



**2012-2013  
STUDENT  
HANDBOOK**

## **A MESSAGE FROM THE SUPERINTENDENT**

A wise old gentleman once offered me the following advice. He said, "The difference between a successful man and an unsuccessful man is that the successful man did all of the things which the unsuccessful man thought were not necessary to do." Daniel Webster is remembered for his similar thought, "It's the little farther that costs and the little farther that counts." The path to excellence is not easy.

The secular world demands that it shelter all young people from the truths of a biblical perspective of life. As Christians that path of error cannot provide true excellence, thus the need for Christian education. I am thankful that the Liberty University Online Academy is available to provide you with a path for academic excellence.

Liberty University Online Academy strives to offer students a Bible-based, Christ-centered education that also develops each individual's academic and life skills. As Dr. Falwell often stated, "We want our students to learn how to make a living and how to live."

The path to excellence requires that home and school work in a unified effort. As you read the pages of this handbook, I trust that your heart will join with ours in philosophy and academic pursuit. As your energies are added to ours, the path to excellence will be strengthened. Your problems and concerns are important to us, and we want to hear and to help you with them. We covet your prayers and energetic support as we walk closer to excellence.

Harvey L. Klamm  
Superintendent

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## **MISSION STATEMENT**

Liberty University Online Academy exists to support parents and guardians in their Biblical responsibility to nurture and train their children. Thus, the Academy provides opportunities that allow students to experience spiritual and academic development through an individualized, Christ-centered, technology-based, academic experience.

## **VISION STATEMENT**

Liberty University Online Academy seeks to lead students to faith in Jesus Christ and to develop young men and women who adhere to a Christian world view and think Christianly, prepared to participate as godly members of home, church, and society.

## **PHILOSOPHY OF LIBERTY UNIVERSITY ONLINE ACADEMY**

Liberty University Online Academy is an “academic arm” of Liberty University. Teachers and administrative staff for the Academy must be born-again Christians who are consciously committed to Jesus Christ, knowing their lives serve as examples to those whom they teach.

Recognizing that the primary responsibility for education rests with parents (Psalm 78:5, 6), Liberty University Online Academy serves as an extension of the family to aid parents in this task.

The philosophy of Liberty University Online Academy is based on the premise that man's ultimate purpose is to glorify God (I Corinthians 6:19, 20; 10:31). The Academy exists to help each student reach his full potential by guiding him in developing spiritually and morally, personally, socially, and academically (Luke 2:52). The faculty and staff recognize that only when a student accepts Christ as Savior and yields to His Lordship can he realize his own unique potential (Romans 10:10-13).

Education and learning are Biblical imperatives (Deuteronomy 6:6, 7; Proverbs 3:1-9); therefore, all instruction is Biblically based (Deuteronomy 4:2-9). The specific content grows from the following:

1. God's mandate at creation for mankind to have dominion over the earth (Genesis 1:1; 26-28), which has grown to require learning in the areas of language, mathematics, the physical and natural sciences, technology, and the fine arts
2. the hostile environment resulting from the fall of man (Genesis 3:9-24), intensifying his need to understand more deeply all of the curricular areas, as well as the social- and health-related sciences and the study of God's written Word
3. the command for Christians to evangelize the lost and to disciple believers (Matthew 28:18-20), further elevating the need to master all of the above areas.

## LUOA EDUCATIONAL GOALS AND OBJECTIVES

- I. SPIRITUAL AND MORAL DEVELOPMENT: Liberty University Online Academy seeks to
- A. make students aware of their sinful nature and God's unconditional love for them (Romans 3:23; John 3:16).
  - B. lead students to an acceptance of Christ as their Lord and Savior (Romans 10:13).
  - C. help students recognize the Bible as the inspired, inerrant, authoritative Word of God (II Timothy 3:16).
  - C. develop in students a desire to know, love, and obey the will of God through daily prayer and Bible reading and participation in a local church (II Timothy 2:15; Hebrews 10:24-25).
  - E. instill in students knowledge of the foundational truths and doctrines of God's Word and the desire to apply these in life (II Timothy 2:15; Ephesians 6:13-17).
  - F. help students realize the importance of recognizing and overcoming sin, and of living godly, obedient lives (Ephesians 4:21-32).
- II. PERSONAL DEVELOPMENT: Liberty University Online Academy seeks to
- A. help students see and accept themselves as unique individuals, created in the image of God with special gifts to be fully developed for His glory (Psalm 139:13-16, I Corinthians 12:7-11).
  - B. develop in students habits of good stewardship over all that God has given them—time, talents, material possessions, and the physical environment (Luke 12:48; Ephesians 5:16, I Peter 4:10).
  - C. teach students personal responsibility and accountability for their words, deeds, and attitudes (Romans 14:12; Galatians 6:7-8).
  - D. encourage in students physical fitness, good health habits, and wise use of the body as the temple of God (I Corinthians 6:19-20).
  - E. develop in students the ability to make decisions based on biblical principles (Psalm 1:1,2; Psalm 119:105; I Corinthians 2:14-16)

### III. SOCIAL DEVELOPMENT: Liberty University Online Academy seeks to

- A. encourage students to view all others as made in God's image, and to treat them with love and respect (Genesis 1:27; John 13:35; James 2:8-9).
- B. develop in students the skills, perspectives, and desire to function as cooperative members of the larger society (Romans 12:18; Romans 13:1-7; I Timothy 2:1-2).
- C. help students develop biblical attitudes toward marriage and the family, emphasizing the need to establish God-honoring homes (Psalm 127:1; Ephesians 5:31).
- D. help students desire to lead others to a saving knowledge of Christ and to disciple believers by precept and example (Matthew 28:18-20; I Timothy 4:12).
- E. develop in students the desire both to lead and serve in their communities as circumstances and God's direction permit (Matthew 25:21).

### IV. ACADEMIC DEVELOPMENT: Liberty University Online Academy seeks to

- A. help students reach their full academic potential by providing a developmentally appropriate instructional program with high academic standards.
- B. teach students to use good study habits to enhance their creative and critical thinking (II Timothy 2:15; Proverbs 4:5-12).
- C. help students interpret and apply all knowledge from a biblical perspective (Isaiah 8:20; I John 4:1).
- D. develop in students independent study habits that foster in students a life-long love for learning and personal excellence (Proverbs 4:5-8).
- E. prepare students for future educational or vocational experiences by developing in them the necessary communication, thinking, and technological skills (Proverbs 4:5-12).
- F. help students become aware of changing world events and interpret them from a Biblical worldview (Hebrews 13:8).
- G. help students acquire knowledge and an appreciation of their Christian and American heritage (Deuteronomy 4:2-9; Psalm 33:12a).

## **LIBERTY UNIVERSITY ONLINE ACADEMY CORE VALUES**

1. All men need the saving grace of God purchased by the shed blood of Jesus Christ and the guiding truths of His Word.
2. All men are made in the image of God and, therefore, deserve our love and respect.
3. As representatives of Christ on this earth, we must strive for personal, academic, social, and spiritual excellence in all that we do.
4. The family and the church are God's primary educational institutions. The school exists to support the family and extend the church.
5. It is the responsibility of the school to provide a learning environment that nurtures and encourages each student and faculty member to achieve their personal best.

## **ACCREDITATION**

Liberty University Online Academy is a grade 3-12 unit school, offering traditional education through a technology-based format. The Academy is recognized by the Commonwealth of Virginia as an accredited institution, and it is a member of the Virginia Council for Private Education. LUOA is regionally accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) which is an accreditation division of its parent organization AdvancED. SACS CASI accredits nearly 13,000 public and non-public institutions in 11 southeast states, Mexico, Central and South America, and islands of the Caribbean.

## **NCAA CLEARINGHOUSE ELGIBILITY**

LUOA courses are not approved by the NCAA Eligibility Center for use as core courses in Division I or II academic evaluations. The NCAA requires that students be taught through the use of teachers as primary instructors. Because Academy online instructional delivery is provided by a technological learning management system with teachers offering secondary student support, the NCAA has ruled that this educational format does not meet their standard for approval. The rationale for this ruling has been broadly applied to online institutions and correspondence schools nationally. Student athletes who are being actively recruited by a Division I or II university should inform recruiters of LUOA attendance and seek their counsel.

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## **ADMISSION TO LIBERTY UNIVERSITY ONLINE ACADEMY**

A student is enrolled in the Liberty University Online Academy by his parents or legal guardians. The school regards the parents as having authority over their child, with the school providing the academic and spiritual support for the child's development.

Enrollment is never closed. Enrollment flexibility thus enables the Academy to accommodate every family's unique life situation.

The enrollment process begins with the submission of a completed application and payment of the Application/Registration Diagnostic fee. Upon acceptance, each fulltime student takes a diagnostic test to help the admission's counselor determine grade or course level placement. Using official transcripts from the previous school and diagnostic test results, the admission's counselor drafts a class schedule to meet individual student needs. Enrollment is completed when parents/guardians agree to the class schedule, official transcripts from previous institutions or homeschool are received, and financial check-in is finalized. With the fulfillment of the enrollment process, the Academy assigns an academic adviser to assist with student and parent adjustment to the Online Academy school structure and to monitor student academic progress.

### **Transferring credits to the Academy**

High school credits earned prior to student enrollment in the Academy can be accepted based on submission of official transcripts and demonstrated results on the school's diagnostic test. To be official, the transcript must be mailed from the previous school to the Academy and contain a seal and/or administrative signature verifying document authenticity. Credits earned and all grades of record in other schools will be listed on Academy transcripts as transfer records.

Students who have taken high school courses through home-schooling must show documentation of work completed and demonstrate academic mastery on diagnostic tests in order to be considered to receive transfer credits.

### **Conditional Enrollment**

In cases where the Academy questions whether its program is suitable to meet the needs of a particular student or situation, where there is history of not maintaining sufficient academic progress, where there has been a history of technical difficulties, or where there is a poor payment history, the administration may allow conditional enrollment with clearly stated stipulations. Conditions must be followed closely in order to remain enrolled.

**The Academy reserves the right to cancel enrollment at any time due to non-payment of fees, unsatisfactory academic progress, program abuse or plagiarism, or failure to follow Academy procedures. Students who do not maintain attendance by doing coursework for a period of thirty days will be administratively withdrawn from the Academy.**

## **STATEMENT OF POLICY ON NONDISCRIMINATION**

No person shall be denied enrollment, be excluded from participation in, be denied the benefit of, or subjected to discrimination in any program or activity, on the basis of sex, race, color, national origin, or ethnic group.

## **TEN KEYS TO UNLOCKING LUOA EDUCATIONAL SUCCESS**

Online learning is unique in that students must take a more active role in learning and accessing information than traditional students in conventional classrooms. Instead of teacher directed instruction, online course material is provided in text, video, and animation formats. Written messages between the student and teacher replace direct communication associated with traditional classroom instruction. Rather than simply sitting through a class and jotting notes, online students must take the initiative to “self teach,” using the teacher as a resource rather than the primary presenter.

As an online student, you will find that self-paced instruction has many advantages. The control you gain by being actively engaged in your personal learning experience will pay-off in good grades and depth of learning. It is our goal that through this experience you will become an independent learner; able to skillfully use your personal learning style to acquire knowledge, gain understanding, and wisely apply learning in life decision-making situations. To help you transition to online learning, we offer the following success “keys.”

### **1. Watch the New Student Orientation Course and Read the Student Handbook**

The New Student Orientation Course is a required assignment for all new students. The course provides practical advice to enable students to quickly acclimate to online learning using the Academy’s software program.

The student handbook provides valuable information regarding policies and procedures, all of which are designed to enable LUOA students to have a successful school experience. Be sure to thoroughly read the handbook. If you have questions about policies or procedures, contact the academic advisers.

### **2. Read and Secure Items Listed in the Course Supply List**

Located under the resources section at the bottom of the Academy website homepage is a link to the supply lists for LUOA courses. Parents and students should print the applicable lists prior to the start of each course. Securing project items in advance will ensure timeliness in completing course projects when assigned.

### **3. Understand the Lesson Design**

Each new lesson in a unit builds on previous learning objectives. Success in today’s lesson will thus have a lot to do with your mastery of information taught in earlier lessons.

Each lesson begins by listing the learning goals for the student. A list of key terms and definitions follow the learning goals as part of the lesson introduction. It is vital that students memorize the terms and definitions and review them often.

LUOA lessons are generally not long in content. Lesson length is designed so you can focus on what is important to know. Don’t simply rush through assignments for the sake of completion. Mastery of the content is your goal. Assessing student mastery is the basis by which quizzes and tests have been designed.

#### **4. Submit Assignments on Time**

Each student has an individualized assignment calendar that is maintained by the curriculum software. The calendar is automatically updated every Sunday night. A new weekly schedule is available when students sign-in Monday morning. With the exception of projects, assignments are due on the day assigned. Unit projects assigned may be completed anytime the student is working within a unit, but they must be completed before the student can open the next unit of study. As a general rule, students should complete at least one unit of course study per month. Parents and students can quickly assess course progress by comparing units completed to the number of months enrolled.

With online courses, students can never say, "I know I turned it in, you must have lost my paper." All assignments are submitted through the online assignment page and stored on the Academy's massive fileservers. No student work is stored on the student's personal computer, thus protecting student work from mechanical loss. It is recommended that students save a copy of all written projects just in case there is an unforeseen technical issue with the submission.

Be sure to hit submit when finished with an assignment. Without that final command, the teacher will not receive the work, and you will not get credit for assignment completion.

#### **5. Be an Active Learner**

In online education, the student is responsible for what he/she learns in the course. Rushing through assignments will not lead to information retention. Take time to take notes, to memorize important terms and definitions, and to understand lesson facts and concepts. Be sure to fully answer all assigned questions. An active learner goes beyond the minimum required. Do not do just enough to get by. Remember, you will have to use what you learn today as the foundation for what you will learn tomorrow. Without a strong foundation (learned lesson), the building (course) is doomed to fail.

To assist students in the concept of mastery learning, all lessons have a 90% pass threshold default built into the curriculum. If 90% is not attained when a lesson is submitted for evaluation, the student is required to return to the lesson until the pass threshold is achieved. The computer default will not enable the student to open the next lesson until the threshold has been met.

#### **6. Get Acquainted with Your Teacher**

One of the secrets to successfully adjusting to online education is engagement with the teacher. Take an active role in your education by discussing ideas and sharing questions with your teachers. To gain the best help from a teacher, state your question after explaining what you understand. In so doing, the teacher can provide instruction that is meaningful to your needs. The following are examples of requests that are too general. "I don't understand." "Please help." These would be better stated: "I understand that I am to write a paper on George Washington, but the directions do not tell me how long the paper should be and how many sources I am to use from my research." Good dialogue involves clarity in expressing ideas and seeking information.

## **7. Build for Success Through Organization**

Daily organizational structure and strong study skills are fundamental elements to online learning success! Many of our students have found that keeping a physical binder to take notes while studying lessons is an excellent way to increase learning. The notes provide a convenient means for review before taking quizzes and tests. Having a binder with class notes also lets you review when you are away from the computer or have lost access due to hardware failure. Divide the subject binder by course, unit, and lesson titles. Keeping notes may appear to be too time-consuming in the minds of some students who desire to speed through their coursework, but there is no shortcut to learning. Academic success is at the end of the path marked by order and perseverance.

## **8. Avoid Procrastination**

Keeping up with your schoolwork is your responsibility. Establish a study routine and daily study time. Teachers can usually tell when an assignment was rushed! You don't fool the teacher, and you cheat yourself of the learning we desired for you when the course was developed.

While daily lessons are due when assigned, the varying requirements among projects leave them without assigned due dates. Being able to continue in the curriculum and do projects later makes it easy to procrastinate. Projects which are short in requirements should be considered due when assigned. Projects that require research should be completed before the unit test. Don't procrastinate, start projects as soon as they are assigned and build them day by day.

If you have to write a research paper, you should allow a couple of days to research the topic. Then create an outline and begin writing the paper's rough draft. Take time to revise the rough draft and send the work through online spelling and grammar checkers. When satisfied the work is complete, keep a copy on your computer and submit a copy to the teacher, following directions provided with the assignment. Be sure to avoid plagiarism by properly citing work quoted and providing a list of references at the end of the paper. Working diligently on projects at the time of their assignment provides opportunity for lesson enrichment through research and/or discussion, enabling students to make practical application of lesson concepts to life experiences.

To assist students in maintaining timeliness with project completion, the software blocks advancement to next units of study until all previous unit assignments are complete. Teachers block entrance to the course's final unit test until the teacher reviews all coursework to ensure all work is completed and graded. STUDENTS must request their teachers remove the blocks when all prior unit work is turned in and graded.

## **9. Look for Life Application in the Lesson Discussion**

Education should make a difference in your life. Discovering ways that your lesson information can be applicable to your life or future education makes learning fun. Discovering the significance of a topic or concept will help you better remember the information.

Teachers want to understand that their students have more than book learning. They want to see that students can apply information to more than just a test question. Can your newly acquired knowledge help you succeed in actual life experiences? Due to the nature of online education, you are not pressured for immediate answers to questions involving critical thinking. Take time

to formulate a knowledgeable response before you reply to discussion questions. Be thorough in explanation as you write.

## **10. Set Goals**

LUOA provides a daily assignment calendar to keep you focused. The goal should be to complete all tasks required on the day they are assigned. If you get behind, use the next few days and/or the weekend to get back on track. Without goals, procrastination replaces production. Accomplishing short-term goals is the best means to fulfilling those long-term goals of summer vacation and eventual graduation.

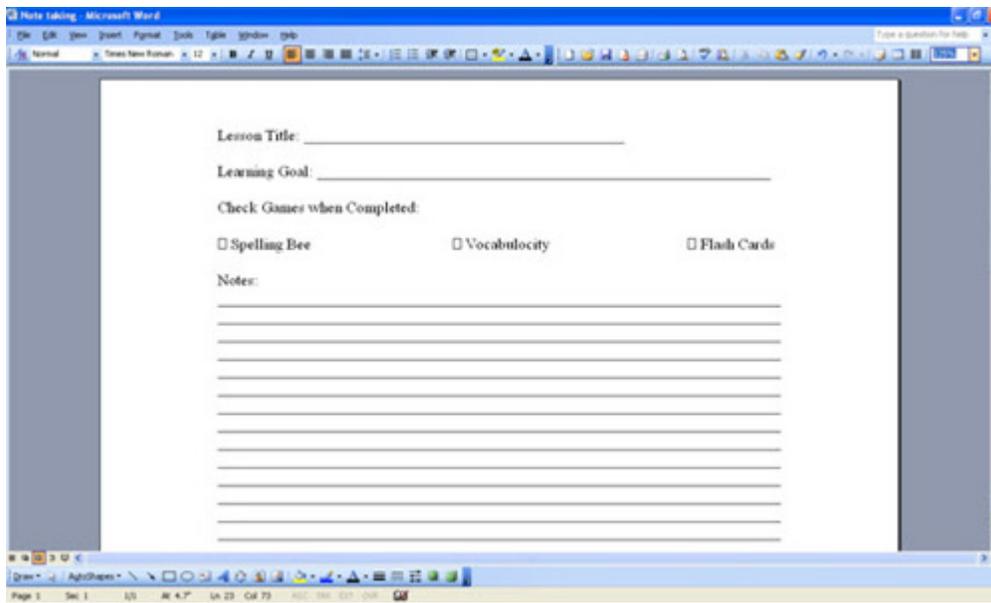
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# EFFECTIVE STUDY TIPS

## 1. Note-taking

LUOA curriculum is designed to develop students' cognitive reasoning skills. Because of this, question variety within each lesson challenges student understanding by testing for memorized facts and testing for critical thinking. Establishing a note-taking procedure will go a long way in helping develop reasoning ability and lesson material mastery.

Some students like to print lessons and highlight important information. The volume of printed material can become cumbersome to store efficiently. By creating a simple note-taking form, students can log important information as they read the lessons, just as they might do in conventional class when reading the text or listening to the teacher. The following form is simply a suggestion.

A screenshot of a Microsoft Word document titled "Note Taking". The document contains a form with the following fields: "Lesson Title:" followed by a horizontal line; "Learning Goal:" followed by a horizontal line; "Check Games when Completed:" followed by three checkboxes labeled "Spelling Bee", "Vocabulary", and "Flash Cards"; and "Notes:" followed by ten horizontal lines for writing. The document is displayed in a window with a standard Windows taskbar at the bottom.

Once the form is created, print copies, place the completed notes in a three-ring binder which is divided by subject. Students wishing to avoid paper and binders can just as easily store notes in document files on their computers.

## 2. Review Games

Students are encouraged to take advantage of review games within the curriculum such as Spelling Bee, Vocabulary, Flash Cards. These games are entertaining and they are effective tools to add student learning.

## 3. Practice Quizzes

To evaluate the quality of note-taking and other study skills, LUOA suggests that students treat the lesson questions at the end of the lesson as a practice quiz rather than as another homework assignment that just needs to be completed as you go. In taking these daily practice quizzes, students are encouraged to answer all questions without referring to any study helps. When uncertainty arises, students should use their notes as a first resource. If the notes are not

sufficient to help, then students can refer to the lesson material itself. In so doing, students can evaluate the quality of their note-taking skills and find value in keeping good notes. In this note-taking evaluation process, students are encouraged to make a numerical list on a piece of paper with columns titled Memory, Notes, and Lesson Material. If a question is answered from memory, put an x in the memory column opposite the lesson question number. If the question was answered using student notes, mark the notes column, and put an x in the column for lesson material if that was needed. This activity will help students visualize what has been understood by memory. If no other resources are needed, the lesson has been mastered. If lesson material column has a lot of marks, then the note-taking skills need to be improved. The goal of this activity is to help students evaluate their study skills and to encourage them to improve areas of deficiency.

The ultimate goal of LUOA is to engage students in learning so they retain and understand the concepts presented, not simply to get through it. Implementing quality study skills is a valuable ability that can serve students throughout their lifetimes.

#### **4. Reference Section**

Located at the end of each unit is a valuable study tool titled “Reference Section.” Within this section is a complete list of vocabulary words and definitions used in the unit lessons. Some sections also include review information that can be useful in studying for the unit test or for enrichment studies if the student desires to dig deeper into a unit topic.

Because of its placement after the unit test, students often think this study tool is unimportant. The reference section can be accessed at any time after the student has begun the first lesson in the unit. The faculty and administration encourage all students to make use of this resource as they proceed through the unit and as they prepare for taking the unit test.

#### **5. Preparation for Quizzes and Tests**

Liberty University Online Academy bases its philosophical premise for student achievement on a mastery learning conceptual base. To help students master their lessons, the curriculum developers have created lesson materials which specifically focus on the content to be learned. Lessons are not filled with interesting information to just fill a student’s time. Lesson material may not therefore be lengthy in content, but the content presented is expected to be learned.

Memorizing and understanding identified terms and definitions is a must in this learning concept. Lesson questions are designed to help the teacher assess student understanding, but they should not be considered the sole method of study. Students who rush through lesson questions to complete assignments may find they are not prepared for quizzes and tests because they did not take time to truly assimilate the content presented. The faculty and administration encourage note-taking, self-quizzes through the use of review games located in the lessons, and creating self-made practice quizzes.

Unit quizzes are designed to evaluate student understanding of previous lessons. Students preparing for quizzes should focus on studying all terms and definitions emphasized in the lessons, focus on important facts presented in the lessons, and focus on important concepts stressed. While the basic thrust in each quiz focuses on the lesson material presented after the last quiz, previous lesson information tested on previous quizzes may occasionally be asked. In addition, students should review all previous lessons in preparation for quizzes. Quizzes and the

final test are designed to assess whether the student has learned the material in the lessons; thus, there may be questions on a quiz or test that were never asked within the lessons but were covered in the reading and multimedia.

Unit tests are designed to assess student understanding of information and concepts presented in the unit. Mastery of lesson material is fundamental to assignment completion. Successful completion of lesson assignments, coupled with supportive study skills, is foundational to positive quiz results. Positive quiz results, coupled with supportive study skills, are foundational to positive unit test results.

## **6. Math Study Tips**

Before students try to work math problems assigned in the lessons, math teachers encourage students at all levels to review lesson examples by attempting to work the examples on paper. Working the examples without looking back at the lesson is a great means to self-check understanding. If students experience difficulty in figuring lesson examples, students can refer to the worked sample in the lesson as a reference source. The lesson assignment does not usually contain a large number of math problems for practice. Using the sample problems increases the number of practice problems and provides supportive practice prior to attempting the assignment problems. Students should think of the lesson assignment as a practice quiz. If unable to complete lesson problems, students are welcome to seek help from their teachers. In sending messages for assistance, students should provide the teacher with a copy of the worked problem so the teacher can determine if the issue is computational or conceptual in nature.

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# LIBERTY UNIVERSITY ONLINE ACADEMY ACADEMIC POLICIES

## Academic Structure

Liberty University Online Academy is a grade 3-12 unit school dedicated to maintaining high academic standards within the framework of a technology-based educational program. The school believes in and is dedicated to preparing young people to fulfill elementary and secondary academic objectives that will enable them to pursue post high school goals.

Liberty University Online Academy believes that a Christian education is of prime importance to all of its students. Therefore, Christ is presented in all classes, and the Bible is the basis from which all instruction generates. It is the policy of the Liberty University Online Academy to hold all curriculum materials against the Bible, the Word of God, for measurement. Historical facts are reported as such, and all opinion/interpretation/editorializing must stand the scrutiny of God and His Word.

All teachers realize (aside from the Bible) that there is no infallible material, and as such, they must use discretion at all times in the utilization of such material. It is not the practice of the Liberty University Online Academy to support or perpetuate any principles not set forth in the Bible. Therefore, information and principles in compliance with the Bible are taught, and notions which conflict with Scripture are challenged and designated as error.

Class instruction is formatted on browser-based software that is delivered by internet services. Courses are primarily text driven with various forms of interactive components built into the lessons such as videos, animation, and interactive review games. As such, the lessons are designed to actively engage students in the learning process. Lessons are developed with the intention to motivate student interest and maintain student focus.

All enrolled students must use the Liberty University Online Academy curriculum. High school students may supplement their coursework with pre-approved outside courses. Consultation with the academic adviser is required to assist in these important school decisions.

Students completing their school year early may immediately enroll in the next year program. Financial obligations for the completed school year must be met prior to re-enrollment or release of unofficial or official records.

## Achievement Testing

Liberty University Online Academy provides annual achievement testing for all full-time students. **The online version of the Stanford Achievement Test Series Tenth Edition is utilized. The Stanford is a nationally normed and widely used achievement test that is delivered to Academy students through their home computer.**

An Academy academic adviser schedules student test times during the months of April and May. Stanford emails parents a printable report with their child's percentile scores in math, language skills, reading, science, and social studies.

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## **Parent Role**

Parents are encouraged to take an active role in their child's education. Even though the course work involves self-instruction, parents are essential in actively assisting the student as "first responders" throughout each lesson. As such, parents are the home agents, ensuring the quality of independent student learning. **Parents are responsible for monitoring student quiz and test administration to ensure student integrity.**

Using a specially designed parent module within the software program, parents can view all graded assignments and monitor academic progress through online reports available from the Academy twenty-four hours daily, seven days per week. Using the school's messaging system and/or using traditional phone communication, "parent conferences" are encouraged.

## **Faculty**

Academy teachers are degreed in their subject area and licensed as prepared professionals. They provide support to parents and students through electronic correspondence. The teacher takes responsibility for the day-to-day academic well-being of each student. Assessment of student work is provided by the teacher, and grades are available to students and parents twenty-four hours daily through an online grade-book. Communication between teacher and student is accomplished on two levels: notes can be left in the general message box, or comments can be made directly on the problems themselves. In addition, the Academy provides free phone-in instructional help for students needing assistance from an academic subject specialist. Using the communication options established within the Academy structure, relationships among the parents, students, and teachers become similar to those that exist in a traditional classroom setting.

## **Academic Support**

Students in need of assignment assistance beyond that which can be resolved through messaging the teacher may call the school office for assistance from subject matter experts. This free tutorial offering is provided in auditory and, if needed, visual whiteboard methodologies. Tutorial assistance is limited to helping the student understand the thrust of an assignment and understanding a lesson concept. Students needing full service tutorial help must plan to secure those services through tutors in their locality.

## **Technical Support**

Please call 1- 877- 251-6662 for technical support.

## **Recommended Minimum Computer System Requirements**

Liberty University Online Academy utilizes a browser-based Internet interactive format. PCs and Macintosh computers are compatible with this program. Computers must have the following system features as minimal requirements. **Internet service should be high speed for better service. Wireless connection using air cards or satellite services encounter connectivity problems due to the size of lesson files being transmitted. Internet connectivity must be through Firefox rather than Internet Explorer.**

- 1.6 GHZ or Higher Processor
- 2 GB of Memory
- 150 MB of Hard Disk Space
- 800 x 600 or Higher Resolution Monitor, 16 bit color
- High Speed Internet Service (Satellite internet does not work well due to the latency of the connection)
- Printer Recommended

## Library

Liberty University Online Academy students have access the most comprehensive collection of online full-text reference resources through EBSCO Publishing's K-12 library system. The library contains more than 375 full-text and secondary research databases and more than 300,000 eBooks and audiobooks. EBSCO provides unparalleled access to world-renowned content in all subject areas through a database that includes 500 popular, full-text, high school magazines (key magazines have backfiles to 1975), 85,670 biographies, and over 107,000 primary source documents. Students are provided access to 360 reference books, including the *Columbia Encyclopedia* and the *CIA World Fact Book*. The library also contains an Image Collection of over 592,000 photos, maps and flags, and color PDF's.

## Liberty Online Ministries

Liberty Online Ministries is committed to providing the Liberty Family with spiritual resources that will encourage and strengthen the student and the family. Connection to the Online Ministry website is <http://www.libertyonlineministries.com>. Students and parents are encouraged to browse this informative site to seek biblical answers to life questions, request prayer support, and view numerous video resources, including weekly convocations at the university.

LUOA students are encouraged to view weekly convocation services as part of the school weekly schedule. To attend Liberty University convocations, go to the Online Ministry website, click on the media section located on the top left side of the home page, then click on the Convocation and Campus Church Streaming Video in the Other Links section located at the bottom left side of the page, click on the Faith & Service tab at the top of the screen, and then locate the Convocation links on the Spiritual Program page.

## Tuition

Students enrolled in Liberty University Online Academy receive a tuition scholarship to attend Liberty University. Every dollar, with the exception of dual credit college courses, that is spent on tuition in the Online Academy is credit matched toward Liberty University tuition when, upon graduation, the student is enrolled in the university's resident program. The total amount will be equally divided over four years of resident enrollment and will be applied toward tuition only. (The scholarship does not apply to Liberty University Online courses.)

LUOA student tuition covers the equivalent of one full year of coursework. Tuition may be paid in full upon registration or it may be paid using a ten-month payment plan. Tuition payments that become two payments behind will incur a block on further student work until the account is made current. **If the blocked account remains delinquent for an additional 60 days, the account will be administratively closed.**

rev. 7/2012

## **Student Academic Status**

Some states view enrollment in any form of distance education as “home schooling”. Other states will recognize accredited distance education institutions as actual schools. Parents are responsible to know or be familiar with the education laws in their home state and how enrollment in this Academy is viewed in their state.

A fulltime student is defined as one who is enrolled in five or more Academy courses in the same term.

Part-time student status includes all who register for one to four classes. Part-time students are not required to take a placement test or to submit previous school records in order to enroll.

Any part-time student may change status and enroll as a fulltime student by requesting a change of status with the student’s academic adviser, taking required placement tests, and submitting previous-school official transcripts.

## **Attendance**

While there is flexibility in doing schoolwork at home, the Academy school year consists of 180 days of instructional work for academic credit to be granted. Parents are not required to notify the Academy regarding “missed days of school” since the pace is family-controlled, and students can make up days using their own creativity. If a student is struggling due to an illness, teachers should be notified so they can pray for their student, and so they can offer extra assistance as needed.

## **Academic Calendar**

A school year is considered to be 180 days, or 90 days per semester. Full-year courses are divided into ten units of study, with five units equaling a semester of work. Each unit typically takes three to four weeks to complete; depending on unit length, student ability, daily scheduling, and grade level difficulty. A fulltime student, attending the complete school year, should complete coursework in nine to ten months, including time for holiday breaks.

Semester courses are designed to be completed in 90 academic days. Students enrolled in semester courses usually complete their work in four to five months.

Students may shorten their course time by doubling up instructional hours. To achieve the fullest learning potential from this academic experience, students are cautioned not to rush through the curriculum.

## **Deadlines for Completing Courses**

From the academic start date, agreed upon by the parent/guardian during the enrollment process, students are given 180 school days to complete a full-year course, and 90 days to complete a one-semester course. Start dates can be in any month of the year.

Requiring students to meet deadlines is essential in preparing them to be successful adults. **Responsibility for completing courses by established deadlines lies with the parent and student.** Academy academic advisers will assist by alerting parents if it appears that a student is in danger of not finishing in time.

Incomplete courses by the end of the assigned time period will result in a course grade of “F”, with no credit granted.

Due to extenuating circumstances, Academy officials may extend a semester course by a grace period of one month, or they may extend a full year course by a grace period of two months to enable a student to complete course requirements. Parents/guardians seeking time extension must request the extension with the student’s academic adviser. No extra tuition costs will be charged during extended time.

**Extensions beyond the grace period will not be approved.** Incomplete course work will result in a grade of “F” and no credit granted unless the parent opts to immediately re-enroll their child in the course a second time. This special, non-renewable, enrollment continuation will require a full semester tuition charge for incomplete semester work or a full year tuition charge for incomplete first and second semester work. In such cases, students will be allowed to continue re-enrolled courses with previous work and assessment grades saved, and the final completed course grade recorded as the grade of record. If “re-enrollment continuation” is not established at the end of the original grace extension period, this option is forfeited and the grade of record stands as complete. If a student is administratively withdrawn from the “enrollment continuation” option, the original semester extended or the total course grade (if both semesters were extended) will be recorded as failed and no credit will be granted.

## **Assessment**

LUOA philosophically approaches learning and learning assessment from a mastery concept. Mastery learning provides students with opportunity to demonstrate mastery through various forms of assessment in which the teacher has the authority to provide multiple attempts of an assessment to bring the student to full understanding. The underlying premise to this philosophy is that all students can learn.

Because curriculum is sequential, it is vital that students demonstrate mastery so that present success will provide the foundation to future learning. Based on mastery philosophy, an LUOA pass threshold for lesson assignments has been placed at 90%. Students not achieving the 90% must continue to redo missed questions in pursuit of achieving the minimum percentage required. **In an effort to reduce guessing and improve student motivation to develop and follow good study habits, the number of attempts to reach the 90% threshold is limited by the software to ten attempts. If after ten attempts the minimum threshold has not been reached, the student will be awarded the grade of the last attempt.**

In keeping with the Academy’s mastery design, students who demonstrate a need for more review may request permission from their teacher to retake quizzes and/or to be assigned an alternate unit test. Retakes may be granted upon student request, **one time only. Teachers will reset the total quiz, not just the missed questions. If an alternate quiz is available in the curriculum, the alternate quiz will be assigned rather than resetting the original quiz.** The grade of the retake counts as the grade of record, even if it is less in percentage than the original result.

**Student requests for quiz and test retakes will not be recognized if the requests include work that is further back than the previous unit in which the student is currently working. For example, a student currently working in Unit 4 may request retakes in Unit 3. Assessments in Units 1 and 2 would not be allowed at that point in time.** rev. 9/2011

## Course Projects

Along with lesson assignments, quizzes, and tests; course projects are important enrichment and assessment components within unit structures.

1. Projects benefit the student most when completed within the context of the lessons they reinforce.
2. Projects possess unique educational value and are weighted as 20% of the total unit grade. Unfinished work will delay course progress.
3. Students benefit from the discipline of being challenged to complete projects on time.

Projects must be completed to fulfill course requirements. To accommodate extra time needed to complete some projects, the software does not assign a specified date for completion. Students may work on projects at any time while a unit is open. Unit projects must be completed before beginning the next unit of study.

Assigned projects may not be skipped, nor will grades of zero be accepted. Blank projects will be returned to the student for completion. Teachers, as they deem necessary, may return completed projects for student revision.

For consistency in writing across the curriculum, all research projects must be properly cited using the MLA citation style. **Wikipedia is not considered to be a reliable source for research. Any work that includes or cites Wikipedia will be returned to the student for revision.**

**Because technology can fail, students should save copies of projects to their personal computer in the event it would need to be submitted a second time.**

Rubrics are used in the project grading process to help prepare the student for what will be evaluated prior to submission of the work, to standardize grading by different teachers, and to categorize the feedback provided by the teacher. Clarification questions should be referred to the teacher.

rev. 8/2010

## Final Work Submissions

Taking the final test of a subject signals that the student has completed the course. All projects must be submitted before the final test is taken. With all coursework completed, students request their teachers unblock the final test. **Once the final test is taken, the course is closed.** Students and parents should be sure that they are ready to “close” that subject prior to taking the final test.

## Determining Course Grades

Students read, watch, and listen to the material in each lesson and complete problems, assignments and tests on the computer. With the instant grading feature, students and parents have immediate feedback regarding the student's progress. Academy teachers grade written work such as paragraph answers, essays, and projects. Any grading or comments made by the teachers are transferred back to the student. Due dates are provided in the student's homepage, weekly, assignment, calendar to keep students on schedule.

The number of assessments for each unit may vary. Teachers have the prerogative to assign point values, as they deem appropriate for the work required. Because of the automatic software pass-threshold lesson resets and the options for students to retake quizzes and tests, extra credit assignments are not available.

A weighted basis is used in calculating grade averages. Each course is subdivided into ten major lesson units. Each unit is weighted equally as one-tenth of the yearly average. Lessons, quizzes, projects, and the unit test are assigned a weighted value by category in determining the unit grade.

Individual unit grades are calculated using the following weights:

Tests	= 35%
Quizzes	= 25%
Projects	= 10%
Lessons	= 30%

The grading scale is as follows:

A	93 – 100
B	85 – 92
C	77 – 84
D	70 – 76
F	Below 70

If a student, parent/guardian questions an end-of-course grade, that question should be immediately presented to the teacher or guidance counselor for clarification/correction.

**Unchallenged grades become the grade of record at the beginning of the student’s next academic term, and they are not subject to review after that time.**

### **Course Credit**

High school courses are awarded one half-credit per course for each semester of successfully completed student work. Credits earned prior to Academy enrollment can be accepted based on official transcripts and diagnostic test results. Credits earned in other schools will be recorded on Academy transcripts as 1.0 credit for each standard high school course involving 150 to 180 clock hours of instruction.

Students who have taken high school courses through home-schooling must show documentation of work completed and demonstrate mastery on diagnostic tests in order to receive transfer credits.

Throughout a student’s LUOA high school experience, additional credits may be earned for courses taken outside of the Academy, as long as the courses meet requirements for instructional rigor and length of instructional time.

**College credits may be earned for dual high school/college credit. Converting a semester of college work to a semester high school credit system equates one semester 3 hour college course as ½ high school graduation credit.**

## Failed Courses

If a student fails either semester of a course, depending on the subject, the administration may require the student to retake that semester's coursework before moving on to the next semester or grade level.

## Repeated Courses

Previous grades of record are not replaced when a student repeats a failed or previously passed course, and all grades of record count in figuring the student's overall grade point average. **If a student repeats a previously passed course, state standard mandates that only one of the two courses will be factored into the total number of credits required for graduation.**

rev. 1/2010

## Course Withdrawal

1. A request for course withdrawal must be made to the academic adviser from the parent/guardian.
2. If the student has worked no farther than unit 1 in the first semester, or unit 6 of the second semester, and the course withdrawal occurs within the first three weeks of enrollment, that semester of the course will not be included on the student's official transcript.
3. After the first three weeks of course enrollment and if the student has worked no farther than the third unit in the semester (Units 3 or 8), the course withdrawal will appear on the transcript as "W" (withdrawn) and will not affect the high school GPA.
4. If the student has progressed into the fourth unit of the semester (Units 4 or 9), a course withdrawal request cannot be accepted. The course must be completed or a final grade of "F" will be assessed.
5. Once a course withdrawal has been officially accepted, it may not be considered for "special continuation" status as explained in the section titled "Deadlines for Completing Courses".

## School Withdrawal

If a student withdraws from the Academy for personal reasons or due to administrative action, the tuition amount owed will be prorated based on months enrolled, not based on work completed. Transcripts will be sent when all obligations to the Academy have been satisfied. If semester work is incomplete, the student transcript will include semester exit grades determined by averaging completed unit percentages. Incomplete units will not be recognized in the exit average. Acknowledgement of the percentage of work completed within the semester will be provided in the transcript comment section. As an integral part of the *personal* withdrawal process, parents are asked to complete and submit the Academy Withdrawal Form.

## Release of Official Transcripts

After completion of a course or courses, LUOA will issue a school transcript upon request. Official transcripts are mailed to schools. Official transcripts mailed to parents or graduates over 18 years of age become unofficial if the envelope is opened. Financial obligations to the

Academy must be met prior to release of unofficial or official records and graduation diplomas.  
If considering a transfer to a conventional school in their locality, parents are advised to talk with officials at the new school to review a graduation status profile before leaving the Academy.

### **Transcript Changes**

Changes cannot be made to official transcripts unless there is documentation of proof that the administration made an error when entering data. Individuals expressing concern must register the matter with an LUOA academic adviser or the school administration. The school superintendent will determine if a change is to be made. If proof of claim validity is demonstrated, a transcript modification will be made and official copies will be sent to institutions that previously requested academic records.

### **Graduation Requirements**

Liberty University Online Academy policy mandates that transferring seniors must establish fulltime status by satisfactorily completing at least five LUOA course credits. LUOA will not issue a diploma to a part-time student who has not established a full-time status for at least one year in the Academy. Fulltime status may include a minimum of three LUOA course credits in combination with pre-approved dual credit courses at Liberty University. A one semester three-hour college course is registered as a ½ high school credit on the high school graduation scale.

Students who establish fulltime status prior to their senior year must successfully complete at least three LUOA core course credits each year thereafter. The core course requirement may be met using Academy courses, LU dual credit courses, or combinations thereof. Pre-approved homeschool courses or dual credits from other colleges may be added, but they cannot be factored into fulfillment of the three course LUOA minimum.

Students who break enrollment with LUOA for a minimum of one academic year must reestablish residency by completing fulltime Academy status for at least one year prior to graduation. rev. 1/2012

Liberty University Online Academy offers two high school diploma options –the traditional standard diploma and an advanced diploma. A review of both diploma requirements shows a difference in the number of math, science, and foreign language requisites. Both diplomas are considered to be college preparatory in design. Because each college or university has its own entrance requirements, the student and parent should consult with the chosen school(s) to tailor a high school program that meets specific expectation for admission to that institution.

**Graduation requirements for students entering 9<sup>th</sup> grade before the 2011/2012 school year.**

***Standard Diploma***

Bible - 4 credits or 1 for each  
year in Christian school  
English - 4 credits  
History - 4 credits  
Math - 3 credits  
Science - 3 credits  
  
Health & PE - 2 credits  
Electives - 6 credits

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Total 26 credits

***Advanced Studies Diploma***

Bible - 4 credits or 1 for each year  
in Christian school  
English - 4 credits  
History - 4 credits  
Math - 4 credits: Alg. I, Geometry  
Alg. II, Pre-Calculus  
Science - 4 credits: Earth Science,  
Biology, Chemistry, Physics  
H & PE - 2 credits  
Foreign Language - 3 credits in one  
language or 4 credits  
in two languages (2  
credits each)  
  
Electives - 3 credits

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Total 28 credits

**Graduation Requirements for students entering 9<sup>th</sup> grade in/after the 2011/12 school year.**

***Standard Diploma***

Bible - 4 credits or 1 credit for each  
year in Christian school  
English - 4 credits  
History - 4 credits\*  
Math - 3 credits\*\*  
  
Science - 3 credits  
  
Health & PE - 2 credits  
Any combo of Foreign Lang.,  
Fine Arts, or Career & Technology –  
2 credits\*\*\*  
  
Economics & Pers. Finance – 1 credit  
Electives – 3 credits

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Total 26 credits

***Advanced Studies Diploma***

Bible - 4 credits or 1 credit for each year in  
Christian school  
English - 4 credits  
History - 4 credits\*  
Math - 4 credits: Alg. I, Geometry  
Alg. II, Pre-Calculus  
Science - 4 credits: Earth Science,  
Bio., Chem., Physics  
H & PE - 2 credits  
Foreign Language - 3 credits in one  
language or 4 credits in two  
languages (2 credits each)  
Fine Arts/Career & Technology – 1 credit  
Economics & Pers. Finance – 1 credit  
Electives – 3 credits (2 if taking 4 lang.)

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Total 30 credits

\*The senior year history requirement requires a combination of state government and federal government. To comply, LUOA students will now take the LUOA state history course and the LUOA Government course in the senior year.

\*\*Algebra I can only count as 1 credit. Beginning with the 2011/12 school year, incoming freshmen taking a two-year algebra IA and IB program will receive 1 math credit for the combined two-year course.

\*\*\*Students must earn 2 credits from any one subject area or from a combination of courses in foreign language, fine arts, and career and technology.

### **Student Course Load**

Full time students in grades 9 through 12 must be enrolled in a minimum of five classes (realizing that taking the minimum number of classes will require more than four years to achieve a graduation diploma).

### **Class Placement**

For high school class placement, the student

- 9th - must have successfully completed 8th grade
- 10th - must have accumulated a minimum of 7 credits
- 11th - must have accumulated a minimum of 13 credits
- 12th - must have accumulated a minimum of 19 credits and have tentative plan to graduate in the immediate year.

### **Course of Study**

The following are the recommended courses for each upper school grade:

<u>9th Grade</u>	<u>10th Grade</u>
Old Testament Survey	New Testament Survey
English I	English II
Earth Science	Biology
World Geography	World History
Mathematics	Mathematics
Health & Phys. Ed. (1 sem. of each)	Phys. Ed. (2 semesters)
Electives	Electives
<u>11th Grade</u>	<u>12th Grade</u>
Biblical Doctrine and Applications	Bible
English III	English IV
American History	Government and Economics
Electives*	Electives *

\* For students pursuing the advanced diploma, it is highly recommended that they take semester electives in American Literature in the junior year and British Literature in the senior year.

### **Class Rank and GPA**

Because LUOA students attend school year round without a declared institutional school year start and end date, computing class rank is not possible. Student grade point averages are calculated on a quality point system. For transfer students, LUOA will honor a conventional

school course status as honors or AP. The Academy will weigh such courses on the LUOA conversion system. Homeschool courses will be weighted according to LUOA descriptors. Homeschool AP courses will be weighted upon submission of AP national test scores.

<b>Standard Courses</b>	<b>Honors Courses</b>	<b>College or AP Courses</b>
<b>A = 4.0</b>	<b>A = 4.5</b>	<b>A = 5.0</b>
<b>B = 3.0</b>	<b>B = 3.5</b>	<b>B = 4.0</b>
<b>C = 2.0</b>	<b>C = 2.5</b>	<b>C = 3.0</b>
<b>D = 1.0</b>	<b>D = 1.5</b>	<b>D = 2.0</b>
<b>F = 0.0</b>	<b>F = 0.0</b>	<b>F = 0.0</b>

## **Graduation Ceremony**

Liberty University Online Academy hosts a formal cap and gown commencement ceremony as a part of Liberty University's on-campus graduation festivities each May. Graduating seniors of LUOA are invited, but not required, to attend this special event.

## **Graduation Fee**

LUOA graduating seniors, regardless of attendance or non-attendance at the on-campus graduation ceremony, are assessed a one-time, non-refundable, graduation fee of \$50.00. The fee is added to the student's tuition account in February. Cap, gown, and graduation announcements are available for additional ordering options at <http://www.valleygradserv.com>.

## **Graduation Date**

Because the Academy has an open enrollment policy, students actually finish their coursework at varying dates other than that of the formal graduation ceremony. The individual student graduation date stated on official transcripts is the actual date coursework is completed.

Any student enrolling as an incoming senior after February 1<sup>st</sup> will be listed as a graduating senior for the class of the next academic year. (e.g. A student enrolling as a beginning senior in February 2012 would be listed in the graduating class of 2013.) The formal class graduation date recorded on diplomas is the date of the May ceremony for that academic year.

## **Physical Education**

LUOA offers a semester course entitled Physical Fitness. All enrolling high school students needing physical education credit must complete this course as part of their academic program.

Upon completion of the required Physical Fitness course, students may elect to complete mandated physical education credits or advanced physical education electives through independent study. Independent study physical education requirements include five 50-minute workouts per week or the equivalent of no less than three days with 90 minutes each for 18 weeks to receive one semester of credit. For one full credit, a minimum of the schedule must be maintained for 36 weeks. Activity time, days, and weeks are all crucial reporting elements.

For documentation purposes, an activity log must be emailed to the instructor once each month, showing each week's activity by day and amount of time spent. Completion of the required

course elements will be the basis from which a grade is assigned at the end of the course. If the student is sick or unable to work-out on a given day, the student should mark the activity chart as such and show where the time or day was made up.

Be sure to record the type of activity and the amount of time spent in each daily activity. If you are involved in sports such as swimming or tennis, you will likely cover all of the required activity elements. You may use athletic activities toward your PE time and then develop an exercise routine for the time you are not involved in that sport. The following is an explanation of the types of exercise required to make a program complete, as well as examples of how you could practice each element.

**Cardio-respiratory:** Seeks to improve the condition of the heart and lungs. Aerobic exercise is the best way to do this. Ex: long walks, running, swimming, bicycling, aerobics, jumping rope, sports.

**Muscular Strength:** The ability to exert force for a short time is called muscular strength. Ex: push-ups, pull-ups, sit-ups, weights.

**Muscular Endurance:** Muscular endurance (the ability to exert force over an extended period of time) can be built up with aerobic or other physical activity. Ex: running, calisthenics, sit-ups, pull-ups.

**Flexibility:** The ability to move muscles and joints through a full range of motion Ex: stretching.

## Late Nite Labs

All students taking Chemistry and Biology use of an innovative on-line laboratory software program to complement and reinforce the concepts taught in the class curriculum. Through a contract with Late Nite Labs, Liberty University Online Academy students complete simulated laboratory experiments at any hour of the day, any day of the week.

Students do not simply watch a video of an experiment being performed in a laboratory. Instead, Late Nite Labs is completely interactive. Students perform actual lab experiments using this virtual lab experience. Students record experiment data and write results just as they would in any standard lab situation.

## Elective Courses

At the high school level, a certain number of electives are required in order to meet graduation requirements. Elective credit requirements for high school graduation may be met by taking courses provided by the Academy or by having an outside course **pre-approved** by an Academy academic adviser.

## Dual Credit Program

High school juniors and seniors may get a head start (EDGE) on their college education by enrolling in online college courses offered via Liberty University Online. Through this dual enrollment partnership program, academically advanced students earn college credits in a variety

of subjects. The tuition for these courses is charged the same as the Online Academy, thus providing a significant savings over the regular university tuition rate.

Because all Liberty University coursework is accredited, courses are transferable to other universities if the student were to choose to attend a college other than Liberty.

Students desiring to take dual credit courses must have a minimum 2.7 cumulative GPA.

Students who fail an EDGE/Dual credit course may repeat the course one time. The student must pay the tuition for the repeated course. If the student is planning on graduating from LUOA, the original and second attempt grades are listed on the LUOA high school transcript and factored in the student's overall LUOA GPA. A second failed course will result in the removal from the LUOA EDGE/Dual credit program. The student may continue to enroll in LUOA high school courses but will not be allowed to enroll in additional EDGE/Dual enrollment courses.

Courses will require additional material that is purchased separately from MBS Direct. Some courses require DVDs as well as textbooks. Purchases may be made online through MBS Direct at <http://bookstore.mbsdirect.net/liberty.htm> or by phone at (800) 325-3252.

It is recommended that students purchase course materials at least ten days before the course start date to ensure a timely delivery. When ordering, please verify with your registration information whether you are enrolled in an 8-week course or 16 week course format.

A complete list of courses being offered for dual high school/college credit is provided in the elective section of the Course Description Guide found later in this handbook.

rev. 6/2012

## **ASSOCIATE OF ARTS DEGREE IN INTERDISCIPLINARY STUDIES PROGRAM**

LUOA, in partnership with Liberty University Online, offers LUOA advanced students the opportunity to earn an Associate of Arts Degree in Interdisciplinary Studies. This dual credit program for LUOA juniors and seniors is a very intense academic study. Breaking enrollment or having an associate degree GPA that falls below 2.0 will result in program withdrawal and return to the standard high school graduation requirements. **To apply for enrollment, students must have a minimum 3.0 high school GPA with the following courses completed.**

Bible 9, Bible 10 (If enrolled at LUOA or transferring from a Christian school)

Alg. I, Geometry, Alg. II

World Geography, World History

English 9, English 10

Earth Science, Biology

Health and Physical Education (2 credits)

State History (semester credit)

Personal Finance (semester credit)

Electives (2 credits)

**Degree requirements stipulate satisfactory completion of the following 62 semester hours of college credit.**

<u>LUOA Course</u>	<u>LU Course</u>	<u>Sem. Hrs.</u>
<b><u>Foundational Studies (15 hours)</u></b>		
11th English	ENGL 101 Composition & Rhetoric*	3
11th English	ENGL 102 Composition & Literature	3
Elective	COMS 101 Communication Studies	3
Elective	MATH 115 Math for Liberal Arts**	3
Elective	MATH 121 College Algebra**	3
Elective	APOL 104 Contemporary Worldview	3

\*Requires English Assessment test prior to enrollment

\*\*May choose either Math 115 or Math 121. Discuss options with LUOA academic adviser.

**Investigative Studies (25 hours)**

11th Science	BIOL 101 Principles of Biology	3
11th Science	BIOL 103 Principles of Biology Lab	1
11th History	HIEU 201 Western Civilization I	3
12th History	ECNC 213 Principles of Micro-economics	3
12th English	ENGL 216 English Literature II	3
Elective	PHIL 201 Philosophy & Cont. Ideas	3
11th Bible	BIBL 105 Old Testament Survey	3
11th Bible	BIBL 110 New Testament Survey	3
11th History	HIUS 221 Survey of American His I	3

**General Electives (22hours)**

12th History	GOVT 200 Constitutional Govt/Free	3
11th Science	PHSC 210 Elements of Earth Science	3
11th Science	PHSC 211 Elements of Earth Science Lab	1
12th Bible	THEO 201 Theology Survey I	3
12th Bible	THEO 202 Theology Survey II	3
12th English	BIBL 104 Survey of Biblical Literature	3
Elective	EVAN 101 Evangelism & Christian Living	3
Elective	INFT 110 Computer Concepts & App	3

**AA Program Course Sequence**

Summer Semester after 10<sup>th</sup> grade

A Summer Term (14 weeks) Biology 101 and Biology lab 103

Fall Semester of 11<sup>th</sup> grade

B Fall Term (8 weeks) = English 101 and Bible 105

D Fall Term (8 weeks) = English 102 and Bible 110

Spring Semester of 11<sup>th</sup> grade

A Spring Term (16 weeks) = Elements of Earth Science 210 and lab 211

B Spring Term (8 weeks) = Western Civilization I

D Spring Term (8 weeks) = Survey of American History I

D Spring Term (8 weeks) = Theology Survey I  
D Spring Term (8 weeks) = Contemporary Worldviews

Summer after 11<sup>th</sup> grade

A Summer Term (14 weeks) Math 115  
B Summer Term (8 weeks) Computer Concepts and Applications

Fall Semester of 12<sup>th</sup> grade

B Fall Term (8 weeks) = Survey of Biblical Literature and Philosophy and Contemporary Issues  
D Fall Term (8 weeks) = English 216 and Theology Survey II

Spring Semester of 12<sup>th</sup> grade

B Spring Term (8 weeks) Principles of Economics and Speech Communication  
D Spring Term (8 weeks) American Government and Evangelism 101

## **STUDENT EXPECTATIONS AND DISCIPLINE POLICIES**

### **Academic Integrity**

**“Let your light shine before men, that they may see your good deeds and praise your Father in heaven.” Matthew 5:16 (NIV)**

**“The man of integrity walks securely, but he who takes crooked paths will be found out.” Proverbs 10:9 (NIV)**

**A school environment that is based on integrity provides a setting of peace and trust. It is the responsibility of parents, students, and school personnel to work together to develop a school community based on honesty in words and actions.**

In order to issue a transcript and/or a diploma upon completion of the program, LUOA must have a reasonable degree of assurance that the grades earned and works completed are an accurate reflection of the student’s ability and mastery of the material. Therefore, dishonesty related to the coursework is viewed seriously and dealt with appropriately.

It is important that parents take “ownership” of their side of the Academy program and ensure there is sufficient supervision as the student is completing lesson work and taking quizzes and tests.

Program abuse primarily occurs when students become disrespectful to teachers or when they pursue alternative ways of completing the coursework outside the conventional use of the curriculum as understood by both the parent and the student through Academy communications.

A conventional approach means that students read the lessons, answer lesson questions, study for quizzes and tests without preview of the assessment instrument, and then complete those quizzes and tests independent of “outside” resources of any form (i.e., notes, etc.). In other words,

during quiz and test assessments, students are to rely solely on their mental preparations for that assessment.

As a part of the enrollment or re-enrollment process, each student signs a pledge to uphold the institution's Honor Code.

### **Honor Code**

**As a student of Liberty University Online Academy, I pledge to uphold God's biblical mandate that my life testimony demonstrate actions of integrity. In so doing, I will complete all assignments as instructed, without resorting to cheating or plagiarism. I pledge to turn in my assignments in a timely manner, do my own work, not share my work with others, and treat all students, teachers, and staff with respect.**

#### *Cheating*

Cheating is giving aid to a student or receiving any form of aid regardless of the source without the consent of the teacher. Assistance in daily lesson work is not considered cheating as long as the student actually does the work. The line between lesson "assistance" and cheating is drawn at the point of providing actual answers to questions. Quizzes and tests must be completed without the aid of any notes or other forms of written information and without information provided by human sources. Students may receive help to clarify word meaning if a student does not understand a question, but prompts that would guide the student to the correct answers are inappropriate. Parents are responsible to monitor student work to assist teachers in verifying student submission integrity.

#### *Plagiarism*

Whether intentional or not, plagiarism is submitting work that is not the student's own thoughts and opinions, but has originated from another source and is not properly documented.

Examples of plagiarism: (this is not a comprehensive list)

- Copying from the internet or books
- Having someone else write your paper
- Sharing answers
- Rearranging someone else's words
- Downloading internet papers
- Copying another student's work: part or all

Liberty University Online Academy, in partnership with the parents of our students, is committed to ensuring that students are properly equipped to follow accepted guidelines of research, to properly cite sources used, and receive appropriate feedback and consequences when they fail to do so.

- In elementary grades 3-5, teachers stress that students know how to properly quote sources. Copying and pasting is accepted as long as students use quotation marks and they provide their sources.
- Teachers in grades 6-8 focus research instruction on summarization principles. In addition to quotes, the students are asked to put information in their own words; sources are still expected with the summarization.
- High school students are required to utilize MLA formatting and citation style.

- At the beginning of each school year, every student in grades 8–12 is presented with a Plagiarism Orientation Project in unit one of Language Arts. Included in this orientation is instruction for properly citing reference sources and practical measures to avoid plagiarism.

All projects that require research and source citation must have a works cited page in order for students to receive credit. These reports also require the use of in-text citation called “parenthetical documentation” (MLA citation style). **Reports that do not comply will be returned to the student for resubmission before any grading takes place.**

**To ensure academic integrity, teachers use Safe Assign—a national plagiarism detection database. Teachers electronically submit assignments, essays, and projects, to the database and receive a report detailing the level of plagiarism (if any) included in the material and the possible sources from which the material was copied.** When plagiarism is identified in a student’s report, the plagiarized report will be returned to the student. Parents will be notified of the issue and instructed as to how to help their child succeed in written assignments. The student will be scheduled for a required, live, plagiarism tutorial session with the language arts department chair. **Consequences for plagiarized reports range from resubmitting the report for a maximum grade of 80% for a first offense and a grade of zero for the second offense, to eventually no course credit and/or administrative withdrawal for repeat offenses.**

*rev. 5/2012*

### *Respect*

Our actions and our speech quickly convey to others the factors which motivate us in our relationships. We must daily practice being courteous to those with whom we associate by striving to live in harmony with them. Courtesy includes showing respect to those in authority over us. Words are powerful tools. Use words wisely.

*rev. 8/2010*

### **Discipline Policy**

When an infringement of the Honor Code comes to the attention of the administration, the academic adviser will contact the student’s parents or guardians. The parents shall inform the student of the charge and give the advisor an opportunity to counsel the student. If the student has violated the Honor Code, the administration will determine which of three sanctions is appropriate for the offense: warning and work to be done properly with a grade of 80% of assessed value, work not permitted to be redone and grade of zero assigned, course removal and no credit granted for any work completed.

### **Cancellation of Enrollment**

**The Academy administration reserves the right to cancel a student’s enrollment at any time for non-payment of fees, unsatisfactory progress, failure to submit work on a regular basis, or obvious academic dishonesty. Students who do not maintain attendance by doing coursework for a period of thirty days or by remaining in blocked status due to financial hold for a period of sixty days will be administratively withdrawn from the Academy.** In such cases, parents are responsible to complete prorated tuition payment based on the student’s time enrolled within the contract, not on the amount of schoolwork completed. Transcripts will be sent when all obligations to the Academy have been satisfied.

If semester work is incomplete, the student transcript will include semester exit grades determined by averaging completed unit percentages. Incomplete units will not be recognized in the exit average. Acknowledgement of the percentage of work completed within the semester will be provided in the transcript comment section.

Once a student is dismissed, reinstatement is considered only upon written application to and approval by the administration of Liberty University Online Academy. Reinstated students are automatically placed on probation. The administration will consult with the student's parents as to the nature and length of the probation.

If a student's enrollment is suspended or cancelled for any reason, schoolwork that is completed after that date is considered as "home-school status" and will not be included in the student's transcript from the Academy. Upon reinstatement, if the parent seeks to have the "home-school coursework" receive credit, a coursework portfolio of completed assignments and tests must be reviewed and accepted as conclusive documentation by LUOA academic advisers.

Applicants seeking reinstatement beyond the course completion deadline are considered as a new student status. Depending on the length of time that has passed since enrollment in the Academy, the administration reserves the right to ask the student to take a new entrance placement tests.

# **COURSE DESCRIPTION GUIDE**

## **Grades 3 – 12**

**This *Course Description Guide* is provided to give students and parents basic information regarding the course offerings at each grade level. The guide is divided into two sections: grades 3-8 and high school. A more complete *Grade Level Curriculum Guide* is available on the LUOA website that provides scope and sequence, course descriptions, course objectives, and course outlines.**

# Grades 3-8 Course Descriptions

## 3<sup>rd</sup> Grade

### **Bible:**

Third grade Bible provides a developmental and in-depth academic study of the teachings of the Old and New Testaments. It focuses on Christian living, the lives of Jesus and Joseph, Bible study methods, Bible archaeology, friendship, and Christian service. These areas target five content strands: biblical literature, biblical background, Christian growth, Christian evidences, and friendship (a special topic).

### **Language Arts:**

Third grade Language Arts builds sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways:

- **Reading-** introduces students to basic reading skills, including the identification of main ideas, supporting details, sequence, and facts and opinions; shows students how to identify parts of speech in sentences; helps students develop basic literary comprehension skills through the reading of short stories, a short play, and haiku poetry.
- **Writing-** develops students' understanding of sentence structure, providing hands-on experience with complete sentences and parts of speech; introduces students to roots and affixes, and basic word relationships, including homographs, synonyms, and antonyms; develops students' vocabulary and spelling skills; gives students the opportunity to develop their abilities in writing paragraphs, haiku poetry, short stories, and friendly letters.
- **Special Topics-** introduces basic research skills, including the use of atlases, dictionaries, encyclopedias, newspaper and magazine articles, and textbooks.

### **Math:**

Third grade math is a full-year math course designed to continue students' mathematical growth by focusing on number skills and numerical literacy. In it, students will gain experience with number theory and operations, learning how to apply these in measurement situations. This course also integrates geometric concepts and skills throughout the units as well as introduces students to statistical concepts. It presents instruction under the spiral method, with regular review and reinforcement of previous content.

### **Science:**

Third grade science is a basic elementary course intended to expose students to the designs and patterns in God's physical universe. This course provides a broad survey of the major areas of

science, including the life, earth, and physical sciences. It seeks to hone students' observational skills through experimentation and projects, preparing students for higher levels of science.

### **Social Studies:**

Third grade history and geography develops within students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. This course focuses on different types of communities and their local industries, such as farming and fishing communities, placing special emphasis on a variety of manufacturers. The course presents a survey of several 19<sup>th</sup> and 20<sup>th</sup> century inventors and inventions. These areas of focus target three major content strands: Geography, History, and Economics.

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## **4<sup>th</sup> Grade**

### **Bible:**

Fourth grade Bible continues to provide a developmental and in-depth academic study of the teachings of the Old and New Testaments. It focuses on the lives of Peter and Paul (also known as Saul), the existence and knowledge of God, Bible study methods, Psalm 23, Old Testament geography, and Christian witnessing.

### **Language Arts:**

Fourth grade Language Arts continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways:

- **Reading-** introduces students to basic reading skills, including the identification of main ideas, supporting details, sequence, and facts and opinions; shows students how to identify parts of speech in sentences; develops students capacity for identifying basic elements of narrative prose; introduces students to types of nonfiction, including biographies, autobiographies, and short essays; helps students develop basic literary comprehension skills through the reading of short stories, nonfiction pieces, and poetry.
- **Writing-** develops student's understanding of sentence structure, providing hands-on experience with subject-verb agreement and parts of speech; emphasizes parts of speech and their roles, including adjectives, nouns, and verbs; familiarizes students with roots and affixes, and basic word relationships, including homonyms, synonyms, and antonyms; develops students' vocabulary and spelling skills; gives students the opportunity to develop their abilities in writing paragraphs, four-line poetry, and short stories; guides students through planning, organizing, writing, and revising a report.
- **Listening-** teaches effective listening comprehension skills, weaving these throughout the lessons.
- **Special Topics-** teaches basic research skills, including dictionary, encyclopedia, and safe Internet usage.

## **Math:**

Fourth grade math continues students' mathematical growth in number skills and numerical literacy. In it, students will gain experience with number theory and operations, including decimals and fractions. This course also integrates geometric concepts and skills throughout the units, teaches measurement skills, and introduces students to statistical concepts. It presents instruction under the spiral method, with regular review and reinforcement of previous content.

## **Science:**

Fourth grade science is a basic elementary course intended to expose students to the designs and patterns in God's physical universe. This course builds on concepts taught in third grade science, providing a broad survey of the major areas of science, including the life, earth, space, and physical sciences. It also seeks to hone students' observational skills through experimentation and projects, preparing students for higher levels of science.

## **Social Studies:**

Fourth grade history and geography continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. The course focuses on World Geography, describing the surface of the earth and its natural features (biomes). It also teaches about cultural distinctive, placing special emphasis on North American geography and culture. These areas of focus target three major content strands: Geography, History, and Social Studies Skills.

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## **5<sup>th</sup> Grade**

### **Bible:**

Fifth grade Bible focuses on biographies of faithful people, angels, the presence of God, Bible study methods, the Christian's relationships, and Paul's missionary journeys. These areas target five content strands: theology, the attributes of God, biblical literature, biblical background, and Christian evidences.

### **Language Arts:**

Fifth grade Language Arts continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways:

- Reading- develops students' basic reading skills, including the identification of main ideas, supporting details, sequence, and facts and opinions; introduces more advanced reading skills, showing students how to make inferences and derive implied meanings; shows students how to identify parts of speech in sentences, with emphasis on nouns,

adverbs, and verb tenses; develops students' capacities for identifying basic elements of narrative prose; introduces students to types of nonfiction, including biographies, autobiographies, and short essays; helps students develop basic literary comprehension skills through the reading of excerpts from *Beowulf*, *Call it Courage*, and *Gulliver's Travels* and of various short stories, nonfiction pieces, and poetry.

- **Writing-** develops students' understanding of sentence structure, providing hands-on experience with subject-verb agreement and parts of speech; emphasizes parts of speech and their roles, including adjectives, nouns, and verbs; familiarizes students with roots, affixes, and basic word relationships, including homonyms, synonyms, and antonyms; develops students' vocabulary and spelling skills; gives students the opportunity to develop their abilities in writing paragraphs, dialogue, poetry, and short stories; guides students through planning, organizing, writing, and revising a report.
- **Special Topics-** teaches dictionary skills and comprehension of graphic visual aids; introduces students to Biblical literature topics.

### **Math:**

Fifth grade math focuses on number skills and numerical literacy. In it, students will gain experience with number theory and operations, including decimals and fractions. This course also integrates geometric concepts and skills throughout the units as well as introduces students to statistical concepts. It presents instruction under the spiral method, with regular review and reinforcement of previous content.

### **Science:**

Fifth grade science is a basic elementary course intended to expose students to the designs and patterns in God's physical universe. This course expands on the fourth grade course, providing a broad survey of the major areas of science, including the life, earth, and physical sciences.

### **Social Studies:**

Fifth grade history and geography continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. It focuses on two major areas, American History and Geography. The course covers American History from early exploration through the Reconstruction, with special emphasis given to inventions and technology of the 19<sup>th</sup> and early 20<sup>th</sup> centuries. Geography of the Americas is taught with special emphasis on Mexico, Canada, and U.S. regional geography. These areas of focus target four major content strands: History, Geography, Government and Citizenship, and Social Studies Skills. Additionally, students will gain practice in report-writing and story-writing, covering topics like proverbs, the Pledge of Allegiance, frontier life, inventions, and more.

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## 6<sup>th</sup> Grade

### **Bible:**

Sixth grade Bible focuses on a brief survey of the Old and New Testaments, with special emphasis upon the key people, places, and events from the book of Genesis to the book of Revelation. These areas target three content strands: theology, biblical literature, and biblical background.

### **Language Arts:**

Sixth grade Language Arts continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways:

- **Reading-** develops students' reading skills, including the identification of main ideas, supporting details, sequence, and facts and opinions; introduces more advanced reading skills, showing students how to analyze propaganda, make inferences, and determine author's authority; shows students how to identify parts of speech in sentences, with emphasis on kinds and uses of nouns, pronouns, and verb tenses; develops students' capacities for identifying basic elements of narrative prose; enhances students' abilities for reading newspaper articles and informative nonfiction; helps students develop basic literary comprehension skills through the reading of short stories, nonfiction pieces, and poetry.
- **Writing-** develops students' understanding of sentence structure, providing hands-on experience with subject-verb agreement, participles, and phrases; emphasizes parts of speech and their roles, including adjectives, nouns, and verbs; familiarizes students with roots, affixes, and basic word relationships, including homonyms, synonyms, and antonyms; develops students' vocabulary and spelling skills; gives students the opportunity develop their abilities in writing paragraphs, business letters, poetry, and short stories; guides students through planning, organizing, writing, and revising a report.
- **Special Topics-** teaches dictionary skills and comprehension of graphic visual aids; introduces students to Biblical literature topics.

### **Math:**

Sixth grade math continues students' mathematical growth by focusing on number skills and numerical literacy, with an introduction to the number skills needed for algebra. In it, students will gain experience with number theory and operations, including decimals and fractions. This course also integrates geometric concepts and skills throughout the units as well as introduces students to statistical and probability concepts. It presents instruction under the spiral method, with regular review and reinforcement of previous content.

## **Science:**

Sixth grade science is a basic intermediate course intended to expose students to the designs and patterns in God’s physical universe. This course expands on the third through fifth grade elementary courses, providing a broad survey of the major areas of science, including the life, earth, space, and physical sciences. It also seeks to hone students’ observational skills through experimentation and projects, preparing students for higher levels of science.

## **Social Studies:**

Sixth grade history and geography continues the process of developing in students an understanding of and appreciation for God’s activity as seen in the record of man and his relationships. The course focuses on World History, with an emphasis on Western Europe. Specifically, it covers World History from ancient civilizations through the end of the 20<sup>th</sup> century, highlighting early Christianity (through the Reformation) and the two World Wars. These areas of focus target three major content strands: History, Geography, and Social Studies Skills.

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## **7<sup>th</sup> Grade**

### **Bible:**

Seventh grade Bible focuses on worship, mankind, attributes of God, prophecies about Christ, living of balanced lives, and the book of Psalms. Special emphasis is given to the life of Christ from His pre-existence and birth to His resurrection and ascension. These areas target five content strands: theology, the attributes of God, biblical literature, Christian growth, and the life of Christ (a special topic).

### **Language Arts:**

Language Arts 7 continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways:

- **Reading-** develops students’ reading skills, including the identification of main ideas, supporting details, and sequence; teaches students how to reach logical conclusions as well as use appropriate reading rates; shows students how to identify parts of speech in sentences, with emphasis on adjectives, adverbs, conjunctions, pronouns, and verb types; helps students develop basic literary comprehension skills through the reading of biographical and autobiographical pieces, poetry, and character analyses.
- **Writing-** develops students’ understanding of sentence structure, providing hands-on experience with coordination, conjunctions, subject-verb agreement, participles, and phrases; familiarizes students with roots, affixes, and basic word relationships, including homonyms, synonyms, and antonyms; develops students’ vocabulary and spelling skills;

gives students the opportunity to develop their abilities in writing paragraphs, character analyses, character sketches, short biographies, summaries, and poetry; develops students' critical thinking skills through speculative writing on morality.

- **Speaking-** teaches skills that enable students to become effective speakers and communicators, weaving the skills throughout the course.
- **Listening-** teaches effective listening comprehension skills, weaving these throughout the lessons; builds upon students' study skills.

## **Math:**

Math 7 continues students' mathematical growth by bridging numerical literacy with algebra skills. In it, students will gain experience with number theory and operations and learn how to evaluate formulas. This course also integrates geometric concepts and skills throughout the units as well as introduces students to statistical and probability concepts. In addition, the course teaches pre-algebraic skills and techniques, from simple equation solving to the formal study of logic and set notation. It presents instruction under the spiral method, with regular review and reinforcement of previous content.

## **General Science I:**

General Science I is a basic intermediate course intended to expose students to the designs and patterns in God's physical universe. This course expands on the Science 600 course, providing a set of basic scientific skills and a broad survey of the major areas of science, including the life, earth, and space sciences.

## **Social Studies:**

Seventh grade history and geography continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. The course surveys the social sciences, covering history, geography, anthropology, sociology, economics, and political science. These areas of focus target all five major content strands: History, Geography, Government and Citizenship, Economics, and Social Studies Skills.

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## **8<sup>th</sup> Grade**

### **Bible:**

Bible 8 focuses on prayer, salvation, the attributes of God, the book of Proverbs, and interpersonal relationships. Special emphasis is given to a survey of Church history from the early Church through the Reformation. These areas target five content strands: theology, the attributes of God, biblical literature, Christian growth, and Church history (a special topic).

## Language Arts:

Language Arts 8 continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways:

- **Reading-** reinforces reading comprehension skills by teaching students how to analyze propaganda and other forms of writing, including biographies, autobiographies, formal essays, and informal essays; shows students how to make denotative, symbolic, and connotative readings of a text; introduces both Old English and Middle English languages and literatures to develop students' understanding of English language formation and development; prepares students for the higher level literary comprehension skills required in the upper grades.
- **Writing-** develops students' understanding of sentence structure, providing hands-on experience with conjunctions, transitions, clauses, and common sentence errors; teaches language histories and etymologies to help students build on knowledge of word structures, including topics like prefixes, roots, and suffixes; expands on students' vocabulary and spelling skills; gives students the opportunity to develop their abilities in writing business letters, friendly letters, informal essays, and basic literature analyses.
- **Speaking-** offers students experience in delivering oral reports; teaches skills that enable students to become effective speakers and communicators, weaving these skills throughout the course.
- **Listening-** teaches effective listening comprehension skills, weaving these throughout the lessons; builds upon students' study skills as well as helps them to become reliable and efficient note takers.

## Math:

Pre-algebra is an introductory algebra course designed to prepare students for Algebra I. The course focuses on strengthening needed skills in problem solving, integers, equations, and graphing. Students taking pre-algebra will explore concepts taught in previous math courses at higher levels and in real world applications. Students will also practice algebraic thinking in order to model and solve real world problems. Additionally, the course exposes students to new skills and concepts that will help them in future math courses. Students will begin to see the “big picture” of mathematics and how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.

## General Science II:

General Science II is a basic intermediate course intended to expose students to the designs and patterns in God's physical universe. This course expands on the 6<sup>th</sup> grade course and 7<sup>th</sup> grade General Science I course, providing a set of basic scientific skills and a broad survey of the major areas of science, including the health, life, and physical sciences. It also seeks to hone students' observational skills through experimentation and projects, preparing students for higher levels of science.

## **Social Studies:**

History and geography 8<sup>th</sup> grade continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. The course focuses on American History, covering American History from early exploration through the present day, with special emphasis given to the Civil War and inventions and technology of the 19<sup>th</sup> and early 20<sup>th</sup> centuries. These areas of focus target three major content strands: History, Geography, and Government and Citizenship.

## **High School Course Descriptions**

### **Bible:**

#### **9<sup>TH</sup> Grade New Testament Survey**

Credit: 1

New Testament focuses on a survey of the New Testament from the Intertestamental period (prior to the birth of Christ) to the book of Revelation. The survey emphasizes the most important people, places, and events in the development and expansion of the Church. This course also includes material on Christian suffering, witnessing, and the will of God.

#### **10<sup>th</sup> Grade Old Testament Survey**

Credit: 1

Old Testament focuses on a survey of the Old Testament, from the creation of the world (Genesis) to the restoration of Israel and the ministry of its post-exilic prophets (Malachi). This course provides an overview of the authorship and contents of the entire Old Testament, particularly noting how God worked in history to prepare people for the coming of His Son. The survey emphasizes the most important people, places, and events in the development and decline of the nation of Israel. These areas target three content strands: theology, biblical literature, and biblical background.

#### **11<sup>th</sup> Grade Bible Doctrine**

Credit: 1

Bible 11 focuses on the faithfulness of God, the doctrine of Christ, the nation of Israel, the history and integrity of the Bible, the pursuit of happiness, friendship, dating, and marriage. There is also a special emphasis on the book of Romans.

#### **12<sup>th</sup> Grade Christian Faith and Living**

Credit: 1

This course presents a variety of topics useful for young people about to make important decisions affecting the future direction of their lives. Bible 12 focuses on personal Christian ministry; the nature of God; comparative religions; and the writings of James, John, David, Solomon, and Daniel.

## **Bible Elective:**

### **Foundations for Living**

Credit: 1

Foundations for Living is a one-year course offering an in-depth look into God's Word and how to apply its lessons to everyday life. Topics covered feature difficult issues the soon-to-be graduate will encounter in adulthood. Topics in this curriculum include man's purpose in the world, the Christian family and roles, dating and courtship, education, art, politics, and more!

### **Language Arts**

#### **English I**

Credit: 1

English I continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. This course equips the student with a basic understanding of the structure of English grammar, introduction to poetry, drama and the novel.

#### **English II**

Credit: 1

This course involves the student in the writing, study, and oral presentation of various genres, and shall include language structure, the development of English, the short story, studies in the novel, drama, and poetry.

#### **English III**

Credit: 1

This course builds upon the previous two foundational courses and develops the student's comprehension and critical reading, and research skills including the uses and varieties of American literature, poetry, nonfiction, American drama, and the American novel.

#### **English IV**

Credit: 1

This course requires the student's advanced comprehension/composition skills focusing on British literature, including the worth of words, research work, listening skills, medieval English literature, Elizabethan literature, 17<sup>th</sup> and 18<sup>th</sup> century English literature, Romantic and Victorian poetry, and creative writing.

### **Language Arts Electives:**

#### **American Literature (Honors)**

Credit: 0.5

This one semester course uses a survey format to provide students an understanding of the beginnings and development of written works in America from 1600 to the present day.

Students learn the philosophical premises that shaped the thinking of American writers and led eventually to modernist and postmodernist thought expressed in current literature. Filled with works from renowned American writers and poets, this course is a valuable supplement to English 11. It is highly recommended for the college-bound student.

### **British Literature (Honors)**

Credit: 0.5

In this one semester survey, students gain an understanding written works in Great Britain from the middle ages to present time. Students will learn the philosophical premises that shaped the thinking of British writers in the middle ages, renaissance, neoclassical, romantic, and Victorian ages that led to the Modern Era. Filled with works from acclaimed British writers, this course is a perfect supplement to the English 12 curriculum. It is highly recommended for the college-bound student.

### **Spanish I**

Credit: 1

This course is designed to enable the student to ask and answer basic questions, initiate and respond to simple statements, and maintain limited face-to-face conversations about familiar topics. The course shall include basic verbal communication, geography and culture, and grammar and written communication.

### **Spanish II**

Credit: 1

This course is designed to fulfill the requirements of “Standards for Foreign Language Learning.” This course, advancing the skills mastered in Spanish I, shall include “participation in the multilingual community”, geography and culture, relationships between practice, products, and perspective, insights into the nature of language and culture, and continued personal development in grammar and vocal and written skills.

### **Secondary Spanish**

Credit: 1

Secondary Spanish is designed as a review of the elements of Spanish fundamentals. The course is used as a third year offering of Spanish language and cultural exposure for LUOA students. This course is not designed as an advanced Spanish course, but it is designed to provide students with a third year of foreign language experience to fulfill graduation requirements for an advanced diploma.

### **French I**

Credit: 1

French I is an entry-level high school foreign language course which explores the French language through communication, culture, connections, comparisons, and communities. Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, writing, and cultural competency. This course gives students an introduction

into the mechanics of the French language, acquaints them with the cultural differences of francophone countries, and helps them gain a keen awareness of their own culture.

## **French II**

Credit: 1

French II builds on and reviews skills and concepts taught in French I through further exposure to communication, cultures, connections, comparisons, and communities. Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, writing and cultural competency.

## **Secondary French**

Credit: 1

Secondary French is designed as a review of the elements of French fundamentals. The course is used as a third year offering of French language and cultural exposure for LUOA students. This course is not designed as an advanced French course, but it is designed to provide students with a third year of foreign language experience to fulfill graduation requirements for an advanced diploma.

## **Essentials of Communications**

Credit: 0.5

This course is designed to show students how to successfully interact with others in personal, professional, and public settings. Students will learn about communication theories, characteristics of language, interpersonal relationships, group dynamics, and public speaking. Units contain practical application exercises that allow students to practice new skills learned. For example, students may write a speech and present it, conduct interviews, or attend local community meetings to practice and observe effective communication. Designed for students at the high school level, this course aims to equip students with knowledge that enables them to reach personal and professional goals, develop relationships, fulfill social obligations, and strengthen their sense of self worth.

## **Mathematics:**

### **Algebra I**

Credit: 1

Algebra I is a full-year math course covering the traditional material of first year high school algebra. This course continues students' mathematical growth by strongly focusing on the skills and methods of algebra. In it, students will gain experience with algebraic techniques and methods, including radical expressions, systems of equations, and quadratic equations. This course provides the student with a foundation of understanding algebra and skills upon which to build future mathematics courses.

## **Geometry I**

Credit: 1

Geometry is a full-year math course covering the traditional material of high school geometry. This course shall provide the student with the necessary understanding of geometric form, formulas, and functions. In it, students will gain experience with geometric calculations, coordinate plane graphing, methods of formal proof, and techniques of construction.

## **Algebra II**

Credit: 1

Algebra II is a full-year math course covering the traditional material of second year high school algebra. Students gain experience with algebraic techniques and methods, and they develop their understandings of both advanced number theory and pre-calculus theories. This course advances the student from basic algebra through linear equations and quadratics. This course also integrates geometric concepts and skills throughout the units as well as introduces students to trigonometry.

## **Pre-Calculus (Honors)**

Credit: 1

Pre-Calculus is a full-year course covering the material of the traditional high school pre-calculus course. This course continues students' mathematical growth by focusing on the skills and methods of analytic geometry and trigonometry. In it, students will gain experience with algebraic techniques and methods, learn more about advanced number theory, and be introduced to basic calculus. This course also covers probability concepts, including permutations and combinations.

**Personal Financial Literacy** (For students entering the 9<sup>th</sup> grade in 2011, this course is required for graduation.)

Credit: 0.5

Personal Financial Literacy is a semester-length math elective designed to help high school students prepare for success in making financial decisions throughout their lives. Topics in the course address the advantages of making sound financial decisions in the short and long term, personal finance, income planning, money management (banking and credit), saving and investing, and consumer rights and responsibilities.

## **Mathematics Electives:**

### **Essentials of Mathematics**

Credit: 0.5

Essentials of Mathematics is a semester-length review of the fundamentals taught in Pre-Algebra, Algebra I and Geometry courses and is useful at the high school level for basic skill remediation. The course highlights basic mathematical skills through multiple review and practice.

## **Integrated Mathematics**

Credit: 1

The materials in this course integrate the topics of algebra, geometry, probability, and statistics. Throughout the course, students practice algebraic thinking and use algebra to model and solve real world problems. In so doing, students see the “big picture” of mathematics and understand how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.

### **Trigonometry:**

Credit: 0.5

Trigonometry is a one semester elective course dealing with triangle measurement. Trigonometric ratios are based on geometric concepts of similar figures that allow for indirect measurement. Early astronomers used spherical trigonometry and the chords in a circle to measure distances to stars. Today, plane trigonometry is applied to many fields such as surveying, physics, and engineering. Students will learn trigonometric functions, expressions, and applications.

**Consumer Math** (may be used as an elective, but cannot count as a math requirement for graduation)

Credit: 1

Consumer Math is full-year elective practical math course that does not count toward a students required math graduation requirements. Students are introduced to many ways in which math can be used in everyday life. Students gain practical advice on how to handle situations that involve money and math-related subjects. Course topics include:

- Basic Math Review
- Personal Finance
- Statistics
- Taxes & Insurance
- Banking Services & Investments
- Banking & Credit Costs
- Purchase & Sale of Goods
- Leisure, Travel, & Retirement
- Job-related Services

## **Science:**

### **Earth Science**

Credit: 1

Earth Science is a basic intermediate course intended to expose students to the designs and patterns in God’s physical universe. This course explores Earth’s structure, interacting systems, and place in the universe. Students learn concepts and processes found in:

- Astronomy – Earth’s place in and interaction with space
- Geology – physical structure and dynamic processes
- Meteorology – atmosphere, weather and climate

- Oceanography – oceans and marine life

Students will have the opportunity to evaluate and explore scientific concepts by participating in interactive lab sessions, conducting hands-on activities, and completing projects designed to improve their understanding of Earth and its dynamic functions.

## **Biology**

Credit: 1

Biology is a general course intended to expose students to the designs and patterns of living organisms that have been created by God. This course focuses on chemical, cellular, and genetic bases of life as well as the processes of life. It also further develops course concepts by helping students utilize the skills of experimentation, observation, and critical thinking.

- Taxonomy: Key To Organization
- Basis Of Life
- Microbiology
- Cells
- Plants: Green Factories
- Human Anatomy And Physiology
- Genetics: God's Plan Of Inheritance
- Cell Division And Reproduction
- Ecology, Pollution, And Energy
- Principles And Applications Of Biology

## **Chemistry (Honors)**

Credit: 1

Chemistry is a general course intended to expose students to the designs and patterns in the world that God has created. This course focuses on atomic structure, chemical formulas, chemical reactions, and hydrocarbons. It also further develops course concepts by helping students utilize the skills of experimentation, observation, and critical thinking. To successfully function in this chemistry course, students should have completed or be enrolled in Algebra II.

All students taking Chemistry use of an innovative on-line laboratory software program to complement and reinforce the concepts taught in the class curriculum. Through a contract with Late Nite Labs, Liberty University Online Academy students complete simulated laboratory experiments at any hour of the day, any day of the week.

Students do not simply watch a video of an experiment being performed in a laboratory. Instead, Late Nite Labs is completely interactive. Students perform actual lab experiments using this virtual lab experience. Students record experiment data and write results just as they would in any standard lab situation.

## **Physics (Honors)**

Credit: 1

Physics is a general course intended to expose students to the design and order in the world that God has created. Students develop course concepts by utilizing the skills of experimentation, observation, and critical thinking. To successfully function in this physics course, students should have completed or be enrolled in Algebra II. This course builds upon and requires the

student to make application of the foundational skills developed in physical science and shall include the following topics:

- Kinematics
- Dynamics
- Work and Energy
- Introduction to Waves
- Light
- Static Electricity
- Electric Currents
- Magnetism
- Atomic and Nuclear Physics

### **Integrated Physics and Chemistry (IPC)**

Credit: 1

Integrated Physics and Chemistry is a physical science course designed for high school students needing a science course covering basic concepts found in chemistry and physics. Throughout the course, students will have opportunities to observe simulations, investigate ideas, and solve problems—both on screen and away from the computer. Topics included are matter, motion and forces, work and energy, electricity, magnetism, and waves.

### **Social Studies:**

#### **9<sup>th</sup> Grade World Geography**

Credit: 1

World Geography is designed to help students see themselves in relation to their communities, their states, their country, and the world. Aeronautics, electronic communications, and other technologies have brought the people of the world much closer together, increasing their interdependence, and making a solid understanding of geography more important than ever before. Students survey the major countries and continents, using tools and technologies of geography to study their world.

#### **10<sup>th</sup> Grade World History**

Credit: 1

World History continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. The course focuses on World History, with an emphasis on Western Europe. It spans from ancient civilizations to the end of the 20<sup>th</sup> century, highlighting early Christianity (through the Reformation) and the two World Wars. These areas of focus target three major content strands: History, Geography, and Social Studies Skills.

#### **11<sup>th</sup> Grade American History**

Credit: 1

American History continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. The course

covers American History from early exploration to the present day. It places special emphasis on the politics of the 18<sup>th</sup> and early 19<sup>th</sup> centuries and the Civil War. These areas of focus target three major content strands: History, Geography, and Government and Citizenship.

## **12<sup>th</sup> Grade Government and Economics**

Credit: 1

U.S. Government and Economics continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. The course focuses on two major areas: Government, with special emphasis on American government, and Economics, with special emphasis on personal finance. These areas of focus target three major content strands: History, Government and Citizenship, and Economics.

### **State History**

Credit: 0.5

To meet the diverse student population enrolled in Liberty University Online Academy, a specific semester course is available for each of the 50 states. Topics include state government and leaders, a historical timeline, state growth and population, natural resources, economics and business, tourism and cultural distinctions, and Christian heritage and influence. In addition to memorization of facts, students use critical thinking and research skills to prepare essays on history and culture, government, economy, and citizenship. This course is a valuable addition to the American History course.

## **Social Studies Electives:**

### **The Story of the Constitution**

Credit: 0.5

The Story of the Constitution is a one semester course exploring the origins of the United States and the steps that led to the formation of the Constitution. It covers the U.S. Constitution in detail; focusing on the historical background of this primary legal document, providing a detailed analysis of the Constitution and its amendments, and offering an evaluation of the Constitution and its principles. Several unique appendices are provided, giving the student the complete text of the Constitution and amendments, an outline of the Constitution, biographies of all the signers of the Constitution and other Founding Fathers, and a list of recommended materials for further study.

### **Vietnam Era**

Credit: 0.5

The Vietnam Era was a difficult time in the U.S. The long and unpopular war claimed 58,000 American and nearly three million Vietnamese lives. In this one semester course, students will look at the history of the war, how the U.S. got involved in Vietnam, and why the United States ultimately failed to achieve its objectives.

## **Civil War**

Credit: 0.5

Civil War is a one semester elective course that gives students an in-depth look at the events surrounding a major turning point in American history. Students will follow societal and political issues of contention that eventually caused the secession of the South and started the Civil War. Students study the lives and choices of key figures, including Abraham Lincoln and the generals of the Northern and Southern armies. By examining decisive battles and troop movements, students will gain an understanding of the importance of war strategy. The course concludes with the aftermath of the war, including the time of Reconstruction.

## **Civics**

Credit: 0.5

In this one semester elective, high-school students will learn about the rights and responsibilities of being an American citizen. By studying different forms of government, students will investigate what motivated America's founding fathers as they drafted the U.S. Constitution. Students will also learn about the branches of the U.S. government as laid out in the Constitution and about the structure of state and local governments. In each unit, students will complete an in-depth project related to that unit's topic.

## **Twentieth Century American History**

Credit: 0.5

Twentieth Century American History is a history elective for high school students interested in examining American history during a century of change, continuity, and conflicts. Students examine America's economic, political, governmental, cultural, and technological growing pains during the twentieth century. They will also consider the causes and effects of national and international cooperation, competition, and conflict.

## **Health and Physical Education**

### **Physical Fitness**

Credit: 0.5

Physical Fitness is a semester-length course that focuses on the health benefits of regular physical activity and of a long term exercise program. As students work through the course, they will learn about the many aspects of physical fitness, including basic nutrition, the importance of flexibility, cardiovascular health, muscle and strength training, and realistic goal setting. Students will be required to maintain and submit an activity log in order to measure progress in course exercises, as well as in personal fitness goals.

### **Physical Education**

Credit: 0.5 or 1.0

Whether needing a semester credit or a complete credit, this independent study is designed to encourage physical student activity with accountability focused around the student's personal interests. The student must complete either five 50-minute workouts per week or three

90-minute workouts per week for 18 weeks to receive ½ credit or for 36 weeks to receive full credit. Recorded daily charted activities are submitted to the instructor once each month for evaluation.

## **Health**

Credit: 0.5

This course is a basic health, safety, and nutrition course preparing students to be a good steward of their own bodies with an awareness of their responsibility to fellow-man. The curriculum introduces students to what good health is, why good health is important, and what students should do to achieve good health. Topics covered include body systems, life health choices, safety and first aid, and environmental issues.

## **Fine Arts**

### **Music Appreciation**

Credit: 0.5

The goal of this semester-long course is to provide instruction in basic musical elements, trace the development and growth of classical music, and give students a strong foundation for a greater appreciation of music. Students will examine music in the world around them and discover how they experience music. They'll be introduced to the basic elements and sounds of music and instruments. Students will learn the names and backgrounds of several famous musical composers. Students will also learn how and where classical music began, how it developed over the centuries, and the ways in which music and culture affect each other. Lastly, students will examine the ways modern music has been influenced by classical music.

### **Music Theory**

Credit: 0.5

Music Theory is a semester-length fine arts elective for high school students. The course is designed for students who have had experience in piano and/or a brass or woodwind instrument. Using the piano keyboard as a visual basis for comprehension, the course materials explore the nature of music. Throughout the series of assignments, ear training exercises are interspersed with the instruction of composition technique, building in students the ability not only to hear and appreciate music, but step-by-step, to create it in written form as well. This highly interactive course culminates in the students producing original compositions, which while based on standard notation, demonstrate facets of personal expression.

### **Digital Art**

Credit: 0.5

Digital Arts introduces students to the effective use of digital cameras and the manipulation of digital images with imaging and editing software. Students also explore audio recording and editing, cinematography, and 3D technology. Project-based, this fun, one-semester course places a strong emphasis on student inquiry, research, and writing.

## **Career and Technology**

### **Family and Consumer Science**

Credit: 1

Filled with fun, relevant lessons, this formerly titled “Home Economics” course is the perfect supplement to any course of study because of its practical emphasis. This course teaches everything from Christian character and appearance to relationships. Students are taught about homemaking skills along with a focus on the importance of living a Christian life in the home. Added are steps on how to build solid financial skills and good character qualities.

### **Business Computer Information Systems I-A**

Credit: 0.5

Business Computer Information Systems I-A is the first semester of a two-semester course that explores the use of technology applications in both business and personal situations.

Keyboarding is a prerequisite for this course. While there are some keyboarding reviews in the course, there is no keyboarding instruction. The course provides the student with knowledge and skills in:

- Communication skills
- Business technology
- Word processing applications
- Spreadsheet applications
- Database applications

### **Business Computer Information Systems I-B**

Credit: 0.5

Business Computer I-B is a continuation of the business computer high school elective that explores the use of technology in both business and personal situations. The course provides key knowledge and skills in the following areas:

- Telecommunications technology
- Desktop publishing technology
- Presentation technology
- Computer networks
- Computer operating systems

### **Essentials of Business**

Credit: 0.5

This semester-long course is an introduction to the goals, processes, and operations of business enterprises for students. The main focus is on the functions that a company – whether a multinational corporation or a corner grocery store – must manage effectively to be successful. These include accounting, finance, human resource management, marketing, operations management, and strategic planning. Attention is also given to the legal environment in which businesses operate, and the importance of business ethics and corporate citizenship.

## **Office Applications I: Microsoft Word, PowerPoint, and Publisher**

Credit: 0.5

Office Applications I guides students in understanding application skills in Microsoft® Word®, Publisher® and PowerPoint® 2010. Students will use these applications to design, develop, create, edit, and share business documents, publications and presentations. Microsoft® Word® is an introduction to advanced skills ranging from an understanding of the uses of Microsoft Word to exploring mail merge, tab stops, reference, and additional features available in backstage view. In Microsoft Publisher, the student will create publications, including how to insert and edit publication items, and view, review, and share publications. Study in Microsoft® PowerPoint® will enable the student to create presentations, enter and modify content, modify and deliver presentations, and collaborate and share PowerPoint shows.

## **Office Applications II: Microsoft Excel and Access**

Credit: 0.5

Office Applications II provides instruction and practice to develop student skills in the use of Microsoft® Excel® and Microsoft® Access®. Students will use these applications to design, develop, create, edit, and share business spreadsheet and database documents. Microsoft® Excel® is an introduction to advanced skills ranging from basic spreadsheet terminology to exploring data entry, formatting, formulas, functions, charts, graphics, and additional features available in backstage view. Study in Microsoft® Access® will enable the student to create and modify tables, forms, queries, and reports.

## **Small Business Entrepreneurship**

Credit: 0.5

This course is designed to provide an overview of running a business by examining the skills needed to effectively organize, develop, create, and manage a small business, while exposing students to the challenges, problems, and issues faced by entrepreneurs. Legal regulations and business ethics that affect small businesses are discussed. Students will develop an understanding as to how to apply proven economic concepts in making sound business decisions. They will also learn to analyze markets, identify target markets, and develop a small business management plan.

## **Technology and Business**

Credit: 1

In this course, students will develop and hone technical skills, effective communication skills, and productive work habits needed to make a successful transition into the workplace or postsecondary education. Students will gain an understanding of emerging technologies, operating systems, and computer networks. They will create a variety of business documents including complex word-processing documents, spreadsheets with charts and graphs, database files, and electronic presentations. In addition, students will improve keyboarding speed and accuracy; use spreadsheets to calculate, graph, solve business problems, and make predictions; and perform data-management procedures using database technology.

## **General Electives**

### **College Planner**

Credit: 0.5

College Planner is a one semester elective course that allows students to begin the process of planning and preparing for college. Instruction focuses on the decision-making process of choosing a school, including the inquiry and application processes and financial requirements. Additionally, for those students who will not be attending college or university, the course surveys non-college options.

## **Courses for Dual High School/ College Credit:**

### **Bible Courses:**

#### **BIB3101 (LU Online course number EVAN 101) Evangelism and Christian Life**

High School Credit: 0.5 / College Credit: 3 hours

This course is 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.

#### **BIB3105 (LU Online course number BIBL 105) Old Testament Survey**

High School Credit: 0.5 / College Credit: 3 hours

This course provides an introduction to the authorship and contents of the Old Testament books. Special attention will be given to important persons, places and events in the Old Testament, as well as to key chapters.

#### **BIB3110 (LU Online course number BIBL 110) New Testament Survey**

High School Credit: 0.5 / College Credit: 3 hours

New Testament Survey is an introduction to the authorship and contents of the New Testament books. Special attention will be given to important persons, places, events in the New Testament, as well as to key chapters.

#### **BIB3201 (LU Online course number THEO 201) Theology Survey I**

High School Credit: 0.5 / College Credit: 3 hours

This is a general survey of Bible doctrine designed to synthesize and outline each of 10 major areas of systematic theology, including prolegomena, bibliology, theology proper, Christology, angelology and pneumatology.

#### **BIB3202 (LU Online course number THEO 202) Theology Survey II**

High School Credit: 0.5 / College Credit: 3 hours

As a continuation of Theology Survey I, this is a general survey of Bible doctrine designed to synthesize and outline each of 10 major areas of systematic theology, including anthropology, hamartiology, soteriology, ecclesiology and eschatology.

#### **BIB3203 (LU Online course number PHIL 201) Philosophy and Contemporary Ideas**

High School Credit: 0.5 / College Credit: 3 hours

This course is 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.

## **BIB3290 – (LU Online course number CRST 290) History of Life**

High School Credit: 0.5 / College Credit: 3 hours

Bible 3290 is an interdisciplinary study of the origin and history of life in the universe. Faculty of the Center for Creation Studies will draw from science, religion, history, and philosophy in presenting the evidence and arguments for creation and against evolution. This course is designed to instill in students a clear understanding of the relationship between science and Scripture as it pertains to the study of origins. In particular, it is designed to help students develop a clear and consistent biblical creationist worldview and defend it. This course is required for all Liberty students.

**\*\*\*\*The following Bible courses are only applicable for those students who will NOT be attending Liberty University in residence. These courses do not apply toward the General Education or Religion requirements for a resident student. These courses should only be taken if planning on completing an undergraduate degree as a Liberty University Online Student. \*\*\*\***

## **BIB3104 (LU Online course number THEO 104) Introduction to Christian Thought**

High School Credit: 0.5 / College Credit: 3 hours

This course is an introduction to the basic tenets of Christianity. The poor, unbalanced teaching of many church leaders and the hypocrisy of professing Christians continues to contribute to the postmodern skepticism of the miraculous and bold claims of Christianity. As a result, there is an increasing need for believers to be acquainted with a general overview of the basic doctrines of Scripture and the concept of the Christian life. The aim of this course is to give a rational and practical overview of Christian doctrine so that the modern mind can understand what Christianity is all about. In contrast to other courses that attempt to defend Christianity against opposing worldviews and religions, this course focuses on familiarizing students with the basic tenets of the Christian faith.

## **BIB3106 (LU Online course number BIBL 104) Survey of Biblical Literature**

High School Credit: 0.5 / College Credit: 3 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.

## **BIB3107 (LU Online course number APOL 104) Contemporary Worldviews**

High School Credit: 0.5 / College Credit: 3 hours

Phil 104 is an overview of the major worldviews, including their history and current relations with other religions and philosophies, their influence, when applicable, on historical forces (cultural, social, political, and economic), and the effects of worldview on behavior. Common critiques to each worldview will be included and analyzed from various schools such as historicism and existentialism. The issue of absolutes, the existence of God, and how people view revelation from God will be emphasized with several worldviews.

## **Language Arts Courses**

### **LAN3101 (LU Online course number ENGL 101) Composition and Rhetoric**

High School Credit: 0.5 / College Credit: 3 hours

Employing written, oral and visual course materials, this course prepares students to become careful readers, critical thinkers and skilled writers. Drawing upon rhetorical theory, the course emphasizes the practices of analytical reading, informed reasoning, effective writing and sound argumentation. Students are required to write 4,000 words in no fewer than five writing projects.

### **LAN3102 (LU Online course number ENGL 102) Composition and Literature**

Prerequisite: ENGL 101

High School Credit: 0.5 / College Credit: 3 hours

English 102 continues the emphasis on writing. Two analytical papers, based upon studies of the short story, poetry and drama, and a sequentially developed research paper are required.

### **LAN3103 (LU Online course number COMS 101) Speech Communication**

High School Credit: 0.5 / College Credit: 3 hours

Study and practice in communicating ideas competently in public speaking. Students are given a foundation for development of communication skills in other human communication contexts, including dyadic and small group communication.

### **LAN3216 (LU Online course number ENGL 216) English Literature II**

Prerequisite: ENGL 102

High School Credit: 0.5 / College Credit: 3 hours

ENGL 216 is a survey of English Literature from 1660 to the present. The study of literature helps to fulfill the university aims of fostering competencies in writing, speaking, reading, and appreciation of the arts; contributing to knowledge and understanding of other cultures and time periods; and integrating theoretical and applied knowledge within the context of a Christian worldview. Two critical papers are required.

## **Mathematics Courses:**

### **MAT3110 (LU Online course number MATH 110) Intermediate Algebra**

High School Credit: 0.5 / College Credit: 3 hours

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.

### **MAT3115 (LU Online course number MATH 115) Mathematics for Liberal Arts**

High School Credit: 0.5 / College Credit: 3 hours

A survey course for liberal arts majors including a review of algebra and an introduction to logic, probability and statistics, mathematical structure, problem solving, number theory, geometry and consumer applications.

**MAT3121 (LU Online course number MATH 121) College Algebra**

Prerequisite: Completed Math 110 with a grade of “C” or higher

High School Credit: 0.5 / College Credit: 3 hours

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. This course fosters university level competencies in analytical reasoning and is part of the liberal arts foundation needed to pursue higher education in many fields.

**MAT3201 (LU Online course number MATH 201) Introduction to Probability and Statistics**

Prerequisite: Math 110

High School Credit: 0.5 / College Credit: 3 hours

Math 201 is an 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.

**MAT3213 (LU Online course number ECNC 213) Principles of Economics I (Micro)**

High School Credit: 0.5 / College Credit: 3 hours

ECNC 213 is an introduction to the theory and history of free exchange and economic inquiry. Free market thought will be scrutinized from the perspective of the Christian understanding of human behavior and contrasted with other paradigms. Specific topics include examination of the “economic question,” the tools of economic analysis with focus on the applicability to the study of human behavior, the market process, demand and the consumer, cost and supply, market structure, government regulation, and resource demand and supply.

**MAT3214 (LU Online course number ECNC 214) Principles of Economics II (Macro)**

High School Credit: 0.5 / College Credit: 3 hours

This course is introductory continuations of Principles of Economics I. Topics include supply and demand for the public sector, financial institutions, and aggregated economic behavior. The latter includes discussions of national income accounting, and an inquiry into the origins and dynamics of inflation, unemployment and economic growth.

**Science Courses**

**SCI3101 (LU Online course number BIOL 101) Principles of Biology**

High School Credit: 0.5 / College Credit: 3 hours

This course provides 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.

### **SCI3130 (LU Online course number BIOL 103) Principles of Biology Lab**

No additional high school credit/ College Credit: 1 hour

This lab is required for inclusion in SCI3101 if counting for a high school science with lab for meeting graduation core science requirements for the standard and advanced diploma, EDGE, or AA credit. It is not required if using Principles of Biology for a science elective

Laboratory exercises selected to demonstrate basic biological concepts. Emphasis is on plant and animal cell chemistry, composition and function, organismal structure and function, biological diversity and population ecology.

### **PHSC3210 (LU Online course number PHSC 210) Elements of Earth Science**

This course is a study of principles of physical and historical geology, oceanography, and meteorology for non-science majors. The purpose of this course is to reveal the complex inter-relatedness of earth processes affecting the hydrosphere, atmosphere, and lithosphere. These processes and the contemporary scientific paradigms upon which they are founded will be evaluated via the grid of biblical revelation.

### **PHSC3211 (LU Online course number PHSC 211) Elements of Earth Science Lab**

No additional high school credit/ College Credit: 1 hour

This lab is required for inclusion in SCI3210 if counting for a high school science with lab for meeting graduation core science requirements for the standard and advanced diploma, EDGE, or AA credit. It is not required if using Elements of Earth Science for a high school science elective

### **ASC3101 (LU Online course number PSYC 101) General Psychology**

High School Credit: 0.5 / College Credit: 3 hours

General Psychology is an 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.

### **ASC3210 (LU Online course number PSYC 210) Developmental Psychology**

High School Credit: 0.5 / College Credit: 3 hours

This course provides 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.

## **History Courses**

### **FNA3101 (LU Online course number HUMN 101) Humanities in Western Culture**

High School Credit: 0.5 / College Credit: 3 hours

HUMN 101 is a survey course that concentrates on the development of Western Culture. It is an integrated study of the visual arts, drama and music, and the discipline of philosophy that permeates the arts.

### **ASC3200 (LU Online course number SOCI 200) Introduction to Sociology**

High School Credit: 0.5 / College Credit: 3 hours

SOCI200 is 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.

### **HIS3200 (LU Online course number GOVT 200) Constitutional Government and Free Enterprise**

High School Credit: 0.5 / College Credit: 3 hours

This course is a diverse introduction to political and economic ideas, government institutions, free market processes, public issues, economic policy and political and economic activity. Emphasis is on the close relationship between a system of limited constitutional government and the free enterprise economy, and providing an overview of the Christian worldview with regard to government and economics.

### **HIS 3201 (LU Online course number HIEU 201) Western Civilization I**

High School Credit: 0.5 / College Credit: 3 hours

HIEU201 is a survey of the major currents in Western civilization from its beginnings in the ancient Near East to 1648.

### **HIS3220 (LU Online course number GOVT 220) American Government**

High School Credit: 0.5 / College Credit: 3 hours

GOVT220 discusses the issues, interests and institutions of American politics, emphasizing the struggle between liberalism and conservatism. The primary purpose of this course is to train people for effective citizenship. No one can be an effective citizen without an understanding of how his government operates. This is especially true today because the growth in size of government at all levels has increased its impact on our daily lives. No one can avoid involvement with government. As both Christians and citizens we need to understand our duties to our government and how we can defend our heritage of liberty.

### **HIS 3221 (LU Online course number HIUS 221) Survey of American History I**

High School Credit: 0.5 / College Credit: 3 hours

HIUS221 is 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.

## **Health and Physical Education Courses**

### **HPE 3252 (LU Online course number HLTH 252) Drugs in Society**

High School Credit: 0.5 / College Credit: 3 hours

HLTH252 is an examination of the effects of alcohol, tobacco, and other drugs' upon the individual, school, and community. The purpose of this course is to explore a variety of drug-related concerns, to demonstrate that drug-taking behaviors are threatening and potentially destructive to one's health, not only to the user but to society as well, and to emphasize the positive benefits of recommended health-promoting actions.

## **Business and Computer Courses**

### **CSB3111 (LU Online course number BMIS 200) Computing Foundations and Ethics**

This course is an 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.

### **CSB3110 (LU Online course number INFT 110) Computer Concepts and Application**

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.

### **CSB3201 (LU Online course number BUSI 201) Intermediate Business Computer Application**

This laboratory experience offers the student a hands-on introduction to an electronic spreadsheet, a database program, and a presentation program. Upon this foundation, intermediate database and intermediate and advanced spreadsheet skills are taught. Throughout the course, there is an emphasis on the integration of the applications as they are applied to personal and organizational tasks. This course provides the IT foundations that are applicable for all curriculums.