09-09-97 (The Liberty Champion, Volume 15, Issue 3)

Follow this and additional works at: http://digitalcommons.liberty.edu/paper_97_98

Recommended Citation
http://digitalcommons.liberty.edu/paper_97_98/3

This Article is brought to you for free and open access by the Liberty University School Newspaper at DigitalCommons@Liberty University. It has been accepted for inclusion in 1997 -- 1998 by an authorized administrator of DigitalCommons@Liberty University. For more information, please contact scholarlycommunication@liberty.edu.
Debt reduced to seven-year low; mortgage purchased and given to school

By JASON INGRAM

Debt reduced to approximately $110 million from the $200 million that Liberty owed when it purchased the school. Dr. Jerry Vines, Chairman of the Board of Trustees, announced that Liberty would purchase the school's mortgage on Sept. 3, as part of the Academic Convocation in the Vines Center. Vines explained that scandals involving televangelists Jim Bakker and Jimmy Swaggart in the early 90s had led to a decrease in enrollment and revenues at Liberty University. In 1990, the lack of cashflow had become a $610 million debt, and Liberty was forced to mortgage the then-$200 million campus.

"We have the faculty and staff accountability during the hard years for LU," Vines said, "because they believed in this university and what we were trying to accomplish."

On Sept. 5, Dr. Falwell said that the past seven years had been difficult for the university but that the university has survived. "We never thought that someone else's bonds—at a value of $27 million. We are in the process of developing and having the university community comment on a facilities masterplan that will take us into the 21st century," Borek said. "That masterplan includes provisions for new buildings that support a greater student body size of the future."

"We will never be out of the woods financially because we are such a large institution and require a lot of money to operate," Falwell said. "But as for the debt it's converging, it's challenge is behind us."
Profs promote "paperless" classroom

By SUSANNA MCDOUGF
Professor Emeritus

The new era of Internet technology affords users the ability to access their. friends, associates and even find delivery services. Now, Liberty professors have made it possible to attend classes on the Internet.

In an interview with The Liberty Chronicle, Professor Emeritus Terry Pettograsso stressed the significant meaning of Internet technology on campus.

"We have plans and agendas, but our highest priority is to serve the student body," Pettograsso said. "Our students are obtaining their external degrees, and she feels that it is especially advantageous for them to have access to them through e-mail, they can get acquainted with her and her requirements before class even starts."

Though Brown presents not only his syllabus, but also his class notes, quizzes and grades through the Internet. For many students this poses a temptation to not even attend class. However, Dr. Brown firmly believes that the Internet provides a door to students that would enable Liberty to add approximately $75,000, all of which would go into Liberty's budget. All the work was done by students using access over a three month period with no help from outside communications.

According to Spence, Dr. Brown is looking for donations that would enable Liberty to add Internet access to DeMoss Hall. The new floor would double academic space currently available, not including Religion Hall. One floor would be devoted to a library for the students. The possible expansion of DeMoss Hall is part of a five year plan for Liberty University.

"Liberty is blessed by God and is going to lead Liberty to a standard of excellence." Thompson also said that Pettograsso is "a man of God with a heart of God." Liberty's President. Dr. Jerry Falwell, Jr. also addressed the student body during the convocation. In his speech, he included the importance of the SGA officers keeping high standards. Thompson feels that the SGA officers are developing a plan to begin a town meeting on campus to help students get their ideas to the SGA.

Other issues addressed by the SGA officers included the parking problem, macroculation, a shortage of Diney's place and better communication with the administration. While all these issues are top priority to the SGA committee, solutions are still on the drawing board. Though, students are encouraged to send their suggestions to the administration.

"It's not the building, not the structure, it is the spirit of the students that will make the difference," Borek said.
Masseys Supershoes

**Regular price $122.00**
**Masseys price $104.90**
**LU price $94.91**

**Regular price $95.00**
**Masseys price $81.90**
**LU price $73.71**

**Regular price $106.00**
**Masseys price $91.90**
**LU price $82.71**

Timberland

**Regular price $126.00**
**Masseys price $109.90**
**LU price $98.91**

6" BASIC WATERPROOF BOOT IN WHEAT NUBUCK LEATHER.
INSULATED THROUGHOUT.

LEATHER BUSH HIKER OXFORD IN DARK BROWN SMOOTH LEATHER

CLASSIC BOAT SHOE IN TAN SMOOTH LEATHER OR
CHOCOLATE NUBUCK LEATHER WITH TAN TRIM

3 EYELET CLASSIC HERITAGE IN TAN NUBUCK OR BURGUNDY SMOOTH LEATHER.
HANDSEWN MOCCASIN CONSTRUCTION

WATER RESISTANT, FULL GRAIN LEATHER, RUGGED BOAT SHOE
IN DARK BROWN SMOOTH LEATHER

Masseys

Regular price $95.00
Masseys price $81.90
**LU price $73.71**

Timberland

SIZES 6.5 TO 15, NARROW, MEDIUM AND WIDE WIDTHS
(SIZES VARY BY STYLE)
In remembrance

ONCE OF THEIR OWN—The Liberty University Marching Band performs during half-time of the Flames’ first home football game against Glenville State on Sept. 6. The band members wore armbands in memory of Ann Heichel, a former band member and RA who died on June 22 from injuries sustained in an automobile accident.

Liberty students make ‘Water Wars’ a success

By JASON INGRAM
Champion Reporter

Despite competing with the Integrity group, cancers on the Waterfront, the protestors at the Midnight Mass at the beginning of the end of the night's activities, "We are a state of constant spiritual war. The power of water flows through our veins," said Pastor Pickett.

Students, Faculty, Staff, Buy It, Sell It, Trade It, For Only $2.20 In The Champion. Details Call 582-2128.

MINDBOGGLE
PLAY any game of your choice with this coupon.

Liberty Champion Tuesday, September 9, 1997

No one now can take your place
Numbly wake to shock of dawn
Tears of grief at sudden bend
Your white soul of hope and
Chased by vultures in their
Now they cannot chase your
Dying children once smitten
For with
angels you belong
Lady of our haunting pain

With Angels You Belong

by JASON INGRAM
New Edition

By Richard Rossi, a Southern California minister and former graduate of Liberty University, has written and released a poem eulogizing Diana, the Princess of Wales, who was tragically killed in a car crash in London on Aug. 31.

It is my prayer and gift to

with this coupon.

with this coupon.

with this coupon.

...with this coupon.

...with this coupon.

...with this coupon.

...with this coupon.

...with this coupon.

...with this coupon.

...with this coupon.

...with this coupon.

...with this coupon.

...with this coupon.

...with this coupon.

...with this coupon.

...with this coupon.
By JENNIFER PILLATH

Praise concert draws worshipers from around the world to LU

Thousands of people convened in Liberty's Vines Center on Friday, Sept. 5 for a praise and worship concert and recording session held by Integrity Music. Special guests Ron Kenoly and Don Moen led the audience, a 20-piece orchestra and a 500-voice choir in a four-hour service.

People starting arriving around 5 p.m., for the event, which was scheduled to begin at 7 p.m. One man commented that if he was willing to wait for days to see the Rolling Stones in the 70s, he was content to wait for four hours for the Integrity concert.

The Integrity company decided to bring the concert to LU over six weeks ago. In the past, recordings have been done at larger stadiums, including the New Orleans Superdome. Even though the Vines Center seats fewer people, Integrity felt that God had brought the concert to Liberty student Ingrid Rosario.

"This is what God wanted us to do," said Administrative Officer, the Visual and Remote Specialist for Integrity. "We were amazed and touched through the people."

Integrity is working to promote education in praise and worship throughout the world. Eight guests arrived from Brazil in order to listen to the music which had affected their lives.

"We have been truly blessed by the music of Integrity," said Daniel Anjos, one of the Brazilian audience members. "We have been learning a lot that we can practice in church."

"We have been learning a lot that we can practice in church." - Daniel Anjos

"We have been learning a lot that we can practice in church." - Daniel Anjos

The educational aspect of Integrity Music will soon be displayed on Liberty's campus. Integrity and Liberty will work together to promote the Praise and Worship Institute, which will open here next fall.

"(We) not only want to equip them, but also teach the importance of a lifestyle of worship," said Rosario.

"We have been truly blessed by the music of Integrity," said Daniel Anjos, one of the Brazilian audience members. "We have been learning a lot that we can practice in church."

"We have been learning a lot that we can practice in church." - Daniel Anjos

"We have been learning a lot that we can practice in church." - Daniel Anjos

The educational aspect of Integrity Music will soon be displayed on Liberty's campus. Integrity and Liberty will work together to promote the Praise and Worship Institute, which will open here next fall.

"(We) not only want to equip them, but also teach the importance of a lifestyle of worship," said Rosario.

"We have been learning a lot that we can practice in church." - Daniel Anjos

"We have been learning a lot that we can practice in church." - Daniel Anjos

The educational aspect of Integrity Music will soon be displayed on Liberty's campus. Integrity and Liberty will work together to promote the Praise and Worship Institute, which will open here next fall.

"(We) not only want to equip them, but also teach the importance of a lifestyle of worship," said Rosario.

"We have been learning a lot that we can practice in church." - Daniel Anjos

"We have been learning a lot that we can practice in church." - Daniel Anjos

The educational aspect of Integrity Music will soon be displayed on Liberty's campus. Integrity and Liberty will work together to promote the Praise and Worship Institute, which will open here next fall.

"(We) not only want to equip them, but also teach the importance of a lifestyle of worship," said Rosario.

"We have been learning a lot that we can practice in church." - Daniel Anjos

"We have been learning a lot that we can practice in church." - Daniel Anjos

The educational aspect of Integrity Music will soon be displayed on Liberty's campus. Integrity and Liberty will work together to promote the Praise and Worship Institute, which will open here next fall.

"(We) not only want to equip them, but also teach the importance of a lifestyle of worship," said Rosario.

"We have been learning a lot that we can practice in church." - Daniel Anjos

"We have been learning a lot that we can practice in church." - Daniel Anjos

The educational aspect of Integrity Music will soon be displayed on Liberty's campus. Integrity and Liberty will work together to promote the Praise and Worship Institute, which will open here next fall.

"(We) not only want to equip them, but also teach the importance of a lifestyle of worship," said Rosario.

"We have been learning a lot that we can practice in church." - Daniel Anjos

"We have been learning a lot that we can practice in church." - Daniel Anjos

The educational aspect of Integrity Music will soon be displayed on Liberty's campus. Integrity and Liberty will work together to promote the Praise and Worship Institute, which will open here next fall.

"(We) not only want to equip them, but also teach the importance of a lifestyle of worship," said Rosario.

"We have been learning a lot that we can practice in church." - Daniel Anjos

"We have been learning a lot that we can practice in church." - Daniel Anjos

The educational aspect of Integrity Music will soon be displayed on Liberty's campus. Integrity and Liberty will work together to promote the Praise and Worship Institute, which will open here next fall.

"(We) not only want to equip them, but also teach the importance of a lifestyle of worship," said Rosario.

"We have been learning a lot that we can practice in church." - Daniel Anjos

"We have been learning a lot that we can practice in church." - Daniel Anjos

The educational aspect of Integrity Music will soon be displayed on Liberty's campus. Integrity and Liberty will work together to promote the Praise and Worship Institute, which will open here next fall.

"(We) not only want to equip them, but also teach the importance of a lifestyle of worship," said Rosario.

"We have been learning a lot that we can practice in church." - Daniel Anjos

"We have been learning a lot that we can practice in church." - Daniel Anjos

The educational aspect of Integrity Music will soon be displayed on Liberty's campus. Integrity and Liberty will work together to promote the Praise and Worship Institute, which will open here next fall.

"(We) not only want to equip them, but also teach the importance of a lifestyle of worship," said Rosario.
SATURDAY, Sept. 28

**BREATHE FOR A CAUSE:** The annual Memory Walk 17 will take place at 3 p.m. The six-mile walk will begin at the Radford United Methodist Church. A ceremonial bell will be rung to signal the public. Admission is free and the event will end with a 9 p.m. singout.

**THE SYMPHONY FAMILY CONCERT** will be playing at the E.C. Glass Auditorium. The pop concert for the entire family will include Copland, Ravel, Britten. Admission is $10 for adults, $5 for children.

**SUNDAY, Sept. 29**

**BREATHING FOR A CAUSE** — Ron Kenady demonstrates the love that is within his heart through his worshipful start.

**TICKLING THE FINESTES** — Don Moen, Executive Vice-President of Integrity Music Co., praises the Lord with his amazing praise music.

**KING RANDY**

Cows, Stinking Cows

L

Sat week as a threat and I have been passing Holiday Farms stocks at the base. My friend stopped to talk at the stuffed animals that were for sale there.

"Look at that cute little cow," she exclaimed.

Not unconvincingly. In hearing cute and cow in the same conversation makes the sentence so incisive, I looked closely at the cow. It was a little cow.

It was — precisely — a little cute cow. How some of you may be wondering what kind of intestine I have is irrelevant. I am not questioning the existence of a stuffed cow, so let us examine.

My family has never had a cow in the past. We are no cow raisers; we are no cow owners; we are no cowkeepers.

Nevertheless, beyond the inoffensive and ambiguities, there would have existed that almost oxymoronic state of affairs: a cow that had not some cows stood in the way.

Although I hold cows responsible for many conditions my family has dealt with, we are cow owners, so to court of law would meet in the near future.

Cows are reputed by the untempted public as being gentle idiots or benevolent bastards. Nothing could be more classifications for the cow. The cow is a most of a most mysterious animal.

Cow's
dull the sense of what is on the other world, if we would choose
to think.

I believe, as some old farmers do, that somewhere in a cow there is a secret knowing that brings
domesticated animals and socializing
throughout the cow world.

Top that is: there is a mysterious Cow The Tongue characterizing through the auction barns of this country, unifying art and

I do feel that cows in general have some inherent reason towards mankind. From the little calf in the petting zoo, we move to a cow's somber sentiment in an unpleasant place. In the cow's world, it is not uncommon to hear a cow's hushed whisper from a cow's reason.

As a cow's home is an almost horrified highway, so is the cow's home a place where the little cow is.

The cows are loved by mankind as
courageous to live.

What we believe, as some old farmers do, that somewhere in a cow there is a secret knowing that brings
domesticated animals and socializing
throughout the cow world.

Although I feel that cows in general have some inherent reason towards mankind. From the little calf in the petting zoo, we move to a cow's somber sentiment in an unpleasant place. In the cow's world, it is not uncommon to hear a cow's hushed whisper from a cow's reason.

As a cow's home is an almost horrified highway, so is the cow's home a place where the little cow is.

The cows are loved by mankind as
courageous to live.
Get AT&T One Rate. FREE.

And don't worry about the time or the distance.

If you live off campus, choose AT&T Long Distance and sign up for AT&T One Rate. Free. You'll also get a free one-year membership to Student Advantage—"the largest student discount program ever."

• AT&T One Rate: only 15¢ a minute on calls from home—to anybody, anytime, anywhere in the U.S.
• Student Advantage: use your card to get special offers and up to 50% off everyday at thousands of your favorite neighborhood places and national sponsors—like Kinko's, Tower Records® and Amtrak®.

Call 1-800-878-3872
or visit www.att.com/college/np.html

It's all within your reach.

AT&T

Live off campus? Get AT&T One Rate
and a Student Advantage membership. FREE.
I suppose part of the reason I hate hot andsticky weather is that I work in construction, man in the shade. It's the shade that matters. The heat can be take whatever comes, and he can't do much about climate control. At least in the winter I can dress a herself heavier blanket, but evidently a terrarium named conditioner hasn't yet been developed! I have a buddy from update new form had been made, but she hadn't mentioned it to the person responsible for the monthly newsletter. It was small enough to become mobile till the temperature hit 85 degrees. I can't wait to get out to the lake with a small sailboat and spend the day on the water. And I like to be outdoors when I'm not working or studying.

I suppose part of the reason I hate hot and sticky weather is that I work in construction, man in the shade. It's the shade that matters. The heat can be take whatever comes, and he can't do much about climate control. At least in the winter I can dress a herself heavier blanket, but evidently a terrarium named conditioner hasn't yet been developed! I have a buddy from update new form had been made, but she hadn't mentioned it to the person responsible for the monthly newsletter. It was small enough to become mobile till the temperature hit 85 degrees. I can't wait to get out to the lake with a small sailboat and spend the day on the water. And I like to be outdoors when I'm not working or studying.

I suppose part of the reason I hate hot and sticky weather is that I work in construction, man in the shade. It's the shade that matters. The heat can be take whatever comes, and he can't do much about climate control. At least in the winter I can dress a herself heavier blanket, but evidently a terrarium named conditioner hasn't yet been developed! I have a buddy from update new form had been made, but she hadn't mentioned it to the person responsible for the monthly newsletter. It was small enough to become mobile till the temperature hit 85 degrees. I can't wait to get out to the lake with a small sailboat and spend the day on the water. And I like to be outdoors when I'm not working or studying.

I suppose part of the reason I hate hot and sticky weather is that I work in construction, man in the shade. It's the shade that matters. The heat can be take whatever comes, and he can't do much about climate control. At least in the winter I can dress a herself heavier blanket, but evidently a terrarium named conditioner hasn't yet been developed! I have a buddy from update new form had been made, but she hadn't mentioned it to the person responsible for the monthly newsletter. It was small enough to become mobile till the temperature hit 85 degrees. I can't wait to get out to the lake with a small sailboat and spend the day on the water. And I like to be outdoors when I'm not working or studying.

I suppose part of the reason I hate hot and sticky weather is that I work in construction, man in the shade. It's the shade that matters. The heat can be take whatever comes, and he can't do much about climate control. At least in the winter I can dress a herself heavier blanket, but evidently a terrarium named conditioner hasn't yet been developed! I have a buddy from update new form had been made, but she hadn't mentioned it to the person responsible for the monthly newsletter. It was small enough to become mobile till the temperature hit 85 degrees. I can't wait to get out to the lake with a small sailboat and spend the day on the water. And I like to be outdoors when I'm not working or studying.
Let's respect our teachers' authority

By Christina Loh

Criticism is easy to dish out. In high school, a fellow student once sought me out with one of Rush Limbaugh's books, which immediately generated heated criticism from the rest of my class. The teacher, however, defended me and asked how many students had ever listened to Limbaugh's talk show. Of the 30 or so students, only one raised his hand.

It would be easy to look at these students and perhaps be tempted to call them hypocrites. But before you do, give the teacher credit for fairness and make sure your criticism of teachers is not just as unmerited as this student's harsh criticism from the rest of my class. Today, of the 30 or so students, I would be happy to say that 20 had not only raised their hands, but also the mechanical voting devices of my high school in order to show their support.

The paparazzi's actions are usually a lot more complicated than they seem. (See my example of if you've ever beenadroved by a throng of people to make noise.) Consider the case of Princess Diana, a famous courtesan of the modern age. She was not without her admirers, but hardly the kind of woman who is constantly harassed. Buffalo Bills fans attacked theounded who was tight-lipped, belittled. June 27, 1970, is the kind of a situation where even a lot of truth is hard to come by. It's a matter of adjusting our attitude toward authority. The problem is much more clear what our attitude toward authority should be. Children are to obey their parents, not because of the kind of things he heeds to know. If the only way

Do we need tougher privacy laws?

By Suzie Fuls

Do we need tougher privacy laws? The only reason we have the chopping of the limbs of Westminster Abbey is because of a group of photographers. Estimates have it that over a million pounds were spent on the televised funeral of Princess Diana, Princess of Wales. Millions more, all over the world, joined in their sorrow by way of television. The funeral marked the end of her brother-in-law's crusade. He was killed in Paris on Aug. 31, 1980, in a car accident. The photographers will still be there. If the media want to give away part of that right... could possibly lead to unneeded government intervention. Some critics believe that everyone who uses a camera would be arrested. The photographers will still be there. If the media want to give away part of that right... could possibly lead to unneeded government intervention. Some critics believe that everyone who uses a camera would be arrested. The photographers will still be there. If the media want to give away part of that right... could possibly lead to unneeded government intervention. Some critics believe that everyone who uses a camera would be arrested. The photographers will still be there. If the media want to give away part of that right... could possibly lead to unneeded government intervention. Some critics believe that everyone who uses a camera would be arrested. The photographers will still be there. If the media want to give away part of that right... could possibly lead to unneeded government intervention.
Pastors heads LU baseball

By MATT KRISAN
Champion Reporter

Many recent groovsters say that winning is the key to success. If that's true, then the Flames baseball program will be in good hands under the guidance of its newly appointed head coach, Dave Pastors. Coach Pastors has been around baseball for a long time and has a wealth of experience to share with his team.

Pastors was hired to head coach positions in 1989 when Flames baseball coach, Johnny Plows, was promoted to Assistant Athletic Director. As a head coach, Pastors served two years from 1989 to 1991.

"I don't think I was the best hire for the job," Pastors said. "But I'm happy to be here and I'm excited to be a part of the Flames program.""Pastors said he's looking forward to the challenges that lie ahead. He plans to continue the traditions of excellence that have made the Flames baseball program a success.

"I'm looking forward to working with the players and helping them reach their full potential," Pastors said. "I want to instill in them the values of hard work and dedication that will help them succeed on and off the field.""Pastors said he's not expecting an instant turnaround, but he's confident that with hard work and dedication, the Flames can be competitive in the upcoming season.

"I'm looking forward to the challenges that lie ahead. I'm excited to be a part of the Flames program," Pastors said. "I'm looking forward to working with the players and helping them reach their full potential.""Pastors said he's not expecting an instant turnaround, but he's confident that with hard work and dedication, the Flames can be competitive in the upcoming season.

LU football demolishes GS

"The first game is very hard," commented Anderson. "I wouldn't have been satisfied," Anderson said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'""Pastors said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'"

Continued from Page 12

Pastors heads LU baseball

"The first game is very hard," Anderson said. "I wouldn't have been satisfied," Anderson said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'""Pastors said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'"

Continued from Page 12

Pastors heads LU baseball

"The first game is very hard," Anderson said. "I wouldn't have been satisfied," Anderson said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'""Pastors said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'"

Continued from Page 12

Pastors heads LU baseball

"The first game is very hard," Anderson said. "I wouldn't have been satisfied," Anderson said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'""Pastors said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'"

Continued from Page 12

Pastors heads LU baseball

"The first game is very hard," Anderson said. "I wouldn't have been satisfied," Anderson said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'""Pastors said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'"

Continued from Page 12

Pastors heads LU baseball

"The first game is very hard," Anderson said. "I wouldn't have been satisfied," Anderson said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'""Pastors said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'"

Continued from Page 12

Pastors heads LU baseball

"The first game is very hard," Anderson said. "I wouldn't have been satisfied," Anderson said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'""Pastors said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'"

Continued from Page 12

Pastors heads LU baseball

"The first game is very hard," Anderson said. "I wouldn't have been satisfied," Anderson said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'""Pastors said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'"

Continued from Page 12

Pastors heads LU baseball

"The first game is very hard," Anderson said. "I wouldn't have been satisfied," Anderson said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'""Pastors said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'"

Continued from Page 12

Pastors heads LU baseball

"The first game is very hard," Anderson said. "I wouldn't have been satisfied," Anderson said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'""Pastors said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'"

Continued from Page 12

Pastors heads LU baseball

"The first game is very hard," Anderson said. "I wouldn't have been satisfied," Anderson said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'""Pastors said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'"

Continued from Page 12

Pastors heads LU baseball

"The first game is very hard," Anderson said. "I wouldn't have been satisfied," Anderson said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'""Pastors said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'"

Continued from Page 12

Pastors heads LU baseball

"The first game is very hard," Anderson said. "I wouldn't have been satisfied," Anderson said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'""Pastors said. "I always try to read Proverbs 17:6 that says, 'Do not be an ear, but the Lord determines his steps. Let the Lord be your guide.'"
College Football Results

1. Florida (3-0)
The reigning national champion, Florida, blew out Central Michigan 49-0 on Saturday. "The Gators amassed 708 total yards In 16 Miami Dolphins (2-0) vs. Tennessee Indians (1-0)".

2. Perm St. (1-0)
As No. 2 Perm St. defeated the Panthers 34-17. PSU quarterback Mike...".

3. Tennessee (1-0)
"No. 3 Washington looked Impressive..."

4. Detroit (1-0)
"Vikings QB Brad Johnson threw a 9-yard...".

5. Minnesota (2-0)
"Four Minnesota players recorded tackles..."

6. New Orleans Saints (0-6)
"The Saints host the Cowboys for the second time this year..."

7. Colorado (1-0)
"It was the team's fourth win of the season..."

8. Arizona Cardinals (6-2)
"It's over 7 weeks. Study starts Friday, 9/12/97..."

9. Green Bay Packers (1-1)
"Rookie..."

10. Cincinnati Bengals (1-1)
"Ravens. The Ravens won for the first time..."

11. Dallas Cowboys (1-2)
"Rosen's quarterback Mike..."

12. St. Louis Rams (1-0)
"Johnson..."

13. Tennessee Oilers (1-1)
"Sack..."

14. Chicago Bears (0-2)
"The Bears were 1-0 for the first time..."

15. Tampa Bay Buccaneers (2-0)
"Jim Everett..."

16. Denver Broncos (2-0)
"Eric Green..."

17. Detroit Lions (1-0)
"Chris..."

18. Minnesota Vikings (2-0)
"It was the team's fourth win of the season..."

19. Jacksonville Jaguars (0-4)
"The Jaguars..."

20. Philadelphia Eagles (1-1)
"The Eagles..."

21. Carolina Panthers (1-1)
"For the second consecutive week Drew..."

22. St. Louis Rams (1-0)
"Johnson..."

23. Baltimore Ravens (1-1)
"Ravens. The Ravens won for the first time..."

24. Pittsburgh Steelers (1-1)
"For the second consecutive week Drew..."

25. San Francisco 49ers (1-1)
"Jim Plunkett..."

26. Carolina Panthers (1-1)
"Ravens. The Ravens won for the first time..."

27. Arizona Cardinals (6-2)
"It's over 7 weeks. Study starts Friday, 9/12/97..."

28. New Orleans Saints (0-6)
"The Saints host the Cowboys for the second time this year..."

29. Detroit Lions (1-0)
"Chris..."

30. Minnesota Vikings (2-0)
"It was the team's fourth win of the season..."

31. Tennessee Oilers (1-1)
"Sack..."

32. Jacksonville Jaguars (0-4)
"The Jaguars..."

33. Baltimore Ravens (1-1)
"Ravens. The Ravens won for the first time..."

34. Chicago Bears (0-2)
"The Bears were 1-0 for the first time..."

35. Tampa Bay Buccaneers (2-0)
"Jim Everett..."

36. Denver Broncos (2-0)
"Eric Green..."

37. Detroit Lions (1-0)
"Chris..."

38. Minnesota Vikings (2-0)
"It was the team's fourth win of the season..."

39. Pittsburgh Steelers (1-1)
"For the second consecutive week Drew..."

40. Carolina Panthers (1-1)
"Ravens. The Ravens won for the first time..."

41. St. Louis Rams (1-0)
"Johnson..."

42. Carolina Panthers (1-1)
"Ravens. The Ravens won for the first time..."

43. Baltimore Ravens (1-1)
"Ravens. The Ravens won for the first time..."

44. Chicago Bears (0-2)
"The Bears were 1-0 for the first time..."

45. Tampa Bay Buccaneers (2-0)
"Jim Everett..."

46. Denver Broncos (2-0)
"Eric Green..."

47. Detroit Lions (1-0)
"Chris..."

48. Minnesota Vikings (2-0)
"It was the team's fourth win of the season..."

49. Pittsburgh Steelers (1-1)
"For the second consecutive week Drew..."

50. Carolina Panthers (1-1)
"Ravens. The Ravens won for the first time..."
Flames burn Pioneers in opener

Liberty christens new turf with 56-7 demolition

By LAURELEI MILLER

With a 35-point first half against Glenville State, Liberty's masked trenches broke in a new field and a new home with a bang.

In Saturday's opener for the Flames, Liberty battered Division II Glenville in their eyes. With a 35-7 win, Liberty is on a monstrous 9-0 victory.

Sophomore tight end Peter Foy crossed the goal line first on a 5-yard pass from quarterback Ben Anderson. Anderson set up the first scoring opportunity with a 19-yard run late in the first quarter.

After sealing the extra point, Philip Rutigliano booted a 53-yard field goal that vaulted Glenville at their own 31. Liberty's defense stepped up to turn back the offense, and Flames linebacker Jerome Harrelson booted the football which was recovered by LU's Billy Sims three yards from the end zone. The Flames offense scored on the next play, putting Liberty's lead at 14-0. Early in the second, the Pioneers tried to tighten the score with a touchdown. Sophomore quarterback Derek Avilez fumbled the ball into the one zone over for Liberty, and Terry Burt scooped up the ball for the Flames. Matthew Burt contributed a touchdown pass to pad the Flames' overpowering lead.

Anderson led Liberty's offense as he threw for 202 yards in just the first half. He left the game with an injured shoulder, so was benched down the stretch.

Despite strong performance, the quarterback said that he was "out of it".

"To tell you the truth, I played terrible," Anderson said. "I wasn't running the defense correctly. I really didn't focus."

--Please see LU Football, Page 10

Liberty Champion, Page 12 Tuesday, September 9, 1997

By ABIT BENNETT

one from freshman Derek Avilez to surprise the Lady Flames.

"To get on a field like that," Rutigliano continued, "the field is as good as a sand pit, which virtually it was," Anderson said. "Nothing is going to stop me from playing and competing."

"I also credited my dad for not forcing me to wear shorts and practice in the spring," Rutigliano said. "When you play in shorts and practice in the spring, you train as you play."

The injured artistry was a blend of roaming, a starting quarterback out of the game, and players wearing shorts. Rutigliano then added, "We went out there with the mindset that we would make the difference, but few can appreciate the improvement like the players and coaches who can feel the difference, but they knew that I cared."

"Now, whenever I call home, they can't wait to give me a sports update, because extremely contagious, especially with brothers, Leland and Lincoln. They play in my shoes for our favorite teams."

--Please see Lady Flames, Page 10

Soccer rolls to 3-0

By AMY BENNETT

The Flames men's soccer team used two goals from junior Gary Rutigliano and one from freshman Derek Avilez to mount a come-from-behind victory over Virginia Military Institute on Saturday afternoon.

LU's Sprinkle, who found the back of the net three times in the game, but lost to giving up two goals. Burt out-shot the Flames 7-6. All three minutes in the game, but Rutigliano out-shot Burt 2-1. Two of the shots were on target as the Flames capitalized on a key opportunity to give the Flames a 2-1 advantage.

"I think we were really good to go in. Though, they scored the goal out of the halftime break with the game tied, changes began to turn to our advantage."

With 89 minutes remaining remaining in the game, Ryan Tranbee Sainty scored his first header and backtracked the Flames back into the game.

Luke Schoeffel controlled the ball enough to get it out of the defense, where the ball fell to Rutigliano who scored from the line.

"We're going to try to improve and hope we can do better," Rutigliano said. "We worked hard to get into the game, but we still have work to do."

"The weekends are going to be a test of our ability, and we are excited to play against some really tough competition in the Virginia invitational at the UVa, Saturday, Sept 13," Rutigliano said.

--Please see Liberty, Page 10

LU solid in debut: Cross-country starts strong

By MIKE RUTHERFORD

The Flames men's and women's cross-country teams opened the season at the Williams Cross-Country Invitational on Saturday in China Grove.

The men took first place overall, while the women finished fourth at the men's home meet and were fifth at the women's home meet.

Sophomore Brian Anderson and senior Chris Rutigliano placed fifth and sixth respectively, giving the Flames a strong finish.

The Flames finished second in the top 30 with an average 40 minutes.

"Coach Coach Nick Tignor told us that he was giving me more opportunities to break-in the new team's running shoes and catch glimpses of what the grass had in store for the upcoming season."

--Please see Liberty, Page 10

Women's soccer struggles, posting a 1-3 record

The Lady Flames soccer team squared off two games this week with their record at 5-3. The most recent loss came at the hands of Appalachian State 3-1 on Saturday, Sept. 6.

Earlier in the week, the team traveled to Lexington to take on the University of Kentucky.

The Flames were off of last weekend's exciting win over ECU, but the momentum was not enough. LU scored all its goals in the first half and took a 2-0 lead. The Flames defense kept Liberty from getting any scoring opportunities on the road.

"The ladies returned to the lineup with hopes of continuing another winning streak and finally putting the Flames in the top 25, but the women's season was cut short by injuries," Rutigliano said.

The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

November mark is the second year in a row that the Flames have scored for Liberty. Rutigliano booted the ball back to the Flames.

"We knew that this year, and our men should have been ready to be in our back yard," Rutigliano said.

The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.

"The Flames cross-country team competed against some of the nation's best competitors at the Virginia Invitational at the UVa, Saturday. Rutigliano said that he was given a chance to perform.

"We know that this year, and our men should have been ready to be in our back yard," Rutigliano said.
Dr. Boyd Rist, Vice-President for Academic Affairs, stated that it is the responsibility of every institution of higher learning to define the educational results or learning outcomes of its programs. These outcomes are to be regularly evaluated and widely communicated.

Departmental faculty have been engaged in the assessment and revision of learning outcomes in light of the institution's Statement of Purpose. The most recent review occurred in departmental and school meetings held in August 1997. The Learning Outcomes which follow are presented to the University community for the purpose of increasing understanding of all academic programs. More detailed information on how learning outcomes are assessed is available from academic deans and department heads.
College of General Studies

General Studies Degree

PURPOSE: The Bachelor of General Studies program is designed for those students who desire a degree offering the opportunity to have breadth; thus, enabling students to use both intercollege and interdepartmental combinations of courses that will provide a broad pattern of educational experience.

LEARNING OUTCOMES: In support of the institutional mission and aims, the General Studies Program seeks to:

1. Foster university level competencies in writing, speaking, reading, appreciation of the arts, analytical reasoning, computer literacy, and library research.
2. Gain core competencies in at least two but not more than three content areas.
3. Explore the moral dimensions and ethical implications in at least two disciplines.
4. Foster the integration of knowledge.
5. Promote the synthesis of academic knowledge and Christian values in order that there might be a maturing of spiritual, intellectual, social and physical behavior.

College of Arts and Sciences

College of Arts and Sciences

PURPOSE: The College of Arts and Sciences provides learning opportunities in the academic disciplines relating to man's cultural, social and scientific achievements. Through general education courses in the College of Arts and Sciences, all Liberty University students receive instruction in the humanities, social sciences, natural sciences, and mathematics, and thereby, are better prepared to respond effectively to the issues of contemporary life.

The College offers instruction in art, aviation, biology, chemistry, computer science, counseling, family and consumer sciences, geography, health sciences, history, mathematics, music, physical science, religion, psychology, and sociology.

AIMS: The College of Arts and Sciences, through its various departments, aims to provide for its students:

1. A coherent academic program in each discipline in which a major is offered utilizing a selection of developmental and senior courses taught by faculty who are knowledgeable and effective communicators.
2. A breadth of offerings in the liberal arts which integrate human knowledge across traditional disciplinary lines and which will partially fulfill the general education requirements of the university.
3. An assessment of the student's academic growth through standardized tests, academic portfolios of other appropriate means, together with one or more of the following: senior seminar, senior seminar or capstone course, senior thesis/project or senior exit examination.
4. A faculty advisor who can assist students in planning and making academic decisions and offer accurate advice on career opportunities in the student's discipline.
5. A number of opportunities to refine their communication skills.
6. A clearly articulated set of expectations with respect to academic responsibility and accountability as a vital part of preparation for citizenship and Christian living.

PURPOSE: The Bachelor of Interdisciplinary Studies program is designed to provide an option for the exceptionally talented student who wishes to pursue a particular area of study not available through the structured major and minor programs.

LEARNING OUTCOMES: In support of the institutional mission and aims, the Interdisciplinary Studies Program seeks to:

1. Foster university level competencies in writing, speaking, reading, appreciation of the arts, analytical reasoning, computer literacy, and library research.
2. Gain core competencies in two content areas.
3. Explore the moral dimensions and ethical implications in at least two disciplines.
4. Foster the integration of knowledge.
5. Promote the synthesis of academic knowledge and Christian values in order that there might be a maturing of spiritual, intellectual, social and physical behavior.

Department of Biology and Chemistry

PURPOSE: The Department of Biology and Chemistry provides a baccalaureate program in biology and service courses in biology and chemistry for Resident and External Degree Programs. Our program seeks to provide a core curriculum involving biology, chemistry, and basic sciences. Our program is designed to provide opportunities for research and service. The Department is a community of persons who are voluntarily linked in the pursuit of knowledge, providing a reasoned presentation of the academic discipline in relation to the Christian faith. The Department’s purpose is to communicate academic content, Christian values, and requisite skills all of which prepare persons for a life-time process of learning and service.

LEARNING OUTCOMES:

1. Understand how living systems function at all levels of organization, from molecules, to cells and organs, to populations of organisms.
2. Know and understand taxonomy and the structure and function of living organisms.
3. Know and understand how organisms, populations and communities interact with their environment and each other.
4. Know and understand the structure, regulation and transmission of genes.
5. Know and understand the molecular and cellular interactions of living organisms, and how they are regulated and interrelated.

Department of Family and Consumer Sciences

PURPOSE: The Department of Family and Consumer Sciences (FACS) is the amalgamation of societal problems through prevention, remediaiton, and intervention. The Department prepares Christian professionals for leadership roles in today's society. Professionals in FACS are synthesizers and transmitters of knowledge who work to improve the quality of living for individuals and families. In the following content areas: human development/family, interior design/housing, foods/nutrition, clothing/textiles, and consumer economics/management.

LEARNING OUTCOMES:

1. Understand the Biblical perspective as it relates to each FACS content area.
2. Understand the historical and current development of the discipline of FACS.
3. Understand the development of the family from its inception to current social practices, and apply knowledge that family needs in each content area.

Department of Counseling

PURPOSE: In accordance with the purpose of Liberty University, the Department of Counseling provides master's level training to prepare persons for service as professional counselors, within both the Christian and world communities. In addition, the M.A. program in professional counseling provides the foundational studies equipping students to pursue doctoral level training in the FACS. Consistent with the purpose of the institution, the Department of Counseling seeks to educate the whole person, developing the knowledge, values, and skills necessary for effective professional service, as well as the framework of a worldview view. For external students, the purpose is carried out in a format which makes this training accessible to adult students who would not be able to attend a residential program primarily by means of technologies appropriate to distance learning.

Emerging from Liberty University's resident departments, EDP provides the foundational studies equipping students to pursue doctoral level training in the FACS. Consistent with the purpose of the institution, the Department of Counseling seeks to educate the whole person, developing the knowledge, values, and skills necessary for effective professional service, as well as the framework of a worldview view. For external students, the purpose is carried out in a format which makes this training accessible to adult students who would not be able to attend a residential program primarily by means of technologies appropriate to distance learning.

Evaninating from Liberty University's resident departments, EDP provides the foundational studies equipping students to pursue doctoral level training in the FACS. Consistent with the purpose of the institution, the Department of Counseling seeks to educate the whole person, developing the knowledge, values, and skills necessary for effective professional service, as well as the framework of a worldview view. For external students, the purpose is carried out in a format which makes this training accessible to adult students who would not be able to attend a residential program primarily by means of technologies appropriate to distance learning.

Evaninating from Liberty University's resident departments, EDP provides the foundational studies equipping students to pursue doctoral level training in the FACS. Consistent with the purpose of the institution, the Department of Counseling seeks to educate the whole person, developing the knowledge, values, and skills necessary for effective professional service, as well as the framework of a worldview view. For external students, the purpose is carried out in a format which makes this training accessible to adult students who would not be able to attend a residential program primarily by means of technologies appropriate to distance learning.

Evaninating from Liberty University's resident departments, EDP provides the foundational studies equipping students to pursue doctoral level training in the FACS. Consistent with the purpose of the institution, the Department of Counseling seeks to educate the whole person, developing the knowledge, values, and skills necessary for effective professional service, as well as the framework of a worldview view. For external students, the purpose is carried out in a format which makes this training accessible to adult students who would not be able to attend a residential program primarily by means of technologies appropriate to distance learning.

Evaninating from Liberty University's resident departments, EDP provides the foundational studies equipping students to pursue doctoral level training in the FACS. Consistent with the purpose of the institution, the Department of Counseling seeks to educate the whole person, developing the knowledge, values, and skills necessary for effective professional service, as well as the framework of a worldview view. For external students, the purpose is carried out in a format which makes this training accessible to adult students who would not be able to attend a residential program primarily by means of technologies appropriate to distance learning.

Evaninating from Liberty University's resident departments, EDP provides the foundational studies equipping students to pursue doctoral level training in the FACS. Consistent with the purpose of the institution, the Department of Counseling seeks to educate the whole person, developing the knowledge, values, and skills necessary for effective professional service, as well as the framework of a worldview view. For external students, the purpose is carried out in a format which makes this training accessible to adult students who would not be able to attend a residential program primarily by means of technologies appropriate to distance learning.
4. Communicate effectively in written and oral presentation in academic and business settings.
5. Develop economic literacy and consumer competencies in a changing society.
6. Understand the process of career development.

Department of Fine Arts

PURPOSE: The purpose of the Department of Fine Arts is to provide academic study and training for students seeking careers in music, and students wishing to pursue music courses on an elective basis. Specifically, the department seeks to prepare individuals to function as ministers of music, instrumental and choral directors, performers, and music educators. Further, the department programs are designed to prepare students for graduate training. Instructional goals seek to develop student's music knowledge, performing skills, and aesthetic sensitivity.

LEARNING OUTCOMES CORE CHORAL CURRICULUM:
1. The students develop an understanding of human anatomy, physiology, nutrition and disease pathology.
2. The students will develop communication skills necessary to perform as professional health educators.
3. The students will develop the knowledge and skill base to assess individual and community needs for health education.
4. The students will develop the skills necessary to plan, implement and evaluate effective health education programs.
5. The students will develop the skills necessary to perform as professional health educators.

LEARNING OUTCOMES FOR COMPUTER SCIENCE SPECIALIZATION:
1. Students will develop a "working" knowledge of human anatomy, physiology, nutrition and disease pathology.
2. Students will develop an appreciation for personal health advocacy concerning prevention and behavior modification techniques.
3. Students will develop the communication skills necessary to perform as health educators.
4. Students will develop the knowledge and skill base to assess individual and community needs for health education.
5. Students will develop the skills necessary to plan, implement and evaluate effective health education programs.
6. Students will develop the skills necessary to perform as professional health educators.

SCHOOL HEALTH EDUCATION MAJOR:
1. Students will develop a "working" knowledge of human anatomy, physiology, nutrition and disease pathology.
2. Students will develop an appreciation for personal health advocacy, concerning prevention.
3. Students will develop a health knowledge base and educational strategies relevant to the needs of school age children.

Health Education/Promotion Major:
1. Students will develop the knowledge and skill base to assess individual and community needs for health education.
2. Students will develop the skills necessary to plan, implement and evaluate effective health education programs.
3. Students will develop the skills necessary to perform as professional health educators.

LEARNING OUTCOMES:

Department of History

Purpose: The history department exists for the purpose of offering courses in the study of humanity which presents to students an understanding of their relationships in society. The department seeks to fulfill this purpose through the following:

LEARNING OUTCOMES:
1. Develop a biblical worldview by studying God's revelation in history.
2. Learn about American cultural distinctions, including the democratic process and the free enterprise system.
3. Acquire experience in research methodology that can be used in many vocations.
4. Enhance communication skills.
5. Explore methods of data analysis which can be used in various vocations relating to the liberal arts.
6. Realize the many career opportunities available to history and social sciences majors.

LEARNING OUTCOMES INTERNATIONAL STUDIES SPECIALIZATION:
1. Have knowledge about other cultures so that a student can better understand people different from oneself.

LEARNING OUTCOMES SOCIAL SCIENCE MAJOR:
1. Acquire a global perspective so as to understand world societies and cultures.

Department of Mathematics and Computer Science

The Department of Mathematics and Computer Science offers a major in mathematics with specializations in computer science and mathematics.

Minors are available in mathematics and computer science. In addition, mathematics and computer science courses may be taken as the basis for further study in other Computer Science courses.

PURPOSE:
1. Provide general education courses and support courses for all students, resident and nonresident.
2. Provide education in both the theory and applications of mathematical sciences for its majors.
3. Provide an appreciation of the role the mathematical and computer sciences play in society, and
4. Provide experiences in the use of a Computer Algebra System (CAS) in a laboratory setting.

Specific learning outcomes for each option in the major are given below.

LEARNING OUTCOMES FOR MATHEMATICS MAJOR CORE COURSES:

The student should be able to:
1. Apply the concepts and principles of differential and integral calculus as the basis for further study in mathematics and computer science.
2. Apply the concepts to develop the concepts and principles of statistics necessary to analyze data and to advance in the study of statistics and probability.
3. Use linear algebra concepts to develop skills in matrix operations.

LEARNING OUTCOMES FOR COMPUTER SCIENCE SPECIALIZATION:

The student should be able to:
1. Acquire and demonstrate skills in High-Level and object-oriented programming languages as the basis for further study in other Computer Science courses.
2. Demonstrate an understanding of data structure and algorithm topics, including resource requirements and performance considerations, as the basis for solving typical computer problems.
The graduate will:

1. Acquire an understanding of key computer components and how they are organized to execute the functions of a computer and an understanding of key concepts associated with typical operating systems’ structure, performance and provided services.

2. Demonstrate an understanding of basic database concepts, including various data models, organizational methods, implementation considerations and access languages.

3. Acquire an understanding of the software development process as applied in the creation of large software systems.

4. Demonstrate an understanding of the theory of programming languages, including language design, application issues and implementation considerations arising from machine limitations.

**LEARNING OUTCOMES FOR THE MATHEMATICS SPECIALIZATION:**

The purpose of the Liberty University Department of Mathematics is to prepare baccalaureate level students who are committed to Christian ethical standards and view nursing as a ministry of caring based on the Bennis’ theoretical framework. This nursing curriculum is built upon a foundation in the arts, sciences, and the Bible, and focuses on the use of the nursing process to guide the acquisition of nursing knowledge, build strong clinical skills, and develop the foundation necessary for a sound ethical decision making in the practice of professional nursing.

**LEARNING OUTCOMES:**

The graduate will:

1. Demonstrate beginning leadership skills while interacting with clients, nurses, and members of the health care team.

2. Utilize the nursing process to guide the delivery of optimal nursing care for each client.

3. Apply the critical thinking skills of reasoning, analysis, research, and decision making in the practice of professional nursing.

4. Practice effective written, oral, non-verbal, and technological communication skills.

**Department of Psychology**

**PURPOSE:** The Psychology Department provides a baccalaureate degree for both the resident and external programs. These programs seek both to transmit and expand knowledge as well as to provide opportunities for research and service. The Department consists of a community of persons who are voluntarily linked in the pursuit of knowledge, prepared a reasoned presentation of the academic disciplines in relation to the Christian faith. The Department’s mission is to communicate Christian values, academic content and requisite skills—all of which prepare persons for a life-long process of learning and serving.

The mission is carried out for resident students, all of whom have indicated their agreement with Liberty’s purpose, through a rigorous academic program and a structured socio-religious environment. It is carried out for external students, who may or may not espouse Liberty’s purpose, in a comparable academic program but without the socio-religious structure of the resident community.

**LEARNING OUTCOMES:**

In addition to the aims and goals of Liberty University and the College of Arts & Sciences, the Department of Psychology has structured its curriculum to accomplish the following learning outcomes, all of which have integrated Christian principles.

1. Develop a conceptual framework that embraces relevant facts and concepts of human behavior as well as an understanding of the history of the discipline that goes beyond knowledge of major figures and their contributions and indicates the inter-cultural context in which psychology emerged.

2. Develop familiarity with qualitative as well as quantitative methods leading to the dissection of complexity about human behavior and experience.

3. Learn to think critically about themselves and their differences and similarities with others and to know how gender, race, ethnicity, culture and class affect all human perspectives and experiences.

4. Comprehend the language of the discipline found in textbooks and scientific articles, and use it to present written arguments in the terminology of the discipline using elements of style and the presentation of scientific information described in the most recent Publication Manual of the American Psychological Association (APA).

5. Develop the skills of gathering information from a library including: computerized information sources, bibliographic systems, computerized library skills in word processing in a formal, conducting literature/electronic searches, and utilization of various statistical packages as well as other sources from which one can present a persuasive argument.

6. Develop creative construction of research strategies and their limitations, incorporating such issues as the drawing of causal conclusions from experimental vs. correlational results within the context of the ethical principles of psychology (APA, 1990) and the desire to adhere to these principles in psychological theory, practice and research.

**School of Business & Gov't**

**School of Business and Government**

**PURPOSE:** The School of Business and Government educates students within a Christian context, in the professional competencies needed for them to serve as the business and government leaders of tomorrow.

The School offers degrees in accounting, business and government with specializations available in economics, finance, management, management information systems, marketing, administration of justice, general government, and pre-law.

**Accounting**

**PURPOSE:** To produce accountants who will model high moral and spiritual standards and who possess the professional knowledge, attitudes, and skills necessary to give them a foundation for success in their chosen careers in the field of accounting.

**LEARNING OUTCOMES:**

1. Develop students with competencies in financial accounting, management accounting, auditing, taxation, and governmental and not for profit accounting.

2. Develop the ability in students to integrate generally accepted accounting principles in solving complex accounting problems and theoretically acceptable alternatives.

3. Develop students who are proficient in communication and computer application skills necessary to solve complex accounting problems and to present accounting information.

4. Foster the ability of accounting students to approach ethical situations in accounting from a sound moral and biblical perspective.

5. View nursing as an avenue for ministry to others.

**Department of Psychology**

**PURPOSE:** The Psychology Department provides a baccalaureate degree for both the resident and external programs. These programs seek both to transmit and expand knowledge as well as to provide opportunities for research and service. The Department consists of a community of persons who are voluntarily linked in the pursuit of knowledge, prepared a reasoned presentation of the academic disciplines in relation to the Christian faith. The Department’s mission is to communicate Christian values, academic content and requisite skills—all of which prepare persons for a life-long process of learning and serving.

The mission is carried out for resident students, all of whom have indicated their agreement with Liberty’s purpose, through a rigorous academic program and a structured socio-religious environment. It is carried out for external students, who may or may not espouse Liberty’s purpose, in a comparable academic program but without the socio-religious structure of the resident community.

**LEARNING OUTCOMES:**

In addition to the aims and goals of Liberty University and the College of Arts & Sciences, the Department of Psychology has structured its curriculum to accomplish the following learning outcomes, all of which have integrated Christian principles.

1. Develop a conceptual framework that embraces relevant facts and concepts of human behavior as well as an understanding of the history of the discipline that goes beyond knowledge of major figures and their contributions and indicates the inter-cultural context in which psychology emerged.

2. Develop familiarity with qualitative as well as quantitative methods leading to the dissection of complexity about human behavior and experience.

3. Learn to think critically about themselves and their differences and similarities with others and to know how gender, race, ethnicity, culture and class affect all human perspectives and experiences.

4. Comprehend the language of the discipline found in textbooks and scientific articles, and use it to present written arguments in the terminology of the discipline using elements of style and the presentation of scientific information described in the most recent Publication Manual of the American Psychological Association (APA).

5. Develop the skills of gathering information from a library including: computerized information sources, bibliographic systems, computerized library skills in word processing in a formal, conducting literature/electronic searches, and utilization of various statistical packages as well as other sources from which one can present a persuasive argument.

6. Develop creative construction of research strategies and their limitations, incorporating such issues as the drawing of causal conclusions from experimental vs. correlational results within the context of the ethical principles of psychology (APA, 1990) and the desire to adhere to these principles in psychological theory, practice and research.

**School of Business & Gov't**

**School of Business and Government**

**PURPOSE:** The School of Business and Government educates students within a Christian context, in the professional competencies needed for them to serve as the business and government leaders of tomorrow.

The School offers degrees in accounting, business and government with specializations available in economics, finance, management, management information systems, marketing, administration of justice, general government, and pre-law.

**Accounting**

**PURPOSE:** To produce accountants who will model high moral and spiritual standards and who possess the professional knowledge, attitudes, and skills necessary to give them a foundation for success in their chosen careers in the field of accounting.

**LEARNING OUTCOMES:**

1. Develop students with competencies in financial accounting, management accounting, auditing, taxation, and governmental and not-for-profit accounting.

2. Develop the ability in students to integrate generally accepted accounting principles in solving complex accounting problems and theoretically acceptable alternatives.

3. Develop students who are proficient in communication and computer application skills necessary to solve complex accounting problems and to present accounting information.

4. Foster the ability of accounting students to approach ethical situations in accounting from a sound moral and biblical perspective.

5. View nursing as an avenue for ministry to others.

**Department of Psychology**

**PURPOSE:** The Psychology Department provides a baccalaureate degree for both the resident and external programs. These programs seek both to transmit and expand knowledge as well as to provide opportunities for research and service. The Department consists of a community of persons who are voluntarily linked in the pursuit of knowledge, prepared a reasoned presentation of the academic disciplines in relation to the Christian faith. The Department’s mission is to communicate Christian values, academic content and requisite skills—all of which prepare persons for a life-long process of learning and serving.

The mission is carried out for resident students, all of whom have indicated their agreement with Liberty’s purpose, through a rigorous academic program and a structured socio-religious environment. It is carried out for external students, who may or may not espouse Liberty’s purpose, in a comparable academic program but without the socio-religious structure of the resident community.

**LEARNING OUTCOMES:**

In addition to the aims and goals of Liberty University and the College of Arts & Sciences, the Department of Psychology has structured its curriculum to accomplish the following learning outcomes, all of which have integrated Christian principles.

1. Develop a conceptual framework that embraces relevant facts and concepts of human behavior as well as an understanding of the history of the discipline that goes beyond knowledge of major figures and their contributions and indicates the inter-cultural context in which psychology emerged.

2. Develop familiarity with qualitative as well as quantitative methods leading to the dissection of complexity about human behavior and experience.

3. Learn to think critically about themselves and their differences and similarities with others and to know how gender, race, ethnicity, culture and class affect all human perspectives and experiences.

4. Comprehend the language of the discipline found in textbooks and scientific articles, and use it to present written arguments in the terminology of the discipline using elements of style and the presentation of scientific information described in the most recent Publication Manual of the American Psychological Association (APA).

5. Develop the skills of gathering information from a library including: computerized information sources, bibliographic systems, computerized library skills in word processing in a formal, conducting literature/electronic searches, and utilization of various statistical packages as well as other sources from which one can present a persuasive argument.

6. Develop creative construction of research strategies and their limitations, incorporating such issues as the drawing of causal conclusions from experimental vs. correlational results within the context of the ethical principles of psychology (APA, 1990) and the desire to adhere to these principles in psychological theory, practice and research.

**School of Business & Gov't**

**School of Business and Government**

**PURPOSE:** The School of Business and Government educates students within a Christian context, in the professional competencies needed for them to serve as the business and government leaders of tomorrow.

The School offers degrees in accounting, business and government with specializations available in economics, finance, management, management information systems, marketing, administration of justice, general government, and pre-law.

**Accounting**

**PURPOSE:** To produce accountants who will model high moral and spiritual standards and who possess the professional knowledge, attitudes, and skills necessary to give them a foundation for success in their chosen careers in the field of accounting.

**LEARNING OUTCOMES:**

1. Develop students with competencies in financial accounting, management accounting, auditing, taxation, and governmental and not-for-profit accounting.

2. Develop the ability in students to integrate generally accepted accounting principles in solving complex accounting problems and theoretically acceptable alternatives.

3. Develop students who are proficient in communication and computer application skills necessary to solve complex accounting problems and to present accounting information.

4. Foster the ability of accounting students to approach ethical situations in accounting from a sound moral and biblical perspective.

5. View nursing as an avenue for ministry to others.
LEARNING OUTCOMES:

1. Students will understand the fundamentals of financial institutions, financial instruments, and financial management.
2. Demonstrate the application of various financial analytical and decision-making methods utilized by financial managers.
3. Be prepared for careers in the various areas of finance, such as banking, investments, real estate, insurance, and organizational financial management.

Management

LEARNING OUTCOMES:

1. Demonstrate managerial competence in moral-ethical decision making and adopt a lifestyle of moral-ethical excellence. (Ethical Maturity)
2. Demonstrate ability to qualitative and quantitative planning, organizing, critical thinking, and problem solving. (Critical Thinking)
3. Demonstrate understanding of the servant-leadership model, its Scriptural foundation, and its application in a team environment. (Servant Leadership)
4. Demonstrate awareness of self as both follower and leader and the ability to improve organizational effectiveness through understanding and motivating people’s behavior. (Team Expertise
5. Demonstrate competency in managerial and administrative application of the socio-technical model, balancing efficiency and effectiveness while accommodating both, people and tasks. (Socio-Technical Expertise)
6. Demonstrate effective communication skills in oral and written work incorporating informational technologies. (Communication Expertise)

Management Information Systems

LEARNING OUTCOMES:

1. Students will demonstrate computer systems operational competencies and skills.
2. Knowledge of information-processing systems analysis, the design of management information systems and database systems.
3. Demonstrate computer problem-solving and decision-making skills.

Marketing

LEARNING OUTCOMES:

1. Students will have a Christian perspective of the role of marketing in a free enterprise economy.
2. An in-depth knowledge of marketing as the communication of consumer-satisfying function of all organizations.
3. Demonstrate marketing management competencies in applying the methods and tools of marketing to decision-making.

Specializations:

Print and Electronic Journalism

Students will be able to:
1. Develop story ideas;
2. Gather pertinent information from a variety of sources;
3. Synthesize that information and prepare it for the print and electronic media;
4. Use the Judeo-Christian ethic as the basis for effective, accurate and objective treatment of information.

Finance

PURPOSE: To prepare students for careers in government service by giving them a broad foundation in government and specific study in the area of their interest.

LEARNING OUTCOMES:

1. Development of a competence in a Christian Worldview as the foundation for all endeavors of civil government.
2. Development of a competence in a philosophy of limited Constitutional government, including an interpretivist view of the American Constitution.
3. Development of a competence in a philosophy of free market processes in society (as opposed to excessive political intervention).
4. Development of a competence in a non-revisionist history of the “found­ing era”, the constitutional era, and the early period of the U.S.
5. Development of a competence in the intellectual/philosophical forces which have brought America to the present.

Administration of Justice

LEARNING OUTCOMES:

1. Prepare students for law enforcement careers, including administrative positions.
2. To give students a broad foundation in government.

General Government

LEARNING OUTCOMES:

1. To prepare graduates for employment in public administration, politics or public policy.
2. Educate students in all areas of government.
3. Prepare students for graduate school in Political Science/ Government, Public Policy, or Public Administration.

Pre-Law

LEARNING OUTCOMES:

1. Preparation of graduates for the study of law and legal profession careers.
2. Educate students in all areas of government.

School of Communications

Department of Communication Studies

PURPOSE: The purpose of the Department of Communication Studies is to provide students with a theoretical understanding of various communication processes and the ability to make practical application of knowledge in a multiplicity of professional and personal contexts.

LEARNING OUTCOMES:

(Approved on September 17, 1996)

Core Courses

1. Students will develop an understanding of theory and processes of communication.
2. Students will develop various skills necessary for effective communication.
3. Qualified students will be prepared for graduate work in communications discipline.

Marketing Communications and Media Management

Students will learn to:
1. Research and develop communication strategies;
2. Create and evaluate persuasive messages;
3. Disseminate those messages through a variety of media;
4. Manage communication campaigns, programs and organization.

Media Graphic Production

Students will learn to:
1. Prepare and evaluate effective visual materials in print and electronic formats as well as audio presentations, all through the use of electronic technology;
2. Generate an idea;
3. Develop the idea into a production project;
4. Manage the production process;
5. Produce a final product that meets professional standards.

Speech Communication

Students will develop the ability to:
1. Prepare and present effective messages;
2. Evaluate communication critically;
3. Comprehend various theoretical perspectives of communication processes.
Department of English and Modern Languages

PURPOSE: The Department of English and Modern Languages provides instruction in the theory and practice of writing and linguistics. In the acquisition of languages, and in the analysis and criticism of literature in order to help students express themselves knowledgeably, sensitively, and clearly.

LEARNING OUTCOMES

Developmental

1. Students will demonstrate a greater willingness to express their thoughts in writing and to perceive writing as a way of thinking.
2. Individual paragraphs will display the following: focused topic sentences, coherent supporting sentences, few if any glaring errors (as defined by the English faculty).
3. Students will recognize various points of grammar and mechanics, as measured by an objective test.

General Education

[WRITING AND LITERATURE]

1. Students will develop an awareness of the writing process as a way of thinking, including pre-writing strategies, drafting, and revising.
2. Student essays, which will utilize various modes of discourse, will be coherent and unified, with identifiable introductions and conclusions, substantive thesis statements (i.e., focused and well-developed), specific topic sentences, a support theme, and competent use of grammar and mechanics.
3. Students will read an essay and identify its thesis, main supporting ideas, and means of introducing and concluding the discussion; and explain its use of various points of grammar and mechanics.
4. Students will paraphrase and quote accurately, using the MLA paraphrastic format.
5. On objective tests designed by the English faculty, students will identify specific topics related to literary analysis: critical terms; periods, ideas, major authors: lines, themes and forms in Western European, British, or American literature.
6. Students will demonstrate the ability to read critically and evaluate a literary text with sensitivity to its stylistic features, its author’s world view, its appeal to its intended audience, and its importance for evangelical Christian readers.

General Education

[MODERN LANGUAGES]

1. Students will demonstrate appropriate levels of skill in listening, speaking, reading, and writing.
2. Students will demonstrate appropriate levels of skill in reading.
3. Students will demonstrate appropriate levels of skill in speaking.
4. Students will demonstrate appropriate levels of skill in writing.
5. Students will demonstrate appropriate levels of understanding about the culture in which the language studied was derived.
6. Students will demonstrate appropriate levels of understanding about how the Gospel might be shared in the culture in which the language studied was derived.

English Major

1. Students will demonstrate in-depth knowledge of two periods and one genre of Western literature.
2. Students will identify, describe, evaluate, and apply major theories of criticism.
3. Compositions will display well-developed syntactical and rhetorical features, as well as appropriate tone and conformity to conventional scholarly apparatus.
4. In critical reading and writing, students will demonstrate a well-developed understanding of the Christian world view.
5. Students will establish academic and professional credentials appropriate to their vocational plans, whether teaching or non-teaching.

Modern Language Minor

Students will demonstrate appropriate levels of skill in listening, speaking, reading, and writing. Students will demonstrate appropriate levels of skill in using the grammar and in the use of oral and written language communication. Students will demonstrate an appropriate knowledge of the culture from which the language was derived.

School of Education

Master of Education

PURPOSE: Liberty University strives to produce educators who model high academic, moral, and spiritual standards before their peers. Concurrent with this goal, the graduate program offered by the School of Education is designed to prepare students for effective educational leadership in Christian, private and public schools.

LEARNING OUTCOMES: The Master of Education program seeks to:

1. Foster the ability to exert consistent leadership as well as accept responsibility in the broad field of education.
2. Develop competent educators who can examine scope, sequence, and consequence of both program and instruction.
3. Continue to develop competence as a consumer of research and other information technologies.
4. Further expose students to and involve students in a spectrum of educational theories, concepts, generalizations, practices, points of view, and resources.
5. Increase the ability to communicate effectively with oral and written expression and with greater acuity and fluency.
6. Continue the development of critical thinking, problem solving, decision making, and interpersonal skills.

Concentration: Educational Administration

LEARNING OUTCOMES: The Educational Administration concentration seeks to:

1. Assist educators in developing an academic and practical knowledge of educational principles.
2. Promote the integration of professional knowledge into on-the-job performance.
3. Foster the construction and maintenance of exemplary behavioral models.
4. Cultivate an effective leadership style in a variety of educational settings.
5. Prepare individuals for current demands in the market place as well as for national trends in education.

Concentration: Elementary and Secondary Education

LEARNING OUTCOMES: The Elementary and Secondary Education concentration seeks to provide:

1. Additional breadth and depth beyond the undergraduate training.
2. Provide the knowledge base and teaching competencies required for teacher licensure.
3. Professional preparation which prepares the understanding of children, how they learn, and that further develops skills and methods of teaching content at the elementary and secondary levels.
4. Learning experiences which encourage leadership in fostering creativity, investigation, teaching, redefining ideas, and research.

Concentration: Reading Specialist

LEARNING OUTCOMES: The Reading Specialist concentration seeks to:

1. Assist classroom teachers in all grade levels (K-12) to work with students having reading difficulties.
2. Prepare educators to deal with reading problems in a clinical setting.
3. Enable specialists to assess reading abilities and use diagnostic data to tailor instruction to individual needs.
4. Develop the knowledge, skills, and processes necessary for teaching oral and written language communication.
5. Promote the integration of literature-based instruction in all content areas.

Teacher Education Department

MISSION: The mission of the Teacher Licensure Program at Liberty University is to develop competent professionals with a Christian worldview for Christian, public and private schools.

LEARNING OUTCOMES: In order to achieve this goal, educational experience is designed which enable each student to:

1. Establish a broad base of general knowledge.
2. Acquire skills in speaking, writing, reading and listening through special emphasis on communication skills.
3. Develop skills in classroom management, technology, lesson preparation, teaching methodology and research.
4. Establish knowledge of their content areas.
5. Demonstrate the democratic way of life by modeling good citizenship, moral leadership and sensitivity to human needs.
6. Participate in intercultural/multicultural and collaborative learning experiences.
7. Participate in field experiences and classroom observation.
Also, graduates would be qualified and prepared to pursue particular certification areas. The mission of the Exercise Science degree program at Liberty University is designed to produce graduates who are qualified in the areas of exercise leadership, exercise testing and evaluation, exercise prescription, and program directors. The curriculum for this major is designed to provide a combination of academic study and practical experiences which will provide meaningful and effective learning experiences for the student in a variety of exercise settings. Each student is required to complete an internship in an approved fitness-related agency supervised by a qualified physical educator.

LEARNING OUTCOMES: In order to develop competent professionals for the Exercise Science major, educational experiences are designed which will enable each student to:

1. Develop a broad base of general knowledge.
2. Develop a broad base of sport specific knowledge.
3. Develop skills in exercise testing, evaluation, and prescription.
4. Acquire leadership and management skills in a professional setting.
5. Acquire the particular competencies required in their chosen profession (clinical training, private and corporate fitness) and the professional fields (physical therapy, occupational therapy, physician assistants, etc.)
6. Acquire experience in a professional or medical setting.
7. Participate in the evaluation of academic training and field experiences.

Department of Sport Sciences
Major: Physical Education

The Physical Education major is committed to the development of a strong and healthy body through physical activity and good health habits, the promotion of physical fitness and health among individuals, and the development of personal leadership and sense of responsibility among citizens. In order to achieve this goal, educational experiences are designed which enable each student to:

1. Establish a broad sense of general knowledge.
2. Establish a broad base of content areas in Physical Education.
3. Develop skills in classroom management, technology, lesson preparation, teaching methodology and research.
4. Acquire experience in a professional or amateur sport setting.
5. Acquire leadership and management skills in a professional setting.
6. Acquire experience in a variety of exercise settings.
7. Participate in the evaluation of academic training and field experiences.

Department of Sport Sciences
Major: Sport Management

The mission of the Sport Management degree program at Liberty University is to help students develop skills to organize, administer and facilitate sport programs at the corporate, agency, professional and amateur levels. Opportunities are provided to develop knowledge and skills relevant to the performance of these functions.

LEARNING OUTCOMES: In order to achieve this goal, educational experiences are designed which enable each student to:

1. To develop student ability to know specific content and implications in their specialization.
2. To develop student ability to assimilate methods of critical thinking which are particularly applicable to problem-solving.
3. To develop student ability to argue apologetically the theology and historical fundamentals of the Christian faith.
4. To develop student ability to critically and biblically formulate, express, and apply a personal, Christian world view.
5. To assist the student in developing the necessary competencies to minister in their chosen specialization.
6. To assist the student in understanding the practical theology and philosophy of church ministries.
7. To assist the student in understanding and confirming their calling to their specialization.
8. To assist the student in understanding the practical theology and philosophy of church ministries.

Department of Sport Sciences
Major: Exercise Science

MISSION: The mission of the Exercise Science degree program at Liberty University is designed to produce graduates who are qualified in the areas of exercise leadership, exercise testing and evaluation, exercise prescription, and program directors. Also, graduates would be qualified and prepared to pursue particular certification areas in exercise per the guidelines developed by the American College of Sports Medicine. Finally, graduates would also be prepared to pursue graduate studies in the areas of Exercise Science and/or related fields such as Biomechanics, Cardiac Rehabilitation, and Kinesiology.

The curriculum for this major is designed to provide a combination of academic study and practical experiences which will provide meaningful and effective learning experiences for the student in a variety of exercise settings. Each student is required to complete an internship in an approved fitness-related agency supervised by a qualified physical educator.

LEARNING OUTCOMES: In order to develop competent professionals for the Exercise Science major, educational experiences are designed which will enable each student to:

1. Develop a broad base of general knowledge.
2. Develop a broad base of sport specific knowledge.
3. Develop skills in exercise testing, evaluation, and prescription.
4. Acquire leadership and management skills in a professional setting.
5. Acquire the particular competencies required in their chosen profession (clinical training, private and corporate fitness) and the professional fields (physical therapy, occupational therapy, physician assistants, etc.)
6. Acquire experience in a professional or medical setting.
7. Participate in the evaluation of academic training and field experiences.

School of Religion

Major: Religion

Purpose: The Master of Arts in Religion program is appropriate as an entry level and general professional degree in religion. It is designed to give the student intensive study in the Scriptures and the essential truths of the Christian message. Although the program is not designed as a terminal Seminary degree or intended for senior pastors, the program is profitable for Christian educators, assistant pastors, and for informed lay leaders and pastors' wives who wish to have a firm Scriptural undergirding for service in a supportive role in a local church.
Master Of Religious Education

PURPOSE: The Master of Religious Education is the professional theological degree in Christian Education. This Seminary program is designed to equip a man or woman who has been called by God to serve as a professional Christian worker in such capacities as the associate pastor, a minister or director of Christian education, and other positions that require a broad general knowledge of church educational programs.

LEARNING OUTCOMES:
1. Possesses basic understanding (knowledge) of the Bible and theology.
2. Able to develop, administer, and evaluate church programs in education.
3. Models the role of an effective teacher.
4. Able to plan, select, supervise, and evaluate curriculum, and able to function as a curriculum resource person.
5. Able to develop and supervise leadership training programs.
6. Demonstrates management and church administration skills.

Master Of Religious Studies

PURPOSE: The program leading to the Master of Arts in Religious Studies degree is designed for persons desiring a graduate-level education for entrance into academic circles, as a basis for graduate work at the doctoral level, or to provide advanced study for personal enrichment in a specified area of research. For the pastor serving in a local church, these programs are suitable for advanced continuing education. However, they are not designed to train pastors.

LEARNING OUTCOMES:
1. To provide students with cognitive skills that are relevant to their chosen concentration. This goal consists of (a) critical interaction with major ideas; and (b) formulating personal positions.
2. To teach research and writing skills related to the chosen concentration.
3. To provide an understanding of the essential content in each concentration: (a) historical background; (b) current development; (c) cross-cultural comparison; and (d) integration of various disciplines.
4. To prepare the student for further graduate work at other institutions.

Master Of Divinity

PURPOSE: The Master of Divinity degree is the program of study offered by the Seminary especially for persons who are called to be ministers, such as pastors, evangelists, missionaries and chaplains. It may serve as a basis for future Th.M., D.Min., Ph.D., or Th.D. work.

LEARNING OUTCOMES:
1. The ability to study the Bible in its original languages and to skillfully interpret it in the light of Biblical, historical, and theological studies.
2. The ability to state clearly the theological teachings of the Bible and defend them.
3. The ability to understand the development of the Christian church throughout its history and to appreciate the heritage of Baptists.
4. The ability to effectively communicate the message of the Scriptures in the public ministry of preaching.
5. A commitment to the requirements of the Great Commission to make disciples of all nations and to teach them.
6. The ability to administer a local church and guide its educational ministries.
7. The ability to use the Bible in dealing with contemporary issues in ministry, including conflict resolution, counseling, and spiritual formation.

Doctor Of Ministry

PURPOSE: The Doctor of Ministry degree offers pastors, missionaries and other church leaders an opportunity for professional and personal growth. It is designed to enhance one’s knowledge and skills in the practice of ministry. The student will have opportunity to interact with recognized church leaders, to explore new ministry perspectives, to evaluate his own ministry, to increase his vision and to crystallize his understanding of the purpose and goals of ministry.

The program is composed of thirty (30) semester hours involving eight (8) three semester hour seminars and a six semester hour thesis project. Each seminar will consist of a one-week session at Liberty with both pre- and post-class requirements. Most courses are taught in June or July, while some are offered in January.

LEARNING OUTCOMES:
1. The student will evaluate himself as a person in ministry (strengths and weaknesses).
2. The student will evaluate his present ministry (strengths and weaknesses).
3. The student will enhance his ministry skills by preparing relevant ministry projects that related to the disciplines studied.
4. The student will formulate a comprehensive and critical theory of ministry by preparing relevant ministry projects that related to the disciplines studied.
5. The student will be assessed by the student's ongoing practice of ministry and his practice by the academic theory.