the Career Center. Must apply semester prior to internship. <em>(Resident)</em></td>
</tr>
<tr>
<td><strong>PLED 300  Practicum II Outreach</strong></td>
</tr>
<tr>
<td>Prerequisites: PLED 201, PLED 251 (or in conjunction)</td>
</tr>
<tr>
<td>A faculty supervised practical ministry experience through observation at an approved ministry site. Practicum II is designed to provide the student with exposure to local church ministry. Should be taken the first or second semester of a student’s sophomore year. (The course consists of forty (40) hours of observation of and participation in pastoral outreach ministry that must be completed during the semester in which the student is registered for the course. Assessment of the student's observation will be required for this class.) <em>(Resident)</em></td>
</tr>
<tr>
<td><strong>PLED 301  Family Ministry in the Church</strong></td>
</tr>
<tr>
<td>Prerequisites: PLED 201, RSCH 201</td>
</tr>
<tr>
<td>A comprehensive examination of the family dynamic in context of the local church. This course will not only examine the traditional home but will also investigate the non-traditional home. The role of pastor to family members will be considered including: courtship, pre-marriage counseling, and parenting. Special attention will be given to providing strategies and resources to parents consummating in the assimilation to the church. <em>(Resident)</em></td>
</tr>
<tr>
<td><strong>PLED 302  Staff Management and Relations in Pastoral Leadership</strong></td>
</tr>
<tr>
<td>Prerequisites: Sophomore status, PLED 201 (or by permission from the PLED program director)</td>
</tr>
<tr>
<td>The role of the pastor in normative interpersonal challenges of church staff will be identified and conflict resolution considered. A study of the responsibilities of different staff positions, the relationships between staff members, development of team spirit, staff planning and working with lay leadership. Special attention will be given to conflict management. A multiplicity of resources will be presented. <em>(Resident)</em></td>
</tr>
<tr>
<td><strong>PLED 350  Pastoral Duties</strong></td>
</tr>
<tr>
<td>Prerequisites: Junior status (or by permission from the PLED program director)</td>
</tr>
<tr>
<td>The call, qualifications and duties of the pastor are considered. In the areas of duties, such topics as preaching, teaching, evangelism, counseling and visitation will be taught. Instruction will be given in administering the ordinances of the church, as well as funerals and weddings. <em>(Resident)</em></td>
</tr>
<tr>
<td><strong>PLED 351  Church Assimilation and Development</strong></td>
</tr>
<tr>
<td>Prerequisites: Junior status (or by permission from the PLED program director)</td>
</tr>
<tr>
<td>The study of recruitment, training, placement, assimilation, and networking of congregates into the local church community. An overview of church growth strategy through the multi-site and church planting will be examined that incorporates laymen into the church body. Special attention will be given to the application of curriculum scope and sequence to life span life stages relevant to spiritual disciplines that facilitate church assimilation. <em>(Resident)</em></td>
</tr>
<tr>
<td><strong>PLED 400  Practicum III</strong></td>
</tr>
<tr>
<td>Prerequisites: PLED 201, PLED 302, &amp; PLED 351 (or in conjunction)</td>
</tr>
<tr>
<td>A faculty supervised practical ministry experience through observation at an approved ministry site. Practicum III is designed to provide the student with observation of and participation in pastoral ministry in local church ministry. Should be taken the first or second semester of a student’s senior year. (The course consists of forty (40) hours of observation of and participation in pastoral outreach ministry that must be completed during the semester in which the student is registered for the course. Assessment of the student's observation will be required for this class.) <em>(Resident)</em></td>
</tr>
<tr>
<td><strong>PLED 421  Homiletics I</strong></td>
</tr>
<tr>
<td>Prerequisites: Junior Status; PLED 201, COMS 101, and BIBL 350 (or by permission from PLED program director)</td>
</tr>
<tr>
<td>This course is designed to introduce the student to proper methodology in organizing sermonic material into proper sermonic form. The student is introduced to proper methods of textual analysis and outline construction. A laboratory session is employed. <em>(Resident)</em></td>
</tr>
<tr>
<td><strong>PLED 422  Homiletics II</strong></td>
</tr>
<tr>
<td>Prerequisites: Junior Status; PLED 201, COMS 101, and BIBL 350 (or by permission from PLED program director)</td>
</tr>
<tr>
<td>This course is designed to teach the student proper methodology in sermonic presentation. The student is alerted to his particular voice and communication problems and given the opportunity of remedying them throughout the course of the semester. A laboratory session is employed. <em>(Resident)</em></td>
</tr>
<tr>
<td><strong>PLED 446  Christocentric Preaching</strong></td>
</tr>
<tr>
<td>Prerequisites: PLED 201, PLED 421, BIBL 350, and BIBL 480 (or by permission from PLED program director)</td>
</tr>
<tr>
<td>This course is designed to introduce students to the balanced practice of, methods for, and challenges related to responsibly and legitimately preaching expository, Christocentric sermons from all genres of Scripture. The course will emphasize a passage's place within the larger context of Scripture and prioritize evangelistic, gospel-centered preaching from both Old and New Testament. <em>(Resident)</em></td>
</tr>
<tr>
<td><strong>PLED 452  Critical Issues in Pastoral Leadership</strong></td>
</tr>
<tr>
<td>Prerequisites: Senior status, PLED 201, PLED 301 and PLED 301 (or by permission from the PLED program director)</td>
</tr>
<tr>
<td>Desgined as a capstone course, this class will direct students to recognize the critical issues in contemporary pastoral ministry.</td>
</tr>
</tbody>
</table>
Students will examine their ministry readiness by inventorying and evaluating their cumulative learning experiences. The student will be guided to compile a personal portfolio that includes a theological and experiential learning analysis of personal educational assumptions. Special attention is given to Pastoral issues in the wider cultural context by identifying ministry strategies, values, and philosophy. (Resident)

**PLST 200 Introduction to Paralegal Studies** 3 hours

- This course will provide an introduction to the paralegal profession and the role of the paralegal within the law office. This survey course will introduce the student to the American legal system, civil litigation, criminal law and procedure, the appeals process, and substantive legal topics such as tort, contract law, and property law. Students will be taught a variety of administrative skills necessary in a law practice office including legal research, legal vocabulary, critical reading and writing, client interview, investigation, law office administration, and technologies. Legal ethics, professionalism, and biblical worldview will be taught. (Online)

**PLST 201 Legal Research** 3 hours

- This course will introduce students to the court system, case law, statutes, and legal research methods. Paralegals are expected to perform legal research that is both competent and cost effective. This requires an understanding of legal systems and legal research techniques. In this course, students will gain hands-on experience by employing current legal research methods. (Online)

**PLST 202 Legal Writing** 3 hours

- Prerequisite: PLST 201

  This course will introduce students to proper legal writing methods. The goal of legal writing is communication with the reader. During this course, students will learn legal writing techniques that will enable them to communicate effectively. (Online)

**PLST 203 Legal Research and Writing** 3 hours

- Prerequisites: PLST 201 and 202

  This course will introduce students to proper legal writing methods. During this course, students will learn legal writing techniques that will enable them to communicate effectively. (Online)

**PLST 204 Paralegal Practice** 3 hours

- Prerequisites: PLST 202 and 203

  This course will prepare students for the practical aspects of legal research and writing. The course will focus on the process of legal research and writing, including the development of legal writing skills. (Online)

**PLST 205 Real Estate Transactions and Property** 3 hours

- This course will provide an introduction to the fundamental precepts applicable to real property. The following aspects, among others, will be covered: the relationship between an owner and the government; the relationship between persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)

**PLST 206 Real Estate Transactions and Property** 3 hours

- This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleading; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)

**PLST 207 Water Supply Piping** 3 hours

- This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleading; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)

**PLST 208 Appliance Installation** 3 hours

- This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleading; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)

**PLST 209 Cemetery Law** 3 hours

- This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleading; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)

**PLST 210 Law Office Management** 3 hours

- This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleading; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)

**PLST 211 Real Estate Transactions and Property** 3 hours

- This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleading; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)

**PLST 212 Real Estate Transactions and Property** 3 hours

- This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleading; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)

**PLST 213 International Real Estate Transactions** 3 hours

- This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleading; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)

**PLST 214 Tax Planning and Preparation** 3 hours

- This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleading; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)

**PLST 215 Estate Planning and Administration** 3 hours

- This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleading; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)

**PLST 216 International Estate Planning** 3 hours

- This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleading; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)

**PLST 217 Corporate Law** 3 hours

- This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleading; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)

**PLST 218 Employment Law** 3 hours

- This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleading; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)

**PLST 219 Environmental Law** 3 hours

- This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleading; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)

**PLST 220 Water Law** 3 hours

- This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleading; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)

**PLST 221 International Law** 3 hours

- This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleading; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal courts; and the discovery of evidence. (Online)
COURSES OF INSTRUCTION

privileges thereto, and principles of negligence. (Online)

PLST 226 Contracts 3 hours
Prerequisites: PLAW 200 and 205
Covers the legal concepts, principles, and procedures behind contracts and contract law. Emphasis is placed on formation, interpretation, modification, and assignment of contracts with instruction on breach, remedies, and damages. (Online)

PLST 230 Criminal Practice and Procedures 3 hours
Prerequisites: PLAW 200 and 205
This course will introduce the general principles, sources, and purpose of criminal law, including the following doctrinal issues that apply to crimes in general: the act requirement, the mens rea requirement, causation, liability for attempted crimes, accomplice liability, defenses, and criminal code interpretation. The course will also introduce the limitations imposed on law enforcement activities by the Fourth, Fifth, and Sixth Amendments to the U.S. Constitution as applied to the states through the Fourteenth Amendment. The course generally considers the criminal justice process from investigation through arrest and initial court appearance. (Online)

PLST 235 Wills, Trusts, and Estates 3 hours
A study of the basic devices in gratuitous transfers, including the will and trust; selected problems in class gifts, and will and trust substitutes; and social restrictions upon the power of testation, the formation of property interests, and the trust device. (Online)

PLST 320 Constitutional Law 3 hours
Prerequisite: PLAW 205
Constitutional Law analyzes contemporary issues to explore a number of key, constitutional principles, including: separation of powers; federalism; the role of the judiciary in deciding controversial social issues; the First Amendment Free Speech, Establishment Clause, and Free Exercise of Religion clauses; the Commerce Clause as it relates to nationalized health care; and parental rights with respect to education. Students will read judicial opinions each week relating to one of these topics. (Online)

PLST 340 Family Law 3 hours
This course provides a balanced introduction to the theories, doctrines, and practice of family law. Students will learn the fundamental principles of family law, discuss important policy issues, learn practical skills and consider the ethical issues confronted by those who help process legal documents in family law. (Online)

PLST 350 Corporate and Business Organizational Law 3 hours
An examination of agency, partnership, and corporation concepts with emphasis on the rights and obligations of partners. The formation, management, and operation of for-profit and nonprofit corporations will be taught. (Online)

PLST 355 Bankruptcy and Secured Transactions 3 hours
Prerequisites: PLAW 222 and 350
Covers the bankruptcy code and rules of procedure. Emphasis will be placed on the legal assistant’s role in bankruptcy practice such as interviewing, preparing documents including schedules for Chapters 7, 11, and 13, legal proceedings including filing, meeting of creditors, adversarial proceedings, and the final discharge. Also included are secured and unsecured creditor priorities, preferences, and fraudulent transfers. (Online)

PLST 380 Law of Non-Profits 3 hours
Prerequisite: PLAW 350
Consideration of the role of the nonprofit corporation vis-à-vis the business corporation as well as fiduciary relationships and regulatory issues faced by nonprofit corporations. The class will also cover the process for organization of a nonprofit corporation and obtaining tax exempt status. (Online)

PLST 400 Employment Law 3 hours
Prerequisite: PLAW 350
This course is designed to assist the student in gaining a broad understanding of employment law and legal issues that impact the workplace. Various sources of employment law, including federal and state law, will be surveyed. Additionally, students will gain an understanding of the employer and employee relationship in the workplace and the legal significance of this dynamic. Topics covered will include, but are not limited to, the hiring process, discrimination, wage and hour, benefits, freedom in the workplace, disability, discharge, and retirement. (Online)

PLST 405 Administrative Law 3 hours
Prerequisite: PLAW 350
This course considers the role of administrative agencies and the legal and public policy impact of agency decisions. In addition to reviewing the purpose and functions of administrative agencies, the student will also consider the role of judicial review of administrative decisions and the constitutional implications. Additional topics studied include investigatory powers, informal and formal adjudications, rulemaking, delegation of authority, and separation of powers. (Online)

PLST 420 Intellectual Property Law 3 hours
Prerequisite: PLAW 350
This course is designed to assist the student in gaining a broad understanding of intellectual property law and relevant legal terms. In addition to studying general principles and rules, the student will also study copyright, patents, trademarks, and trade secrets. (Online)

PLST 450 Negotiations 3 hours
Prerequisites: PLAW 200 and 205
This course provides a general introduction to negotiations, alternative dispute resolution, and client counseling. In addition to reviewing the general theories and practice of negotiation, students will study the various styles of negotiation. (Online)

PLST 460 Law Office Management 3 hours
Prerequisites: PLAW 200 and 205
This course covers the operation of a modern law office, including the legal structure of a law practice, regulation of the legal profession, law office equipment, personnel and employee issues, billing and accounting procedures, and basic management skills. (Online)

PSYCHOLOGY

PSYC 101 Introduction to Psychology 3 hours
Introduction to Psychology as a scientific discipline concerned with the study of behavior. Consideration will be given to such topics as human development, motivation, emotion, perception, learning, personality, intelligence, measurement and applied areas. (Both Resident and Online)

PSYC 150 Psychology of Relationship Development 3 hours
Since relationships form our identity and color everything we do, they are essential to living a successful and fulfilling life. This course offers healthy relationship concepts and practices and strives to remedy these deficiencies through an interactive “relationship education”. (Resident)

PSYC 210 Developmental Psychology 3 hours
An overview of the human life span from conception through senescence. Continuity of development as well as critical periods faced by the maturing human will be emphasized using contemporary theories and research as foundation materials. (Both Resident and Online)

NOTE: PSYC 101 or 210, PSYC 255 are prerequisites for all other 200, 300, and 400 level Psychology courses.

PSYC 221 Psychology of Childhood 3 hours
A study of child growth and development from birth to puberty. Examination of the basic theories principles and practices of childhood training and education. (Both Resident and Online)

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<table>
<thead>
<tr>
<th>COURSES OF INSTRUCTION</th>
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<tbody>
<tr>
<td><strong>PSYC 231</strong> Psychology of Adolescence 3 hours</td>
</tr>
<tr>
<td>An investigation of the psychological and environmental factors related to puberty, peer identification and identity conflict in the adolescent. Emphasis will be upon the development of self-identity and the problems faced by the American adolescent. (Both Resident and Online)</td>
</tr>
<tr>
<td><strong>PSYC 235</strong> Psychology of Adulthood 3 hours</td>
</tr>
<tr>
<td>The focus will be on viewing adult development as an integrative, dynamic and continuous process terminated only at death. The whole span of adulthood will be examined, including retirement and old age. (Both Resident and Online)</td>
</tr>
<tr>
<td><strong>PSYC 255</strong> Introduction to Research 3 hours</td>
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<tr>
<td>Prerequisite: PSYC 101 or 210</td>
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<tr>
<td>0 hours</td>
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<tr>
<td><strong>PSYC 250 Internship</strong> 0 hours</td>
</tr>
<tr>
<td>Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.</td>
</tr>
<tr>
<td>Selected topics in psychology will be treated at an advanced level. Experience will be acquired in clinic settings and through exposure/intern opportunities. Application procedures processed through the Career Center. Must apply semester prior to internship. (Resident)</td>
</tr>
<tr>
<td><strong>PSYC 305 Overview of Theory and Treatment of Substance Abuse</strong> 3 hours</td>
</tr>
<tr>
<td>Prerequisite: PSYC 101 or PSYC 210 or SOCI 201; PSYC 255</td>
</tr>
<tr>
<td>This course includes a thorough examination of the theoretical models of addiction, the introduction to the neurobiology of addiction, the addiction cycle, the evaluation and treatment of addictions, and the trauma that occurs with addictions. (Both Resident and Online)</td>
</tr>
<tr>
<td><strong>PSYC 306 Advanced Theory and Treatment of Substance Abuse</strong> 3 hours</td>
</tr>
<tr>
<td>Prerequisite: PSYC 101 or PSYC 210 or SOCI 201; PSYC 255</td>
</tr>
<tr>
<td>Advanced information on the theory and treatment of substance abuse and addiction with both secular and biblical concepts of substance abuse, recovery, and the impact upon family systems and society. An appropriate integration of the sets of materials will focus on the 12-step method of recovery and methods of relapse prevention. (Both Resident and Online)</td>
</tr>
<tr>
<td><strong>PSYC 307 Treatment and Recovery</strong> 3 hours</td>
</tr>
<tr>
<td>Prerequisite: PSYC 101 or PSYC 210; PSYC 255</td>
</tr>
<tr>
<td>This course examines addiction recovery process theory and treatment modes. Students will understand the theoretical basis for treatment by critically assessing treatment outcome research from various approaches and formalize a practical recovery approach plan. Students will explore treatment approaches, gain a working understanding of addictions and begin to develop a practical approach to recovery. The dynamics of addiction recovery will be examined as students consider recovery obstacles for substance and sexual addiction subsets. (Online)</td>
</tr>
<tr>
<td><strong>PSYC 308 Diagnosis and Treatment of Sexual Addiction</strong> 3 hours</td>
</tr>
<tr>
<td>Prerequisite: PSYC 101 or PSYC 210; PSYC 255</td>
</tr>
<tr>
<td>An examination of the definition, neurobiology, etiology, diagnosis and treatment of sexual addiction. Students will explore, from a biblical worldview, gender issues related to sexual addiction and related topics such as marital affairs, pornography and homosexuality. (Online)</td>
</tr>
<tr>
<td><strong>PSYC 309 Healthy Sexuality</strong> 3 hours</td>
</tr>
<tr>
<td>Prerequisite: PSYC 101 or PSYC 210; PSYC 255</td>
</tr>
<tr>
<td>This course provides a foundational understanding of healthy sexuality based on psychological foundations and a biblical worldview. Special attention is given to the biological foundations of sexual development, sexual enrichment, challenges, brokenness, and controversial issues surrounding healthy sexuality. (Online)</td>
</tr>
<tr>
<td><strong>PSYC 311 Educational Psychology</strong> 3 hours</td>
</tr>
<tr>
<td>Acquaints the student with various learning theorists and models of learning. Focus is on the generation of practical solutions to problems associated with the teaching-learning process. (Resident)</td>
</tr>
<tr>
<td><strong>PSYC 312 Social Psychology</strong> 3 hours</td>
</tr>
<tr>
<td>Prerequisite: PSYC 101, 210, or SOCI 200</td>
</tr>
<tr>
<td>Social psychology is the study of how the presence of other people affects an individual’s behavior, as well as how an individual forms opinions and attitudes about others. Topics in the course include interpersonal attraction, accuracy of eye-witness testimony, impact of TV on aggression, non-verbal communication, group decision making, and the impact of advertising on beliefs and behavior. (Both Resident and Online)</td>
</tr>
<tr>
<td><strong>PSYC 315 Applied Psychology</strong> 3 hours</td>
</tr>
<tr>
<td>An introduction to the wide variety of positions psychologists fill in government, industry, education and the social services. Students are given information on the various applications of psychological theories, principles and practices as they relate to different career fields. (Resident)</td>
</tr>
<tr>
<td><strong>PSYC 316 Industrial and Organizational Psychology</strong> 3 hours</td>
</tr>
<tr>
<td>Industrial and Organizational (I/O) Psychology is the application of the scientific study of human behavior and mental processes to work organizations. The major areas of concern for I/O psychologists include recruitment, selection, training, evaluation, motivation, leadership and job attitudes. Additional time will be dedicated to the investigation of human factors engineering and consumer behavior. (Resident)</td>
</tr>
<tr>
<td><strong>PSYC 317 Crisis Intervention</strong> 3 hours</td>
</tr>
<tr>
<td>Prerequisite: PSYC 255 and PSYC 101 or PSYC 210</td>
</tr>
<tr>
<td>An examination of the various types of crises and the effect upon the individual. Coping skills and therapeutic approaches are discussed. Areas addressed include: PTSD, Chemical Dependency, Crises of Lethality, and Sexual Assault, among others. (Both Resident and Online)</td>
</tr>
<tr>
<td><strong>PSYC 318 Consumer Psychology</strong> 3 hours</td>
</tr>
<tr>
<td>Consumer Psychology is the study of individuals, groups, or organizations and the processes they use to select, secure, use, and dispose of products, services, experiences, or ideas to satisfy the wants and needs of the consumer and society. (Resident)</td>
</tr>
<tr>
<td><strong>PSYC 320 Behavior Management</strong> 3 hours</td>
</tr>
<tr>
<td>The application, implementation, measurement, and evaluation of behavior management techniques in various settings including hospitals, institutions, and schools. (Both Resident and Online)</td>
</tr>
<tr>
<td><strong>PSYC 336 Gerontology</strong> 3 hours</td>
</tr>
<tr>
<td>The facts of demography describe the background and present status of elderly people in the United States. Then the biological, psychological and sociological factors in aging will be studied to promote an in-depth understanding of the dynamics of aging. The dying-grieving processes, as well as long term care policies and government-sponsored programs are explored. (Both Resident and Online)</td>
</tr>
<tr>
<td><strong>PSYC 341 Psychology of Personality</strong> 3 hours</td>
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</tbody>
</table>
The major historical and contemporary theories of the origin and development of personality are explored, emphasizing the role of the dynamics of personality. *(Both Resident and Online)*

**PSYC 345 Exceptional Child** 3 hours  
Prerequisites: PSYC 101 or PSYC 210 and PSYC 255  
All major areas of exceptionality will be surveyed to provide undergraduate students with a first contact with the field of exceptionality. The focus is cognitive content-based rather than experiential. Characteristic of children and families will be evaluated, according to theories of human development. *(Both Resident and Online)*

**PSYC 350 Bibliotherapy** 3 hours  
Bibliotherapy is a study of the history, methodologies, and applications of the use of therapy through books and as a process of dynamic interaction between the personality of the reader and literature. Literature for children and adolescents is presented as a tool and a backdrop for counseling troubled clients with needs similar to those of characters presented in the literature. Appropriate bibliographies with assigned readings are combined with topics on issues of common concern. Students are given the opportunity to explore personal issues as well as those expected to be encountered in social service settings. *(Resident)*

**PSYC 351 Multicultural Counseling and Research Issues** 3 hours  
Mental health counseling should assist students to take their own backgrounds into account before learning about counseling approaches which center around techniques shown to be multiculturally effective. The importance of therapist characteristics will be emphasized. Additionally, research leading to the misunderstanding of minority culture members will be critiqued as the value of objective scientific reporting is recognized to be critical to advancement in the mental health field. *(Both Resident and Online)*

**PSYC 354 Statistics for the Social Sciences** 3 hours  
Prerequisites: MATH 115 or higher  
Introduction to the descriptive statistics and probability, probability distributions, estimation, tests of hypotheses, and visual displays of data with applications in psychology and the other social sciences. *(Both Resident and Online)*

**PSYC 355 Statistics in Psychology** 3 hours  
Prerequisites: PSYC 354  
Introduction to statistical methodology in the social sciences, particularly as related to psychological measurement and development of scientific research studies involving quantitative investigation. *(Both Resident and Online)*

**PSYC 356 Introduction to Qualitative Research** 3 hours  
An overview of qualitative research methods and qualitative data analysis. The course introduces the student to the logic and process of qualitative research, to four specific qualitative research methods—phenomenology, ethnography, case study, and grounded theory—and the basics of analyzing qualitative data. *(Resident)*

**PSYC 361 Marriage and Family** 3 hours  
Prerequisite: PSYC 255 and PSYC 101 or PSYC 210  
This course examines the research from the social sciences, showing the benefits of marriage to those married and to society at large, as well as the biblical basis for marriage and family. The course also investigates the research regarding family strength, incorporates instruction relating to preparation for marriage, and offers marital and family enrichment. *(Resident)*

**PSYC 365 Psychological Foundations of Learning** 3 hours  
Prerequisite: Nine additional hours of psychology  
A study of human learning, including examination of conditioning, modeling, cognitive development, and high level thought processes. Models of behaviorism, social learning, cognitive development, memory, motivation, and attribution theories will be evaluated. *(Both Resident and Online)*

**PSYC 371 Theories in Counseling and Psychotherapy** 3 hours  
Prerequisite: PSYC 341  
The principal current theoretical approaches to counseling and psychotherapy represented and evaluated. Exploration of techniques and methods in group and individual counseling. *(Both Resident and Online)*

**PSYC 380 Physiological Psychology** 3 hours  
Prerequisite: Nine additional hours of psychology; RSCH 201  
This course is designed to investigate the most recent findings in the area of physiological psychology. Topics of study will concern basic information about the nervous systems, sensory systems, physiological bases of behaviors and the development of learning and memory. *(Both Resident and Online)*

**PSYC 401 History and Systems of Psychology** 3 hours  
Prerequisite: Nine additional hours of psychology  
The history of psychology from its beginnings in early philosophical thought to the present. Emphasis is on the last century of developments in the field, the life, and works of historically eminent psychologists. *(Resident)*

**PSYC 405 Group Dynamics** 3 hours  
The study of human personality in relationship to other persons, singularly and in groups. The application of the principles of group dynamics to business, industry, public and private life will be examined in theory and demonstrated with exercises. *(Both Resident and Online)*

**PSYC 406 Addictions and the Recovery Process** 3 hours  
Prerequisite: PSYC 306 or permission of the instructor  
This course provides students knowledge of addictions and the recovery process. Students will learn about dual diagnosis, co-morbid issues, adjunctive treatment and support, addiction and special populations (women, adolescents, same-sex attraction, etc.), codependency, relapse prevention, crisis management and counseling and HIV. *(Resident)*

**PSYC 407 Addictions Groups, Ethics and the Community** 3 hours  
Prerequisites: PSYC 371, 406; or permission of the instructor  
This course focuses on the issues of group counseling and dynamics, client and community, education and ethics. Students will learn both didactic and psychodynamic group counseling skills. Learning groups will prepare a program of client and community education focused on substance abuse prevention. Students will also learn about ethical issues in substance abuse treatment. *(Resident)*

**PSYC 410 Psychology of Religion** 3 hours  
A challenge to examine the role psychology plays in religious beliefs. Students with analyze and evaluate assigned texts and novels comparing aspects of ten religions and how psychological theories coincide with each system. *(Resident)*

**PSYC 420 Psychology and Christianity** 3 hours  
Prerequisite: permission of the instructor  
This course explores the relationship between Christian theology and the science of psychology. Students will focus on philosophical foundations and the major models of conceptualizing the relationship between the two disciplines. *(Both Resident and Online)*

**PSYC 421 Psychological Measurement** 3 hours  
Prerequisite: PSYC 355  
A study of standardized tests in psychology, counseling and education. Includes personality, aptitude, general ability, achievement, and interest tests. Elementary statistics necessary to test usage and interpretation will be a part of the course. *(Both Resident and Online)*

**PSYC 430 Abnormal Psychology** 3 hours
A study of neurotic and psychotic behavior including origin, classification, symptoms and a survey of diagnosis, therapy and prevention. (Both Resident and Online)

**PSYC 440 Experimental Design in Research: Application and Construction**
3 hours
Prerequisite: PSYC 355
Acquaints the prospective research experimentalist in the behavioral sciences with a number of the basic principles used in the construction of experimental designs. (Resident)

**PSYC 450 Children in Healthcare**
3 hours
Prerequisites: PSYC 255 and PSYC 101 or PSYC 210
Children in Healthcare will provide a foundational knowledge of the impact of medical illness/injury on the developmental and psychosocial wellbeing of children, adolescents, and their families within health care. Students will gain an understanding of the therapeutic interventions utilized to help reduce the negative impact of illness and increase the child's/family's ability to cope. Core areas include psycho-education, therapeutic/supportive uses of play and expressive arts, death and dying, the healthcare environment, family centered care, developmental stressors, and cultural and spiritual issues.

Successful completion of Children in Healthcare will meet the Child life course criteria outlined by the Child Life Council. Students interested in pursuing the Child Life Professional Certification Examination are responsible for meeting with the professor after the completion of the course to complete the verification form. (Resident and Online)

**PSYC 460 Counseling Processes and Techniques**
3 hours
Prerequisites: PSYC 341 and 371
Theory and practice of counseling will be treated in an experiential, group-practice manner. Students will be exposed to counseling issues at a level commensurate with senior status and entry into the community workplace. (Resident)

**PSYC 475 Psychology of Criminal Behavior**
3 hours
Prerequisites: PSYC 101, 210, SOCI 200; PSYC 341 and PSYC 430
An examination of the factors that contribute to criminal behavior, including various psychopathological and sociological aspects. (Both Resident and Online)

**PSYC 495 Directed Research**
1 to 3 hours
(Resident)
Students will engage in directed research in the field of psychology under the supervision of a faculty member.

**PSYC 497 Special Topics in Psychology**
3 hours
An examination and evaluation of moral and ethical concepts and principles as they relate to the field of psychology. A wide range of subjects will be discussed including counseling intervention systems, the exceptional child, vocational development and human development. (Both Resident and Online)

**PSYC 498 Senior Project**
3 hours
Prerequisite: PSYC 355 and PSYC 440
Junior or Senior majors in Psychology will engage in a formal project of research, calling upon their previous courses in statistics and research methods, to produce a detailed project as a written capstone to a Psychology education. (Resident)

**PSYC 499 Internship**
1 to 6 hours
Prerequisites: 2.00+ overall GPA, Senior Status, 18 credits of PSYC coursework successfully completed, suitable internship site, and completed Student Internship Agreement (SIA)
Selected topics in psychology will be treated at an advanced level. Experience will be acquired in clinical settings and through exposure/intern opportunities. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Both Resident and Online)

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**RESP 300 Respiratory Health and Disease**
3 hours
Prerequisites: Admission to Respiratory Therapy, Junior/Senior status, or consent of the instructor
The study of normal pulmonary mechanisms, manifestations and treatment of respiratory disease, their clinical course with specific focus on the basis for respiratory therapeutics. (Online)

**RESP 302 Respiratory Health and Disease**
4 hours
Prerequisites: Admission to Respiratory Therapy, Junior/Senior status, or consent of the instructor
Study and clinical application of respiratory care equipment utilized in the hospital setting (3 hour class/1 hour lab). (Online)

**RESP 304 Introduction to Respiratory Care**
3 hours
Prerequisites: Admission to Respiratory Therapy, Junior/Senior status, or consent of the instructor
An orientation to the profession, consideration of professional ethics, introduction to basic cardiopulmonary assessment and life support techniques, infections control, medical record, hospital environment and role of the respiratory therapist. (Online)

**RESP 306 Pulmonary Function and Testing**
4 hours
Prerequisites: Admission to Respiratory Therapy, Junior/Senior status, or consent of the instructor
Study of methods, instrumentation, standards and clinical applications of pulmonary function testing, monitoring and blood gas analysis with emphasis on quality assurance. (Online)

**RESP 308 Artificial Ventilation**
3 hours
Prerequisites: Admission to Respiratory Therapy, Junior/Senior status, or consent of the instructor
Study of various mechanical ventilators and device interfaces (artificial airways and masks), with a major emphasis placed on all aspects of the management of the patient-ventilator system. (Online)

**RESP 310 Clinical Observation**
4 hours
Prerequisites: Admission to Respiratory Therapy, Junior/Senior status, or consent of the instructor
Clinical observation of respiratory therapy in a variety of environments. (Online)

**RESP 320 Neonatal Respiratory Care**
2 hours
Prerequisites: Admission to Respiratory Therapy, Junior/Senior status, or consent of the instructor
Theories, procedures and equipment applicable to the delivery of respiratory therapy in neonatal care. (Online)

**RESP 321 Pediatric Respiratory Care**
2 hours
Prerequisites: RESP 320
Theories, procedures and equipment applicable to the delivery of respiratory therapy in pediatric care (outside of the neonatal period). (Online)

**RESP 322 Respiratory Care for Special Populations**
3 hours
Prerequisites: Admission to Respiratory Therapy, Junior/Senior status, or consent of the instructor
Theories, procedures and equipment applicable to the delivery of respiratory therapy to special populations such as home care, sleep, community health, rehabilitation and long-term care. (Online)

**RESP 324 Respiratory Pharmacology**
3 hours
Prerequisites: Admission to Respiratory Therapy, Junior/Senior status, or consent of the instructor
Introduces the physiologic and pharmacologic basis of cardiopulmonary medications. Preparation, calculation of dosages, mixtures and general principles of pharmacology will be covered followed by an in-depth discussion of bronchoactive drugs, and drug groups related to the cardiopulmonary system such as neuromuscular blocking agents, central nervous system depressants, cardiovascular agents and diuretics. (Online)

**RESP 400 Critical Respiratory Care**
3 hours
Prerequisites: Admission to Respiratory Therapy, Junior/Senior status, or consent of the instructor
COURSES OF INSTRUCTION

Provides instruction on all phases of adult critical care inclusive of mechanical ventilation monitoring, support, weaning and liberation from. Additionally, a study of invasive and non-Invasive cardiopulmonary monitoring commonly seen in the ICU. *(Online)*

RESP 402  **Clinical Experience I**  4 hours
Prerequisites: Admission to Respiratory Therapy, Junior/Senior status, or consent of the instructor
Clinical observations and achievement of competencies related to respiratory care procedures in general and surgical acute care units. *(Online)*

RESP 404  **Guided Study in Respiratory Care**  4 hours
Prerequisites: Admission to Respiratory Therapy, Junior/Senior status, or consent of the instructor
Guided study of topics or pursuits of individual experiences in respiratory therapy. *(Online)*

RESP 406  **Advanced Ventilatory Support**  3 hours
Prerequisites: RESP 308
Advance ventilatory support inclusive of advanced modes (NAVA, APRV, PAV, ASV, etc.), high frequency ventilation, extracorporeal CO2 removal and extracorporeal membrane oxygenation. *(Online)*

RESP 408  **Pulmonary Disease Management**  3 hours
Prerequisites: Admission to Respiratory Therapy, Senior status, or consent of the instructor
Study of etiology, pathophysiology, diagnosis, treatment and prognosis of common pulmonary disease and conditions. Topics include post critical care management of acute respiratory distress syndrome, obstructive and restrictive pulmonary diseases, neonlastic disease of the lung, disordered breathing, cardiac and cardiovascular disorders, neuropathic and neuromuscular disorders and the associated disease management techniques shown to improve quality of life through education of patient (self-management) and of other care providers (care continuity). *(Online)*

RESP 410  **Seminar**  3 hours
Prerequisites: Admission to Respiratory Therapy, Senior status, or consent of the instructor
Conferences, group discussion and presentation of selected topics. *(Online)*

RESP 412  **Clinical Experiences II**  4 hours
Prerequisites: Admission to Respiratory Therapy, Senior status, or consent of the instructor
Clinical observations and achievement of competencies related to respiratory care procedures in critical care, neonatal and pediatric areas. *(Online)*

RESP 420  **Cardiopulmonary Physiology and Monitoring**  3 hours
Prerequisites: Admission to Respiratory Therapy, Senior status, or consent of the instructor
Study of cardiopulmonary anatomy, physiology and monitoring of functionality. The study includes but not limited to ventilatory mechanics, gas transport, natural and chemical regulation of breathing, circulation, blood flow and pressure, cardiac output and the monitoring of each of these topics. *(Online)*

RESP 422  **Current Issues in Respiratory Care**  3 hours
Prerequisites: Admission to Respiratory Therapy, Senior status, or consent of the instructor
An analysis of current administrative, legal, regulatory, professional issues and current trends which influence the administration of respiratory therapy. *(Online)*

RESP 424  **Teaching and Learning Respiratory Therapy**  3 hours
Prerequisites: Admission to Respiratory Therapy, Senior status, or consent of the instructor
Principles and practice of teaching and learning in respiratory therapy. Various education roles and strategies of respiratory therapist in academic, community and clinical settings. *(Online)*

RESP 430  **Fundamentals of Respiratory Care Research**  3 hours
Prerequisites: Admission to Respiratory Therapy, Senior status, or consent of the instructor
Survey of research problems, methods and designs utilized in respiratory care, with emphasis on data collection, analysis and presentation. *(Online)*

RESP 432  **Respiratory Care Management and Leadership**  3 hours
Prerequisites: Admission to Respiratory Therapy, Senior status, or consent of the instructor
Study of management principles and problems as they relate to respiratory care and the management of the department, hospital, service organization, and health care programs will be reviewed. *(Online)*

RELIGION

RLGN 104  **Christian Life and Biblical Worldview**  4 hours
This is a study in the development and application of biblical worldview. This course will include an introduction and application of critical thinking skills, as well as a study of religious and philosophical worldviews. Special attention will be given to the theology and methodology of evangelism. *(Both Resident and Online)*

RLGN 105  **Introduction to Biblical Worldviews**  2 hours
An introduction to the biblical worldview and contemporary moral issues. This course will introduce critical thinking skills. Religious and philosophical worldviews will also be explored. *(Both Resident and Online)*

RLGN 301  **Research and Writing for Religious Disciplines**  3 hours
Prerequisites: BIBL 105, 110; ENGL 101, 102; INFT 101 or UNIV 101; and THEO 201, 202.
This course builds upon the basic concepts for scholarly research and writing to prepare students for completing scholarly research and writing. Specifically within the religious disciplines, tools for performing scholarly research, and the tools for writing clearly and effectively in an academic setting. As such, this course lays the foundation for future academic writing in the religious disciplines. *(Both Resident and Online)*

RLGN 325  **Elements of Bible Study**  3 hours
Prerequisites: BIBL 105 & BIBL 110, or BIBL 104
This course provides the student with the knowledge and abilities necessary for the lifelong habit of studying the Word of God. In this course the student will be introduced to the various methods and tools necessary for a comprehensive study of Scripture. Emphasis is placed on developing a structured approach to examining, understanding, and applying the Scriptures. *(Online)*

RLGN 330  **Principles & Practice of Teaching the Bible**  3 hours
Prerequisites: BIBL 105 & BIBL 110, or BIBL 104
This course introduces the student to strategic concepts that are foundational to the teaching-learning process as it relates to the teaching of Scripture. The student will learn how to apply a methodological approach in the preparation, presentation, and evaluation of the teaching of the Scriptures. *(Online)*

RLGN 335  **Theological Issues in the Life of the Church**  3 hours
Prerequisites: THEO 201 & 202, or THEO 104
This course allows students to study theological issues facing the modern church and presents opportunities to strengthen their biblical fidelity in belief and ministry practice. These issues are addressed from both a doctrinal and missional perspective focused on the primacy of the Great Commission. The goal is to bolster the church’s ministry effectiveness in answering critical questions from contemporary culture with cogent, well-informed responses. *(Online)*
**COURSES OF INSTRUCTION**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RLGN 340</td>
<td>Global Religious Movements</td>
<td>3 hours</td>
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<td><strong>Prerequisites:</strong> APOL 220</td>
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<td></td>
<td>This course examines modern religious movements, with focus upon the major world religions. Particular attention is given to the historical development, beliefs, and practices of the major world religions as well as a comparative analysis of various religious beliefs. <em>(Online)</em></td>
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<tr>
<td>RLGN 350</td>
<td>World Religions</td>
<td>3 hours</td>
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<td></td>
<td><strong>Prerequisites:</strong> BIBL 105, BIBL 110, BIBL 360, RLGN 301 &amp; THEO 360 –OR– BIBL 104, BIBL 360, RLGN 301 &amp; THEO 360</td>
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<td>A study of the basic principles and methods of teaching and learning as they apply to the communication of the Scriptures across various age groups. The student will combine scholarly research, proper Bible study, and suitable theological formation in order to successfully teach a passage of Scripture. Additionally, the student will engage in the process of evaluation in order to determine the strengths and weaknesses of his or her teaching. <em>(Online)</em></td>
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<tr>
<td>RLGN 360</td>
<td>Practical Teaching of Scripture</td>
<td>3 hours</td>
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<td><strong>Prerequisites:</strong> BIBL 360 (or BIBL 350), and THEO 360 (or THEO 350), and RLGN 360 (or CHMN 387); Additionally, students must be a BS in Religion major and senior status.</td>
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<td>This course will require students to resource the knowledge acquired from coursework completed in the undergraduate religious studies program. Christian formation of leaders in the local church will be explored. Emphasis is placed on the application of the undergraduate core curriculum in discipling and leading the body of Christ to actively pursue the Great Commission mandate. Preparation for future ministry opportunities will include the development of a resume and theological person position paper and person financial plan. <em>(Online)</em></td>
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<tr>
<td>RLGN 489</td>
<td>Research and Scholarly Capstone</td>
<td>3 hours</td>
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<td><strong>Prerequisites:</strong> BIBL 360 (or BIBL 350), and THEO 360 (or THEO 350), and RLGN 360 (or CHMN 387); Additionally, students must be a BS in Religion major and senior status.</td>
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<tr>
<td></td>
<td>This course will require students to resource the knowledge acquired from coursework completed in the undergraduate religious studies program. Christian formation of leaders in the local church will be explored. Emphasis is placed on developing critical thinking skills as well as producing scholarly research in various areas of theological importance. It will guide students in producing scholarly writing that adds to the body of knowledge and practice to further the mission of the church of Jesus Christ. <em>(Online)</em></td>
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**RELIGIOUS STUDIES**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>RLST 489</td>
<td>Religious Studies Capstone</td>
<td>3 hours</td>
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<td></td>
<td><strong>Prerequisites:</strong> Senior Status; BIBL 350 and THEO 350; RSCH 201</td>
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<td>This capstone course for all Religious Studies majors seeks to integrate the major program learning outcomes for the Concentrations in the B.S. in Religious Studies. Students will grapple with some of the most difficult questions in the Bible and theology, but they will also demonstrate how their religious education applies to real life ministry situations in national and international contexts. This course is designed for final semester seniors/graduates of the B.S. in Religious Studies program. <em>(Resident)</em></td>
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<tr>
<td>RLST 499</td>
<td>Biblical and Theological Studies Internship</td>
<td>3 hours</td>
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<td><strong>Prerequisites:</strong> Junior or Senior status (Students may see professor for prerequisite override); 3.00 GPA; BIBL 350 and THEO 350 (21 total hours in major); BTST major.</td>
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This internship will focus on both the programming and leadership aspects of ministry. It will be a supervised field experience at an approved site. Application procedures processed through the online application. *(Resident)*

**RESEARCH**

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<th>Course Code</th>
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<tr>
<td>RSCH 201</td>
<td>Research 201</td>
<td>3 hours</td>
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<td><strong>Prerequisites:</strong> INQR 101</td>
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<td></td>
<td>A survey of knowledge and skills required for the conduct of research in either the humanities, sciences, or creative arts. <em>(Online)</em></td>
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**RUSSIAN**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>RUSS 101</td>
<td>Elementary Russian I</td>
<td>3 hours</td>
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<td><strong>Prerequisites:</strong> Russian 101 or a satisfactory placement score</td>
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<td></td>
<td>This is an introductory course designed to place emphasis on functional grammar, practical vocabulary, listening skills and conversation in Russian. This course will serve as a basis for further development of proficiency in reading, writing, understanding, and speaking the Russian language. <em>(Resident)</em></td>
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<td>RUSS 102</td>
<td>Elementary Russian II</td>
<td>3 hours</td>
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<td><strong>Prerequisites:</strong> Russian 101 or a satisfactory placement score</td>
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<td></td>
<td>This course will further the objectives of RUSS 101 while expanding the student’s knowledge of practical vocabulary and functional grammar. This course will serve as a basis for further development of proficiency in reading, writing, understanding, and speaking the Russian language. <em>(Resident)</em></td>
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<tr>
<td>RUSS 201</td>
<td>Intermediate Russian I</td>
<td>3 hours</td>
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<td><strong>Prerequisites:</strong> Russian 101 or a satisfactory placement score</td>
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<td>This is the first half of an intermediate course that places continued emphasis on functional grammar, practical vocabulary, listening exercises, and conversation in Russian. This course expands the basic proficiencies in speaking, listening, reading and writing the language acquired in Russian 101 and 102. This course is conducted primarily in Russian. <em>(Resident)</em></td>
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**SPEECH COMMUNICATION**

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<tr>
<th>Course Code</th>
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<tr>
<td>SCOM 110</td>
<td>Media and Culture</td>
<td>3 hours</td>
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<td><strong>Prerequisites:</strong> Comets 101</td>
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<td>A global survey of digital communication (news, information, entertainment), including cultural impact, targetted messaging, collaborative solutions, and trust-relationships between content producers and their participating users. Course focus is on the application of these new forms of media in personal lives, organizations and business. <em>(Both Resident and Online)</em></td>
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<tr>
<td>SCOM 201</td>
<td>Public Speaking</td>
<td>3 hours</td>
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<td><strong>Prerequisites:</strong> Russian 101 or a satisfactory placement score</td>
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<td>Explores public speaking theory and hands-on practical application of alternative organization and construction techniques beyond the basic course; students will critically examine and evaluate their personal speaking skills and those of their peers, and apply appropriate techniques according to the audience, context, and situation. <em>(Resident)</em></td>
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<tr>
<td>SCOM 210</td>
<td>Communication and Popular Culture</td>
<td>3 hours</td>
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<td><strong>Prerequisites:</strong> COMS 101</td>
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<td>As a broad-based introduction to communication theory, this course surveys scientific and interpretative approaches to the study, analysis, and explanation of communication within a variety of contexts. *(Formerly COMS 210) <em>(Resident)</em></td>
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<tr>
<td>SCOM 220</td>
<td>Communication and Diversity</td>
<td>3 hours</td>
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<td><strong>Prerequisites:</strong> Russian 101 or a satisfactory placement score</td>
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<td>This course broadly examines factors and issues related to communication and diversity, such as race, nationality, regionality, gender, religion, disability, age, technological access and content, and/ or other topics of interest. <em>(Resident)</em></td>
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<tr>
<td>SCOM 226</td>
<td>Interpersonal and Group Communication</td>
<td>3 hours</td>
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<td><strong>Prerequisites:</strong> COMS 101</td>
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<td></td>
<td>An introduction to interpersonal communication, relationships, methods of small group communication, and problem solving.</td>
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Personal skills in becoming team players and resolving conflict are examined and developed. (Resident)

SCOM 315 Narrative, Story Telling and Performance 3 hours
Study and practice of the art of using speech to communicate literature to an audience. (Resident)

SCOM 325 Interpersonal Communication 3 hours
A study of the nature of interpersonal communication and relationships. Attention is focused upon personal responsibilities, interactive factors, and message and contextual variables in relationships. Personal skills in stimulating friendships and resolving conflict are examined through exposure to theory, practical exercises, and analysis of personal relationships. (Formerly COMS 325) (Resident)

SCOM 330 Creative Problem Solving in Teams 3 hours
Study and practice of the theories and methods of group communication. (Formerly COMS 330) (Resident)

SCOM 335 Argumentation 3 hours
Prerequisites: COMS 101
Study and practice of principles of analysis, reasoning, evidence, organization and speaking needed to logically demonstrate and defend a position before an audience. (Formerly COMS 335) (Resident)

SCOM 345 Persuasion 3 hours
Prerequisites: COMS 101, RSCH 201
Analysis and practice of techniques used to change attitudes, beliefs, and behavior in various communication contexts. (Formerly COMS 345) (Both Resident and Online)

SCOM 355 Organizational Communication 3 hours
Prerequisites: COMS 101
A theoretical overview of communication functions and issues in a variety of contexts within organizations. Study and development of effective communication skills within the challenging, diverse workplace, and other organizational settings. (Formerly COMS 355) (Resident)

SCOM 358 Essentials of Customer Service 3 hours
This course examines customer relationship management (CRM) as a key strategic process within all organizations. CRM is defined as the overall process of building and maintaining profitable customer relationships by delivering value and satisfaction to the customer. Focusing on process, strategy and technology, this course leads students from understanding the fundamentals of CRM through the implementation of CRM systems and analysis of customer data. It discusses the CRM philosophy as well as the systems in place that incorporate and integrate information from sales, marketing and service. (Resident)

SCOM 360 Leadership and Organizational Communication 3 hours
Prerequisites: COMS 101
Students will learn how communication styles strategically enhance the ability of individuals to lead organizations. Students will study leadership traits and communication patterns and, through a hands-on process, develop personal leadership styles. (Resident)

SCOM 365 Communication and Christian Ministry 3 hours
This course teaches students effective communication skills practiced in the Christian ministry setting, including: communication and accountability dyads, study groups, problem solving committee work, teaching various age groups, prayer, witnessing, testimonies, giving devotions and recruiting for ministry events. (Resident)

SCOM 370 Motivational Speaking 3 hours
An advanced public speaking course that aims to develop and polish public speaking skills through the use of contemporary speech construction and delivery methods. Special emphasis will be placed on understanding of audience needs and the development of oral communication strategies for effective inspiration and motivation in the contexts of ministry, business and various professions. (Resident)

SCOM 380 Vendor Communication and Strategic Relations 3 hours
This course is designed to apply the principles of strategic communication and public relations to the specialized area of developing sound relationships with the vendors, suppliers, and other specialized affiliates of an organization. (Resident)

SCOM 387 Forensics Practicum 3 hours
Introduction, theory, training, and instruction necessary to develop speech performance skills required for success on a competitive forensic speaking team. Students participate in multiple intercollegiate speaking events on campus and at other schools. Emphasis is on individual speaking events including platform, limited preparation, and oral interpretation events. Students must attend weekly coaching sessions and travel or present their work on a regular basis to receive credit. These credits may be repeated. (Formerly COMS 387) (Resident)

SCOM 388 King’s Players Practicum 1 hour
Prerequisite: JR/SR status
Practical application of dramatic and ministry principles. Student activities include acting, costuming, publicity/promotion, set construction, sound reinforcement, and stage lighting. (Formerly COMS 388) (Resident)

SCOM 410 Communication in a Technological Age 3 hours
Prerequisite: JR/SR status
This course focuses on designing theoretical communicative approaches for implementation in specific contexts such as conferences, professional meetings, celebratory events and programs for community outreach. Working from a praxis approach, students engage the development marketplace through professional, interpersonal, and organization coordination of information and people. (Resident)

SCOM 420 Advanced Public Communication 3 hours
Prerequisite: JR/SR status
This performance driven course is designed to provide an overview of basic presentational skills and expand presentational poise, adaptability and performance, across a broad variety of speaking scenarios. (Resident)

SCOM 430 Event Planning and Communicative Coordination 3 hours
Prerequisite: JR/SR status
This course frames event planning from a communication-centered, theory-informed, integrative approach-applicable in the contemporary marketplace. Students will learn to ethically negotiate external and internal stakeholders, coordinate information and people, while attending to unanticipated ‘rhetorical interruptions’ in a constructive, creative manner. (Resident)

SCOM 440 Communication in the Family 3 hours
Prerequisite: JR/SR status
This course examines the role of communication within the family, exploring current academic research and applying communication theory to the study of family dynamics and interactions, including decision-making, management of conflict, and changes and stresses within the family. (Resident)

SCOM 450 Political Rhetoric 3 hours
Prerequisite: JR/SR status
This course will examine the connections and relationships between human communication and political communication including aspects of: rhetorical theory, the role of Christians in political activism, political advertising, media coverage in elections, and political campaigns. (Resident)

SCOM 455 Communication Theory 3 hours
Prerequisite: JR/SR status
A study of modern theories of communication with application to various contexts of speech communication. (Formerly COMS 455) (Resident)

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**SMGT 460 Communication in the Marketplace** 3 hours
- **Prerequisite:** JR/SR status
- Students research and explore the types of Strategic Communications opportunities available to them upon graduation. This course emphasizes jump-starting careers by undertaking a professional job search and awareness of current job market conditions. (Formerly COMS 360) (Resident)

**SMGT 465 Rhetorical Theory and Criticism** 3 hours
- **Prerequisite:** JR/SR status
- A historical survey and study of rhetorical theory in the past and present. Attention is given to Greek and Roman rhetorical theory, theories prevalent in the Middle Ages and Renaissance, and modern rhetorical theory. (Formerly COMS 465) (Resident)

**SMGT 475 Criticism of Public Address** 3 hours
- **Prerequisite:** JR/SR status
- The investigation of public address through historical and rhetorical critical methods. Focus on the development of competent critics through oral and written presentations. (Formerly COMS 475) (Resident)

**SMGT 490 Crisis Communication and Negotiation** 3 hours
- **Prerequisite:** JR/SR status
- This course will examine modern crisis communication, and provide the students with exposure to and practice in organizational communication, gathering information and providing analysis, and oral and written communication skills, essential for handling crisis situations. (Formerly COMS 490) (Resident)

**SPORT MANAGEMENT**

**SMGT 200 Introduction to Sport Management** 3 hours
- This course is designed to provide students with an introduction to the skills and competencies required to pursue career opportunities in the sport industry. (Resident)

**SMGT 201 History of Sport** 3 hours
- This course investigates the historical development of sport and recreational activities practiced in North America. Major influences on the development of sport are examined including religious beliefs, social and cultural values, economics, politics, and technological advances. (Resident)

**SMGT 205 Practicum** 3 hours
- **Prerequisite:** SMGT 200 and 201 or concurrent enrollment
- Supervised work experience in a sport administration area by the student with approval of advisor. (Resident)

**SMGT 300 Introduction to Coaching** 3 hours
- **Prerequisite:** Sophomore status
- An overview of the roles, qualifications, responsibilities, and skills required of coaches during the season and off season. Issues affecting coaches both on and off the field will be addressed. (Resident)

**SMGT 302 Sport Facilities and Events** 3 hours
- **Prerequisites:** Completion of all 200-level SMGT courses, BUSI 201 or consent of instructor
- This course is designed to provide students with an overview of facility planning and design, facility operations, and event management. (Resident)

**SMGT 304 Coaching Football** 3 hours
- **Offered in the fall semester**
- **Prerequisite:** Junior status
- An examination of the theories, techniques, and styles of coaching football. Multiple offensive and defensive strategies are explored. (Resident)

**SMGT 305 Sport Law** 3 hours
- **Prerequisites:** Completion of all 200-level SMGT courses, BUSI 201 or consent of instructor
- With a managerial approach to legal issues, this course will examine the influences of current state and federal legislation, collective bargaining agreements, regulation agencies, employee-employer relations, contracts and educational enterprises in relation to sport management. (Resident)

**SMGT 306 Coaching Basketball** 3 hours
- **Offered in the spring semester**
- **Prerequisite:** Junior status
- A study of the theories, methods, organization, and techniques of teaching and coaching of basketball skills and team play. (Resident)

**SMGT 307 Coaching Fall Sports** 3 hours
- **Offered in the fall semester**
- **Prerequisites:** Coaching minors must have completed SMGT 300. All non-coaching minors must obtain the consent of the instructor.
- This course will function as an orientation to the coaching of specific individual and team sports. Furthermore, the course is designed to evaluate the knowledge and skill proficiencies (competencies) of coaching minors in selected sport and activities. The sports covered in this course are: volleyball, cross country/distance, and field and soccer. (Resident)

**SMGT 308 Coaching Spring Sports** 3 hours
- **Offered in the spring semester**
- **Prerequisites:** Coaching minors must have completed SMGT 300. All non-coaching minors must obtain the consent of the instructor.
- This course will function as an orientation to the coaching of specific individual and team sports. Furthermore, the course is designed to evaluate the knowledge and skill proficiencies (competencies) of coaching minors in selected sport and activities. The sports covered in this course are: tennis, baseball/softball, and golf. (Resident)

**SMGT 310 Communication in Sport** 3 hours
- **Prerequisites:** Completion of all 200-level SMGT courses; BUSI 201, ENGL 101, ENGL 102 or MUSC 200, COMS 101
- This course is a macro analysis of the field from personal, organizational, and external perspectives. Special attention is given to historical and theoretical features of the field, personal and organizational process, sport media, services and support systems, and sociological and legal aspects of sport. (Both Resident and Online)

**SMGT 312 Introduction to Sport Ministry Outreach** 3 hours
- **Resident Prerequisites:** Sport Management majors must have completed SMGT 200, 201; BUSI 201; ENGL 101, ENGL 102 or MUSC 200; COMS 101; SMGT 302
- This course will explain the inter-relationships between sport and religion while examining the impact of muscular Christianity and sport ministry in North America. Tools and guidelines for preparing, organizing and administering a sport ministry program will also be examined. (Both Resident and Online)

**SMGT 314 Coaching Dynamics** 3 hours
- **Offered in spring semester**
- A study of rules, game procedures, methods, and practices in officiating athletic activities as well as instruction on video editing technology and film breakdown for a variety of sports. Students will also acquire certification in CPR, AED, and First Aid related to Coaching. (Resident)

**SMGT 315 Concepts and Practices in Sport Outreach** 3 hours
- This course introduces the student to the broad spectrum of Christian concepts and practices with sport camp operation and leadership. The student will be equipped to plan, fund, program,
COURSES OF INSTRUCTION

direct, evaluate and assess a camp’s effectiveness with an emphasis on outreach to athletes or high school and college campuses, in the local church, and with community organizations. (Both Resident and Online)

SMGT 317 Mentoring in Sport 3 hours
Prerequisites: Completion of SMGT 200 level SMGT core classes, or the consent of the instructor.

A residency whereby the student is assigned to a ministry outreach setting for the purpose of receiving hands-on experience and guidance in the day-to-day functions of sport outreach. (Both Resident and Online)

SMGT 321 Global Sport Outreach 3 hours
Prerequisites: Completion of SMGT 200 level SMGT core classes, or the consent of the instructor.

This course will examine global strategy issues within the context of sport outreach. Nation, region, and outreach specific factors that determine outreach effectiveness will be analyzed. Key global sport outreach organizations will be examined to deepen students’ understanding of effective sport outreach theories and strategies. Students will develop a basic conceptual framework to formulate a strategy for undertaking sport outreach in a global setting. (Both Resident and Online)

SMGT 330 Sport Communication Technology 3 hours
Prerequisites: Completion of all 200 level SMGT core courses, BUSI 201, ENGL 101, 102, COMS 101, and SMGT 310.

This course provides future sport professionals with the technology expertise needed to be successful and marketable in sport public relations. Students will develop proficiency in sport industry relevant technologies such as organizational media production programs, persuasive media platforms, and social media. (Both Resident and Online)

SMGT 399 Interim Internship 3 hours
Prerequisites: Completion of all 200-level SMGT courses or consent of the instructor.

A SMGT directed elective that will consist of supervised work experience approved in advance by the professor in a sport administration and/or management cognate (administration, aquatics, promotion, marketing, directing, fitness). Application procedures processed through the Sport Management Department Faculty Internship Advisor (FIA). (Resident)

SMGT 400 Sport and Exercise Psychology 3 hours
(Offered in the spring semester)
Prerequisites: Completion of all 300-level SMGT courses, or consent of instructor. Open to all non-SMGT majors.

Coaching Minors: This is a required course.

This course is designed to provide students with an in-depth view of the theoretical and applied aspects of the psychology of sport and exercise. The emphasis is on providing knowledge and skills necessary to improve athletic performance, enhance health and well-being, and understand personal and situation variables in the exercise environment as related to the psychological development of the individual. (Resident)

SMGT 401 Sport Methodology 3 hours
Prerequisites: Completion of SMGT 200 level SMGT core classes, or the consent of the instructor.

An introductory class to the psychological and emotional aspects of sport. Topics include mental preparation, goal setting, extrinsic vs. intrinsic reward, stress, anxiety, relaxation and coping within the context of sport participation. The topic of competition and the concepts of success and failure are discussed from a biblical perspective. (Both Resident and Online)

SMGT 402 Outreach in Organized Sport 3 hours
Prerequisites: Completion of SMGT 200 level SMGT core classes, or the consent of the instructor.

This course will provide a foundational view of character coaches and related personnel within organized sport. The content will focus on learning how to pray for, to serve, to challenge and to invest in lives and being on the journey of faith for those who serve. (Both Resident and Online)

SMGT 404 Administration and Organization in Sport and Recreation 3 hours
Prerequisites: Junior status, completion of all 200-level SMGT courses, SMGT 302 and 305, or consent of the instructor; RSCH 201

A study of the problems and considerations involved in the successful management of sport and recreation programs. Areas considered include program planning, organization, leadership and evaluation, and current organizational trends. (Resident)

SMGT 405 Sport Finance 3 hours
Prerequisite: Completion of all 200- and 300-level SMGT courses

Economic marketing and finance theories applied to sport organizations, with special emphasis on the impact of sport upon the proximate community, and general development of cities and sport facilities. (Resident)

SMGT 406 Issues and Trends in Sport 3 hours
Prerequisite: Completion of all 200- and 300-level SMGT courses

A basic understanding of the developments, trends and social processes that explain the widely popular sporting experiences of society today. (Resident)

SMGT 410 Sport Marketing 3 hours
Prerequisite: Completion of all 200- and 300-level SMGT courses

The relevant areas of marketing are applied to sport applications for spectator and participative sport organizations are given. Special emphasis is placed on strategic planning, product analysis, and the development and presentation of marketing packages to secure sponsorship. (Resident)

SMGT 421 Policy and Governance in Sport 3 hours
Prerequisites: Completion of SMGT 200 and 300 level SMGT core classes, BUSI 201 or the consent of the instructor.

This course examines various aspects of sport governing bodies and the organizations they oversee, including their structure, authority, membership, policy development, and the ethical issues behind their decisions. Governing bodies to be examined will include the domains oprofessional sport, interscholastic sport, intercollegiate sport, amateur sport, and international sport. (Both Resident and Online)

SMGT 422 Sport Analytics 3 hours
Prerequisites: Completion of all 200 and 300 level SMGT core courses, MATH 115 or above, and BUSI 201 or consent of the instructor.

A study of the process of data-based decision making including data collection, analysis and interpretation. Topics will include information gathering, research design and methods, data analysis software, and the use of statistics to analyze and interpret information. (Both Resident and Online)

SMGT 430 Sport Media Strategies 3 hours
Prerequisites: Completion of SMGT 200 and 300 level SMGT core classes, or the consent of the instructor.

Sport Media Strategies is designed as a capstone course for the Communication and Public Relations Cognate. Heavy emphasis is given to the application of sport public relations technologies and strategies including promotional media, media relations tactics, public relations campaigns, and high level public relations responsibilities related to sport information. (Both Resident and Online)

SMGT 440 Guest Service in Sport Venues 3 hours
Prerequisites: Completion of SMGT 200 and 300 level SMGT core classes, or the consent of the instructor.
This course will provide students with background knowledge of the unique aspects of the sport product and important guest service management concepts. These concepts include, but are not limited to, service quality, guest satisfaction, how perceptions of service influence consumer behaviors, and service assessment methods. Students will learn how to leverage their understanding of these concepts to establish guest service standards and strategies to meet organizational goals within the context of sport and live entertainment event businesses. (Both Resident and Online)

**SMGT 441  Sport Venue Operations**  3 hours  
Prerequisites: Completion of SMGT 200 and 300 level SMGT core classes, or the consent of the instructor.

An in-depth study of the business practices associated with the booking, scheduling, and presentation of events in sport venues. Reflecting the multipurpose programming of many sport venues, this course will examine a variety of one-off athletic competitions, sport tournaments, concerts, family shows, and other showcase events used to fill a venue's calendar dark days. (Both Resident and Online)

**SMGT 495  Directed Research**  1 to 3 hours  
(Resident)

**SMGT 497  Special Topics in Sport Management**  1 to 3 hours  
Prerequisite: Completion of all SMGT 200-level courses  
(Resident)

**SMGT 499  Internship**  1 to 12 hours  
Prerequisite: 2.25 GPA; enrolled in 110 credit hours; or consent of instructor

Placement with a sport organization for a controlled learning experience with the student’s career specialization area. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Resident)

**SOCIOLOGY**

**SOCI 200  Introduction to Sociology**  3 hours  
A study of social theories, their histories, social structures, functions, and conflict emphasizing human, institutional, and group interactions. The course provides an overview of political, economic and other cultural phenomena and methodologies of the results of scientific social research. In addition, it seeks to expand ideas, concepts, theoretical, and practical orientations by utilizing a comparative perspective. (Both Resident and Online)

**SOCI 201  Social Problems**  3 hours  
A study of social dilemmas such as crime, pollution, war, poverty, drug addiction, and racial discrimination. Course content is both theoretical and practical. (Both Resident and Online)

**Note:** SOCI 200 or 201 is a prerequisite for all Sociology courses.

**SOCI 313  Social Organizations**  3 hours  
(Offred fall semester)  
Prerequisite: SOCI 200 or consent of the instructor

This course investigates the organizational culture and its impact on professionals, clients and service provision. Topics range from handling the day-to-day issues that characterize every workplace to understanding the larger sociopolitical context in which organizations function. The distinctive dynamics of communities, organizations, and change are emphasized. The cognitive, assessment, and evaluation components or practice and the skills essential for networking and case management in the human services professions are addressed. (Resident)

**SOCI 340  Human Societies: A Global View**  3 hours  
(Offred spring semester)

The sociological perspective will be applied to the study of population, culture, education, religion, hunger, and community outreach. We presently live in a world divided by societal stress and persecution. It is imperative as Christians that we develop a world view that promotes the cause of Christ. Education for the profession requires foundational understanding of human needs, social problems, and all welfare responses. (Resident)

**SOCI 349  Sociology of Disability**  3 hours  
Prerequisite: SOCI 200 or 210

The course will examine the social implications of disability, exploring its impact on the individual and on society. Students will be exposed to the many ways a disability can affect the lives of individuals, the processes by which people with disabilities adapt to their limitations, along with the influence society has in promoting both independence and dependence among people with disabilities. Major theories, research findings and biblical accounts will be used to analyze methods of understanding the challenges faced by people with disabilities and of developing a pragmatic approach to serving them effectively. (Resident)

**SOCI 495  Directed Research**  1 to 3 hours  
(Resident)

**SOCI 497  Special Topics in Sociology**  1 to 3 hours  
(Resident)

**SOCIAL WORK**

**SOWK 101  Introduction to Social Work**  3 hours  
Introduction to Social Work and Social Welfare is a course that gives an overview of the field of social work practice. Topics regarding the ecclesiastical beginnings of the profession, additional historical components, the integration of faith and practice, as well as social work values and ethics will be explored. (Formerly SOWK 210) (Both Resident and Online)

**SOWK 120  Social Work Field Exploration**  2 hours  
Social Work Field Exploration is the study of social work practice and settings of practice. Topics in the course are centered on social work practice in places such as child welfare, schools, domestic violence shelters, hospice, hospitals, mental health clinics, assisted living facilities, and early intervention programs. (Formerly SOWK 220) (Resident)

**SOWK 135  Social Work Field Exploration and Observation**  3 hours  
Social Work Field Exploration and Observation is the study of social work practice and settings of practice. Topics in the course are centered on social work practice in places such as child welfare, schools, domestic violence shelters, hospice, hospitals, mental health clinics, assisted living facilities, and early intervention programs. Participatory observation of a professional social worker for a full work week is also included in this course. (Formerly SOWK 235) (Online)

**SOWK 150  Intensive Social Work Field Observation**  1 hour  
Social Work Field Observation is the study of social work practice within one particular setting of practice. The topic of this course centers on the participatory observation of a professional social worker for a full work week. Settings may include, but are not limited to places such as child welfare agencies, schools, domestic violence shelters, hospice facilities, hospitals, mental health clinics, assisted living facilities, and early intervention programs. (Resident)

**SOWK 200  Introduction to Social Work and Human Services**  3 hours  
An introduction to the field of Social Work and Human Services. Consideration will be given to such topics as the history and current development of social welfare programs, methods of influencing social change, professional values and ethics, the particular needs of at-risk populations, theories of human behavior, and family, group, community and organizational functioning. (Resident)

**SOWK 250  Health of the Social Worker**  3 hours  
This course emphasizes the personal health and self-care of the social worker. (Online)
SOWK 260  Chemical Dependency  3 hours  
Prerequisites: SOWK 210  
Chemical Dependency is a course that presents an overview of the concepts associated with the use and abuse of alcohol and other drugs. Topics in the course are the various perspectives on treatment prevention options; each topic is evaluated through a biblical worldview. (Both Resident and Online)

SOWK 270  Ethics in Professional Helping  3 hours  
Prerequisites: SOWK 101 or PSYC 101 or SOCI 200  
Ethics in Professional Helping is the study of values and principles of ethical decision making. Topics in the course are ethical dilemmas, critical thinking, professional codes of ethics, and common morality; each topic is evaluated through a biblical worldview. (Both Resident and Online)

SOWK 300  Human Behavior and the Social Environment  3 hours  
Prerequisites: SOWK 101, Provisional Acceptance into the Social Work Program  
Human Behavior and the Social Environment is a course that utilizes a life course perspective and additional theoretical perspectives as tools for understanding human behavior and its development across the life span. Particular focus is placed on the inter-relatedness of the biological, psychological, social, and spiritual aspects within a “person in the environment” framework. (Both Resident and Online)

SOWK 325  Social Welfare and Policy  3 hours  
Prerequisites: SOWK 101, Provisional Acceptance into the Social Work Program  
This course studies the historical and contemporary issues surrounding social welfare and policy in the U.S. Particular focus is placed on analyzing, formulating, and advocating for policies that advance social well-being. (Both Resident and Online)

SOWK 350  Social Work Practice with Individuals and Families  3 hours  
Prerequisites: SOWK 101, SOWK 270, Provisional Acceptance into the Social Work Program  
Social Work Practice with Individuals and Families is the study of practice from a generalist social work point of view. Particular emphasis is placed on the practice behaviors associated with engagement, assessment, and intervention. (Both Resident and Online)

SOWK 355  Social Work Practice with Groups  3 hours  
Prerequisites: SOWK 101, and Provisional Acceptance into the Social Work Program  
This course provides the student with the opportunity to develop an understanding of theories, methods and skills in relation to group practice with social work groups. This course also provides the forum for students to gain an understanding of cultural values of individuals and the impact of those values on the group process. Emphasis will be placed on the importance of being a culturally sensitive group leader. (Both Resident and Online)

SOWK 370  Junior Field Experience and Seminar  3-4 hours  
Resident Prerequisites: SOWK 101, SOWK 120, SOWK 150, SOWK 270, SOWK 355, and Provisional Acceptance into the Social Work Program.  
Online Prerequisites: SOWK 101, SOWK 135, SOWK 270, SOWK 355  
Junior field experience provides students with the opportunity to perform in the role of a social work practitioner under the supervision of an experienced social worker. In one semester, students will have experienced a minimum of 100 field hours in a setting, which employs social workers. Students will meet for one hour weekly to discuss the theoretical and conceptual concepts learned in the classroom with the practical experiences in field placement. (Both Resident and Online)

SOWK 410  Social Work Macro Practice  3 hours  
Prerequisites: SOWK 101, SOWK 270, and Provisional Acceptance into the Social Work Program; RSCH 201  
This course provides a generalist social work perspective of social work communities and organizations. Topics include engagement, assessment, intervention, and evaluation as well as advocacy in regards to social and economic justice. (Both Resident and Online)

SOWK 425  International Social Work  3 hours  
Prerequisites: SOWK 101, SOWK 270, GLST 220, and Full acceptance into the social work program  
This course is designed to introduce students to the theoretical perspectives, values, and skills associated with the contemporary international social work. Social, political, cultural, economic, organizational, religious, and technological advances that affect societal dynamics in various regions of the world will be explored. (Both Resident and Online)

SOWK 431  Social Work in Mental Health  3 hours  
Prerequisites: SOWK 101, SOWK 270, Full acceptance into the social work program  
This course is designed to introduce students to the knowledge, values, and skills necessary for social work practice in mental health settings. Topics will include roles and functions of social workers, diagnoses, and assessment. (Both Resident and Online)

SOWK 432  Geriatric Social Work  3 hours  
Prerequisites: SOWK 101, SOWK 270, and Full acceptance into the social work program  
This course is designed to introduce students to the knowledge, values, and skills associated with working with an older population of clients. Topics will include the effects of aging on physical, mental, and emotional processes as well as socio-cultural, spiritual, and environmental considerations. (Both Resident and Online)

SOWK 435  Social Work in the Military  3 hours  
Prerequisites: SOWK 101, SOWK 270, Full acceptance into the social work program  
This course is designed to introduce students to the knowledge, values, and skills associated with working with individuals, families, and communities impacted by military operations. Topics will include the effects of multiple deployments, experiencing traumatic events, and military culture. (Both Resident and Online)

SOWK 439  International Social Work Field Experience  3 hours  
Prerequisites: Instructor Approval  
International Social Work Field Experience provides students with the opportunity to participate in international social work practice under the supervision of an experienced social worker. (Both Resident and Online)

SOWK 450  Social Work Practice with Diverse Populations  3 hours  
Prerequisites: SOWK 101, SOWK 270, GLST 220, Full acceptance into the Social Work Program  
This course provides the student with the opportunity to develop an understanding of theories, knowledge, values, and skills in relation to generalist practice with diverse populations. This course also provides the forum for students to gain an understanding of cultural values of individuals and the impact of those values on human relationships. Emphasis will be placed on the importance of respecting and valuing diversity. (Both Resident and Online)

SOWK 470  Senior Field Experience and Seminar  9-11 hour  
Prerequisites: SOWK 370, and Full Acceptance into the Program  
Senior field experience provides students with the opportunity to perform in the role of a social work practitioner under the supervision of an experienced master’s level social worker. In one semester, students will have experienced a minimum of 400 field
hours in a setting, which employs social workers. Students will meet for two hours weekly to discuss the theoretical and conceptual concepts learned in the classroom with the practical experiences in field placement. (Both Resident and Online)

SOWK 475  Senior Field Experience and Seminar A  6-9 hours
Prerequisites: SOWK 370, and Full Acceptance into the Program

Senior field experience provides students with the opportunity to perform in the role of a social work practitioner under the supervision of an experienced master's level social worker. In one semester, students will have experienced a minimum of 300 field hours in a setting, which employs social workers. Students will meet for two hours weekly to discuss the theoretical and conceptual concepts learned in the classroom with the practical experiences in field placement. (Online)

SOWK 477  Senior Field Experience and Seminar B  3-4 hours
Prerequisites: SOWK 370, and Full Acceptance into the Program

Senior field experience provides students with the opportunity to perform in the role of a social work practitioner under the supervision of an experienced master's level social worker. In one semester, students will have experienced a minimum of 100 Field hours in a setting, which employs social workers. Students will meet for one hour weekly to discuss the theoretical and conceptual concepts learned in the classroom with the practical experiences in field placement. (Online)

SOWK 495  Directed Social Work Research  3 hours
Prerequisites: PSYC 255, PSVC 354 SOWK 101, Full Admission into the Social Work Program

An independent study agreed upon between the instructor and the student regarding an area of specific research. (Both Resident and Online)

SOWK 497  Special Topics in Social Work  3 hours
Prerequisites: Instructor approval and full admission into the social work program

An in depth study of a specific aspect of social work practice. (Both Resident and Online)

SPANISH

Note: All students with one or more years of high school Spanish are encouraged to consider CLEP for lower level language credits. All course enrollments are based on placement. The appropriate online assessment test must be taken prior to enrollment. Contact the Department of English and Modern Languages for more information.

SPAN 101  Elementary Spanish I  3 hours
This is an introductory course designed to place emphasis on functional grammar, practical vocabulary, listening skills and conversation in Spanish. This course will serve as a basis for further development of fluency in reading, writing, understanding, and speaking the language. (Resident)

SPAN 102  Elementary Spanish II  3 hours
Prerequisite: SPAN 101, or placement score
This is a continuation of the beginning course, Spanish 101, emphasizing the development of functional grammar, practical vocabulary, listening, reading and writing skills in Spanish. This course is designed to further develop fluency in reading, writing, listening comprehension and speaking in the language. (Resident)

SPAN 201  Intermediate Spanish I  3 hours
Prerequisite: SPAN 102, or placement score
This is an intermediate course designed to place continued emphasis on functional grammar, practical vocabulary, listening exercises and conversation in Spanish. This course expands the basic proficiencies in speaking, listening, reading and writing the language acquired in Spanish 101 and 102. This course is conducted primarily in Spanish. (Resident)

SPAN 202  Intermediate Spanish II  3 hours
Prerequisite: SPAN 201, or placement score
Readings in Spanish literature as the starting point for written and orally interactive activities in Spanish, with special emphasis on Spanish grammar, vocabulary and idioms. (Resident)

SPAN 299  Internship  0 hours
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.
Application procedures processed through the Career Center. Must apply semester prior to internship. (Resident)

Note: Except for Spanish 324, all 300- and 400-level classes are conducted in Spanish.

SPAN 301  Advanced Spanish Grammar and Composition  3 hours
Prerequisite: SPAN 202
This course features in-depth study of advanced Spanish grammar critical to increased proficiency. This course should be taken with or prior to courses in Spanish translation. (Resident)

SPAN 302  Advanced Spanish Composition and Conversation  3 hours
Prerequisite: SPAN 202
Development of practical vocabulary and fluency in speaking and writing. (Resident)

SPAN 304  Civilization and Culture of Latin America  3 hours
Prerequisite: SPAN 202
Through lectures, oral presentations and selected readings in Spanish, this course will survey Latin American culture, from the conquest to the present and examine socio-economic problems and relationships with the United States. (Resident)

SPAN 305  Civilization and Culture of Spain  3 hours
Prerequisite: SPAN 202
Starting in the pre-Roman era and ending with present-day Spain, this course will chronologically analyze Spanish Culture through different artistic, sociological, and political manifestations. Emphasis will be given to historical events which have shaped modern Spanish culture for the purpose of oral and written discussion in Spanish. (Resident)

SPAN 310  Introduction to Translation: Spanish-English  3 hours
Prerequisite: SPAN 202 and ENGL 102
This course will provide an introductory comparison of linguistic traits of both languages, enable students to apply grammatical rules, perform textual analyses, and use a number of translation procedures while translating a variety of texts from Spanish to English: newspaper editorials, magazine articles, business reports, articles in the social sciences, advertisements etc. (Resident)

SPAN 320  Cinema and Dramatic Literature  3 hours
Prerequisite: SPAN 202
This course will use both film and dramatic literature to stimulate conversation in Spanish while fostering an in-depth knowledge of some of the dramatic masterpieces of Peninsular literature. (Resident)

SPAN 321  Modern Spanish Literature  3 hours
Prerequisite: SPAN 202; RSCH 201
Through lectures, oral presentations and selected readings in Spanish, this course will provide a survey of modern Hispanic literature. (Resident)

SPAN 322  Peninsular Literature  3 hours
Prerequisite: SPAN 202
Through lectures, oral presentations and selected readings in Spanish, this course will provide a survey of modern Spanish Peninsular literature. (Resident)

SPAN 323  Latin American Literature  3 hours
In this capstone course, students will study works of Peninsular and Latin American literature for the purpose of discussing orally and in writing the culture and civilization in which they developed.

**SPAN 495 Directed Research**  
1 to 3 hours  
(Resident)

**SPAN 497 Special Topics in Spanish**  
1 to 3 hours  
(Resident)

**SPAN 499 Internship**  
1 to 6 hours  
Prerequisites: Junior or Senior status and required GPA  
Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship.  
(Resident)

### STRATEGIC COMMUNICATION

**STCO 289 Digital Promotion Technologies and Application**  
3 hours  
Learn and work with the software & hardware tools used in the creation of promotional audio and video. Students will be introduced to best practices in the creation of digital messages, and how to deploy these messages through channels used by professionals in the field.  
(Both Resident and Online)

**STCO 307 Strategic Communication**  
3 hours  
Examines the principles and practices of impacting markets through Strategic Communications. Special emphasis is given to team problem-solving.  
(Formerly COMS 307)  
(Both Resident and Online)

**STCO 346 Persuasive Advertising & Storytelling**  
3 hours  
Prerequisite: Junior/Senior Status  
This course focuses on the communication principles and communication strategies that augment growing the image of an organization, its products and services. Emphasizes the persuasive application of story-telling and narrative communication techniques.  
(Formerly COMS 346)  
(Both Resident and Online)

**STCO 348 Strategic Social Media**  
3 hours  
Prerequisites: Junior/Senior Status  
This course connects students to organizational growth objectives with social media strategy, platforms and tactics. Extensive focus is given to interactive sessions, and team problem-solving exercises.  
(Both Resident and Online)

**STCO 356 Digital/Social/Mobile Marketing**  
3 hours  
Prerequisite: Junior/Senior Status; RSCH 201  
This course explores the successful design, development and execution of targeted marketing campaigns for news, information and entertainment. Special emphasis is given to team problem-solving.  
(Formerly COMS 356)  
(Both Resident and Online)

**STCO 357 Public Relations and Promotion Tactics**  
3 hours  
Prerequisite: Junior/Senior Status  
This course provides students with a broad understanding of and ability to apply promotional and public relations techniques in a digitally mediated world. Emphasis is on experiential application of specific techniques across multiple media and channels.  
(Formerly COMS 357)  
(Both Resident and Online)

**STCO 367 Best Practices: Strategic Communications Management**  
3 hours  
Prerequisite: Junior/Senior Status  
This course is designed to give students hands-on experience in creating collaborative integrated marketing communication campaigns, guided by the lessons learned from organizations that have used strategic communications to drive growth.  
(Formerly COMS 367)  
(Both Resident and Online)

**STCO 372 Employee and Organizational Communication**  
3 hours  
Prerequisites: Junior/Senior Status
This course in organizational public relations provides students with the strategic ability to communicate with the affiliated parts of an organization critical to successful relationships and image-making. (Both Resident and Online)

**STCO 422 Social Media Development** 3 hours
- Prerequisites: Junior/Senior Status
- Through a mentor-driven approach, students gain experience in organizing, integrating and operating the school’s social media channels. Their experiences are transferable to other organizations, both corporate and non-profit. (Both Resident and Online)

**STCO 426 Creating Affiliate Loyalty in a Digital Age** 3 hours
- Prerequisites: Senior Status
- This course is designed to familiarize students with the principles of customer relationship strategies and the means by which organizations develop loyal customers and/or affiliates. (Both Resident and Online)

**STCO 460 Communication in the Marketplace** 3 hours
- Prerequisite: Senior Standing Only
- Students research and explore the types of Strategic Communications opportunities available to them upon graduation. This course emphasizes jump-starting careers by undertaking a professional job search and awareness of current job market conditions. (Resident)

**STCO 462 Using the Social and Digital Future** 3 hours
- Prerequisites: SR Standing Only
- This course will demystify the emerging social, digital and technology trends, and help students apply these trends in a dramatically changing marketplace. (Both Resident and Online)

**SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH**

**STEM 499 STEM Internship** 3 hours
- This course will explore some aspect of pure or applied STEM in a clinical, industrial, research, or educational setting. In most cases, students will be required to find their own internship opportunity and apply for approval through the CGS Student Resource Center. Application must be made during the semester prior to the internship. Examples of appropriate internship options include powerplant intern, STEM teaching assistant/intern, science lab assistant/intern, and summer forestry technician. (Online)

**THEATRE ARTS**

**THEA 101 Theater Appreciation** 3 hours
- An introduction to the theatrical arts for the general student. The focus of the course is on theatre in our modern culture in light of its tradition in and contribution to Western civilization. The elements which compose the art of theatre will also be examined. (Resident)

**THEA 108 Ballet and Modern** 3 hours
- Explores the fundamentals of ballet technique and emphasizes the development of musicality, flexibility, strength, and control. (Resident)

**THEA 109 Tap and Jazz** 3 hours
- Explores the technique, style, and rhythmic structure of tap and the American form of jazz, including blues and musical theatre. (Resident)

**THEA 200 Play Production I** 1 hour
- Prerequisites: Audition or consent of the instructor
- A theatre practicum focusing on managerial, performance, or technical aspects of major productions under the guidance of appropriate members of the Theatre Arts faculty. Students are required to take two THEA 200 sections for the major and/or minor. Five out of seven production credits must be in the student’s chosen concentration. (Resident)

**THEA 201 Acting I** 3 hours
- A workshop in which the student builds a foundation of skills and applied concepts in acting. (Formerly THEA 220) (Resident)

**THEA 202 Stagecraft** 3 hours

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**TESL 333 Modern Grammar** 3 hours
- Prerequisites: LING 301
- A course emphasizing the nature, structure and modifications of the English language with emphasis upon traditional, structural, and generative-transformational grammars. (Both Resident and Online)

**TESL 375 Applied Grammar** 3 hours
- Prerequisites: LING 301
- A course examining form, structure, meaning, and use in English grammar, with particular application to English language instruction. (Both Resident and Online)

**TESL 403 Second Language Acquisition** 3 hours
- Prerequisites: FREN/SPAN 101; LING 213; RSCS 201
- A study of strategies for second-language acquisition and assessment. An historical approach to perspectives on second language-acquisition and proficiency. (Both Resident and Online)

**TESL 405 Issues and Practices in TES/FL** 3 hours
- Prerequisite: TESL 403
- This is a course in classroom practices in Teaching English as a Second or Foreign Language, focusing on: assessment; error analysis; interlanguage; and teaching in the four language areas of speaking, listening, reading, and writing for a broad variety of TES/FL contexts, as well as on global context issues which inform these practices. (Both Resident and Online)

**TESL 419 Methodology and Curriculum in Teaching Modern Languages** 2 hours
- Prerequisites: Admission to Educator Preparation Program, TESL 403, and 6 hours of an accredited modern foreign language course, junior/senior status. Must be taken before student teaching. May not be counted toward the Modern Language Major.
- The application and assessment of basic methodologies, curriculum, and activities for teaching second languages. Practicum: At least 20 hours of reflective classroom observation of pre K-12 and the teaching of two to three consecutive lessons. This is a capstone course. (Resident)

**TESL 420 Methods Teaching Practicum** 1 hour
- Prerequisite: To be taken concurrently with TESL/SPAN 419
- At least 20 hours of reflective classroom observation of pre K-12 and the teaching of two to three consecutive lessons. (Resident)

**TESL 495 Directed Research** 3 hours
- Prerequisite: Junior or Senior status
- Students who qualify will pursue studies of a particular interest as approved and supervised by the instructor. Must apply semester prior to completing internship. (Resident)

**TESL 497 Special Topics in TES/FL** 1 to 3 hours
- **TESL 499 TES/FL Internship** 1 to 6 hours
- Prerequisite: Junior or Senior status
- Professorial-supervised experience in first-hand internship opportunities in Teaching English as a Second/Foreign Language. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Both Resident and Online)
<table>
<thead>
<tr>
<th>COURSES OF INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEA 208</strong> Ballet and Modern II</td>
</tr>
<tr>
<td>Students at the intermediate level are encouraged to explore the technical and artistic aspects of classical ballet and modern. May be repeated for credit. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 209</strong> Tap and Jazz II</td>
</tr>
<tr>
<td>Students at the intermediate level concentrate on exploring more sophisticated levels of technique, style, and rhythmic structure of tap and jazz. May be repeated for credit. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 211</strong> Theatre History I</td>
</tr>
<tr>
<td>(Offered fall semester) A historical survey of the development of drama from the Ancient Greeks through the 18th century, AD emphasizing classic works. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 212</strong> Theatre History II</td>
</tr>
<tr>
<td>(Offered spring semester) A historical survey of the development of drama from the 18th century, AD through contemporary theatre emphasizing classic works. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 231</strong> Script Analysis</td>
</tr>
<tr>
<td>(Offered fall semester) A study in critical analysis of a script as performance text as used by actors, stage managers, directors, and playwrights for production purposes. (Formerly 312) (Resident)</td>
</tr>
<tr>
<td><strong>THEA 241</strong> Voice for the Stage</td>
</tr>
<tr>
<td>A workshop in which the student studies and applies vocal technique peculiar to the theatrical stage. (Formerly 250) (Resident)</td>
</tr>
<tr>
<td><strong>THEA 243</strong> Voice for the Stage II</td>
</tr>
<tr>
<td>A workshop in which the student builds upon skills and concepts learned in THEA 241. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 251</strong> Musical Theatre Performance</td>
</tr>
<tr>
<td>(Offered fall semester) Prerequisites: THEA 201, 241, and MUSC 125 The history, development, and performance of musical theatre as an art form from the late 19th century to the present. (Formerly THEA 450). (Resident)</td>
</tr>
<tr>
<td><strong>THEA 260</strong> Introduction to Theatrical Design</td>
</tr>
<tr>
<td>(Offered fall semester) An introductory study of costume, lighting, scenic and sound design techniques specific to the theatrical stage. This should be the first class a Production major student takes. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 299</strong> Internship</td>
</tr>
<tr>
<td>Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind. Practical application of knowledge under the supervision of a practicing theatre professional approved by the Chair of Theatre. Application procedures processed through the Career Center. Must apply semester prior to internship. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 300</strong> Theatre Practicum</td>
</tr>
<tr>
<td>Prerequisites: Instructor Permission A theatre practicum focusing on managerial, performance, or technical aspects of production under the guidance of the Chair of Theatre or appropriate members of the Theatre Arts faculty. Students are required to take two THEA 300 sections for the major. Five out of seven production credits must be in the student’s chosen concentration. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 301</strong> Acting II</td>
</tr>
<tr>
<td>Prerequisite: THEA 201 A workshop in which the student builds upon skills and concepts learned in THEA 201. (Formerly THEA 310) (Resident)</td>
</tr>
<tr>
<td><strong>THEA 308</strong> Advanced Techniques in Musical Theatre Choreography</td>
</tr>
<tr>
<td>Students explore various styles of musical theatre and hone their audition and performance skills. May be repeated for credit. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 311</strong> Acting for Film I</td>
</tr>
<tr>
<td>Prerequisite: THEA 301 A workshop in acting for film. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 313</strong> Acting for Film II</td>
</tr>
<tr>
<td>Prerequisite: THEA 311 A workshop in which the student builds upon skills and concepts learned in THEA 311. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 321</strong> Stage Movement I</td>
</tr>
<tr>
<td>Prerequisites: THEA 301 An acting workshop concentrating on the actor’s physical expression to create a character, diagnose the actor’s patterns of tension, and apply principles of stylized movement. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 323</strong> Stage Movement II</td>
</tr>
<tr>
<td>Prerequisites: THEA 321 A workshop in which the student builds upon skills and concepts learned in THEA 321. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 331</strong> Stage Management and Directing</td>
</tr>
<tr>
<td>A study of the various theories and methodologies of play direction and stage management. (Formerly 320) (Resident)</td>
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<tr>
<td><strong>THEA 340</strong> Makeup Design</td>
</tr>
<tr>
<td>(Offered fall semester, odd-numbered years) Prerequisites: THEA 211, 212, 260, 312; successful completion of Sophomore hearing A workshop of playwriting techniques and development of one-act play. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 350</strong> Writing for the Stage</td>
</tr>
<tr>
<td>(Offered fall semester) Prerequisites: THEA 211 or 212 Tutorials and group workshops emphasizing the techniques of writing and rewriting for a stage performance, with the goal of developing a one-act play. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 352</strong> Writing for Church Drama</td>
</tr>
<tr>
<td>(Offered spring semester, odd-numbered years) Prerequisites: THEA 211 or 212, 312 or 350 A workshop of playwriting techniques and development of a one-act play meant for church performance. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 360</strong> Costume Design</td>
</tr>
<tr>
<td>(Offered fall semester, even-numbered years) Prerequisites: THEA 211, 212, 260, 312; successful completion of Sophomore hearing A study of costume design techniques peculiar to the stage. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 370</strong> Scenic Design</td>
</tr>
<tr>
<td>(Offered spring semester, even-numbered years) Prerequisites: THEA 211, 212, 260, 312; successful completion of Sophomore hearing A study of scenic design techniques peculiar to the stage. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 381</strong> Christian Aesthetics in Theatre</td>
</tr>
<tr>
<td>A seminar that focuses on the integration of faith and art, specific to theatre. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 380</strong> Lighting Design</td>
</tr>
<tr>
<td>(Offered spring semester, odd-numbered years) Prerequisites: THEA 211, 212, 260, 312; successful completion of Sophomore hearing A study of lighting design techniques peculiar to the stage. (Resident)</td>
</tr>
<tr>
<td><strong>THEA 400</strong> Play Production III</td>
</tr>
</tbody>
</table>
| Prerequisites: THEA 200, 300; audition or consent of the instructor A theatre practicum focusing on managerial, performance, or technical aspects of major productions under the guidance of the
COURSES OF INSTRUCTION

Chair of Theater or appropriate members of the Theatre Arts faculty. Students are required to take three THEA 400 sections for the major. Five out of seven production credits must be in the student’s chosen concentration. (Resident)

THEA 401 Acting III 3 hours
Prerequisites: THEA 301, 321
A workshop in which the student builds upon skills and concepts learned in THEA 201 and THEA 301. (Formerly THEA 420) (Resident)

THEA 411 Stage and Theater Management 3 hours
(Offered spring semester, even-numbered years)
Prerequisites: THEA 211, 212, 220, 260, 312, successful completion of Sophomore Hearing
A study of management techniques peculiar to the stage. (Resident)

THEA 421 Stage Combat I 3 hours
Prerequisites: THEA 301
An introduction to the concepts and techniques of stage combat. (Resident)

THEA 422 Stage Combat II 3 hours
Prerequisites: THEA 421
An workshop in which the student builds upon skills and concepts learned in THEA 421. (Resident)

THEA 441 Stage Accents 3 hours
Prerequisites: THEA 243, 301
A workshop in which the student builds upon vocal techniques studied in THEA 250 by adding the study of various accents and dialects most commonly performed on the stage. (Formerly THEA 390) (Resident)

THEA 460 Advanced Musical Theatre Performance 3 hours
(Offered spring semester, even-numbered years)
Prerequisites: THEA 211 or 212, 220, 250, 310, 420, 450, successful completion of Sophomore Hearing
An advanced acting workshop for musical theater acting techniques peculiar to this genre. THEA 460 is a continuation of the techniques and skills gained in THEA 450. (Resident)

THEA 471 Period Styles I 3 hours
Prerequisites: THEA 401
An acting workshop in which the acting styles from Ancient Greece to 1800 will be explored and practiced. (Formerly THEA 422) (Resident)

THEA 473 Period Styles II 3 hours
Prerequisites: THEA 471
An acting workshop in which the acting styles from the 19th and 20th centuries will be explored and practiced. (Resident)

THEA 481 Careers in Professional Theatre 3 hours
Prerequisites: Instructor Permission; RSCH 201
A seminar focusing on establishing a career in professional theatre. (Formerly THEA 490) (Resident)

THEA 491 Senior Capstone 3 hours
Prerequisites: Instructor Permission
A culminating theatre practicum focusing on the application of skills and techniques acquired throughout the student’s course of study. (Resident)

THEA 495 Directed Research 1 to 3 hours
(Offered on demand) (Resident)

THEA 497 Special Topics in Theatre 3 hours
Prerequisites: Instructor permission only
A seminar course focusing on a subject not covered extensively in other Theatre Arts courses. Topics will vary. (Resident)

THEA 499 Theatre Internship 3 to 9 hours
Prerequisites: THEA 200, 211 or 212; successful completion of Sophomore Hearing; Junior or Senior status and required GPA
Practical application of knowledge under the supervision of a practicing theatre professional approved by the Chair of Theatre. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Resident)

THEOLOGY

THEO 104 Introduction to Theology Survey 4 hours
This course is an introduction to the basic tenets of Christian. (Online)

THEO 201 Theology Survey I 2 hours
This is a general survey of Bible doctrine designed to synthesize and outline each of ten major areas of systematic theology, including prelomena, bibliography, theology proper, Christology, angelology, and pneumatology. (Both Resident and Online)

THEO 202 Theology Survey II 2 hours
This is a continuation of general survey of Bible doctrine designed to synthesize and outline each of the ten major areas of systematic theology. Survey II includes anthropology, hamartiology, soteriology, ecclesiology and eschatology. (Both Resident and Online)

THEO 311 Revelation, Authority and Reason 3 hours
This course is designed to acquaint the student with fundamental issues in theological prelomena, i.e., introductory questions concerning the Word as revealed in apologetics, hermeneutics and dogmatics, and the sources of authority (the Bible, the Church, the World, etc.). (Resident)

THEO 313 The Person and Work of Christ 3 hours
A study of the Person and work of Christ as revealed through Messianic prophecy, the Incarnation and His ministry as Prophet, Priest, and King. Special attention is given to the contributions of John and Paul to a full understanding of this doctrine. (Both Resident and Online)

THEO 324 A Theology of Suffering and Disability 3 hours
Prerequisites: BIBL 105, 110; ENGL 101, 102; THEO 201, 202
This course explores the theological understanding of the image of God, the problem of evil, as well as suffering as it relates to a biblical understanding of physical and mental disability. Students will incorporate this understanding into a theology of inclusion for the Church and Christian Ministry. Thus, the student will be equipped to evaluate various methods and strategies for disability ministry. (Resident)

THEO 330 Theology of the Family 3 hours
Prerequisites: THEO 201 and 202, or THEO 104
This course is designed to equip students with an understanding of God’s original design for the home, the primary purposes of family life, and a biblical method for facilitating transformation. Students will establish the ground work for fostering healthy family relationships and strong generational legacy. This study begins with a “big picture” view of the home, clarifies doctrinal misunderstandings of the family role, outlines a history of the modern family, and offers a scriptural vision for long-term family blessing. (Both Resident and Online)

THEO 340 Theology and Politics 3 hours
This course is designed to relate Christian thought to societal ethics and responsibility through the auspices of important theological mentors and movements. The relation between the church and state will also be studied in scripture, as
COURSES OF INSTRUCTION

well as in church history. Specific ethical issues of ecclesiastical and societal concerns (abortion, capital punishment, nuclear war, etc.) will be addressed. (Resident)

THEO 350 Fundamental Theological Issues 3 hours
Prerequisites: THEO 201 and 202
A study of the major theological questions which arise in the defense of biblical inerrancy, scriptural separation, creationism and dispensationalism. It also deals with such contemporary issues as the charismatic movement, feminism, situation ethics and other vital concerns to the fundamentalist in today’s world. (Formerly THEO 250) (Both Resident and Online)

THEO 360 Theological Interpretation of Scripture 3 hours
Prerequisites: BIBL 105, BIBL 110, BIBL 360 & RLGN 301
–OR– BIBL 104, BIBL 360 & RLGN 301
This course is a survey of biblical theology with specific attention given to the primary theological themes of the Old and New Testament. It explores how each testament informs the redemptive storyline of the Bible. Various soteriological themes and theological systems such as dispensationalism and covenant theology are addressed. This is to lay a foundation for understanding the relationship between biblical theology and current theological issues. (Online)

THEO 362 Historical Theology 3 hours
Prerequisites: THEO 201 and 202
A study of doctrinal development within the history of the Christian church. An emphasis is placed on the identification, analysis, and evaluation of significant theological methodologies and systems, which have affected the doctrinal perspectives of evangelicals. The theological methods and systems to be evaluated and compared include but are not limited to the following: biblical theology, natural theology, covenant theology, dispensationalism, and philosophical theology. (Resident)

THEO 387 Theological Interpretation of Scripture 3 hours
Prerequisites: BIBL 105, 110, 387; THEO 201, 202; RLGN 301
This course is a study of biblical theology with specific attention given to the primary theological themes of the Old and New Testament. It explores how each testament informs the redemptive storyline of the Bible. Various soteriological themes and theological systems such as dispensationalist and covenant theology are addressed. This is to lay a foundation for understanding the relationship between biblical theology and current theological issues. (Online)

THEO 412 The Church: Its Mission and Hope 3 hours
Prerequisites: THEO 201 and 202
An examination of the New Testament Church with particular concern given to its origin, its distinctive nature, its mission, its function, its government, its offices, its ordinances and its destiny. (Resident)

THEO 415 Examining and Applying Biblical and Theological Concepts 3 hours
Prerequisites: THEO 201, 202
This course is designed to allow the student better understand and put into practice key theological ideas. A wide range of biblical and theological concepts are presented, and the student is challenged to apply these concepts in real world situations and to understand wide-ranging viewpoints. This course builds on basic theological coursework, encouraging students to deepen their understanding, while at the same time, gaining experience by living out biblical truths in ministry settings. (Online)

THEO 430 Modern and Contemporary Theology 3 hours
This course will analyze and interpret the theology of major thinkers in the 19th and 20th centuries. In light of past enlightenment trends in Western religious thought, study will be done of the background of such theological trends both for understanding and critical assessment. Representatives of classical liberalism, neo-orthodoxy, existentialism and post-existential schools will be stressed. (Resident)

THEO 450 Middle East Conflict in Biblical Perspective 3 hours
Prerequisite: BIBL 105 and BIBL 110
This course traces the causes, development, consequences and outcome of the Middle East conflict from a biblical and Christian Zionist perspective. The relevant historical and biblical texts will be examined with respect to Israel’s conflict with the nation’s past, present and future and the contemporary interpretation of the conflict within Christianity. (Resident)

THEO 459 Directed Research 1 to 3 hours
(Resident)

UNIVERSITY CORE COMPETENCIES

UNIV 101 University Core Competencies 1 hour
University 101 provides students with an introduction to Liberty University and to the academic core competencies that students attain by the point of graduation. Students receive practices in the various competencies and skills necessary to succeed in the University and beyond. NOTE: Requirement is waived for students transferring in 60 or more hours. (Resident)

UNIV 104 Instructional Technology for Successful Online Learning 3 hours
Designed to equip students for success as they transition into the online classroom, this course offers strategic information tailored to ensure academic excellence in this unique learning environment; this information includes Liberty University’s foundations and beliefs, Liberty University Online resources for success, Blackboard navigation techniques, time management strategies, the adult learner’s responsibilities, methods for identifying and avoiding academic misconduct, scholarly research tactics, and approaches for selecting the appropriate courses towards completion of the preferred degree program. (Online)

NOTE: Waived without appeal/exception for all students when one or more of the following are met:
1. Accredited college transcript on file indicating a conferred AA or higher.
2. 60 official transfer hours.
3. Resident LU student transferring to LUO without breaking enrollment rules not LUO) and has taken GNED BWVW 101.
4. 90+ credits on unofficial transcripts.
5. Student has broken enrollment from LUO within the last three catalog years.

WELDING

WELD 101 Foundations of Welding 4 hours
Co/Prerequisite: CRFT 101
Foundations of Welding is a practical course combining lecture and hands-on instruction. Topics addressed include: Welding Safety, Oxyfuel Cutting, Plasma Arc Cutting, Air Carbon Arc Cutting and Gouging, Base Metal Preparation, Weld Quality, SMAW – Equipment and Setup, Shielded Metal Arc Electrodes, SMAW – Beads and Fillet Welds, Joint Fit-Up and Alignment, SMAW – Groove Welds with Backing, and SMAW – Open V-Groove Welds. (Resident)

WELD 201 Intermediate Welding 4 hours
Prerequisite: WELD 101
Intermediate Welding is a practical course combining lecture and hands-on instruction. Topics addressed include: Welding...
COURSES OF INSTRUCTION


WELD 301 Advanced Welding 4 hours
Prerequisite: WELD 201
Advanced Welding is a practical course combining lecture and hands-on instruction. Topics addressed include techniques with: SMAW – Open-Root Pipe Welds, GMAW – Pipe, FCAW – Pipe, GTAW – Carbon Steel Pipe, GTAW – Low Alloy and Stainless Pipe, and SMAW: Stainless Steel Groove Welds. (Resident)

WELD 401 Special Topics in Welding 4 hours
Prerequisite: WELD 301
Special Topics in Welding is a practical course combining lecture and hands-on instruction. Topics addressed include techniques with: GMAW – Aluminum Plate, GTAW – Aluminum Plate, GTAW – Aluminum Pipe, GMAW – Aluminum Pipe. (Resident)

WOMEN’S LEADERSHIP

WLED 220 Survey of Women’s Ministries 3 hours
A survey of women’s ministries from a complementarian perspective, including an overview of secular feminism, and a survey of women’s roles in the home, in the church, and in society. (Resident)

WLED 320 Spiritual Formation and Development for Women in Leadership 3 hours
Prerequisite: WLED 220 (or in conjunction with)
A study of God’s Word as it specifically relates to women today and God’s plan and purposes for them in every sphere of life as women, wives, homemakers, and mothers. (Resident)

WLED 330 The Role of Christian Women in Ministry 3 hours
Prerequisite: WLED 220
A biblical perspective on the place of women in ministry. Emphasis is placed upon theological aspects, ministry positions available, and exposure to women who are in ministry. (Resident)

WLED 387 Methods of Teaching the Bible and Communications Skills for Women 3 hours
Prerequisite: WLED 220 (or in conjunction with)
A study of the laws of teaching and learning as they apply to women in various situations in which the student has an opportunity to observe and apply the principles and art of effective teaching. (Resident)

WLED 410 Leadership Development and Strategies for Women in Ministry 3 hours
Prerequisite: WLED 220
A study of the skills necessary to be an effective leader to women with emphasis on strategies to evangelize and disciple women in the local church and parachurch. (Resident)

WLED 499 Leadership Development and Strategies for Women in Ministry 3 hours
Prerequisite: Junior status; 21 hour in the major including CHMN 447 and WLED 387; RSCH 201
A supervised field experience designed for women preparing for a position in the field of women’s ministries such as women’s ministry director, women’s ministry coordinator in a local church or a women’s director in a parachurch organization. This internship will focus on the organization, teaching, and leadership components of women’s ministry. The site must be approved by the Director of Women’s Ministries. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Resident)

WRSP 102 Introduction to Creative Worship 3 hours
A course designed for students interested in leading worship in a variety of settings. Emphasis will be placed on developing skills necessary for successful worship leading. (Online)

WMUS 103 Basic Music Skills for Worship Leading 3 hours
A practical introduction to harmonic, melodic, and rhythmical principles of music for the worship leader. Musical elements including key signatures, scales, intervals, chords, chord construction and chord progression are introduced as the foundation for harmonic analysis of traditional, contemporary Christian, popular, and jazz music. Special attention is given to the Nashville Number System and jazz harmony practices as an accepted methodology for music analysis. Examination of contemporary Christian music genres provides resource for practical application of harmonic principles. (Online)

WMUS 303 Dynamics of Worship Leading 3 hours
This is a worship methods class that deals with principles and processes of building a music program for the non-traditional worship service. Attention is given to pedagogy of vocal groups for adult singers. Students also learn the development, role, and repertoire of large and small ensembles in the worship service. (Online)

WMUS 315 Basic Conducting for the Worship Leader 3 hours
Rudimentary instruction in conducting techniques for worship leaders in non-traditional worship settings. Knowledge and skill areas stressed are: basic conducting gestures and patterns; score interpretation; rehearsal management and technique; programming considerations; and special problems in vocal and instrumental situation. (Online)

WMUS 400 Tools, Techniques and Literature for Worship 3 hours
A study of the materials used in program building of instrumental and vocal ensembles in non-traditional worship settings. Evaluation is made of select publishers to investigate musical, audio, video, and software resources availability with application to contemporary Christian worship ensemble. (Online)

WRIT 201 Introduction to Creative Writing 3 hours
Prerequisite: ENGL 101
Students will learn the literary components, complexity, and craft of creative writing. (Both Resident and Online)

WRIT 305 Introduction to Inspirational Writing 3 hours
A study of the history and practice of inspirational writing. (Both Resident and Online)

WRIT 400 Editing, Layout, and Publishing 3 hours
Prerequisite: ENGL 101
This course provides students with a practical working knowledge of the fundamentals of editing, layout, and publishing for creative writing venues and audiences. (Both Resident and Online)

WRIT 402 Methods and Materials of Research 3 hours
Prerequisite: ENGL 101
An introduction to the research and bibliographic methods necessary for successful creative writing. (Both Resident and Online)

WRSP 101 Introduction to Worship Studies 3 hours
Designed to provide an understanding of music and worship in the local church and para-church ministries, this course provides an overview of a professional worship leader's responsibility to the evangelical church. Emphasis is given to the reasons for studying worship, the impact of old and new testament worship; the relationship between music and worship; the principles for Biblical worship; the tasks of teaching and training worshippers; congregational worship leading; principles of evangelism through worship; and, the use of worship in promoting the mission and purpose of the local church. (Online)

WRSP 102 Introduction to Creative Worship 3 hours
This course is an introductory study of worship as related to the five senses. Application is made to lighting design, audio and video production, presentation software, banners, choreography and movement, staging, and a variety of multi-media possibilities. Students will prepare a class project that represents understanding and application of creative worship. (Online)

**WRSP 201 Old and New Testament Principles of Worship**

This course presents principles of Old and New Testament Worship. Included is a discussion of pre-tabernacle, tabernacle, temple, and synagogue worship. An overview of how Jesus, the disciples, and the early Christians worshipped is made in light of how believers will practice Worship in eternity. (Online)

**WRSP 320 History and Philosophy of Worship**

This is the study of the Revival Movement, overview of British and American hymnology, the Great Awakenings, and Evangelical Worship practices as compared to biblical principles through church history. A study is made of the modern worship movements and practices, including: Liturgical; traditional; blended; and modern publishers of contemporary Christian music: Integrity, Vineyard, Passion, and Maranatha worship models. (Online)

**WRSP 321 Principles of Worship Leadership**

This course is about the worship leader's responsibility to build relationships with Christ, the family, people inside and outside the church, the pastoral staff; praise team ministry, the profession, and the congregation. Practical principles of Church ministry including time management, budgeting, and discipleship training are part of this course. (Online)

**WRSP 410 The Mission and Mandate for Worship**

This is a study of the biblical purposes and mandate for worship according to the principles of Romans 12:1-21. Using materials and research gathered from this study, students are required to construct a series of Sunday School Lessons that articulate a biblical purpose and mandate for worship. (Online)

**WRSP 420 A Biblical Model for 21st Century Worship**

This is a worship methods course that makes application of formational, transformational, relational, missional, and reproducible worship to daily living. Using materials and research from this study, students will be required to design a six-week discipleship-Bible study manual for worship leaders. (Online)

**WRSP 421 Congregational Ministry**

This is a study of congregational worship practices in the evangelical traditions. Special attention is given to song selection, programming, conducting concepts, vocal and band rehearsal techniques and the integration of multimedia, drama, and creative movement into the worship ministry. (Online)

**WRSP 430 Building Relationships through Worship**

This is a course that deals with the Bible principle of relationship. Attention is given to the worship leader developing relationship the pastor, worship team, choir and orchestra, and media team. Students will participate in an interview/research project with select worship pastors and musicians. (Online)

**WRSP 440 Strategies for Worship Leading**

Prerequisite: WRSP 430

This is a methods course that deals with strategic planning for worship ministry. Attention is given to principles for developing traditional, blended, and contemporary models for worship. Students will be required to organize and develop worship strategy for small, medium and large worship ministry. (Online)

**YOUTH MINISTRIES**

**YOUT 201 Survey of Youth Ministries**

A study of biblical principles in establishing and maintaining a ministry to adolescents. Emphasis is placed upon a system of philosophy and general principles for adolescent ministry. Special attention is given to developing a youth ministry mission statement, objectives and strategy. (Both Resident and Online)

**YOUT 220 Global Youth Culture**

This course will begin by exploring the cultural practices, behavioral norms, and core values of youth in North America and will expand to global youth culture. It will examine methods for effective ethnographic studies of youth in their host culture and identify areas that create barriers to effective intercultural communication and ministry. Special attention will be given to the anthropological and social issues critical to engaging global adolescents within the context of their culture. (Resident)

**YOUT 301 Foundations of Youth Ministry**

Prerequisite: YOUT 201

An investigation of specific elements that are building blocks for the biblical education of adolescents. Foundational issues, principles of teaching and curriculum development will be studied. (Online)

**YOUT 310 Strategies for Student Outreach**

Prerequisite: YOUT 201, 220 (Student may see professor for prerequisite override)

A study of various strategies in building bridges to the local adolescent community in order to effectively communicate the gospel of Jesus Christ. Special attention will be given to the role of the local church in training its own adolescents to reach their peers, creating a culture of outreach within the church, and having each student develop an effective outreach strategy. (Resident)

**YOUT 340 Current Issues in Youth Ministry**

Prerequisites: YOUT 201, 220; RSCH 201

This course will take a comprehensive examination of contemporary issues related to Youth Ministry. Areas of emphasis will include adolescent behavioral issues, ministerial models and trends that are being practiced among youth ministries, vocational issues among youth ministers/workers, and technological issues that will enhance youth ministry. (Resident)

**YOUT 350 Campus Ministry**

Prerequisites: YOUT 201, 301

A study of the history and strategy of reaching youth through the campus structure. Attention is given to the basic workings of the campus social system and the methods used in reaching it with the gospel. (Formerly YOUT 403) (Online)

**YOUT 360/ Camping Ministry**

**COAL 220**

Prerequisites: YOUT 201, 301

This course will investigate specific elements and issues that are building blocks for camping ministry. Such elements and issues will include starting a camp, programming, recreation, staffing, budgeting, legal issues, promotional methods, camp counseling, camping options and management principles will be addressed. The course will include a full day of on-site training in order to get a hands-on look and feel of the significant ministry of camping. (Resident)

**YOUT 370 / Managing the Christian Organization**

**COAL 370 Ministering the Christian Ministry Organization**

Prerequisites: YOUT 201 and 301

This course will take a comprehensive examination of critical areas for the individual who gives or is considering leadership in a Christian youth organization. An exposition of biblical passages supporting the establishment and function of Christian youth organizations and their supportive relationship to the local church will be presented. After which, pragmatic applications to effectively direct/manage a Christian youth organization will be examined. (Resident)

**YOUT 380 Ministering to Adolescents in Crisis**

Prerequisites: YOUT 201, 220
An examination of both contemporary and re-occurring generational behaviors confronting today’s youth that have escalated to crises. These issues are relevant to adolescents both physically, emotionally, socially, and spiritually. The problem-solving technique of case studies will be juxtaposed with the safety and well-being of the teenager, as well as an emphasis on biblical applications to these problems. *(Resident)*

**YOUT 447  Discipleship in Youth Ministry**  3 hours

Prerequisites: Junior status; CHMN 201, 205, 300, 360

This course is an investigation of the factors which influence spiritual development. Attention is given to exploring the biblical and theological foundations for discipleship and making application to the discipleship process. *(Available Fall 2015) (Resident)*

**YOUT 448  Contemporary Youth Communication**  3 hours

Prerequisites: Junior Status; YOUT 201, 220, 310, 340, 380 and BIBL 350

A study focusing on communicating biblical and spiritual truths to the youth culture. The course equips the student with the specific knowledge, skills, and practice necessary to prepare and deliver effective oral communications. *(Resident)*

**YOUT 450/ Leadership and Management in Ministry**  3 hours

**CHMN 450**

Prerequisites: Junior status, CHMN 201, 205, 300, 360, 447

This course is designed to teach the student the basic organization necessary for an effective local church and Christian ministry. Emphasis is placed on the development of biblical management and leadership skills. Attention is given to the student’s spiritual life, personal life, and ministry life. Topics addressed include the call to ministry, stages of ministry, finding the right church or ministry, personal piety, and staff relations and development. *(Resident)*

**YOUT 460  Programs for Youth Ministry**  3 hours

Prerequisites: Senior Status; CHMN 201, 300, 305, 360 and YOUT 201, 220, 310, 340, 380, 447, 448

A study of the planning and implementation of the ministry vehicle. Specific programming aspects of the large meeting, small group meeting, activities, camping and missions projects will be examined. Attention will be given to annual calendar planning and organization skills. *(Resident)*

**YOUT 495  Directed Research**  1 to 3 hours

*(Resident)*

**YOUT 497  Special Topics in Youth Ministry**  1 to 3 hours

*(Resident)*

**YOUT 499  Youth Ministry Internship**  3 hours

Prerequisites: Junior status, 21 hour in the major, including CHMN 447 and YOUT 448

This internship will focus on both the programming and leadership aspects of youth ministry. It will be a supervised field experience at an approved site. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*
Board of Trustees

Board of Trustees 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](http://www.liberty.edu/trustees/index.cfm?PID=5313).

Administration and Staff

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President

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Chief Operating Officer

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Executive Vice President for Human Resources

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Executive Vice President of Enrollment Management and Marketing

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Director of Athletics

David Nasser
Senior Vice President for Spiritual Development

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Vice President of University Support Services

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Senior Vice President of Campus Facilities and Transportation

Louis Cambeletta
Vice President of Auxiliary Services

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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.
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Vice President of Spiritual Development

Brian Soistmann
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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

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

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

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

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

Dean, College of General Studies
Assistant Professor of Psychology

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Dates</th>
<th>University/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Dobson, Ph.D.</td>
<td>Distinguished Visiting Professor of Child Development and Family Studies</td>
<td>September 2016</td>
<td>Liberty University</td>
</tr>
<tr>
<td>Gary Habermas, B.R.E., M.A., Ph.D.</td>
<td>Distinguished Research Professor of Apologetics and Philosophy</td>
<td>May 1994</td>
<td>Northern Baptist Theological Seminary</td>
</tr>
<tr>
<td>C. Daniel Kim, B.A., B.D., S.T.M., Th.D.</td>
<td>Distinguished Professor of Church History and Intercultural Studies</td>
<td>October 2010</td>
<td>Drexel University</td>
</tr>
<tr>
<td>Boyd C. Rist, B.A., M.A., Ph.D. (Deceased)</td>
<td>Distinguished Professor of History</td>
<td>May 2003</td>
<td>Liberty University</td>
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</table>

### Emeriti

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>John M. Borek, Jr., B.B.A., M.B.A., Ph.D.</td>
<td>Professor Emeritus</td>
</tr>
<tr>
<td>Ruth L. Chamberlin, A.B., B.S., M.A., Ph.D.</td>
<td>Professor Emeritus of English</td>
</tr>
<tr>
<td>John George, B.S., M.A., M.B.A., Ph.D.</td>
<td>Professor Emeritus of Business</td>
</tr>
<tr>
<td>John M. Borek, Jr., B.B.A., M.B.A., Ph.D.</td>
<td>Provost Emeritus</td>
</tr>
<tr>
<td>Ruth L. Chamberlin, A.B., B.S., M.A., Ph.D.</td>
<td>Provost Emeritus</td>
</tr>
<tr>
<td>John George, B.S., M.A., M.B.A., Ph.D.</td>
<td>Provost Emeritus</td>
</tr>
<tr>
<td>Mark B. Lloyd, A.B., M.A., Ph.D. (Deceased)</td>
<td>Provost Emeritus</td>
</tr>
<tr>
<td>Richard D. Patterson, A.B., M.Div., Th.M., M.A., Ph.D.</td>
<td>Provost Emeritus</td>
</tr>
<tr>
<td>Richard D. Patterson, A.B., M.Div., Th.M., M.A., Ph.D.</td>
<td>Distinguished Professor Emeritus of Biblical Studies</td>
</tr>
<tr>
<td>Mark B. Lloyd, A.B., M.A., Ph.D. (Deceased)</td>
<td>Professor Emeritus of Speech</td>
</tr>
<tr>
<td>Hila J. Spear, R.N., B.S.N., M.S.N., Ph.D. (Deceased)</td>
<td>Professor Emeritus of Nursing</td>
</tr>
</tbody>
</table>

Liberty University Undergraduate Catalog – 2018-2019
FINANCING THE UNIVERSITY

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

Abraham, David; B.A.S, M.S., Th.M., Ph.D.
Adjunct Faculty
B.A.S., University of Madras; M.S., Reg Engineering Clg-Trichy; Th.M., Dallas Theological Seminary; Ph.D., Walden University. At LU since 2016.

Abrams, Joshua; B.S., M.A.
Adjunct Faculty
B.S., University of New Mexico; M.A., University of New Mexico. At LU since 2016.

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, April; B.S., M.S.
Adjunct Faculty
B.S., Auburn University; M.S., Auburn University. At LU since 2016.

Adams, Bridget; B.S.N.
Residential Adjunct Faculty
B.S.N., Liberty University. At LU since 2018.

Director of Experiential Learning, School of Religion Professor of Church Ministries

Adams, William, J.; B.S., M.B.A., Ph.D.
Adjunct Instructor of Business
B.S., M.B.A., Campbellsville College; Ph.D., Capella University. At LU since 2011.

Adkins, Matthew Ray; B.S., M.S.
Adjunct Instructor of Business
B.S., Liberty University; M.S., Regis University. At LU since 2013.

Adkins, Michele Rene; B.S., M.Ed.
Adjunct Instructor of Psychology
B.S., Liberty University; M.Ed., Lynchburg College. At LU since 2010.

Assistant Professor of Business
A.A., Cuyahoga Community College; B.B.A., Cleveland State University; M.Ed., Ed.S., Liberty University. At LU since 2018.

Adler, Mark Edmund; B.S., M.A., Ph.D.
Adjunct Instructor of Religion
B.S., Cairn University; M.A., Ph.D., Talbot Theological Seminary. At LU since 2013.

Adu-Gyamfi,Yaw; B.A., M.A., Ph.D.
Chair, Department of English
Professor of English
B.A., Kwame Nkrumah Univ Sci&Tech; M.A., University of Saskatchewan; Ph.D., University of Saskatchewan. At LU since 1999.

Ahmed, Nauri, Dean; B.S., B.S., M.S., MBA
Instructor of Business
B.S., VA Polytech Inst State Univ; B.S., Univ of Maryland University Co; M.S., Liberty University; M.B.A., American Sentinel University. At LU since 2008.

Aidoo, Kwame; M.A.R., M.Div.
Instructor of Religion

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.

Aki, Charles; B.A., M.S., Ph.D.
Adjunct Faculty
B.A., Southern Illinois University; M.S., Southern Illinois University; Ph.D., Ohio State University. At LU since 2014.

Albarn, Donald; B.A., M.A., D.Min.
Adjunct Instructor
B.A., Capital Bible Seminary; M.A., Grace College and Seminary; D.Min., Grace College and Seminary. At LU since 2003.

Alban, Evangeline F; B.S., M.A.
Adjunct Instructor
B.S., Liberty University; M.A., Towson University. At LU since 2006.

Alban, Jr., Donald H.; B.A., M.A., Ph.D.
Professor of Communication Studies
B.A., Appalachian Bible College; M.A., Regent University; Ph.D., Regent University. At LU since 2002.

Alhareda, Jose; B.A., M.S.
Adjunct Instructor of Business
B.A., Luther Rice Seminary; University; M.S., University of Phoenix. At LU since 2012.

Alcindor, Esther; B.S., M.Ed., Ph.D.
Chair, Early and Elementary Education
Assistant Professor of Education

Alderman, Stephen; B.S., J.D., M.B.A.
Adjunct Faculty
B.S., Houghton College; J.D., University of Denver; M.B.A., University of Denver. At LU since 2014.

Aleshire, William D; B.M., M.Div., Th.M.
Adjunct Instructor of Religion
B.M., Stetson University; M.Div., Southeastern Baptist Theological Seminary; Th.M., Southeastern Baptist Theological Seminary. At LU since 2010.

Alexson, Andrew Tait; B.S.; M.S., M.Div., Ed.S., Ed.D.
Adjunct Instructor of Religion
B.S., University Of Idaho; M.S., University of Maine at Orono; M.Div., Columbia International University; Ed.S., Ed.D., Liberty University. At LU since 2006.

Alford, Mary Paula; B.S., M.B.A.
Adjunct Faculty
B.S., M.B.A., Liberty University. At LU since 2015.

Allanson, Patricia; B.S.E., M.Ed., Ed.S., Ed.D.
Adjunct Instructor

Allen, Christina; B.S., M.A.
Adjunct Instructor of Psychology
B.S., M.A., Liberty University. At LU since 2008.
Assistant Professor of Religion
B.A., University of New Orleans; M.R.E., New Orleans Baptist Theological Seminary; D.Ed.Min., New Orleans Baptist Theological Seminary. At LU since 2011.

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.

Assistant Professor of Religion
B.A., Pillsbury Baptist Bible Col; M.A., Minnesota State Univ Mankato; M.Div., Central Baptist Theological Seminary; D.Min., Baptist Bible College. At LU since 2009.

Allen, Todd M.; B.S., Ph.D.
Professor of Chemistry
B.S., Gordon College; Ph.D., University of California at Davis. At LU since 2013.

Allen, William E.; B.S., M.B.A., J.D., Ph.D.
Adjunct Faculty
B.S., Indiana Univ/Purdue University; M.B.A., Victoria University of Tech; J.D., Indiana Univ/Purdue University; Ph.D., Southern Baptist Theological Seminary. At LU since 2015.

Allen, William A.; B.S., M.A., M.F.A.
Adjunct Instructor
B.S., M.A., Pensacola Christian College; M.F.A., Academy of Arts Int Program. At LU since 2012.

Alley, Christopher Gerald; B.A., M.Div.
Adjunct Instructor of Religion
B.A., Lenoir Rhyne University; M.Div., Southwestern Baptist Theological Seminary. At LU since 2012.

Allison, Connie Dowell; B.M.E., M.B.A.
Adjunct Instructor of Business

Associate Professor of Strategic and Personal Communication
B.A., Asbury College; M.Div., M.A., Methodist Theological School in Ohio; Ed.D., Nova University. At LU since 1977.

Alvarez, Guillermo; B.A., M.S.
Adjunct Faculty
B.A., San Diego State University; M.S., San Diego State University. At LU since 2014.

Alvis, Jason Wesley; B.S., M.A., Ph.D.
Instructor of Philosophy
B.S., M.A., Liberty University; Ph.D., University of Denver. At LU since 2009.

Amos, Christopher Michael; B.S., M.S.
Assistant Professor of Sport Management
B.S., M.S., Liberty University. At LU since 2012.

Anand, Lila; B.A., M.A.
Adjunct Instructor
B.A., Willamette University; M.A., University of Oregon. At LU since 2012.

Anand, Gurpreet ; B.S., M.Ed., Ed.S., Ed.D.
Adjunct Instructor
B.S., M.Ed., Ed.S., Columbus State University; Ed.D., Argosy University-Sarasota, FL. At LU since 2013.

Anderson, Bailey Patricia; B.S., M.Ed., Ed.S.
Adjunct Instructor

Anderson, Barbara; B.S.W, M.S.W., Ph.D.
Adjunct Faculty
B.S.W., M.S.W., Radford University; Ph.D., Univ of Tennessee Knoxville. At LU since 2016.

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Barnett, Susan Yvonne; B.S.N., M.S.N
Online Adjunct Instructor of Nursing
B.S.N., Liberty University; M.S.N., University of Phoenix. At LU since 2016.
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<td>Barrett, Perry Thomas</td>
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<td>Barrett, David</td>
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<td>Beatrice, John David</td>
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<td>Adjunct Instructor</td>
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<tr>
<td>B.S., Old Dominion University; M.A.T., Norfolk State University; Ed.S., Ed.D., George Washington University</td>
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<td>Beasley, Rebekah Martha Jean</td>
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<td>Adjunct Instructor</td>
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<td>B.S., M.B.A., Liberty University</td>
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<th>Instructor of Religion</th>
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<tr>
<td>Beaucamp, Lance T.</td>
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<td>Instructor of Religion</td>
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<tr>
<td>B.A., Stetson University; M.Div., New Orleans Baptist Theological Seminary; Ph.D., Southeastern Baptist Theological Seminary</td>
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<tr>
<th>Associate Professor of Education</th>
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<tr>
<td>B.M., University of Texas at Austin; M.M., D.M., Florida State University</td>
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<th>Instructor of History</th>
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<tr>
<td>B.A., Bob Jones University; M.A., University of North Florida</td>
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<th>Adjunct Instructor of Business</th>
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<tr>
<td>B.S., University of West Florida; M.Acc., University of South Florida</td>
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<th>Assistant Professor of Biology</th>
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<tr>
<td>B.S., University of Maryland Washington; M.S., James Madison University; Ph.D., Virginia Polytechnic Institute and State University</td>
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<th>Adjunct Instructor of Religion</th>
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<tr>
<td>B.A., M.A.R., M.Div.</td>
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<td>B.A., Liberty University</td>
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</table>
B.M., Northwestern College; St. Paul; M.A., Ed.D., University of Northern Colorado; Greeley County. At LU since 2008.

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<th>Note</th>
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Kaithenski, Jenna; B.S., M.B.A.
Adjunct Faculty
B.S., M.B.A., Liberty University. At LU since 2015.
### FACULTY ROSTER

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institution</th>
<th>Field</th>
<th>Since</th>
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<tbody>
<tr>
<td>Keller, Jill E.; M.A., Psy.D.</td>
<td>Adjunct Instructor of Psychology</td>
<td>B.S., Loyola Marymont University; Psy.D., Northcentral University</td>
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<tr>
<td>Kelly, Brent; B.S., M.Div., Ph.D.</td>
<td>Assistant Professor of Religion</td>
<td>B.S., Multnomah Bible College; M.Div., Ph.D.; The Southern Baptist Theological Seminary</td>
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<tr>
<td>Kelly, Pamela R.; B.A., M.B.A., D</td>
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<td>B.A., University of Miami; M.B.A., D, University of Phoenix</td>
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<td>Kemp, Tammy S.; B.S., M.S.N., D.N.P.</td>
<td>Adjunct Faculty</td>
<td>B.S., Radford University; M.S.N., Duke University; D.N.P., Case Western Reserve University</td>
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<tr>
<td>Kennedy, Jennifer; B.S., M.Ed.</td>
<td>Instructor of Psychology</td>
<td>B.S., University of Pittsburgh; M.Ed., Lynchburg College</td>
<td>At LU since 2007</td>
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<td>Kennedy, Mark C.; B.A.S., M.A.</td>
<td>Adjunct Instructor of Government</td>
<td>B.A.S., Southwestern Adventist University; M.A., American Military University</td>
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<td>Kennedy, Ronald S.; B.B.A., M.B.A.</td>
<td>Adjunct Instructor of Business</td>
<td>B.B.A., M.B.A., Liberty University</td>
<td>At LU since 2006</td>
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<td>Kennedy, Tonia; B.S.N., M.S.N., Ed.D.</td>
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<td>Kerr, Stephen P.; B.S., M.A., Ph.D.</td>
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<td>Kesler, Christopher M.; B.S., M.Div., M.A.R.</td>
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<td>Kesler, Melanie Falwell; B.S., M.Ed.</td>
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<td>Kettering, Christian Thomas; B.A., M.A., M.B.A.</td>
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<td>Kilbourne, Brianne Fariss; B.S., M.H.S., Ed.D.</td>
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<td>Kilgore, William Michael; B.A., J.D.</td>
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<td>Kilian, Justin Robert; B.S., M.Ed.</td>
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<td>Kilian, Nina Frances; B.S.N.</td>
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<td>Kilpatrick, Stephen J.; B.A., M.S., Ph.D.</td>
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<td>Kim, Jaeshil A.; B.A., M.A., Ph.D.</td>
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<td>Kim, Ji Chan; B.A., M.A., M.Div., M.Ed., M.S., Ph.D.</td>
<td>Instructor of Psychology</td>
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<td>Kim, Sungtaek; B.A., Th.M., D.Min.</td>
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<td>Kim, Taeseong; B.M., M.M., D.M.A.</td>
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<td>Kim, Smith Woori; B.M., M.Mus., D.M.A.</td>
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<td>Kimble, Jeremy; B.S., Th.M., M.Div., Ph.D.</td>
<td>Adjunct Instructor of Religion</td>
<td>B.S., Baptist Bible College; Th.M., Southern Baptist Theological Seminary; M.Div., Winebrenner Theological Seminary; Ph.D., Southeastern Baptist Theological Seminary</td>
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<td>Kimbrough, Pamela, H.; B.S., M.S., M.S.</td>
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<td>Kimmel, Heath Jared; B.S., M.B.A.</td>
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<tr>
<td>Kinchen, John Dawson; B.M., M.M., D.M.A.</td>
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<tr>
<td>King, Curtis Paul; B.S., M.Div.</td>
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<tr>
<td>King, Darren; B.S., M.A., M.Div.</td>
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<td>B.S., Truman State University; M.A., Northwest Missouri State University; M.Div., Midwestern Baptist Theological Seminary</td>
<td>At LU since 2013</td>
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Assistant Professor  
B.S., Minnesota State University; M.A., Chapman University; M.A.R., M.Div., D.Min., Liberty Baptist Theological Seminary; M.B.A., Ph.D., Liberty University. At LU since 2009.  
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<th>Name</th>
<th>Degree(s)</th>
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<td>Laughlin, Bryan J.</td>
<td>B.S., M.Div., Th.M.</td>
<td>Instructor</td>
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<td>Law, Colleen E.</td>
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<td>Law, Thomas L.</td>
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<td>Lawrence, Justin</td>
<td>B.A., M.B.A., M.A.R., M.Div., J.D.</td>
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<td>B.S., M.A.</td>
<td>Adjunct Instructor of Psychology</td>
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<td>B.S., Liberty University. At LU since 2009.</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Institution and Degrees</th>
<th>Notes</th>
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<td>Richardson, Nancy A.; B.S., M.S., Ph.D.</td>
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<tr>
<td>Richardson, Steven L.; B.S., M.S.</td>
<td>Adjunct Faculty&lt;br&gt;B.S., M.S., West Virginia University. At LU since 2014.</td>
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<td>Rickards, Amy Parilee; B.S., M.A.</td>
<td>Adjunct Instructor&lt;br&gt;B.S., Liberty University; M.A., Virginia Commonwealth University. At LU since 2009.</td>
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<td>Rickert, Russell; B.S., M.Ed.</td>
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<td>Ricketts, Travis; M.A., Ph.D.</td>
<td>Adjunct Faculty&lt;br&gt;B.A., Ph.D., Kansas State University. At LU since 2016.</td>
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<td>Riedthaler-Williams, Jennifer; B.A., M.P.A., J.D.</td>
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<td>Rieger, Keith E.; B.B.A., M.A.</td>
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<td>Rinehart, Sandra R.; B.A., M.A.</td>
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<tr>
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<tr>
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<tr>
<td>Name</td>
<td>Degree(s)</td>
<td>Department/Position</td>
<td>Institution(s)</td>
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<th>Title</th>
<th>Institution 1</th>
<th>Institution 2</th>
<th>Year since</th>
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<td>Stanton, Toni</td>
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<td>2009</td>
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<tr>
<td>Starne, Kristi M.</td>
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<td>2009</td>
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<td>Staton, Ron Jeffrey</td>
<td>B.A., M.A.</td>
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<td>Liberty University</td>
<td>2009</td>
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<tr>
<td>Stallworth, T.</td>
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<td>2014</td>
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<tr>
<td>Steele, Julie Anne</td>
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<td>Liberty University</td>
<td>2007</td>
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<th>Name</th>
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<td>Trahan, Chris; B.A., M.A.</td>
<td>Chair, Online: Operational Support</td>
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B.S., Liberty University; M.Ed., Lynchburg College. At LU since 2008.

Winchester, Chris L.; B.A., M.A.
Adjunct Instructor of Religion

Wind, John; B.A., M.Div.
Adjunct Instructor of Religion
B.A., Northwestern College; M.Div., Southern Baptist Theological Seminary. At LU since 2012.

Windsor, Carl; B.A., M.A., Ph.D.
Adjunct Faculty
B.A., M.A., Michigan State University; Ph.D., Ohio State University. At LU since 2014.

Windsor, Deborah Ann; B.S., M.B.A.
Adjunct Instructor of Business
B.S., M.B.A., Liberty University. At LU since 2013.

Wine, Larry E.; B.A., M.S.F.E.
Instructor of Criminal Justice
B.A., Adrian College; M.S.F.E., Troy State University. At LU since 2012.

Wing, Peter; Th.B., M.M.
Adjunct Instructor of Aeronautics
Th.B., M.Min, Piedmont International University. At LU since 2013.

Winstead, Mark T.;
Instructor
At LU since 2018.
FACULTY ROSTER

Winter, Natalie C.; B.S., M.B.A., Ed.D.
  Instructor
  B.S., M.B.A., Azusa Pacific University; Ed.D., Pepperdine University. At LU since 2015.

Winterich, Daniel Robert; B.S., J.D.
  Adjunct Instructor of Government
  B.S., John Carroll University; J.D., Cleveland State University. At LU since 2011.

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.

Witt, Angela; B.S., ATC
  Approved Clinical Preceptor
  B.S., Liberty University. At LU since 2011.

Witt, Angela N.; B.S.N., M.S.N.
  Residential Adjunct
  B.S.N., M.S.N., Liberty University. At LU since 2018.

Wolfe, Kevin D.; B.S., M.A., Ph.D.
  Assistant Professor of History
  B.S., Wofford College; M.A., College of Charleston; Ph.D., University of South Carolina. At LU since 2012.

Wolverton, Rachel L.; B.S., M.S.
  Adjunct Faculty
  B.S., Letourneau University; M.S., Eastern Michigan University. At LU since 2014.

Wood, Benjamin Scott; B.A., M.A., Ph.D.
  Instructor of Psychology
  B.A., Azusa Pacific University; M.A., California State University; Ph.D., Hofstra University. At LU since 2015.

Wood, Robin Anne; B.A., M.Ed.
  Adjunct Instructor

Wood, Ronald; BACC, M.A., Ph.D.
  Adjunct Faculty
  BACC, M.A., Suny Empire State College; Ph.D., Walden University. At LU since 2014.

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.

  Adjunct Instructor of Religion

Woodward, Erin Christine; B.S.E., M.Ed.
  Adjunct Instructor of Education
  B.S.E., Liberty University; M.Ed., Alfred University. At LU since 2007.

Woodworth, Steven E.; B.A., Ph.D.
  Adjunct Instructor of History
  B.A., Southern Illinois University; Ph.D., Rice University. At LU since 2006.

Woody, Dana Kaye Smith; B.S., M.S.N, D.N.P.
  Assistant Professor of Nursing
  B.S., M.S.N, Lynchburg College; D.N.P., Liberty University. At LU since 2013.

Worley, Michele Sutton; B.A. M.Ed., Ed.S.
  Executive Director, Operations
  B.A. University of North Caroline at Greensboro, M.Ed., Ed.S. Liberty University. At LU since 2011.

Wright, Carrie Lynn; B.S., M.A.
  Adjunct Instructor of Psychology
  B.S., M.A., Liberty University. At LU since 2011.

Wright, Jay E.; B.A., M.B.A.
  Instructor of Business
  B.A., Radford University; M.B.A., Old Dominion University. At LU since 2007.

Wu, Darren C.; B.S., M.A.R., Ed.D.
  Associate Director of QEP
  B.S., United States Naval Academy; M.A.R., Liberty University; Ed.D., Liberty University. At LU since 2008.

Wygal, Sharon A.; B.S., M.S.
  Adjunct Instructor of Health Professions
  B.S., Liberty University; M.S., Virginia Polytechnic Institute and State University. At LU since 2005.

Wynn, Crystal L.; B.S., M.P.H., Ph.D.
  Adjunct Instructor of Health Professions
  B.S., Delaware State University; M.P.H., University of North Carolina - Chapel Hill; Ph.D., Walden University. At LU since 2012.

Xie, Yan; M.A., M.Ed., Ed.D.
  Assistant Professor of Modern Languages
  M.A., Xian International University; M.Ed., University of Massachusetts - Amherst; Ed.D., Liberty University. At LU since 2012.

Xu, David; B.A., M.F.A.
  Adjunct Faculty
  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 Old Testament Studies

Yates, Wendy J.; B.S., M.Ed.
  Adjunct Faculty
  B.S., Liberty University; M.Ed., Averett University. At LU since 2016.

Yeager, Erik; B.A., M.B.A.
  Adjunct Faculty
  B.A., Colorado State University; M.B.A., Liberty University. At LU since 2014.

Yearwood, Jeff; B.A.S., M.A.
  Adjunct Instructor of Business
  B.A.S., M.A., Capella University. At LU since 2013.

Yerrington, Daniel P.; B.S., M.A.S.
  Adjunct Instructor of Aeronautics
  B.S., M.A.S. Embry Riddle Aeronautical University. At LU since 2018.

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.

Yokum, Sarah M0; B.B.A., M.A.C.
  Adjunct Instructor of Business
  B.B.A., M.A.C., West Virginia University. At LU since 2011.
Yonts, Timothy Asher; B.S., M.Div.
Adjunct Faculty
B.S., Liberty University; M.Div., Liberty Baptist Theological Seminary. At LU since 2014.
Young, Emily Dawn; B.S.N., M.S.N.
Residential Adjunct
B.S.N., M.S.N., Liberty University. At LU since 2016.
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.
Young, Jr., Robert Breen; B.S., M.S.
Associate Professor of Mathematics
B.S., Liberty University; M.S., North Carolina State University. At LU since 2007.
Yuzon, Kelli Brooke; B.S., M.A.
Adjunct Instructor of Psychology
B.S., M.A., Liberty University. At LU since 2013.
Zaffke, Virginia; B.A., M.A.
Assistant Professor of Business Management Information Systems
B.A., Bethel College; M.A., College of St. Thomas. At LU since 1995.
Zealand, Clark T. W.; 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.
Zealand, Lauren Danae; B.B.A., M.B.A.
Adjunct Instructor
Zegeye, Ephraim; B.S., M.S., Ph.D.
Associate Professor of Mechanical Engineering
B.S., M.S., Addis Ababa University in Ethiopia; Ph.D., Louisiana State University. At LU since 2018.
Zhang, Pei; B.S., Ph.D.
Associate Professor of Biology
B.S., Huazhong Normal University - China; Ph.D., University of Alabama. At LU since 2014.
Ziebart, Carolyn; BACC, M.Eng.
Instructor of Engineering
BACC, M.Eng., Georgia Institute of Technology. At LU since 2015.
Zimmerman, Lisa D.; B.A., M.S.W.
Instructor of Social Work
B.A., Wheaton College; M.S.W., University of Illinois-Chicago. At LU since 2015.
Zuidema, Brandon; B.S., M.S.
Instructor of Criminal Justice
B.S., State University of New York; M.S., Longwood University. At LU since 2007.
Zuidema, Ryan; B.S., M.B.A.
Instructor of Criminal Justice
B.S., State University of New York; M.B.A., Averett University. At LU since 2012.
Zuidema, Spring, I.; B.A., M.A.
Instructor of English
B.A., Lynchburg College; M.A., Longwood University. At LU since 2006.
Zwald, Nathan, John; B.M.
Adjunct Faculty
B.M., Shenandoah University. At LU since 2016.
Addendum Record

Courses of Instruction
September 10, 2018
http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=31
FACC FIO 201809-01

Courses of Instruction
September 11, 2018
http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=31
FACC FIO 201809-02
Page 224, Delete ETHC 323 and ETHC 324.
Page 231, Add GOVT 323 (Formerly ETHC 323) and GOVT 324 (Formerly ETHC 324).
FACC FIO 201809-01
Page 190-200, Add the following courses: CINE 110, CINE 260, CINE 320, CINE 371, CINE 381, CINE 390, CINE 391, CINE 392, CINE 393, CINE 394, and CINE 395.

Academic Information and Policies – Resident Program
September 17, 2018
https://www.liberty.edu/index.cfm?PID=39227
ACC 201809-01
Page 29, Modify Academic Probation section.

Academic Information and Policies – Online Program
September 17, 2018
https://www.liberty.edu/index.cfm?PID=39228
ACC 201809-01
Page 40, Modify Academic Probation section.

Board of Trustees; Administration and Staff
September 17, 2018
https://www.liberty.edu/index.cfm?PID=39229
Request for Catalog Change Form
Page 289, Modify Greg Dowell’s title information.

School of Health Sciences
September 24, 2018
https://www.liberty.edu/index.cfm?PID=39242
FACC 201802-01
Page 145-146, Add new online program: Bachelor of Science in Respiratory Therapy: Post-Licensure.

Programs of Study
September 24, 2018
https://www.liberty.edu/index.cfm?PID=40355
FACC 201802-01
Page 145-146, Add new online program: Bachelor of Science in Respiratory Therapy: Post-Licensure.

Courses of Instruction
September 24, 2018
http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=31
FACC 201802-01
FACC 201712-28
Page 276, Modify course format to Resident and Online fore course SMGT 310.
FACC 201801-07_08_10
Page 185, Modify course prerequisites for BIBL 425.

Expenses and Financial Policy – Resident Program
September 25, 2018
https://www.liberty.edu/index.cfm?PID=39244
Request for Catalog Change Form
Page 47-48, Modify Dining Fee subsection.
Page 49, Modify Withdrawal Refund Policy subsection.

Programs of Study
September 26, 2018
https://www.liberty.edu/index.cfm?PID=40355
Request for Catalog Change Form
Page 78, Removed this statement “Specific Course Requirements and Course Sequences for all residential majors may be found at http://www.liberty.edu/casas.”

Introduction to the Campus
September 26, 2018
https://www.liberty.edu/index.cfm?PID=39225
Request for Catalog Change Form
Page 8, Add Freedom Tower information.

Academic Information and Policies – Online Program
October 3, 2018
https://www.liberty.edu/index.cfm?PID=39228
Request for Catalog Change Form
Page 37, Update URL for “DANTES Subject Standardized Tests (DSSTs)” subsection.

Expenses and Financial Policy – Resident Program
October 10, 2018
https://www.liberty.edu/index.cfm?PID=39244
Request for Catalog Change Form
Page 48, Modify Fee Appeal Policy subsection.

Expenses and Financial Policy – Online Program
October 10, 2018
https://www.liberty.edu/index.cfm?PID=39249
Request for Catalog Change Form
Page 53, Modify Fee Appeal Policy subsection.

School of Visual & Performing Arts
October 10, 2018
https://www.liberty.edu/index.cfm?PID=39263
FACC 201809-01
Page 162, Add new minor Cinematic Arts Production Minor.

Programs of Study
October 10, 2018
https://www.liberty.edu/index.cfm?PID=40355
FACC 201809-01
Page 81, Add new minor Cinematic Arts Production Minor.

Courses of Instruction
October 15, 2018
http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=31
FACC 201809-01
Page 199, Modify course prerequisites: CINE 301, CINE 305 and CINE 355.
FACC 201810-04
Page 258, Modify course prerequisites for MUSC 485 Orchestra II.

Rawlings School of Divinity
October 15, 2018
https://www.liberty.edu/index.cfm?PID=39238
FACC 201809-02
Page 120, Add new cognate: Bachelor of Science in Religion: Global Studies.
FACC 201809-03
Page 120, Add new cognate: Bachelor of Science in Religion: Christian Leadership.

Programs of Study
October 15, 2018
https://www.liberty.edu/index.cfm?PID=40355

FACC 201809-02
Page 80, Add new cognate: Bachelor of Science in Religion: Global Studies.

FACC 201809-03
Page 80, Add new cognate: Bachelor of Science in Religion: Christian Leadership.

Programs of Study
October 10, 2018
https://www.liberty.edu/index.cfm?PID=40355

FACC 201809-01
Page 81, Add new minor Cinematic Arts Production Minor.

Expenses and Financial Policy – Online Program
October 25, 2018
https://www.liberty.edu/index.cfm?PID=39249

Request for Catalog Change Form
Page 51, Modify Fee for Registered Nurse entries; rates reduced as of Spring 2019.

School of Nursing
October 26, 2018
https://www.liberty.edu/index.cfm?PID=39258

Request for Catalog Change Form
Page 159, Modify Admission standards for RN-BSN-MSN. Change GRST 500 to GRST 501.

FACC 201809-03
Page 120, Add new cognate: Bachelor of Science in Religion: Christian Leadership.

Academic Information and Policies – Resident Program
November 5, 2018
https://www.liberty.edu/index.cfm?PID=39227

Request for Catalog Change Form
Page 33, Remove hyperlink to application in bullet 7 under “Certificate Completion Requirements” subsection.

Academic Information and Policies – Online Program
November 5, 2018
https://www.liberty.edu/index.cfm?PID=39228

Request for Catalog Change Form
Page 43, Remove hyperlink to application in bullet 7 under “Certificate Completion Requirements” subsection.

School of Business
November 8, 2018
https://www.liberty.edu/index.cfm?PID=39240

PLO Revision Form
Page 108, Modify Bachelor of Science in Accounting (B.S.) Program Learning Outcome.

Academic Information and Policies – Resident Program
November 13, 2018
https://www.liberty.edu/index.cfm?PID=39227

Request for Catalog Change Form
Page 28, Update hyperlink to “Definition of Attendance” subsection.

Courses of Instruction
November 27, 2018
http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=31

FACC FIO 201811-04
Page 191, Modify BUSI 344 prerequisites.

Page 192, Modify BUSI 428 prerequisites.

Page 194, Modify BUSI 494 prerequisites.
Page 222, Modify ENGR 381 prerequisites.
Page 223, Modify ENGR 481 prerequisites.

School of Education
November 29, 2018
https://www.liberty.edu/index.cfm?PID=39239

Administrative Approval 2018 11 27
Page 130-131, Remove Department of Sport Management, along with degrees and minors that fall under department (Sport Management B.S., Coaching B.S., Coaching minor, Sport Management minor, Sport Outreach minor).

School of Business
November 29, 2018
https://www.liberty.edu/index.cfm?PID=39240

Administrative Approval 2018 11 27
Page 113, Move Department of Sport Management, along with degrees and minors that fall under department (Sport Management B.S., Coaching B.S., Coaching minor, Sport Management minor, Sport Outreach minor). Rename department to “Department of Sport, Event, and Tourism Management).
Page 107, “Sigma Beta” is a typo. Modify to reflect “Sigma Beta”.

Programs of Study
November 29, 2018
https://www.liberty.edu/index.cfm?PID=40355

Administrative Approval 2018 11 27
Page 79, Add Sport Management B.S., Coaching B.S., Coaching minor, Sport Management minor, Sport Outreach minor in the School of Business.
Page 80, Remove Sport Management B.S., Coaching B.S., Coaching minor, Sport Management minor, Sport Outreach minor from the School of Education.

Courses of Instruction
December 3, 2018
http://www.liberty.edu/index.cfm?action=courses&P ID=19959&C atID=31

FACC FIO 201811-06
Page 197, Modify CHMN 250 course description.
FACC FIO 201811-03
Page 178, Modify course descriptions for AVIA 215 and AVIA 335.
Page 181, Modify course descriptions for AVIA 446 and AVIA 447.

School of Music
December 3, 2018
https://www.liberty.edu/index.cfm?PID=39240

Administrative Approval 2018 11 26
Page 156, Change B.M. in Music in World Cultures to B.M. in Ethnomusicology.

Programs of Study
December 3, 2018
https://www.liberty.edu/index.cfm?PID=40355

Administrative Approval 2018 11 27
Page 81, Change B.M. in Music in World Cultures to B.M. in Ethnomusicology.

School of Health Sciences
December 6, 2018
https://www.liberty.edu/index.cfm?PID=39242

PLO Revision Form
Page 146, Add new Program Learning Outcomes for Associate of Applied Science in Medical Office Assistant (A.A.S.).

School of Music
December 11, 2018
https://www.liberty.edu/index.cfm?PID=39240

PLO Revision Form

Expenses and Financial Policy – Resident Program
January 3, 2019
https://www.liberty.edu/index.cfm?PID=39244
Request for Catalog Change Form
Page 49, Modify Withdrawal Refund Policy verbiage to reflect “the semester” instead of “the course.”
Page 45, Remove English Language Institute.

Courses of Instruction
January 7, 2019
http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=31
FACC FIO 201811-08
Page 246-247, Modify prerequisites for: MISC 002, MISC 003, MISC 004, MISC 005, MISC 006, MISC 007, MISC 008, MISC 102, MISC 201, MISC 202, MISC 301, MISC 302, MISC 401, and MISC 402.

Academic Information and Policies – Resident Program
January 9, 2019
https://www.liberty.edu/index.cfm?PID=39227
Request for Catalog Change Form
Page 22, Move Travis Hoegh to Associate Registrar for Academic Operations and add Kelli Goins, B.S. to the Assistant Registrar for Academic Operations title.

Academic Information and Policies – Online Program
January 9, 2019
https://www.liberty.edu/index.cfm?PID=39228
Request for Catalog Change Form
Page 35, Move Travis Hoegh to Associate Registrar for Academic Operations and add Kelli Goins, B.S. to the Assistant Registrar for Academic Operations title.

Courses of Instruction
January 9, 2019
http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=31
FACC 201811-06
Page 173, Add new course ASCS 103.

School of Education
January 10, 2019
https://www.liberty.edu/index.cfm?PID=39239
Request for Catalog Change Form

School of Behavioral Sciences
January 11, 2019
https://www.liberty.edu/index.cfm?PID=39257
Request for Catalog Change Form
Page 105, Add PLO’s for Sociology Minor and Christian Counseling Minor.

Financial Aid Information and Policies
January 15, 2019
https://www.liberty.edu/index.cfm?PID=39276
Request for Catalog Change Form
Page 56, 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 58, Update hyperlinks for the follow subsections: Federal Teach Grant Summary; Federal Work Study (FWS); The General Scholarship Rule (GSR).
Page 59, 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 – Online Program
January 21, 2019
https://www.liberty.edu/index.cfm?PID=39249
Request for Catalog Change Form
Page 54, Modify Official Withdrawal subsection.

Courses of Instruction
January 22, 2019
http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=31
FACC FIO 201901-01
Page 228, Modify FNLT 101 course credit hours from 1 hour to 0 hours.
Page 235, Modify HIST 419 course description.

Academic Information and Policies – Resident Program
January 29, 2019
https://www.liberty.edu/index.cfm?PID=39227
Request for Catalog Change Form
Page 24, Add Institutional Challenge Examinations (ICE) subsection in between Experiential Learning Credit and Military Evaluations.

Academic Information and Policies – Online Program
January 29, 2019
https://www.liberty.edu/index.cfm?PID=39228
Request for Catalog Change Form
Page 36, Modify Institutional Challenge Examinations (ICE) subsection with new policy verbiage.

Expenses and Financial Policy – Online Program
January 30, 2019
https://www.liberty.edu/index.cfm?PID=39249
Request for Catalog Change Form
Page 51, Modify Fee for Registered Nurse Bachelor of Science in Nursing-Master of Science in Nursing (Dual Degree)(B.S.N.-M.S.N.)*.

School of Health Sciences
February 4, 2019
https://www.liberty.edu/index.cfm?PID=39242
PLO Revision Form
Page 139, Modify Program Learning Outcomes for Biochemistry and Molecular Biology Major (B.S.).
Page 140, Modify Program Learning Outcomes for Biomedical Sciences (B.S.), Biopsychology Major (B.S.), Biotechnology Major (B.S.), Chemistry Major (B.S.), Environmental Biology Major (B.S.), and Forensic Science Major (B.S.).
Page 141, Modify Program Learning Outcomes for General Biology Major (B.S.), Zoology Major (B.S.).

College of Applied Studies and Academic Success
February 4, 2019
https://www.liberty.edu/index.cfm?PID=39251
PLO Revision Form

College of Applied Studies and Academic Success
February 4, 2019
https://www.liberty.edu/index.cfm?PID=39251
PLO Revision Form
Page 84, Modify Program Learning

Rawlings School of Divinity
February 25, 2019
https://www.liberty.edu/index.cfm?PID=39238
Request for Catalog Change Form
Page 122, Modify Pastoral Leadership (B.S.) description and purpose.

Academic Information and Policies – Resident Program
March 11, 2019
https://www.liberty.edu/index.cfm?PID=39227
FCC 201608-01
Page 27, Replace BWVW 101 and BWVW 102 with RLGN 105 in the notes section for “Dropping/Adding/Withdrawing from Courses” subsection.
Courses of Instruction
March 19, 2019
http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=31
FACC 201901-02
Page 242, Add LEAD 110, LEAD 112, LEAD 122, LEAD 210, LEAD 212, and LEAD 222.

Expenses and Financial Policy – Online Program
April 1, 2019
https://www.liberty.edu/index.cfm?PID=39249
Request for Catalog Change Form
Page 51, Remove Technology Fee note, add “ICE Study Material Package (Optional),” add “Bachelor of Science in Nursing- RN Post Licensure,” remove “Enrollment Adjustment fee.” Modify Payment Plan fee from “40” to “50.”
Page 52, Modify Payment Plan fee in the “Payment Plan” subsection to display “50” instead of “40.”

Expenses and Financial Policy – Resident Program
April 1, 2019
https://www.liberty.edu/index.cfm?PID=39244
Request for Catalog Change Form
Page 45, Modify Payment Plan fee from “40” to “50” in table.
Page 46, Modify Payment Plan fee in the “Payment Plan” subsection to display “50” instead of “40.”
Page 49, Modify FAA fee and add “ICE Student Material Package (Optional).”

Courses of Instruction
May 7, 2019
http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=31
FACC 201812-09
Page 236, Add HIUS 313.
FACC FIO 201903-04
Page 187, Modify Prerequisites for BIOL 216, BIOL 225, BIOL 305, and BIOL 313.
Page 188, Modify Prerequisites for BIOL 330, BIOL 385, BIOL 408, and BIOL 419.
Page 196, Modify Prerequisites for CHEM 301.
FACC FIO 201903-03
Page 238, Modify Prerequisites for HLTH 370.