

# LIBERTY UNIVERSITY

Department of History

DOCTOR OF  
PHILOSOPHY IN  
HISTORY PROGRAM &  
DISSERTATION  
HANDBOOK

This handbook is a guide for Liberty University Online Department of History graduate students. It does not constitute a contract and is subject to change at the discretion of Liberty University. This version of the graduate handbook supersedes all previous versions.

Liberty University  
1971 University Blvd.  
Lynchburg, VA 24515

## Preface

This document describes the policies and procedures used to regulate the Doctor of Philosophy (Ph.D.) in History program within the Online Department of History, which is part of the College of Arts & Sciences (CAS). Liberty University (LU) or Liberty University Online (LUO) reserves the right to make necessary changes without further notice. The regulations, courses, personnel, and costs listed herein are subject to change after the publication of this handbook through established procedures. In such cases, the Online Department of History will attempt to communicate these changes to all students, faculty, and staff through written means. It is IMPORTANT that each student familiarize him or herself with the policies, procedures, and regulations set forth in this handbook and assumes his or her proper responsibilities concerning them.

College of Arts & Sciences, Dean

College of Arts & Sciences, Associate Dean

Ph.D. in History, Program Director

Department of History, Online Chair

Liberty University prohibits discrimination based on race, color, national origin, gender, age, disability, or status as a veteran or disabled veteran. The school maintains its Christian character, but does not discriminate based on religion, except to the extent that applicable law respects its right to act in furtherance of its religious objective.

## Contents

Preface .....	i
Contents .....	ii
Liberty University Statement of Mission and Purpose .....	v
Liberty University Statement on Worldview .....	vi
Introduction.....	1
What Makes Liberty Distinctive? .....	2
Purpose & Learning Outcomes .....	3
Biblical Principles & the Study of History .....	3
Admission Considerations & Requirements .....	4
General Admission Requirements .....	4
Specific Admission Requirements .....	5
Admission Review & Notification.....	5
Disability Accommodations.....	5
International Students .....	5
Transfer Credit.....	6
Transfer of Previous Liberty University Degree Coursework .....	6
Masters (or Graduate) vs Doctoral Transfer Credit .....	7
Transfer Help .....	7
Transfer Process.....	7
Transfer Appeals.....	8
Earn Credit by Portfolio (Experience Plus) .....	8
Financial Services & Aid .....	10
Military Tuition Discounts.....	10
Graduation Requirements .....	11
Time Limit for Degree Completion .....	11
Enrollment and Breaks in Enrollment.....	11
Program Essentials.....	13
Degree Completion Plan (DCP).....	13
Canvas.....	13
Course Policies.....	13
Grading .....	13
Grade of B minus: .....	13
Cumulative GPA below 3.0 .....	13

Grievances Policy .....	14
Areas and Fields of Study .....	15
Research/Language Competencies .....	17
Research Competency .....	17
Language Competency .....	19
Competency Requirements .....	19
Verification and Sign Off of Competencies .....	20
Comprehensive Readings & Examination Courses .....	21
What They Are & Are Not .....	21
Why Comps .....	21
How Comps Works at Liberty .....	22
Comp Course Content .....	23
Internships .....	24
Internship Course, Prerequisites, and Registration .....	24
Internship Hours & Length .....	25
Internship Canvas Course .....	25
Finding an Internship .....	26
Internship Financial Matters .....	26
The Dissertation .....	27
Background to the Dissertation .....	27
History of the Dissertation .....	28
The Dissertation Sequence .....	28
Planning the Dissertation Process .....	31
Use of Assistance in the Dissertation Process .....	31
Choosing the Dissertation Topic .....	32
Dissertation Defense .....	34
Submitting the Approved Dissertation .....	34
Dissertation Committee .....	36
Director Role .....	36
Director Eligibility & Duties .....	37
Director Assignment .....	38
Readers' Role & Responsibilities .....	39
The Director-Reader Relationship .....	39
Reader Assignments .....	40
Committee Member Removal and Replacement .....	40
The Dissertation Document .....	42

Dissertation Formatting .....	42
Dissertation Length.....	42
Academic Honesty, Integrity, and Honor Code .....	44
Remediation Process.....	45
Stage 1: Notification of Problematic Conduct .....	45
Stage 2: Primary Assessment of Problematic Conduct.....	46
Stage 3: Secondary Assessment of Problematic Conduct.....	46
Stage 4: Referral to the Remediation Committee .....	46
Stage 5: Development of a Remediation Plan .....	46
Stage 6: Acceptance or Appeal .....	47
Provision if Unsuccessful .....	47
Final Determination Following Recommendation of Dismissal.....	47
Appeal of Dismissal.....	48
Closing Thoughts .....	49
Appendix: Dissertation Template .....	50
Appendix: Internship Forms .....	66
Appendix: Comprehensive Examination and Readings: Suggested Reading Lists .....	72
Comprehensive Examination and Readings in Early American History (HIUS 911) .....	73
Comprehensive Examination and Readings in Modern America (HIUS 912) .....	81
Comprehensive Examination and Readings in Early Modern Europe (HIEU 913) .....	91
Comprehensive Examination and Readings in Modern Europe (HIEU 914) .....	99

## **Liberty University Statement of Mission and Purpose**

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

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

Liberty University will:

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

## **Liberty University Statement on Worldview**

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

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

## Introduction

Liberty University and the Online Department of History are pleased to offer multiple programs in history and related fields. With nearly 100 historians representing research interests in dozens of fields, our goal is to serve students, equip them with the mental and spiritual discipline to succeed and foster a Christ-centered community of scholars.

Our online programs include a diverse array of courses designed by award-winning researchers and leading scholars in their fields. The courses revolve around scholarly presentations, interesting readings, and diverse assignments that incrementally build historical research and professional skills. We emphasize strong analysis, crisp writing, and the joy and steady assurance that comes from historical understanding.

Our graduates pursue remarkable career paths that go far beyond the typical history graduate. Alumni work in academia, chair academic departments, run historical sites and museums, perform public service, direct media outlets, teach around the world, serve as missionaries and pastors, publish scholarship and historical fiction, create documentaries, design academic curriculum, manage large corporate offices, and defend the interests of the United States.

Our online academic programs in history currently include:

### Undergraduate

- AA History
- AA Military History
- BS History
- BS Military Studies
- Areas of Study in Military Science & Social Sciences (BS Interdisciplinary Studies)
- Minors in History, Military History, and International Studies

### Graduate

- MA History
- MA Public History
- MA Military Operations
- Area of Study in History & Public History (MA Interdisciplinary Studies)

### Doctorate

- Ph.D. History
- Executive Certificate History



### **What Makes Liberty Distinctive?**

In many ways, our programs closely resemble those at secular private and state institutions. Our programs share similar courses on historical periods, major events, specific cultures, research methodology, and historiography. Our course designers choose readings that represent both classic texts and the latest interpretations in their field. Our faculty conduct cutting-edge research on major topics of professional interest, and they present and publish their findings through a variety of professional outlets.

However, there are several ways in which our programs differ from those at other institutions:

- 1) We are committed to the value of each student and work tirelessly to provide everyone with the highest quality education. Our faculty are known to extend a helping hand to struggling students, help those who face difficult life challenges, and support our students both intellectually and spiritually as they journey through our programs.
- 2) The introductory courses in our programs are designed to provide a solid foundation for future learning while also building student confidence. We never seek to “weed out” students at the start of our programs.
- 3) We create our programs with working adults in mind. We understand that the costs of education, especially graduate education, make it difficult for students to dedicate themselves to study without a means of income. Our courses follow a similar route whereby students read or view course materials at the start of each week, then typically complete their assignments toward the weekends.
- 4) Our faculty love history – all types of history – and they encourage students to pursue research in both traditional and innovative topics.
- 5) Our historians strive to provide an encouraging, Christian environment in which our students can freely rely upon their faith and prayerful support of their colleagues as they move through the programs.

## **Purpose & Learning Outcomes**

Liberty University's online Ph.D. in History is a comprehensive terminal degree in the discipline. Graduates are expected to pursue employment in academia, public history, advanced research, nonprofits, publishing, government, media, military service, and a host of areas where a terminal degree serves as a necessary credential. While not exclusively aimed at those considering college-level teaching, all students gain valuable teaching skills from Liberty University's faculty.

The purpose of the Ph.D. in History program is to produce quality graduates who will pursue careers in professional settings, public history venues, and in academic institutions.

Upon completion of the program, the student will be able to:

- Apply a Christian worldview to the study of history.
- Apply doctoral level research methodology.
- Analyze historiographic positions at the doctoral level.
- Apply historical methodology to professional settings.

## **Biblical Principles & the Study of History**

The Department of History at Liberty University affirms that a Biblical worldview should provide guidance in the analysis and interpretation of historical events, personalities, and issues. The following principles provide a Biblical foundation for the study of history:

- 1) God is comprehensively sovereign over the nations. (Acts 17:26)
- 2) Jesus Christ is central in human history. (Colossians 1:16-17, Ephesians 1:10)
- 3) God has established order, intelligence, and truth in the universe and history. (Isaiah 42:5, John 1:1, John 1:14, Acts 17:25 & 28, Romans 11:36)
- 4) Commitment to objectivity and honesty is essential to historical investigation. (Proverbs 12:19)
- 5) The Bible provides principles of ethics that guide our evaluation of people and nations. (Exodus 20:1-17)
- 6) Man is an image-bearer of God, yet fallen and sinful. (Genesis 1:27, Romans 1:18-32)
- 7) The historian must be dedicated to a reasoned and investigated reconstruction of primary sources. (Luke 1:1-4)
- 8) The Bible teaches all men to recognize their human limitations. (Psalm 90, Psalm 139)
- 9) History illustrates the brevity of life and the reality of eternity to come. (Ecclesiastes 3:11, James 4:13-15, Psalm 39:4-6)

All courses are designed in keeping with these Biblical principles, which inform our understanding of the past. We also recognize that God's designs are often beyond the understanding of mortal man and trust in His Providence. As such, our interpretations and analysis are confined to discovered and remembered historical evidence, which we empirically research and study.

## Admission Considerations & Requirements

Applicants to the Ph.D. in History program at Liberty University are required to have and maintain reliable access to the internet and Liberty University's e-mail services (such as Outlook), learning management system (such as Canvas), collaboration software with camera specifically for assignments and dissertation defense (such as Microsoft Teams), a camera for video assignments, and proficiency with word processing software (such as Microsoft Word).

Applicants to the Ph.D. in History program at Liberty University are assessed according to aptitude for graduate and doctoral level work. Applicants are considered without regard to race, color, gender, national or ethnic origin, age, disability, or status as a veteran or disabled veteran. The school maintains its Christian character but does not discriminate based on religion except to the extent that applicable law respects its right to act in furtherance of its religious objectives.

Admission to the Ph.D. in History program at Liberty University is governed by policies and procedures developed by the Graduate Senate and Graduate Administrative Council. Admission to graduate programs does not constitute Degree Candidacy status in a specific graduate program. The university reserves the right to refuse admission or readmission to any prospective student or reenrollment to any student. Any applicant who intentionally withholds pertinent information or who falsifies information may be required to withdraw from Liberty University. The regulations listed herein are subject to change after the publication of this handbook. The university reserves the right to make necessary changes to admission requirements without notice.

Our Ph.D. in History has a reasonable admissions process. However, meeting the admission requirements does not guarantee acceptance into the program nor does acceptance guarantee a student will successfully complete the program and earn a degree. The Office of Graduate Admissions, when conducting admission reviews, may request additional documentation to evaluate a candidate's record before a final admissions decision can be made.

### General Admission Requirements

- 1) [Apply online](#) or call (800) 424-9596 to apply to a degree program with an admissions counselor.
- 2) A non-refundable, non-transferable \$50 application fee will be posted on the current application upon enrollment (waived for qualifying service members, veterans, and military spouses – documentation verifying military status is required).
- 3) Official college transcripts (sealed, unopened copies or via a direct electronic transcript system) from regionally or nationally accredited institution recognized by the U.S. Department of Education.
- 4) Applicants whose native language is other than English must submit official scores for the Test of English as a Foreign Language (TOEFL) or an approved alternative assessment. For information on alternative assessments or TOEFL waivers, please call Admissions at (800) 424-9596 or view the official [International Admissions Policy](#).

## Specific Admission Requirements

In addition to the general admission requirements, admission to candidacy in the Ph.D. in History program requires:

- A minimum of a master's degree in history or a related area\* from an institution accredited by an agency recognized by the U.S. Department of Education.
- A graduate GPA of at least a 3.0 (on a 4.0 scale) for admission in good standing. Students with a GPA of less than 3.0 (on a 4.0 scale) may be considered for admission on caution. However, students who have less than a 2.80 GPA (on a 4.0 scale) will not be admitted to the program.
- Students who do not hold a degree in history or a related field\* may apply for acceptance into the Executive Certificate in History program.

\* Examples include but are not limited to public or applied history, social sciences, humanities, political science, philosophy, government, international relations, geography, English, theology, church history, economics, business administration, museum studies, and library sciences.

## Admission Review & Notification

Once all application materials are received by admissions, the candidate's application package will be reviewed, and an acceptance decision made. Once the application review process is complete, applicants will be notified via email of an admission decision.

## Disability Accommodations

Students with a documented disability may contact the Liberty University Online Office of Disability Academic Support ([LU ODAS](#)) to make arrangements for academic accommodations.

## International Students

Applicants for whom English is a second language must provide evidence of English proficiency. The Ph.D. in History is not offered as a residential program and therefore students may not be eligible for a student visa. For more information, please call the International Admissions office at (434) 592-3250 or email [international@liberty.edu](mailto:international@liberty.edu).

## Transfer Credit

Students may transfer up to a maximum of 50% of the program hours, which is 36 credit hours in the Ph.D. in History program. Transfers are based on the transfer credit policy and DCP requirements for the program.

**Please Note: Not all students will be able to transfer in a maximum of 36 credit hours.**

The following will apply when transfer credit is considered:

- 1) Courses must be from institutions accredited by agencies recognized by the U.S. Department of Education.
- 2) Courses must have been completed within seven (7) years of the start date of the program.
- 3) Students must have earned the minimum grade of B- in the course being transferred. (Grades of P are eligible to transfer as long as the grading system at the transferring institution states that P is equivalent to a B- or better.)
- 4) All transfers from a prior degree earned through Liberty University are considered transfer credits.
- 5) For course substitution via transfers, the course must be equivalent in content and rigor to the corresponding course and must be requested and approved via the course substitution process and corresponding portal.
- 6) The following course types cannot be transferred into the Ph.D. in History program:
  - a. Internships or Practicums (I.e., HIST 699, 799)
  - b. Thesis and Defense Courses (I.e., HIST 601, 689, 690)
  - c. Dissertation and Defense Courses (I.e., HIST 901, 987, 988, 989, 990)
  - d. Comprehensive Reading and/or Exam Courses (I.e., HIUS 911, HIUS 912, HIEU 913, HIEU 914)
- 7) The course HIUS 530 American Christian Heritage cannot be transferred in or substituted with any other course, regardless of similarity or equivalency. Only students who have taken HIUS 530 with Liberty University and passed with a B- or above may transfer it in. The course HIST 701 Historical Professions cannot be transferred in; however, students with extensive leadership experience in higher education (Department Chair, etc.) may petition for portfolio credit through the Experience Plus process (described below).

### Transfer of Previous Liberty University Degree Coursework

All permitted and applicable coursework from previous Liberty University degree and certificate programs that are used to fulfill aspects of the Ph.D. in History DCP are considered transfer credit and count against the 36 credit hour transfer limit.

**Please Note: Due to accreditation rules, the letter grade associated with each course transferred from the previous Liberty University degree program is also carried into the program and will affect the student's overall GPA in the Ph.D. in History program.**

## **Masters (or Graduate) vs Doctoral Transfer Credit**

Liberty University makes a distinction between masters (or graduate) and doctoral level coursework, and those courses earned in pursuit of such degrees. While some institutions do not make this distinction and all coursework after undergraduate is applicable to masters and doctoral degrees, that is not the case at Liberty. Therefore, the student must be aware how this could affect transfer credit into the program.

At Liberty University, the following numbers are used to classify the course's corresponding level:

Undergraduate: 100-400

Masters (Graduate): 500-600

Doctoral: 700-900

As a result, any coursework taken at another institution in pursuit of a master's degree will be transferred in as a 500 level elective course regardless of the numbering used at the institution it is being transferred from.

For example: If the student's transcript from another institution (MA in History) has HST 720 Jacksonian America listed, it will be transferred into the Ph.D. in History program as HIUS 5XX US History Elective-Graduate and not HIUS 7XX US History Elective-Doctoral. Therefore, it will count against the total number of 500-600 level credits that can be applied toward the degree as directed by the DCP guidelines.

## **Transfer Help**

For help with transfers and status of a student's transfer request, students will need to contact the Registrar's Office at (434) 592-5100 or email [gradtransfer@liberty.edu](mailto:gradtransfer@liberty.edu). Do not call or email the Program Director or Chair of the History Department directly. They will not have access to the transfer information or be able to assist.

## **Transfer Process**

Once the student submits his or her application, he or she will receive an email pertaining to the submission of official transcripts for both admission and transfer of credits. The applicant must request official transcripts be sent directly to the Office of Graduate Admissions from the registrar(s) of previously attended schools.

**Please Note: It is the responsibility of each applicant to supply transcripts along with a request to have the credit applied to the degree program.**

Students may be asked to submit the syllabus for any coursework being considered for transfer and a rationale of why the student believes that the course meets the program's requirements.

## Transfer Appeals

Once the Graduate Transfer team completes their evaluation, an email containing the results will be sent to the student. If students believe there are issues with the decisions, they can appeal the evaluation by using the [Transfer Suite](#) tool.

The two options that will be used are:

- 1) **Appealing a Transfer Evaluation:** Use the Transfer Evaluation Inquiry (TEI) option.
- 2) **Course Substitution Request:** Make an appeal for a course to replace a requirement on the degree plan, students will use the Course Substitution form. A clear relationship should exist between the two courses.

## Earn Credit by Portfolio (Experience Plus)

The student may also be eligible to receive transfer credit for knowledge gained through training and life experience via the Experience Plus (or ePlus) process.

For the Ph.D. in History program, the following courses (which are subject to change without notice) are eligible for this consideration:

- HIST 505 – Local History Research
- HIST 701 – Historical Professions
- HIST 820 – Teaching History

Please Note: The student must be accepted into a degree program to pursue the portfolio review process.

Each student may submit his or her portfolio through the Experience Plus Portfolio [Application Portal](#) for review and evaluation.

Based on learning objectives for the course selected, the student will answer a varying number of questions for which he or she is requesting to earn credit. He or she will have the opportunity to upload supporting documentation and will also be required to submit a résumé.

Please be aware that any credit offered via this process is counted against the student's transfer credit allowance and will not be accepted as credit taken through Liberty University.

A \$100 non-refundable portfolio assessment fee (amount subject to change without notice) will be charged to the student's account for each portfolio submission, whether it is approved or denied. This fee covers the cost of the manual evaluation by a faculty member who teaches such a course. Please note that not all experience qualifies for academic credit and just because each answer is completed, does not guarantee that credit will be issued.

The student will be notified by email once the portfolio is approved or denied. If the student's

portfolio is denied, he or she will have the opportunity to submit one appeal based on the feedback of the faculty member who has reviewed it.

If students are unsure whether the ePlus process pertains to them or they have questions concerning it, they should contact the ePlus team in Academic Advising at (800) 424-9595 or email [eplus@liberty.edu](mailto:eplus@liberty.edu). Do not call or email the Program Director or Chair of the History Department directly about ePlus, they will only direct the student back to the ePlus team in Academic Advising for assistance.



## **Financial Services & Aid**

[Student Financial Services](#) can help with information on Tuition & Fees as well as Financial Aid.

Neither the Program Director nor the Online Department of History Chair can assist with financial questions including but not limited to tuition, fees, or aid. The student must work with Student Financial Services regarding all financial matters.

### **Military Tuition Discounts**

Liberty is dedicated to serving those who have served in the U.S. Armed Forces. To ensure that service members, veterans, or military dependents are given the most accurate and up-to-date information, students need to contact the Military Affairs Office at (855) 355-4947 (Toll-Free) or (434) 592-5990 (Direct) or via email [LUMilitary@liberty.edu](mailto:LUMilitary@liberty.edu). The student can also visit their website at <https://www.liberty.edu/military/>.

## Graduation Requirements

A Ph.D. in History is a prestigious degree that a student earns through rigorous research, writing, and defense of a unique and original dissertation after passing content-based courses and comprehensive exams. Therefore, not all students will receive a Ph.D. in History. It is not a degree that is simply given to a student who has taken a litany of courses and completed each assignment. Above all, the dissertation sets the Ph.D. apart from an undergraduate or graduate history degree program, and its quality ultimately determines final completion of the program.

Graduation requirements for this degree are as follows:

- Complete 72 hours in the program by attendance or transfer.
- A maximum of 50% of graduate and/or doctoral coursework may be transferred if approved and allowed per the rules and regulations on transfers.
- Must complete the program with a 3.0 or higher GPA.
- No grades lower than a B- may be applied to the degree.
- Degree must be completed within 7 years from the date of admission to the program.
- Submission of a degree application must be completed within the last semester of a student's anticipated graduation date.

### Time Limit for Degree Completion

The time limit for completing the Ph.D. in History degree is seven (7) years from the date of admission into the program.

Only in unusual circumstances may students be granted an extension. Granting an extension of time will usually result in additional requirements. Any student who does not complete coursework within the permissible time limit for any reason, including discontinued enrollment, must reapply for admission.

A student may reapply only once and will be subject to the current standards and curriculum. The Program Director or Chair of the History Department will determine if any previous courses are sufficiently time sensitive and must be repeated.

Beginning with the date of readmission, the time limit for degree completion is determined by the number of hours remaining.

### Enrollment and Breaks in Enrollment

All Ph.D. in History students are required to maintain enrollment in the program. They are required to be enrolled in at least one course in each academic year (from Fall to Summer). This includes once the doctoral candidate enters the dissertation phase.

In the event a student is facing an extended illness or hospitalization, maternity or paternity,

relocation, military obligations, or the death of an immediate family member, a break in enrollment will be considered and, if warranted, granted by the Program Director or Chair of the History Department. He or she will determine the length of the absence and develop a plan to return to the program (if applicable).

**Please Note: The length of the break in enrollment will count toward the student's seven (7) year completion requirement.**

## Program Essentials

### Degree Completion Plan (DCP)

The latest DCP for the Ph.D. in History can be found on the program's website located at: <https://www.liberty.edu/online/arts-and-sciences/doctoral/history/>

### Canvas

All courses will use the Canvas Learning Management System. TurnItIn software is also utilized by the university to verify the originality of written work. Students needing assistance with Canvas operations or technical issues must find support with the IT Support Desk.

### Course Policies

All policies and procedures as stated in the current Liberty University Graduate Catalog apply to the Ph.D. in History program unless otherwise stated in this handbook.

### Grading

The PhD uses the standard grading scale for doctoral programs, which is an 8-point scale.

A = 960 - 1000 -- A- = 940 - 959 -- B+ = 920 - 939 -- B = 900 - 919 -- B- = 880 - 899  
C+ = 860 - 879 -- C = 840 - 859 -- C- = 820 - 839 -- D+ = 800 - 819 -- D = 780 - 799  
D- = 760 - 779 -- F = 759 and below

### Grade of B minus:

Students must earn a minimum grade of "B-" in all courses taken in pursuit of their Ph.D. in History degree (This includes all transfer coursework. See section on Transfer Credit).

Students receiving a grade of "B-" in a course will be permitted to remain in the program unless their GPA drops below 3.0. Grades below a "B-" will not count towards graduation.

### Cumulative GPA below 3.0

If a student's cumulative GPA falls below 3.0, he or she will be placed on Academic Probation during the first semester the GPA is below 3.0. Students will have one semester to obtain a GPA of 3.0 or above. If his or her GPA remains lower than 3.0 a second semester, regardless of course grades, the student will be dismissed from the program for not maintaining an overall 3.0 GPA.

## Grievances Policy

Grade Grievance: Students must contact the course professor regarding resolution of grievances related to grades. If the issue is not resolved, students may submit a formal grade appeal on their course's final grades through graduate student advising.

**Note: This process is not for grade appeals on individual assignments, but only for final grades in the course! Issues with individual assignments must be handled by the course professor.**

Please refer to the grade appeal process in the current Liberty University Graduate Catalog. If the situation falls within the parameters set forth in the process, a grade appeal can be submitted.

Other Grievances: Graduate students must first make a serious effort to resolve the matter with the individual with whom the grievance originated. The next step in the process is to appeal to the Online Department of History Chair via email at [CASFeedback@liberty.edu](mailto:CASFeedback@liberty.edu). Subsequent resolution may be sought through the LU Online Student Advocate Office via email at [lustudentadvocate@liberty.edu](mailto:lustudentadvocate@liberty.edu) by following the complaint procedure as outlined on the website: <https://www.liberty.edu/online/student-advocate-office/>.

## Areas and Fields of Study

All required courses for the Ph.D. are designed to give the graduates a well-rounded experience, prepare them to complete their dissertation research, and equip them to pursue careers in a wide variety of academic and non-academic fields. Unlike many doctoral programs where “traditional” fields are dismissed, we chose our core areas to ensure that the study of economic, religious, military, and intellectual history remains a vibrant part of the profession. Because of our unique online presence, we can deliver these and other areas of study.

To expand opportunities of doctoral specialization, the curriculum has two areas outside of the core. First, students complete nine hours in history courses. These may be in various subject areas, public history, or in specific research seminars (described below). They can be at the master’s or doctoral level but must be history courses. The second area includes free electives that can be filled by other history courses or can be filled by any other graduate coursework related to the student’s research interests. This facilitates transferability for those students with a master’s degree outside of history. It also allows doctoral students to gain valuable research and advanced coursework in another discipline such as geography, political science, literature, statistics, the sciences, or any other area. These are useful when writing dissertations about specialized topics. For students hoping to teach, we encourage taking classes in areas that raise the chance of employability. For example, most colleges require 18 graduate hours to teach a subject. While the 9 hours of free electives may not reach that point, a student in the LU MA in History program also has 9 free elective hours. When combined, these 18 hours in the same subject area would credential a person to teach both history and the outside area. Graduate certificates may also be an option for those needing to add another 9 hours to the external field.

Also, our Ph.D. in History students should narrow their areas of expertise, especially prior to starting the dissertation process. It is important for students to solidify what areas of historical study they are most interested and conversant in and how they will eventually market themselves in their fields.

The following are general divisions (by Time, Topic, and Place) that will help students carve out what type of historian they wish to be. These listings are not exhaustive but can give good direction. Also, while our program has experts in most of these general listings, we have marked strengths in some areas more than others. As students move through the program, they will be paired with scholars who can ably guide their research.

### **Time: What major division of historical time does your area of interest fall?**

- Ancient
- Medieval
- Early Modern Europe
- Modern Europe
- Colonial America
- Early National US
- Antebellum US
- Modern US

Note: In considering the element of time, you should note that the term “Modern” has different connotations in World and European history than in American.

**Topic: What specific type of content topic best describes your research interest?**

- Political
- Military
- Diplomatic
- Social and Cultural
- Economic
- Public
- Intellectual

Note: Content topics often overlap with each other. For example, some economic historians focus on the cost ramifications of warfare, etc.

**Place: What part of the world best describes your place of historical focus?**

- Far East
- Middle East
- Europe
- The Americas
- Atlantic World

Note: Each of these place categories will have sub-divisions such as Eastern Europe, Latin America, etc.

Each general listing of Time, Topic, and Place will overlap in some way when a student describes his or her area of specialty. For example, one might be a historian of Colonial America studying religious thought transmitted from Europe to the southern colonies. That scenario describes an American Colonial Intellectual historian specializing in religion, or even more specifically, a Southern Colonial Intellectual historian specializing in Early Modern European religious thought and transmission. While there are many ways to formulate these specialties, it should be done in such a way that gives everyone from Dissertation Directors to employers a clear snapshot of a student’s scholarly endeavors.

## **Research/Language Competencies**

For the Ph.D. in History, the student must fulfill two (2) competencies as part of the program and prior to entering the dissertation phase. The competencies that can be used to fulfill these are Research and Language Competencies (described below). If students have not satisfied their competencies before enrollment in the program, they will need to obtain both before taking HIST 901 and moving into the dissertation courses.

Please Note: Students may use their “External Field OR History Elective Courses” section of the DCP to take graduate or doctoral courses that meet these requirements and have them count toward their degree. However, the courses taken must adhere to any DCP rules and requirements, and the student will have to satisfy any course prerequisites, if applicable. Also, if students wish to take graduate courses at another institution to help fulfill these requirements and anticipate them to transfer into their “External Field OR History Elective Courses” section of their DCP, they will need to work with Academic Advising and the Graduate Transfer Office to ensure that they have adequate room in their DCP and have not reached the maximum transfer threshold or other applicable limitations under the DCP rules.

Research and language competencies demonstrate that candidates are exposed to cross-disciplinary research methodologies and/or they can learn and use a foreign language.

### **Research Competency**

To fulfill one (1) Research Competency, students must provide transcripts or certificated proof of one of the following:

- Any conferred Doctoral or Master’s degree in a non-history field.
  - I.e., English, Literature, Education, Library Services, Business Administration, Religion, etc.
- Non-history, research methodology coursework with a passing grade – Typically, these are introductory courses required for graduate/doctoral-level programs or capstone courses taken at the end of some graduate and all undergraduate programs.
  - Examples of undergraduate coursework that would apply would be those with the word “capstone” in the title.
  - Examples of capstone courses taken at the graduate/doctoral level would be those with the word thesis or dissertation.
  - Examples of graduate/doctoral-level introductory courses would be those with the words “research,” “methods,” “introduction” or similar in phrases such as “Introduction to <topic> & Research,” “Methods & Research in <topic>,” “Research and Methodology,” or similar.
  - Note: History courses like Liberty University’s HIST 300, 491, 501, 503 and 601 will not satisfy this competency requirement as they are history courses.
- Linguistics, etymology, phonology, or advanced writing coursework with a passing grade – Upper-level undergraduate (300-400 level) or graduate/doctoral level.
  - Examples of Linguistics coursework: Any upper-level undergraduate or



- graduate/doctoral course with a LING or similar prefix OR the word Linguistics or similar in the title.
- Examples of Etymology coursework: Any upper-level undergraduate or graduate/doctoral course with the word etymology or similar in the title.
  - Examples of Phonology coursework: Any upper-level undergraduate or graduate/doctoral course with the word phonology or similar in the title.
  - Examples of Advanced Writing coursework: Any upper-level undergraduate or graduate/doctoral course that deals specifically with research-based writing such as Grant Writing, Technical Writing, Fashion Writing, Fiction Writing, Nonfiction Writing, Writing for Cultural Engagement, Literary Criticism, etc.
  - Statistics, accounting, or economic coursework with a passing grade – undergraduate or graduate/doctoral level coursework.
    - Examples of Statistics coursework: Any course with a STAT or similar prefix OR the word statistics or similar in the title.
    - Examples of Economics coursework: Any course with an ECON or similar prefix OR the word economics or similar in the title.
    - Examples of Accounting coursework: Any course with an ACCT or similar prefix OR the word accounting or similar in the title.
  - Computer Programming Language coursework with a passing grade – undergraduate or graduate/doctoral level or certification from an IT training company.
    - Examples of Programming Language courses or programs: Any coursework teaching programming in C, C++, C#, Java, Python, HTML, Swift, PHP, SQL, Assembly Language, etc.
    - Examples of Programming Language Types or Styles: Any coursework teaching programming with or in Object-Oriented, Front-end, Back-end, Database, Mobile, Web, Software Design, Software Engineering, Algorithms, Data Structures, etc.
  - Foreign Language coursework with a passing grade or result – Undergraduate or graduate/doctoral level work in any foreign language, competency language test results, or proficiency exam results.
    - This includes any foreign language coursework or competency/proficiency certification in Spanish, French, German, Latin, Hebrew, Greek, Italian, Russian, Arabic, American Sign Language, etc.

Once something has been used to satisfy one competency, it cannot be used to satisfy an additional competency. For instance, if a degree in Spanish is used to fulfill the Language Competency, students cannot use any of the Spanish coursework in that degree to fulfill a Research Competency. The student must meet another aspect of a Research Competency. Another example to consider: If a student has two courses in Spanish from his or her undergraduate degree (i.e., SPAN 101 - Spanish and SPAN 102 – Advanced Spanish), only *one* can be used for a Research Competency. A course in another relevant subject must be used to fulfill that second research competency requirement. The same would be the case with multiple courses in Statistics, Accounting, Economics, Linguistics, Etymology, Phonology, or Advanced Writing.

## Language Competency

While there are no formal course requirements in foreign languages for this program, there can be a language competency that must be met by new or prior learning. Students interested in a dissertation topic outside of an English-speaking setting must demonstrate research mastery of the language(s) found therein. They must conduct primary source research in the language of the sources most common in the historical setting or directly pertinent to the historical topic being researched. Therefore, each student's dissertation topic and native tongue determine if and what type of language competency is required.

To satisfy one (1) Language Competency requirement, students must be able to provide proof of competency, even if the language is their native language. This includes transcripts, competency test or proficiency exam results, or certificates that show completion and a passing result. This includes the following:

- A conferred Doctoral, Master's, or Bachelor's degree in the required language.
- Multiple years of undergraduate or graduate coursework in the required language with evidence of proficiency.
- Language competency test or proficiency exam results in the required language. (LU does not provide these formal tests/exams).

## Competency Requirements

The type and number of each competency required is dependent on the student's dissertation topic, native tongue, and the proficiency necessary to research that topic properly and thoroughly at a doctoral level. In this case, proficiency is defined as the ability to analyze sources related to the topic available to modern researchers.

If the student's dissertation topic is in his or her native language, he or she will be required to provide proof of two (2) Research Competencies to check off the two DCP competency requirements. This is the case if the student's native tongue is English and his or her topic is in American History.

If a student's dissertation topic requires a foreign language to evaluate primary sources thoroughly and adequately, it will fulfill one (1) Language Competency and one (1) Research Competency. Students will provide evidence of proficiency in the required foreign language to fulfill the Language Competency and provide proof of a specific and separate Research Competency. These will complete the required DCP competency requirements.

In some rare occasions, two (2) Language Competencies may be needed if the student's dissertation topic requires multiple foreign languages. In this case, the student would need to provide evidence of proficiency in both foreign languages to count toward the two DCP competency requirements.

## **Verification and Sign Off of Competencies**

Students will provide proof of their competencies when they take HIST 901, which is the gateway course into the dissertation process.

Note: Neither Academic Advising, the Registrar's Office, the Grad Transfer Office, DCP Audit, nor the student's HIST 901 Instructor can approve this requirement on their DCP. **They ARE NOT the ones who will evaluate or sign off on the competencies.** Do not call, email, or send them any material regarding these requirements. This is handled within the Online History Department as part of the dissertation pairing process.

**During Module 3 of HIST 901, the student will be instructed to complete a Dissertation Pairing Request. This request will be the process trigger to get this verified, confirmed, and ultimately checked off.**

The pairing request will be received in the Online History Department. During the pairing process the student will be emailed with instructions on what steps to take to provide proof of his or her competencies. Acceptable proof includes digital copies of transcripts (unofficial or official), oral proficiency interview scores, CLEP exam scores, certificates of completion, or any other documentation indicating that the student has met the criteria. However, an email from an individual simply stating that a student successfully completed something will not be accepted.

Once the proof has been evaluated and the student has fulfilled his or her requirements, he or she will be notified, but the actual check will not be visible to the student until the completion of HIST 901. Once the student's final grade is posted for HIST 901, the two (2) competencies will be marked off and reflected on the DCP Completion tab on the student's Course Registration webpage.

## **Comprehensive Readings & Examination Courses**

The Comprehensive Reading & Examination Courses, or “Comps” as they are often referred to, are a critical part of any Ph.D. in History program. They are an opportunity for faculty to assess a student’s areas of expertise and knowledge claims prior to moving forward with a doctoral dissertation. Students should not view them simply as bureaucratic hurdles to pass over on their way to the dissertation. Instead, before embarking on narrowly focused dissertation work, the comps establish that students have the broad familiarity and competence with the field that is the mark of a doctoral education.

### **What They Are & Are Not**

Comps are possibly the most stressful stage in a doctoral student’s program. It is mostly due to the unknown that lies at the end of them, the dreaded written exam. Students often are overwhelmed with the questions: “What will I be asked?,” “How do I know I am prepared?,” “Did I prepare enough?,” or even, “Can I prepare enough?” There is no simple answer to these or similar questions. This is a complex process that all Ph.D. in History students face, and they must overcome the feelings of stress and anxiety to complete the process and move into the dissertation phase.

Therefore, it is important to note that comps are not simply a test of a student’s cumulative knowledge of historical materials. They are not simply a collection of test questions which the student must answer correctly. They are, rather, a test of each student’s preparedness to work as an independent scholar at the highest level of academia. By the time students reach this stage, they should be functioning like scholars, and not just students.

The comps confirm that students are aware of the major synthesis texts and have a familiarity with the historiography of the major field under review in each comp course. The comps ensure that the students are conversant with the timeline and major arguments and can articulate them sufficiently. While there is an objectivity to the grading of the question being answered, it is also subjective.

The instructor is and can be subjective in grading a comp answer. Yes, he or she is evaluating the correctness of the answer, but that is not the only thing he or she is doing. He or she is also judging whether the student has sufficient knowledge, skills, and ability that shows a comprehensive understanding of the time period under review in the entire course. The instructor is evaluating the student’s ability to formulate answers to questions and show that he or she has a detailed understanding of the history of the overall period under review in the course.

### **Why Comps**

Students often wonder why historians put themselves through this process. Do Ph.D. students in other programs do this? Yes, especially in the humanities. But for other programs, the answer is

“sometimes,” or “maybe not.” Historians familiarize themselves with so much scholarly literature because they understand that history is a complex phenomenon. Unlike the sciences, there is not even the shred of possibility of knowing everything about a subject because most of the past is now lost to us as people pass away and sources disintegrate. So, historians must build their understanding on a meticulous web of competing, overlapping, and mutually supportive interpretations and sources. Furthermore, if a student pursues an academic career, he or she will need a long list of books from which to build course material.

### **How Comps Works at Liberty**

Due to the unique online nature of this program, our comp process differs somewhat from traditional programs. At many institutions in a residential setting, students are merely required to take comprehensive oral and written exams under the supervision of field specialists who provide only a few bibliographies or reading lists that the students use as a launchpad to prepare. The students are then sent off for several months to a year to prepare on their own. They are to use that time for studying, reading, and memorizing content from the supplied reading lists and their own materials. They then return at the appointed time and are given their exams, which usually consist of a multifaceted one question written exam followed by an oral assessment or defense. Rarely is feedback provided or status checked on their progress during the preparation hiatus. They are left to their own devices to meet this requirement. To avoid this accountability gap in this program, we intentionally built this process into our curriculum as courses, which is one reason the Ph.D. program is 72 credit hours.

All students must successfully complete (with a B- or above) four comp courses. They have the option to complete them in 8 or 16-week formats. The only difference between them is the amount of time to complete each module. ***It is expected that students will only take one comp course at a time and not concurrently with any other course.*** Also, students should avoid registering and/or taking a comp course when they have planned life events, such as vacations, marriage, honeymoons, surgery, etc. These are intense and stressful courses that will require the student’s complete attention each and every week.

Successful completion of the four comp courses is the transition point of a Ph.D. student to a Ph.D. candidate. The courses are much different than the content-based courses that students have taken at LUO. In those courses, students complete weekly assignments and if they meet the minimum requirements, they will most likely pass the course. Entering the comprehensive/dissertation phase of the degree requires students to think differently about course design and point accumulation. The weekly assignments in a comp course are only intended to keep students on task and prepare them to pass the written exam. It is the exam that is the most important, but without the weekly assignments, students cannot pass the course. Therefore, it is ***imperative*** that students stay on task. Missing a whole week or even simply neglecting the readings and research for one day can greatly impact a student’s ability to successfully pass the exam. **It is for that reason that the late policy will be STRICTLY ENFORCED in the Comprehensive Examination & Reading Courses** (see the Late Assignment Policy in each course syllabus for details).

Currently, the only four comps offered are in Early America, Modern America, Early Modern Europe, and Modern Europe. ***No Comprehensive Examination & Reading Course may be taken more than two (2) times.***

Other comps may be developed in the future depending upon student needs and market trends. This is why the DCP states that other comp courses may be substituted with approval of the History Graduate Program Director. Yet, at this time, no others are being offered or under consideration. Therefore, there are no substitutions available. No other type of course may be substituted for a comp.

### **Comp Course Content**

While taking the comp courses, students compile reading lists, notes, and bibliographies that dramatically expand their knowledge of the key topics in each field. On average, students will familiarize themselves with the key arguments, methodologies, and evidence of at least 60 sources per course and then share their findings with their peers.

Note the term “familiarize” is not the same as the phrase “thoroughly digest.” It is not expected that students will know absolutely everything covered within a comp course’s historical period, but they will need to be familiar with it.

Because students assemble and share their lists, they will collaboratively examine hundreds of major works of history in each course. Again, students must understand this does not mean they will literally read hundreds of books! But it does mean they will grow familiar with the major scholarly literature of the discipline. Also, it is strongly encouraged that students utilize the shared notes from their peers to build their own competency in preparing for the oral review and written exam.

## **Internships**

Internships allow students to exercise the knowledge and skills they have learned in a professional setting. Most internships in History fall in the category of public history, though it is possible that some focus on research and other applications. It is expected that through internships, students amplify the skill sets that help them meet their career goals. Internships are not required for undergraduate or MA History majors. Internships are optional for the Ph.D. in History and **required** for the MA Public History degree.

A quality history internship will consist of a part-time or full-time scenario equivalent to graduate or doctoral educational requirements. Successful internships provide a clear job/project description for the work experience, orient the student to organizational culture, explain proposed work assignments, help the student develop and achieve learning goals, and offer regular feedback to the student.

It is the student's responsibility to identify potential internship fields, locate an internship provider, ensure all necessary agreements are reached, and ensure that the internship location meets all local, state, and federal regulations. The Online Department of History does not set up internships for students nor does it foster permanent partnerships with internship providers.

For clarification of terms, the Internship Faculty Advisor is the LUO faculty member who approves enrollment and facilitates the Canvas course. The Internship Site Supervisor is the student's direct supervisor or manager at the location of the internship.

### **Internship Course, Prerequisites, and Registration**

HIST 799 is the only course available for internship credit at the doctoral level in the Ph.D. in History program. Also, it can only be applied once to the degree for 3 credit hours. (HIST 699 CANNOT be applied to the Ph.D in History program. This is for the MA in History program only.)

The prerequisites/enrollment requirements for the course are as follows:

- Enrolled in the PhD in History program
- Completion of at least 9 hours of graduate history coursework
- GPA of 3.5 or better (Some employers/Internships may require a higher GPA)
- Approval of Program Director (or designee)
- Executed Student Internship/Practicum Agreement with Addendum and the Site Supervisor Agreement form (see Appendix: Internship Forms)

Every student must go through the approval process and register for his or her internship course before the semester begins. As the Internship course is just like any other course, the Registrar will not allow students to be added into the course once the semester begins.

**Students CANNOT register for a History Internship course unless they have already successfully acquired an internship.**

Once students have acquired an internship, they will complete the course registration process via the registration website by selecting the HIST 799 course in the requisite term or semester. They will then click on the Restriction tab, after which students will request approval and upload the completed and executed Student Internship/Practicum Agreement with Addendum and the Site Supervisor Agreement forms. Upon successful department review, registration will be approved and the student will be automatically registered.

If students have trouble navigating this registration process, they must contact Academic Advising for assistance. Neither the Online Department of History Chair nor the Ph.D. in History Program Director will be able to assist with this registration.

### **Internship Hours & Length**

Students will earn 3 credit hours at the doctoral level for HIST 799 by working a total of 175 hours at the internship. All 175 hours must be completed by the end of the course to pass *irrespective of any points earned in the course.*

Also, students will have the option to complete the internship over 8 weeks in either a B or D term or over an entire semester of 16 weeks in the A term. It is up to the student to select the proper length and timeframe needed during the registration process. All Internship hours must be earned during the term or semester when students are enrolled. *No hours worked prior to the start of the course can be counted.* Also, no hours worked after the end of the course can be counted unless an Incomplete is granted due to extenuating circumstances, which must be approved by the Internship Faculty Advisor prior to the last day of the course.

### **Internship Canvas Course**

The internship course is built around assignments like every other Canvas course taken with Liberty University Online. The student is not just working their internship hours, but they will have specific assignments due in each module as indicated in the course. Students must stay active, and it is critical that students continue to submit coursework throughout the term or semester to avoid the assignment of an FN for non-attendance.

Also, points earned on assignments do not necessarily reflect whether a student passes or fails the course. **To pass their internship, students must have completed all 175 hours at the internship location and provide a completed and signed Supervisor Evaluation form.** *Without meeting these two requirements, students will not pass this course irrespective of any points earned in the course and shown in the gradebook.*

In addition, as this is a doctoral level course, the rigor is proportionate. The internship course



will have modular assignments such as time log sheets and evaluations. However, this course also contains other unique assignments not found in other internship courses. These include a Networking Reflection Assignment, Book Synopsis Assignment, and Publication Project Assignment. The course syllabus will provide additional details regarding each of these.

## **Finding an Internship**

It is the student's responsibility to obtain their own internship. It is up to the student to locate, interview, and acquire their own internship opportunity. **Neither the Department of History nor the College of Arts & Sciences (either Online or Residential) arrange or provide history internships or have agreements with locations to provide placements.** However, the Liberty University Career Center offers several helpful tools for students looking for internships such as the [Internship Search Engines](#). Any questions about opportunities or information posted on that site must be directed to the Career Center.

The most asked question regarding an internship is where students should go to find one. Many organizations will suffice. These include but are not limited to historical sites, museums, historical societies, living history sites, archives, or historical research institutions. Regardless of location, the internship site and position the student fills must be history focused. For example, you cannot complete your history internship as a baseball coach.

**An internship CANNOT be the student's full-time job! Such requests WILL NOT be approved under any circumstances.**

Some special scenarios may warrant contacting the Online Department of History Chair for an exception.

Prior to an interview with a potential internship supervisor, it is recommended that students be prepared. They should read and be familiar with the Student Internship/Practicum Agreement with Addendum and the Site Supervisor Agreement form. This will allow them to answer questions regarding the requirements of the site supervisor will have in terms of the availability for questions by the Internship Faculty Advisor and reporting.

## **Internship Financial Matters**

Regarding financial compensation from an internship: Students can be compensated, but ONLY if the Internship is NOT at their full-time place of employment. Occasionally, students attempt to get "double credit" for employment and internship. However, an Internship ONLY occurs outside of a student's regular employment duties.

Regarding tuition for the Internship Course: The internship course is just like any other course and is billed at the normal credit hour rate. For additional information regarding course tuition and financial aid please contact LU Student Financial Services.

## **The Dissertation**

The most unique part of the Liberty Online Ph.D. in History revolves around the dissertation process. The same level of research, ethical use of sources, evidentiary analysis, and narrative strength is expected as is in any residential program. However, the dissertation sequence leverages the opportunities afforded by online education while emphasizing steady progress toward completion. It is important to understand that according to the American Historical Association (2006), the median time spent researching and writing a history dissertation is four years. This is in addition to a roughly equal amount of time spent on content coursework and preparing for comprehensive exams. At Liberty, it is anticipated that students will complete the dissertation sequence (including HIST 901) in 14 months to two years. Students achieve this goal through a variety of means, including having spent many years researching their topic prior to enrolling in the online Ph.D. program, carefully choosing a topic, and through structured, dissertation coursework. However, for some students it may take quite a bit longer.

### **Background to the Dissertation**

The dissertation is the culminating activity of a doctoral student's degree and represents the student's original contribution to professional scholarship. It provides an opportunity to focus on a single, carefully defined area of interest within the student's field of study. The dissertation is a scholarly document intended to demonstrate the research competence of students and produce greater understanding of their chosen fields of study. The dissertation is to be written in the formal language and style of the author's discipline or field of study, and presents the results of a comprehensive, logical, and ethical investigation and analysis. The dissertation is an extension of published research that involves the acquisition, analysis, and interpretation of new information.

The dissertation should address an important topic or problem that is feasibly studied within the student's field. The dissertation study must be carried out through the application of accepted methods and procedures appropriate to the stated topic. The dissertation is not just descriptive; it must be of a sound extant basis or a well-developed conceptual basis that leads to the question(s) under investigation. This basis serves as the origin for conclusions and inferences that lead to further research, for enhanced theoretical understanding, and for analytical and professional improvement.

All doctoral students must submit an approved dissertation to satisfy part of the requirements for their degree. The dissertation must be based on original research that the student's Dissertation Committee has approved. The primary purpose of the dissertation is to encourage independent study and to provide a foundation for future original research and scholarship that impacts the content field and, ultimately, society. In terms of learning, the dissertation should offer the opportunity to develop research skills, demonstrate mastery of a specified topic, and contribute to the body of knowledge.

Completing a dissertation tests many of the talents expected of doctoral students, such as independent thought, sound judgment, critical thinking faculties, knowledge of their fields,

research ability, organization, writing style, and verbal presentation. The dissertation requires the student to research and evaluate relevant reference materials to formulate pertinent questions and/or hypotheses, to construct an appropriate research design that answers those questions and/or hypotheses, and to present findings in the form of a coherent scholarly manuscript of appropriate format. There are many aids to this process available to the student, but in the final analysis, the doctoral student is ultimately responsible for successfully completing all steps of the dissertation process.

The decision whether the student has met the necessary qualifications to earn the degree rests with the Committee as a whole, as well as the members of that Committee alone. The selection and working relationship with the Committee are crucial to the successful outcome of the dissertation process. Therefore, the student must understand the desires and demands of each Committee member assigned and adhere to the standards in this handbook.

### **History of the Dissertation**

The tradition of writing a dissertation as part of doctoral study dates to the late Middle Ages in European universities that were at the forefront of academic and scientific thought. Many of their traditions surrounding dissertation writing are still respected today. The dissertation as a genre emerged from the oral culture of advanced medieval education, which emphasized mastery of ancient philosophies and evolved into a public recognition of original scientific investigation in pre-World War I Germany. University scholars enlisted graduate students to facilitate and record their research. Modeled from the original research report, the dissertation became a *sine qua non*, or an essential element, for acquiring a doctoral degree.

James Morris Whiton wrote the first dissertation in the United States at Yale University in 1861. His study of the proverb “*Brevis vita, ars longa*” contained six pages written in Latin. Fifteen years later, a total of 83 dissertations had been written in the U.S. The rate of dissertations rose modestly from the turn of the twentieth century until the early 1950’s, when the number of dissertations recorded increased exponentially. In 2004, over 32,000 dissertations were recorded in the University Microfiche Incorporated (UMI) ProQuest database.

### **The Dissertation Sequence**

Once students successfully complete all four of the Comprehensive Readings & Examination Courses and enter the dissertation phase, they are considered “doctoral candidates.” Below is an overview of how the dissertation process fits within the degree completion plan and how the dissertation sequence is broken down into its five distinct courses.

**However, this DOES NOT guarantee that candidates will complete their dissertations in 4-5 semesters by taking each course in consecutive semesters. In fact, most candidates will take much longer due to research and writing requirements.**

HIST 901	Doctoral Historical Research	3 Credit Hours
HIST 987	Dissertation Research I	5 Credit Hours
HIST 988	Dissertation Research II	5 Credit Hours
HIST 989	Dissertation Research III	5 Credit Hours
HIST 990	Dissertation Defense	0 Credit Hours

The dissertation courses are built around assignments that facilitate close cooperation between the Dissertation Director and candidate. They do not measure learning objectives. As such, points earned on assignments do not necessarily reflect the merit of the work submitted. Should a Director and student agree, they may also schedule regular meetings to discuss the progress. These meetings are not substitutes for course assignments; however, such regular meetings may be used to fulfill some course assignment requirements such as research journals or research updates. It is critical that students continue to submit coursework throughout the semester to avoid the assignment of an FN for non-attendance.

It is critical that candidates understand that progress from one course to the next depends upon the subjective appraisal of the Director and is not based on the culmination of points. The latter exist in order to ensure close cooperation between the candidate and Director and regular attendance required to meet federal, state, and university policies relative to financial aid. Directors are still required to provide detailed, substantive feedback by way of course assignments.

HIST 901 – Candidates choose a topic under the supervision of an instructor with a wide range of teaching and research experience. Candidates then complete a series of assignments to produce what is often called a “prospectus” at other institutions or in other disciplines. We refer to it as “Chapter One” as this is the only templated part of the dissertation that all doctoral History students must include. This introductory chapter must contain:

- 1) An introduction with a detailed description of the topic and thesis
- 2) A thorough examination of the research questions raised
- 3) An explanation of the methodology to be employed
- 4) A robust historiography of scholarly interpretations
- 5) An explanation of the dissertation’s scholarly significance
- 6) An initial overview of potential chapters
- 7) A complete but preliminary bibliography of primary evidence and secondary source material

The most important part of the chapter is the robust historiographical analysis. It should cover all significant, scholarly literature on the topic as well as additional topics that are both pertinent and tangential to the candidate’s focus. Each candidate must prove that one or more gaps exist in the scholarly literature which his or her dissertation will fill. By doing so, the candidate also proves the significance of the dissertation project.

The product from successfully completing HIST 901 will undergo revision under the supervision of the Director.

HIST 987 – Candidates conduct primary source research to answer the main research questions being raised. The research must cover all pertinent evidence including but not limited to archival and digital depositories. Historical topics involving non-English speakers must include research in non-English sources. Candidates interact with their Directors throughout the course by completing assignments and reviewing Director feedback. Each candidate will also write a preliminary new chapter to hone his or her analysis and begin formulating a dissertation. If a candidate does not complete enough research to ensure he or she is making progress, the candidate may be asked to repeat this course or delay enrollment in the next course.

HIST 988 – Candidates continue the research process and start writing early chapters. Candidates who have not completed the exhaustive research in major primary collections required for the dissertation may be asked to repeat this course or delay enrollment in the next course.

HIST 989 – Through a series of weekly assignments, candidates write chapters, engage Director and Reader feedback, and finalize the major draft, which includes any edits requested after a successful defense. Candidates whose writing, narrative, or organizational skills need drastic improvement may be asked to hire an editor at their own expense and/or repeat the course. Also, students will submit their successfully defended and fully edited dissertations to the Jerry Falwell Library.

HIST 990 – Candidates who complete an acceptable draft of the dissertation will then complete a dissertation defense during HIST 989. Once successfully defended, candidates are enrolled in this zero-credit course to finalize their degrees.

Normally, students begin HIST 987 in the first available semester after taking HIST 901. However, students may delay enrollment in HIST 987 with proper notification to the Online History Department. Furthermore, at any point in the process, if a candidate and Director agree that more time is needed to complete important research or writing requirements, a candidate may delay enrollment in the next course.

Each student is enrolled in HIST 990 at the point when the Director and Readers agree that he or she has successfully defended their dissertation. HIST 990 is a “J term” offering, so students may be enrolled after a regular term or semester starts. A grade is assigned in HIST 990 once the final edited, committee-approved dissertation is submitted to the Jerry Falwell Library.

Note: The Director is the final authority on whether a candidate can proceed to the next course in the dissertation sequence *irrespective of any points earned in the current course*. The Director is also the final authority on whether a candidate must employ, at the candidate’s own expense, an editor to alleviate severe writing issues.

## **Planning the Dissertation Process**

The dissertation is a major undertaking and there are several general considerations and expenses that the student should keep in mind. These include time, money, and additional skills (such as test administration, statistical analysis, editing, or transcription for qualitative research) that the student may need to learn/pay for to complete the dissertation research. The student is advised to begin planning for these needs as soon as possible.

Managing time appropriately is important if doctoral students want to graduate on a certain date. A written detailed project plan is highly encouraged. In planning a timeline for the completion of the dissertation, students should consider their personal time limitations and the time constraints of Committee Members. Normally, a Committee Member requires at least a week to adequately review student submissions. This timeline, however, can be influenced by several events. In other words, it is important to keep faculty schedules in mind when submitting materials for review. The student shall solicit Director and Reader approval with respect to review turnaround times. Both parties shall agree to the timeline.

While this is your dissertation, the Committee determines when it is complete and ready for defense and submission. While each course is provided via a Canvas module format, not all dissertations will follow the steps exactly. Therefore, students should submit chapters as they are completed to allow the Director and/or Readers to provide timely feedback. While waiting, the student can continue to work on subsequent chapters or perform additional research. Ultimately, the Committee will decide when the document is complete and ready to defend. Their decision is based on the quality of each part of the manuscript as well as the entirety of the document itself. No other deadlines or priorities will supersede this responsibility.

## **Use of Assistance in the Dissertation Process**

Candidates may find it necessary to employ local research assistants when they cannot travel to a repository of evidence. Candidates are responsible for all omissions of evidence, improper notes, or any mistakes made by research assistants.

The student is responsible for knowing every aspect of the research and is answerable to the Committee for the ethical behavior, procedures, accuracy, interpretation, and integrity of the evidence. The student must not include anything in the dissertation that he or she cannot describe, understand, justify, and/or explain to the Committee. The student must be in control of the research and dissertation and cannot defer to experts or hired assistants without a complete understanding of the reasons, procedures to be used, and appropriate interpretation of the results from these outside efforts. The Committee must be completely convinced that the student has a firm grasp on the research and has taken measures to ensure accuracy.

Many doctoral students find it helpful to employ research consultants who are experts in specific methodologies at various points throughout their research and dissertations. These people can assist students with the research questions, design, data collection procedures, and statistical

procedures necessary for the dissertation. Consultants can also assist students in statistical analysis and interpretation if their topics and research require such data assessment. However, if a student wishes to use a consultant, he or she should discuss this with his or her Dissertation Director. Also, it must be noted that depending on the Director's assessment of the student's work, he or she may require a consultant to be engaged. Regardless, the student must understand that such help is hired at the student's expense. Research consultants must be recognized in the Acknowledgements.

Whether or not a consultant is used, students should understand that they must be able to explain and defend their dissertation research in its entirety. The consultant will not be available as a resource in the final dissertation defense; moreover, students must be prepared to answer detailed questions about their research and methodological approaches. Failure to demonstrate sufficient awareness and understanding of their presented research and methodology will delay the approval process for defense or failure in defense.

Per the discretion of the Dissertation Director, a professional editor, who is also an expert in the formatting style currently adopted as the standard in the program in which the student is enrolled, may be required. Committee Members should be able to review your work without being distracted by spelling, grammar, and writing errors. Remember that the dissertation will be published in the student's name but will also include the names of Committee Members. Each person's reputation is intractably tied to the quality of the completed dissertation. Students are responsible for paying for this service. The use of an editor will be money well spent in order to ensure that the dissertation is both well-written and consistent with the appropriate format writing standards. Students are free to select an editor of their choice. However, the final dissertation product shall have a ready-for-publication appearance. The Online Department of History is not responsible for pairing candidates with editors, nor can it assist in doing so.

### **Choosing the Dissertation Topic**

Historical dissertations should reflect the candidate's unique contributions to the profession and to the learned public. The dissertation should raise important research questions that have either not been professionally answered or insufficiently answered in light of new perspectives, evidence, or research methodologies. The dissertation should thus be an original contribution based strictly upon the candidate's research, analysis, and insight. All Liberty Online policies regarding plagiarism are strictly enforced. In consultation with the Director, Program Director, or Department Chair, a candidate's previous written work may be incorporated into a dissertation as long as said work meets normal disciplinary requirements. Candidates should take special care when choosing to use previous work either from a Master's thesis or research seminar paper. The dissertation must go well beyond the research and analysis contained in previous work and constitute a self-contained, original piece of scholarship rather than a brief extension of previous analysis.

Determining the originality of a dissertation topic depends upon a variety of factors. Students in HIST 901 should thoroughly research all available scholarly analysis of his or her chosen topic

to ensure that the research agenda and/or expected pool of evidence have not been conducted or used before. On certain occasions, existing pools of evidence may be covered again so long as the methodology and interpretation fundamentally differ from previous scholarship.

Historical research should always begin with questions, not *a priori* (theoretical rather than evidence-based) interpretations. It is a hallmark of our program that we emphasize solid, empirical research and the avoidance of ideological frameworks that neither stand the test of time nor the light of sound reason. Historians begin with questions, important research questions that require us to think carefully about our understanding of the past. Avoiding *a priori* interpretations should not be confused with testing research methodologies or frameworks in new historical settings, which may occasionally be the focus of an excellent dissertation. However, historical interpretations must always rest on strong, empirical evidence as opposed to theoretical models or social scientific scholarship. Without actual evidence, historical arguments are left unproven.

Consequently, the proposed topic must depend upon the availability of evidence that answers important research questions. It is up to the student, working with his or her Director, to justify what evidence answers the research questions and whether sufficient evidence has been researched to offer reasonable answers to other potential questions. In short, the research must be comprehensive of the topic. Often, candidates must narrow the scope of their topic and research questions in order to sufficiently anticipate professional scrutiny.

All dissertations must rest upon primary source evidence which the candidate has personally researched. Candidates should interact with scholarly sources and use them to provide context or to supplement his or her interpretations. But secondary sources or secondary research alone can never serve as the foundation for a historical dissertation. Candidates unable or unwilling to conduct primary source research must change their topic or risk being dismissed from the program.

Candidates interested in a dissertation topic outside of an English-speaking setting must demonstrate research mastery of the language(s) found therein. Candidates must conduct primary source research in the language of the sources most common in the historical setting or directly pertinent to the historical topic being researched.

Regardless of the topic, all candidates are required to thoroughly review all historical scholarship relevant to the topic. Candidates should also know the scholarly contributions shaping professional understanding of the topic itself but also any others directly or tangentially related to the topic. For example, it is not enough to simply know the scholarship related to antebellum business activity in Virginia. Candidates should also be familiar with leading scholarship on Virginia history, antebellum America, and American business history. Candidates should demonstrate this knowledge through a) an extensive historiographical section in the first chapter, b) footnotes of scholarly work throughout all chapters, and c) an exhaustive bibliography that includes, among other things, all secondary sources consulted during the research and writing process even if such works are not directly footnoted in the narrative.



## **Dissertation Defense**

Upon submission of the final draft and with the Director's approval, the candidate will schedule a dissertation defense. In some cases, candidates living near Lynchburg, Virginia may schedule a physical defense; however, it is expected that all defenses will be conducted or made available through Microsoft Teams.

The defense is a formal presentation. Candidates must ensure they have an active and reliable internet connection and working camera. The candidate should give a formal presentation using Microsoft PowerPoint and use a professional background. Professional dress and language should also be used. It is encouraged that a recording be made of the defense using Microsoft Teams.

Candidates may invite family and close friends to the defense with the insistence that their participation displays a learned perspective. Other dissertation candidates will be invited to attend.

The defense should follow the following agenda:

- Opening Prayer and Introductions – Director
- Defense – Candidate
  - Introduction
  - Examination of research questions
  - Justification for methods of research
  - Analysis and significant conclusions
  - Avenues for further study
- Questions from the Readers
- Questions from the Chair
- Questions from the Audience
- Confirmation and Honors
- Expectations for changes required by the Committee

Any candidate who does not successfully defend will receive specific instructions from the Director on why the first attempt was inadequate and what is needed to correct the problems. The student will be given one additional opportunity to defend their dissertation and a date and time will be scheduled for the second attempt based on the Director's discretion. If the candidate does not successfully defend during the second attempt, they will be dismissed from the program.

## **Submitting the Approved Dissertation**

Upon successfully defending the dissertation, the Director and Readers may require additional editing, insight, or even in some rare cases, new research. Once candidates meet the Committee's final guidance and the final dissertation version has been approved by the Committee via email

from the Director to the candidate, the completed dissertation will be submitted to the Jerry Falwell Library. A receipt of the successful submission should then be forwarded to the Director and to [CASFeedback@liberty.edu](mailto:CASFeedback@liberty.edu). At that point, a grade will be submitted for HIST 989, HIST 990, and the degree conferred.

It is the tradition of the oldest Ph.D. programs in the United States that upon successful defense of the dissertation, the doctoral candidate receives the honor of being called “Doctor.” At Liberty University, we follow this ancient practice.

## **Dissertation Committee**

The dissertation depends upon continual contributions to an accumulated body of knowledge. The validity of those contributions depends upon the rigor of the research being done, and upon the testing of those contributions under the peer review process. The dissertation process serves both as a training ground and test of the rigor of the doctoral student's research question, methodology, and design, and as a peer review of the student's research findings.

The Dissertation Committee plays a dual role with respect to the student's dissertation research. Reader feedback will be sent to Dissertation Directors who will then, at their discretion, channel that feedback to the student. In order to avoid confusing students with conflicting instruction, Readers will refrain from contacting students directly. The Committee provides advice, feedback, and encouragement to the student regarding the formulation of the research question, the identification and design of relevant research strategies, and the execution and analysis of original research, all with the goal of helping the student complete the dissertation. In this way, the Committee Members still operate as instructors with the students still operating as students.

But the Committee also tests and challenges the student's hypotheses, methods, and conclusions, all with the goal of ensuring that the student's dissertation makes a legitimate contribution to a body of scholarly knowledge. In this way, the Committee Members operate as peer reviewers, with the students operating as scholars.

It is essential that students and Committee Members understand and respect this dual nature of the Committee's role as advisors and peer reviewers.

The Dissertation Committee should include faculty with substantive and methodological expertise relevant to the topic under investigation. The Committee Members are available to students via email throughout the dissertation process to provide counsel relevant to the study and consistent with their expertise and role. At the discretion of the Committee, a phone conference or Microsoft Teams call may be scheduled. The Committee evaluates the dissertation manuscript to ensure that the work meets rigorous academic standards for quality and that the student meets the guidelines for ethical research, academic honesty, and academic writing and presentation.

The standard Dissertation Committee consists of three members, a Director and two Readers, all of whom are compensated by Liberty University. The responsibilities and required qualifications for each member are detailed below.

### **Director Role**

Dissertation Directors are vitally important to the success of students working on their dissertations. The Director of the Dissertation Committee is the liaison for the student, Committee, and the school.

The Director guides and supports the doctoral student as they develop and demonstrate competencies in critical thinking, analysis, synthesis, and integration of relevant theories and research. The Director reviews the ideas of the student, helps them narrow their topic if needed, guides and supports the student through the research, and oversees the completion of the writing of the dissertation manuscript. The Director provides feedback on the student's writing and research skills and refers the student to additional support and resources within the university when those skills need further development. The Director also ensures the student's compliance with relevant departmental policies and processes.

During the dissertation process, the student and Director will be engaged in collaborative efforts involving the communication skills of writing and discussing. The Director must ensure that the completed dissertation complies with all criteria used to evaluate acceptable scholarly work at the doctoral level. This includes but is not limited to the content, structure, format, style, and ethical guidelines. The Director is the focal point for communication between the Committee Members and the student and facilitates the pace and flow of all meetings. The Director should clearly communicate to the student all university and history department expectations concerning procedures for completing the dissertation research project and the Doctoral degree. The primary form of communication shall be email. However, the Director should set up several phone or Microsoft Teams conference calls as appropriate. It is recommended that conversations be summarized via email to ensure shared understanding between all involved.

### **Director Eligibility & Duties**

The Dissertation Director will be **a residential or online LU employee who has earned a relevant doctoral degree**. Outside Directors, who are not employed by LU, are never allowed. The Director mentors the doctoral student through the peer review process involved in dissertations. Peer review is an essential component for any doctoral study that could potentially be published in a scholarly journal in these fields. Specifically, the Director mentors the doctoral student in the following ways:

- Instructs on the development of a dissertation document.
  - Reviews drafts.
  - Provides feedback until an acceptable document for a dissertation defense is developed.
  - Posts all grades in Canvas dissertation courses assigned.
- Provides feedback on any needed adjustments to the student research and writing.
- Addresses any student questions or issues that arise during the student's dissertation progression.
- Consults with the Readers regarding the dissertation document to obtain feedback.
- Prepares the student for the dissertation defense.
- Directs the dissertation defense process and asks questions during the defense to assess the student's accuracy and competency in analyzing the results and interpreting the findings of their research and study.
- Determines, along with the Readers, whether the student's work is sufficient to pass the dissertation defense.

- Provides feedback on any needed adjustments to the student's findings.
- Oversees the final manuscript submission process to the library.
- Determines, along with the Readers, the final grade for the dissertation.

### **Director Assignment**

Candidate–Director engagement is among the highest priorities. As is often the case with Liberty's History Faculty, who are active researchers in their fields, they are not always available to provide such support to every student who wishes to work with them. As a matter of university policy, there are limits to the number of dissertations a single faculty member can take on at any given time. Therefore, unlike residential Ph.D. programs, candidates do not choose their Director, petition to work with a specific Director, or select their Dissertation Committee. This allows a candidate to work with a series of instructors and move steadily and quickly toward completion. As a result, the candidate goes through a pairing process while taking HIST 901.

The dissertation pairing process requires candidates and potential Directors to provide important information. First, from potential Directors, their research fields and areas of expertise are collected. They also provide guidance on the major historical collections, archives, depositories, digital collections, or other avenues of primary research most commonly used in their fields. This helps candidates choose potential Directors with expertise in similar research topics or experience with primary source collections likely to be part of their research. Second, candidates provide a list of three potential Directors. Should a Director or candidate have prior experience working together, or if they have informally agreed to work together on the dissertation, the Doctoral Pairing Committee will do their best to formalize that pairing. However, this cannot be guaranteed, and not every candidate will be able to work with any of their three choices. Third, the Doctoral Pairing Committee will meet five times per year to complete such pairings. These meetings will be held in week 4 or 5 of the B and D terms in the Fall and Spring semesters and once in week 4 or 5 of the D term of the Summer semester for all Summer term pairings. The process involves numerous criteria, including how many candidates each potential Director currently directs. Fourth, with the Dissertation Pairing Committee's recommendation, students will be automatically enrolled in HIST 987 by the Online Department of History. Candidates will never enroll themselves in HIST 987, 988, 989, or 990.

**STUDENTS MUST NOT, UNDER ANY CIRCUMSTANCES, FILL OUT A REGISTRATION REQUEST FOR HIST 987, 988, 989, OR 990. THESE REQUESTS WILL BE DENIED EACH AND EVERY TIME.**

Given the online nature of the Ph.D. in History program and the size of its research faculty, Liberty can meet the needs of most doctoral candidates in terms of research supervision. However, it is possible that a Director may not be an expert in the historical setting and be assigned as Director due to their familiarity with the research methodology chosen by the candidate. Also, in rare cases dealing with a topic with little to no historical scholarship, a Director may be assigned due to previous experience or other expertise noted by the Dissertation Pairing Committee.

## Readers' Role & Responsibilities

The Dissertation Readers provide content, technical, organizational, ethical, and administrative guidance for the student in the dissertation process. The Readers work collaboratively with the Director to guide students in the development and advancement of academic skills.

The two primary Readers will be **residential or online LU faculty members with a relevant doctoral degree**. In some circumstances, one or more outside Readers can be added to the standard Dissertation Committee at the discretion of the Director and with the written approval of the Online Department of History Chair. However, outside Readers will need to supply any required official proof of credentials, and they must be willing to agree to meet any deadlines set by the Director. Also, they are not compensated by the university for their services. All arrangements and/or fees associated with their services are at the full expense of the student. Also, with the Director's approval or by dictate, a specialized subject expert (who may not be employed by Liberty University) may be used as an additional Reader, but again, the student is responsible for financially supporting the addition.

Specifically, Readers assist in the peer review process involved in dissertations in the following ways:

- Assist the Director (when appropriate) in addressing any student questions or issues that arise during the student's study implementation.
- Reviews carefully the dissertation document to assess whether the doctoral student is ready to defend the dissertation.
  - Provides feedback to the student and Director regarding the dissertation.
  - Informs the Director when there are critical issues that must be resolved before the dissertation defense to prevent a potential failure.
- Participates in the dissertation defense.
  - Asks questions in the dissertation defense to assess the student's accuracy and competency in analyzing the results and interpreting the findings of their research and study.
  - Provides the student and Director with feedback on any needed adjustments to the student's analyses or interpretation of the findings.
  - Discusses with the Director (often privately when the student is asked to leave the room) any concerns about passing the doctoral student in the dissertation defense.
  - Officially votes whether to pass, pass with modifications, or not pass the doctoral student.

## The Director-Reader Relationship

Directors **must** communicate with Readers throughout the dissertation process, being mindful and considerate of both their time and the student's. Under no circumstances should Directors wait until the last minute to communicate with Readers. Open, honest, candid, ongoing communication between Directors and Readers is essential to a smooth, conflict-free dissertation process.

## Reader Assignments

Each Candidate is assigned two primary Readers in addition to the Director, each with their own set of focuses in their peer review and advisory role. These Readers are assigned for the Candidate by the Online History Department. The following is considered when selecting each:

The first Reader is usually someone with expertise in the research field or research methodology. The first Reader may not be an expert in the time period or even historical setting if his or her methodological expertise matches.

The second Reader offers a holistic perspective to ensure that the dissertation is cohesive, well-organized, and free from grammatical errors and logical fallacies. The second Reader may not be an expert in the research field or methodology and should be considered a “caretaker” of the discipline.

In matters of formatting, argument, and organization, the Director has the final say. However, all members of the Dissertation Committee must agree that the student successfully answers their research questions and defends the dissertation.

## Committee Member Removal and Replacement

From time to time, it may be necessary to remove a Committee Member, either voluntarily or involuntarily, during the dissertation process. However, the dual role of the Committee as peer reviewers and advisors in the dissertation process must be remembered.

The Committee Members’ role as peer reviewers is necessary and unavoidable. They are to challenge the assumptions, hypotheses, research, analysis, and writing being done. Such challenges should not be taken personally, nor are they considered grounds for severing the relationship with a Committee Member.

The Committee Members’ role as advisors of the dissertation process is also necessary and unavoidable. They challenge the student to fulfill all the steps necessary to complete the dissertation. Such challenges should not be taken personally, nor are they considered grounds for severing the relationship with a Committee Member.

In the event that it becomes necessary to consider the removal of a Committee Member, the following guidelines are established. None of the policies listed below will supersede any governing federal or state law or university policies, especially concerning anti-discrimination laws or related policies. Also, both students and Committee Members should keep in mind that there may be monetary implications and/or course implications for the removal of a Committee Member.

- Student Requested Removal
  - If a student wishes to have a Director or Reader removed from the Committee, the

student shall, in the case of the Reader, discuss the situation and reason(s) with the Director. The Director should make reasonable efforts to facilitate a dialogue that would preserve the present Committee makeup.

- It is not the departmental policy for students to submit Beacon academic requests to change Committee Members. Students should forward their requests and relevant documentation to [CASFeedback@liberty.edu](mailto:CASFeedback@liberty.edu).
  - In the event that the student requests for Reader removal or the student requests removal of the Director, the request shall be forwarded by the student to the Online History Department Chair. The Department Chair and Online CAS administrative leadership shall confer and make a final decision. The verdict made on Committee removal is final.
  - Requests for removal are reserved only for extreme circumstances that would prevent a constructive and ongoing dialogue among the Committee and the student.
- Committee Member Requested Removal
    - If a Director or Reader wishes to be removed from a Dissertation Committee, they should address the issue with the Online History Department Chair before discussing removal with the student.
    - The Department Chair will confer with Online CAS administrative leadership for final disposition.



## The Dissertation Document

### Dissertation Formatting

A template has been provided in Appendix: Dissertation Template below.

All students are required to use the latest version of Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*. This text is currently required for HIST 901, where students work through the manual chapter by chapter. There are a few exceptions, so students should also follow the Liberty University Online Writing Center guidelines. Such exceptions include the use of *Ibid.* and avoidance of parenthetical citations. Most questions about formatting and citations should defer to Turabian. If a particular source or question is not answered there, students should refer to the *Chicago Manual of Style*. Consistency and the Director's guidance are the final authority on citations as long as they follow a footnote/bibliographic structure.

**For citations, only Turabian/Chicago Manual of Style is permitted. No dissertation may use APA, MLA, Blue Book, or any other citation style.**

History dissertations must be written in active voice, past tense; use footnotes rather than endnotes; avoid contractions; refrain from first- and second-person narrative; and exhibit excellent grammar and syntax. History dissertations cover an infinite range of topics, time periods, perspectives, and types of primary evidence. It is impossible for us to provide a template specifying content for each chapter. This practice is common in the social sciences, business, and education but is never practiced in doctoral history programs. All history dissertations must rest upon a cohesive, narrative focus.

The use of graphs, images, tables, and charts are acceptable, if not encouraged, depending upon the topic. However, they must all be properly cited and meet current copyright standards. Candidates should exercise care when using photographs or images and are responsible for abiding by all copyright laws. The Jerry Falwell Library will not accept a dissertation that violates copyright law. As a result, students are not able to successfully complete HIST 989 and the program.

### Dissertation Length

According to Lincoln Mullen's analysis in 2014, history dissertations in the United States over the past two centuries range from a low of 150 pages to a high of 600 pages. The average in the early 21st century is 300 pages.

**We encourage candidates and Directors to target a minimum of 250 total pages as long as all pertinent research questions are thoroughly answered.** While on some rare occasions it is possible that dissertations may be shorter than 250 pages, we strongly discourage dissertations from exceeding 350 pages.

Regardless, the measure of an acceptable dissertation is that the research questions are thoroughly researched and analyzed through a cohesive narrative. While we hope all candidates will publish their dissertation, it is expected that even the most successful dissertation will still undergo substantial revision before publication.

## Academic Honesty, Integrity, and Honor Code

Liberty University considers academic honesty and integrity to be one of its highest values and at the Doctoral level of education, students must maintain and demonstrate a much higher standard of integrity and ethical behavior. Therefore, students are encouraged to review all material on Liberty University's policies regarding academic dishonesty found [here](#). Special attention should be given to the student honor code and plagiarism/academic integrity policies.

Students must understand that in this Ph.D. program, any form of Academic Misconduct including but not limited to violations of any academic integrity policies, Student Honor Code of Conduct, or other university or program policies, including those set forth in this handbook, may result in the immediate failure of a course and/or assignment, the start of remediation, and/or the immediate dismissal from the program.

It is imperative that all work submitted in this program be the original work of the student who is submitting it. Students must cite the ideas and work of others appropriately, using the Turabian citation style currently adopted by the program. Properly crediting others' scholarly work is an ethical imperative for all academics and one that demonstrates an author's own integrity. The same principles that guide expectations of academic honesty and integrity in coursework hold true for the dissertation.

The dissertation must represent an original contribution to the knowledge base of the student's field of study. Students are accountable for conducting original research that leads to the discovery of new information that informs the field of historical study. Thus, they are expected to submit original work. The reuse of previously published materials by the student or others is prohibited except if cited like any other scholarly work.

**Please note that it is the right of faculty in this program to either require a student to submit their coursework or at the instructor's own discretion, to manually submit a student's coursework through plagiarism detection software used by the University or for the instructor to manually evaluate the coursework for misconduct through personal investigation.**

If academic dishonesty is suspected, it will be reported to the Online Department of History Chair, Ph.D. in History Program Director, and the Associate Dean for Online Programs of the College of Arts & Sciences. After evaluation by those members and if the student is found to be in violation of such claims, the student will be notified of the consequences, which will be determined based on the infraction and at which stage the student is at in the program.

## Remediation Process

Note: The remediation process is designed to protect the student's rights under university policies and provide a fair process. Remediation is not just for inappropriate conduct or violations of academic misconduct, but it can also be used when students are not performing academically at a level commensurate with a doctoral student.

Grading commentary, discussion posts, and course assessments remain the property of Liberty University. Publicly sharing this information is grounds for remediation and program dismissal. Students should exercise professional decorum and mutual respect in their interactions with each other and the faculty.

In this process, we stress the importance of engaging the student in the remediation process. Once a remediation plan is initiated, student response to remediation efforts is considered when deciding student status in the program. All phases of this remediation process will become a part of the student's record. The description of the stages below does not necessarily reflect a sequential process. Instead, the university reserves the right to initiate remediation at any stage based on their assessment of the level of deficit and/or impairment.

The Remediation Committee consists of at minimum the Online Department of History Chair, the Ph.D. in History Program Director, and the Associate Dean for Online Programs of the College of Arts & Sciences.

### Stage 1: Notification of Problematic Conduct

When a determination is made by a faculty member that problematic conduct of an academic or personal nature exists and cannot be resolved on an informal basis, the faculty member will discuss this with the student and report it to the Ph.D. in History Program Director. If problematic student behavior is brought to the attention through other means (e.g., from another student, a report from university staff, etc.), the student will be notified, and the concerns discussed.

The student and the Program Director will meet to discuss the problem, and collaboratively outline a remedial action plan to address the concerns. This interactive process should allow the student ample opportunity to react to the information presented regarding the problem area. If the problem is resolved, no further action is needed. The Program Director will document the meeting, the remedial action plan, and the outcome. The Program Director will follow up with the necessary faculty to ensure that the agreed-to remedial action plan was completed and the issue was successfully resolved.

If the problem is not resolved at this stage because the student does not engage in the process, disagrees with the validity of the concerns, or does not agree with the remedial action plan, the advisor will notify the Online Department of History Chair of the outcome. A meeting will then be scheduled with the Program Director, the Online Chair, the student, and the concerned faculty member (as appropriate). This meeting will be considered a Stage 3 remediation.

## **Stage 2: Primary Assessment of Problematic Conduct**

If the conduct addressed by the faculty and the Program Director persists, the Program Director will again meet with the student and outline, verbally and in writing, the continued nature and extent of problematic behavior. Informal (e.g., interview with student and faculty) and formal (e.g., instruments) may be utilized as a part of the assessment process. This includes feedback from the student concerning the outcome of any remedial actions taken by the student in response to the concerns raised during the notification session. When it is apparent that the student is engaged in the process but has not met the goal of the initial remedial action, a collaborative approach involving student engagement will be used to evaluate and refine the remedial action plan. If the problem is successfully resolved, no further formal action is needed. The Program Director will document the meeting; outline the agreed adaptations to the remedial action plan, and the outcome. The Program Director will follow up with the faculty and the Online History Department Chair to ensure that the issues were successfully resolved and all agreed-to remedial mandates were implemented.

## **Stage 3: Secondary Assessment of Problematic Conduct**

If the Program Director or other faculty determines that the student's conduct is at a level that requires a formal remediation process (Stage 4) or the student rejects or appeals a remedial action plan, a meeting will be held with the student, the Program Director, the Online History Department Chair, and referring faculty member (if appropriate). The meeting date will be set to allow the student the opportunity to provide additional evidence to the group for consideration at the meeting. The purpose of the meeting will be to either 1) collaboratively reassess the problem conduct and develop a remedial action plan or 2) determine what action is being appealed or rejected and needs to be addressed. The Program Director will document the meeting and outcome and report the meeting outcome to the Remediation Committee, if needed.

## **Stage 4: Referral to the Remediation Committee**

In cases when the outcome of the meeting of the student, Program Director, and Online History Department Chair results in a decision that the situation should be brought to the Associate Dean for Online Programs of the College of Arts & Sciences, a Remediation Committee meeting will be scheduled. Once all information has been presented, the Committee will decide the level and scope of remediation required to assist the student and develop a formal Remediation Plan.

## **Stage 5: Development of a Remediation Plan**

The Remediation Committee will review the presented information, examine the remedial action plan developed by the student and faculty, evaluate the progress made towards remediating problem conduct, and develop a formal Remediation Plan. The purpose of the Remediation Plan is to assist the student in correcting any deficits in skills or personal, interpersonal, or ethical

problems so that the student may successfully continue in the program. The elements of the plan will be congruent with the extent of the correction needed. A Remediation Plan can include actions which may require additional expenses to be incurred by the student at their own expense. These actions include but are not limited to repeating particular courses, obtaining personal counseling, completing additional assignments, taking additional courses, reviewing the ethics code, or academic dismissal from the Ph.D. in History program and/or Liberty University.

The Program Director and/or another designated person will inform the student of the decision both orally and in writing. The student will have five working days to respond in writing (and orally, if desired) to the recommendation. The Remediation Committee will review the student's response to the action decided and will make a final decision regarding the disposition of the case. Should the student file no response to the action, the decision of the Committee will be considered as final. The Program Director and/or another designated person will notify the student in writing of the outcome of the meeting.

### **Stage 6: Acceptance or Appeal**

The student will be given the opportunity to accept the plan of correction or to appeal it. If accepted, the student will follow the plan as developed and regularly report progress to the Program Director. If not fully resolved, additions, amendments, or extensions to the plan may be implemented. If the problematic conduct is corrected, no further action is needed.

Three options are available to the Program Director when reevaluating the student:

- 1) Continuation in the program
- 2) Continued probation and remediation
- 3) Dismissal from the program

### **Provision if Unsuccessful**

If the Remediation Committee determines that remediation is unsuccessful or that the student refuses to comply with the Remediation Plan, the Remediation Committee may recommend that the student be dismissed from the program.

### **Final Determination Following Recommendation of Dismissal**

Based on the Remediation Committee's recommendation of dismissal, the Program Director will either dismiss the student from the program or allow the student to remain in the program until the concerning conduct has been fully addressed to the satisfaction of the Remediation Committee. If the student is dismissed from the program, the Program Director will provide a notice of dismissal to the student in writing. If any interim action(s) were put into place following Administrative Review (e.g., interim suspension or registration hold), those interim action(s) will remain in place. If the Program Director allows the student to remain in the

program, the student must continue to work with the Remediation Committee to address its concerns. Any interim action(s) from Administrative Review will remain in effect, and accordingly, the student should be aware that, if he or she does not re-enroll in courses within a certain period of time, he or she may break enrollment and need to re-apply to the program. In those situations, admission is not guaranteed. The student may appeal to the Program Director's final determination of dismissal. Should the student decide to appeal their dismissal, he or she must follow the appeal procedures outlined below.

### **Appeal of Dismissal**

Students who disagree with the Program Director's final determination have an opportunity to appeal. The appeal must be submitted in writing to the Associate Dean for Online Programs of the College of Arts & Sciences within seven (7) days of notification of receiving notice of the Program Director's decision. The appeal should clearly state the reason(s) the student believes the final determination should be overturned. Once received, the Associate Dean (or designee) will review all relevant evidence and, if necessary, speak with the student, the Program Director, and any others who have relevant information. The Associate Dean (or designee) will endeavor to decide within ten (10) days of receiving the appeal.

The determination to uphold or overturn the final determination will be sent to the student in writing, and the Associate Dean (or designee)'s determination concerning the interim action(s) will be final, pending the outcome of any separate processes. If the Associate Dean (or designee) overturns a dismissal, the student will have the option either to remain in the program and continue work with the Remediation Committee to fully address its concerns, or to withdraw from the program.

## Closing Thoughts

Finishing a Ph.D. in History is an exciting prospect and can be accomplished through a lot of hard work. However, earning it is contingent on a student's ability to conduct extensive archival research and write a cohesive, documented dissertation that is successfully defended. Therefore, not everyone that begins this process will finish. That is the nature of a Ph.D. program.

While it is the hope and prayer of the institution that all who enter the program will earn their degree, we realize that is not always possible. Nevertheless, throughout this program, our faculty will pray for their students and care for them. They will hold them to high standards and expect them to stay on top of their tasks. There will be sacrifices of time and energy toward the goal of earning the Ph.D. There will be times of frustration and even weakness. However, because this is an online program, it is designed for working adults with families. Students must maintain an open line of communication with their professors. As students in a Ph.D. in History program, they are a part of the Department of History. Students should consider visiting campus and enjoying the opportunities we provide there for seminars, courses, special events, and optional weekend or week-long intensives. They should stay tuned to our social media for the latest information and to better know our faculty and staff. They should read our research, participate in Research Week each spring, or join us on campus in Lynchburg, Virginia, contribute to our journal *Bound Away: The Liberty Journal of History*, write book reviews, or find ways to present their research.

The regulations and policies listed herein are subject to change after the publication of this handbook. Liberty University reserves the right to make necessary changes and/or clarifications to requirements without notice.



### **Appendix: Dissertation Template**

The following is the Dissertation Template that is being used to format the History Dissertations in this Ph.D. in History program.

LIBERTY UNIVERSITY  
DEPARTMENT OF HISTORY

**<Title>:**

**<Subtitle, if applicable>**

A Dissertation Submitted

by

**<Student Name>**

In Partial Fulfillment of the  
Requirements for the Degree of  
Doctor of Philosophy in History

Presented to the  
Department of History in the  
College of Arts and Sciences at  
Liberty University  
Lynchburg, Virginia

**<Date>**

Doctoral Dissertation Committee:

Director: <Name>

Reader: <Name>

Reader: <Name>



## Abstract

<Abstract paragraph here: An abstract is a summary of your paper. The abstract should have a minimum of 150 words but should not exceed 250 words. Additionally, it should be written in a single paragraph, and it should not have any paragraph indentations>

## Acknowledgements

<Add acknowledgements prior to submitting final draft to committee. This is not required, and this page can be removed if desired.>

## Contents

Illustrations .....	vi
Abbreviations .....	vii
Chapter 1 Introduction .....	1
Chapter 2 <Chapter Title> .....	2
Chapter 3 <Chapter Title> .....	3
Chapter 4 <Chapter Title> .....	4
Chapter 5 Conclusion.....	5
Bibliography .....	6
Appendix A <Title>.....	7
Appendix B <Title>.....	8

## Illustrations

### Figures

Figure 1. <Title of figure.> ..... 3

### Tables

Table 1. <Title of table> ..... 4

## Abbreviations

<Abbev>

<Full entry of what is abbreviated>

USA

United States of America (This is just an example remove)

\*\*\*Abbreviations are not required but may be useful.



## Chapter 1

### Introduction

<Introduction chapter><sup>1</sup>

**\*\*\*This chapter must consist of the following elements:**

- Introduction
- Research questions
- Methodology
- Extensive historiography
- Explanation of the dissertation's scholarly significance
- Overview of chapters

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<sup>1</sup> <Turabian Style Note-Bibliography footnote citations>

## Chapter 2

<Chapter Title>

<Chapter content><sup>1</sup>

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<sup>1</sup> <Turabian Style Note-Bibliography footnote citations>

### Chapter 3

#### <Chapter Title>

<Chapter content><sup>1</sup>

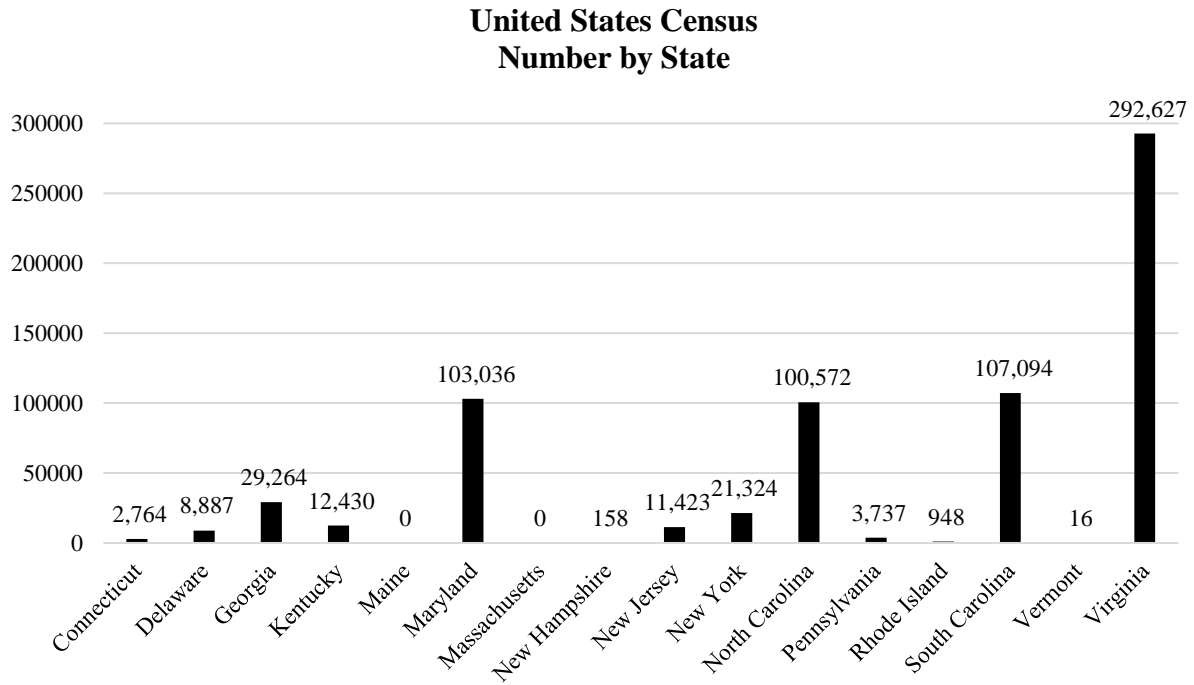


Figure 1. <Title of figure.>

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<sup>1</sup> <Turabian Style Note-Bibliography footnote citations>

## Chapter 4

### <Chapter Title>

<Chapter content><sup>1</sup>

Table 1. <Title of table>

Date of Sale	Tobacco Weight (lbs.)	Price Per lb.	Totals
9-10-1788	1,299	3d	£16.4s.9d
9-20-1788	1,182	3 <sup>3</sup> / <sub>8</sub> d	£16.12s.5 <sup>1</sup> / <sub>4</sub> d
9-27-1788	1,214	3 <sup>1</sup> / <sub>2</sub> d	£17.14s.1d
	1,282	3 <sup>3</sup> / <sub>8</sub> d	£18.1s.1 <sup>1</sup> / <sub>2</sub> d
10-6-1788	1,204	3 <sup>1</sup> / <sub>2</sub> d	£17.11s.2d
10-10-1788	1,219	3 <sup>1</sup> / <sub>4</sub> d	£16.10s.1 <sup>3</sup> / <sub>4</sub> d
	1,190	3 <sup>1</sup> / <sub>4</sub> d	£16.2s.3 <sup>1</sup> / <sub>2</sub> d
	1,227	3 <sup>1</sup> / <sub>4</sub> d	£16.12s.3 <sup>3</sup> / <sub>4</sub> d
		Total Sales:	£135.8s.3 <sup>3</sup> / <sub>4</sub> d
		Commission and Fees:	(£27.9s.0d)
		Accounting Error Adjustment:	(1/4d)
		Net Total Sales:	£107.19s.3 <sup>1</sup> / <sub>2</sub> d
		Total Weight of Tobacco:	9,817
		Total Net Paid for 8 Hogsheads:	£107.19s.3 <sup>1</sup> / <sub>2</sub> d
		Average Net Paid per Hogshead:	~£13.9s.11d
		Average Price per lb.:	~3 <sup>3</sup> / <sub>8</sub> d
		Average Net per lb.:	~2 <sup>5</sup> / <sub>8</sub> d

Source: Data from <Turabian Style Note-Bibliography Footnote style here>.

---

<sup>1</sup> <Turabian Style Note-Bibliography footnote citations>

## **Chapter 5**

### **Conclusion**

<Conclusion chapter>

\*\*\*More than 5 chapters are allowed if applicable, just keep numbering them appropriately with the Conclusion as the last chapter.

**Bibliography**

Archival Sources

&lt;Archival source entries&gt;

Primary Sources

&lt;Primary Source entries&gt;

Secondary Sources

Journal Articles

&lt;Journal Article entries&gt;

Monographs

&lt;Book entries&gt;

Other Materials

&lt;Miscellaneous source entries&gt;

## Appendix A

<Title>

<Appendix content>

\*\*\*More than 2 appendices are permitted, just keep lettering them appropriately. However, if only one is used, then remove the letter designation. It would just be Appendix, not Appendix A.

## Appendix B

**<Title>**

**<Appendix content>**



### **Appendix: Internship Forms**

The following are the Student Internship/Practicum Agreement with Addendum and the Site Supervisor Agreement form for registration in HIST 799 Internship.

## **STUDENT INTERNSHIP/PRACTICUM AGREEMENT**

This Internship/Practicum Agreement ("Agreement") is entered into this \_\_\_ day of \_\_\_\_\_, 20\_\_\_ between \_\_\_\_\_ (the "Student") and Liberty University, Inc. ("Liberty").

WHEREAS, the Student is enrolled in a course of study at Liberty leading to an undergraduate or graduate degree; and

WHEREAS, as part of said course of study, the Student desires to partake in an internship or practicum with the Organization designated in the Addendum to this Agreement (the "Organization") for academic credit,

THEREFORE, in consideration of the foregoing and the mutual covenants, conditions, and terms stated in this Agreement, Liberty and Student agree as follows:

### **I. Obligations of the Parties**

#### **A. Liberty's Duties and Obligations.**

a. Liberty shall designate a Faculty Advisor to assist the Student and Organization during the internship or practicum. The Faculty Advisor shall establish the criteria and expectations the Student must fulfill in order to earn academic credit for the internship or practicum. The Faculty Advisor should coordinate with the Student and Site Supervisor to ensure the internship or practicum duties and objectives delineated in the Addendum meet the criteria and expectations. The Faculty Advisor shall have the final say as to whether the Student has fulfilled the requirements of the internship (or practicum) and earned academic credit.

b. The Faculty Advisor shall award academic credit to the Student for the internship or practicum upon successful and satisfactory completion of the duties and assignments delineated in the Addendum.

c. The Faculty Advisor shall be reasonably available to the Student and Site Supervisor should any questions arise under this Agreement.

d. The Faculty Advisor shall provide to the Student the student evaluation forms to be given to the Site Supervisor. The student evaluation forms will be provided prior to the mid-point of the internship (or practicum) and the end of the internship (or practicum).

**B. Student Duties and Obligations.** As a representative of the University, the Student shall at all times conduct themselves with excellence and in a professional manner. At all times during the internship or practicum, the Student shall remain in good standing with the University.

a. **Conduct.** During the duration of the internship or practicum, the Student assumes the role of student intern, which is a cross between a student and an employee. As such, the Student is required to:

- i. Abide by the Liberty Way at all times during the internship or practicum;
- ii. Adhere to the policies, rules, and regulations and dress code of the Organization;
- iii. Maintain the confidentiality of the Organization; and
- iv. Complete all tasks and assignments to the satisfaction of the Site Supervisor.

b. **Academic Requirements.** In order to receive academic credit for the internship or practicum, the Student shall satisfactorily complete the academic assignments, academic tasks, and other academic projects associated with the internship or practicum as established by the Faculty Advisor. The Student is also required to keep an accurate log of the hours worked during the internship or practicum. The hours required to complete the internship or practicum must be started and finished during the semester for which academic

credit is sought. In order to receive academic credit, the Student must satisfy all requirements of the internship or practicum as delineated in this Agreement, including turning in a record of the hours worked, to the Faculty Advisor no later than what is prescribed in the university's Learning Management System. Should the Faculty Advisor require the Student to submit a journal or other document describing the Student's experience during the internship or practicum, the Student must turn it in by this date, as well.

c. Transportation. Student shall provide his/her own transportation to and from the internship or practicum location.

d. Early Termination. In the event Student wishes to terminate the internship or practicum, the Student shall provide the Faculty Advisor and Site Supervisor with five-days' notice of desire to terminate. In the event of such termination, Student will not earn academic credit and will not be entitled to a refund of any money paid to Liberty related to the internship or practicum, including any tuition or internship application fees.

In the event the internship or practicum is terminated by the Organization for unsatisfactory work or by Liberty for student misconduct, the Student will not earn academic credit and will not be entitled to a refund of any money paid to Liberty related to the internship or practicum, including any tuition or internship application fees.

In the event the internship or practicum is terminated by the Organization for convenience, the Student may complete the required hours with another Organization approved by Liberty.

## **II. Miscellaneous Provisions**

A. Internship/Practicum Term. The internship or practicum will start and end on the dates designated in the Addendum.

B. Employment Status of the Student. The Student will not be an employee of the Organization or Liberty. Accordingly, the Student will not be covered under the Organization's or Liberty's Worker's Compensation, social security, or unemployment compensation programs. The Student will be in a learning situation and the primary purpose of the placement is for the Students' learning. The Student shall not at any time replace or substitute for any Organization paid employee. Nor shall Student perform any of the duties normally performed by a paid employee of the Organization except such duties as are a part of their training and are performed by the Student under the direct supervision of an Organization employee. This paragraph does not apply if the Student is a paid by the Organization during the course of the internship or practicum, in which case Student will not be an employee of Liberty and will not be covered under Liberty's Worker's Compensation, social security, or unemployment compensation programs.

C. Confidentiality. The parties may, throughout the course of the internship or practicum, be provided information not known to the public relating to the Organization's business. Student shall take reasonable measures to protect the confidentiality of such information.

Effectiveness of Agreement. This Agreement will only become effective upon Liberty's acceptance of Student's application for the program. Student's application will be deemed accepted when the Faculty Advisor signs this Agreement.

D. Indemnity. The undersigned Student (or parent(s) and/or legal guardian(s) in the case of a minor Student), jointly and severally, hereby agrees to indemnify, defend, and hold harmless, Liberty University and all of its subsidiaries and other related entities, and its and their respective officers, trustees, employees, and insurers (hereinafter jointly referred to as the "Indemnitees") from any and all actual or alleged claims or causes of action by third parties for any losses, damages, property damage, property loss or theft, costs, expenses (including attorney's fees and opinion witness fees), complaints, personal injury, death or other loss arising from or relating to the Student's participation in the program, including without limitation, the Student's travel to, from and during the internship or practicum.

E. Agreements Not Limited by Actions of Liberty University. The obligations of Student (or parent(s) and/or legal guardian(s) in the case of a minor Student) as set forth in the preceding paragraph shall not be limited or reduced in any way by any losses, damages, property damage, property loss or theft, costs, complaints, personal injury, death or other loss, including those resulting from the Student's illness, injury, and/or death, that arise or result, in whole or in part, from the negligence of, or breach of any express or implied warranty or duty of, Liberty University, or any of its subsidiaries and other related entities, or its or their respective officers, trustees, employees, and insurers.

F. Entire Agreement; Modifications; Severability. This document represents the entire agreement between the parties. This Agreement may only be modified in a writing signed by both parties. If any portion of this Agreement is found to be invalid, unenforceable, waived or otherwise deficient, it will be severable from the remaining provisions and all other provisions will remain in full force and effect.

G. Governing Law. This Agreement will be governed by the laws of the Commonwealth of Virginia, without regard to its choice of law provisions.

By signing below, the persons signing agree to be bound by the terms and conditions as expressed in this Agreement.

**Student Intern: I have read this Agreement carefully before signing it.**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

**Parent/Legal Guardian (if student is under 18): I am the parent or legal guardian of the Student and have read this Agreement in its entirety and agree to be legally responsible for the obligations and acts of the Student and bound by the terms of this Agreement.**

\_\_\_\_\_  
**Parent/Legal Guardian Signature (if student is under 18)**

\_\_\_\_\_  
**Date**

**Faculty Advisor: I have read this Agreement and approve of the duties and objectives described herein and agree that the duties and objectives are sufficient to fulfill the requirements for academic credit.**

\_\_\_\_\_  
**Faculty Advisor Signature  
On behalf of Liberty University, Inc.**

\_\_\_\_\_  
**Date**

### Site Supervisor Agreement

The Site Supervisor is an integral part of the program and is crucial to the student's experience. The Site Supervisor is the Student's most important contact during the duration of the internship or practicum. Therefore, there are certain duties required of the Site Supervisor to ensure the internship or practicum is beneficial both to the Student and the Organization. The Site Supervisor will:

1. Consult with the Student and Faculty Advisor in planning internship or practicum opportunities that will satisfy the internship or practicum requirements and objectives;
2. Brief the Student on the Organization's rules, regulations, policies, and procedures;
3. Make available any equipment, systems, and other supplies to enable the Student to perform any tasks assigned as well as provide training on the proper use of such equipment, systems, and supplies;
4. Supervise the Student, or delegate other employees to supervise the Student, at all times during the course of the internship or practicum.
5. Verify in writing all hours and dates worked by the Student with a signature on a document for the Student to provide to the Faculty Advisor (i.e., the log sheet the Student is required to maintain throughout the course of the program);
6. Provide guidance and feedback to the Student throughout the internship or practicum;
7. Protect the confidentiality of any Student information or academic records obtained during the course of the internship or practicum;
8. In the event of termination by the Organization, provide five days' notice to the Student and Faculty Advisor with reason for termination (unless the reason for termination involves performance deficiencies or conduct that make Student's continued presence at the internship or practicum site or continued work in the program inappropriate under the circumstances);
9. Complete an evaluation of the Student's performance at the midpoint of the semester and forward it to the Faculty Advisor within 10 days of receipt of the evaluation form or at the mid-point of the internship, whichever is later;
10. Complete a final evaluation of the Student's performance and forward it to the Faculty Advisor within 10 days of the Student's last day of work; and
11. Review the content of such evaluations with the Student.

If the Site Supervisor has any questions, comments, or concerns about the Student or the program, he/she should contact the Faculty Advisor.

**Site Supervisor: I have read and understand the duties and responsibilities of the Student in the Student Internship/Practicum Agreement and I concur with the Student's duties/assignments and learning objectives. I have read and understand the duties and responsibilities contained in the Site Supervisor Agreement regarding the role of the Organization and Site Supervisor in the program. By signing below, I agree to execute my duties and meet my responsibilities as the Site Supervisor that are set forth above in order to help the Student satisfy the learning objectives and other requirements of the Student Internship/Practicum Program.**

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Site Supervisor Signature

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Date:

**Student Internship/Practicum Agreement Addendum**

**I. Organization Information**

**Organization:** \_\_\_\_\_

*\* Internships/practicums done with a department/division of Liberty University must include a faculty reference.*

**Organization's Mailing Address:**

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Website:** \_\_\_\_\_

**Site Supervisor:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Start Date:** \_\_\_\_\_ **End Date:** \_\_\_\_\_ **Total Agreed Upon Work Hours:** \_\_\_\_\_

**This position is (check one): Unpaid  Paid**

(If paid, please provide or explain the amount of compensation, gift, stipend, or value of trade): \_\_\_\_\_

**II. Internship/Practicum Description & Learning Objectives**

**Duties/Assignments (job description):**

*(Together with the Site Supervisor, identify the student's duties and assignments with the Organization. Attach additional sheet if needed.)*

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**Learning Objectives:**

*(Identify **three** objectives that the student should accomplish during the internship or practicum. The objectives should indicate skills/knowledge that are specific, measurable, realistic, and achievable. The purpose is to show what portions of the student's discipline will be incorporated into the internship or practicum.)*

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### **Appendix: Comprehensive Examination and Readings: Suggested Reading Lists**

The following are the Suggested Reading Lists from the following Comprehensive Examination and Readings courses:

- Comprehensive Examination and Readings in Early America (HIUS 911)
- Comprehensive Examination and Readings in Modern America (HIUS 912)
- Comprehensive Examination and Readings in Early Modern Europe (HIEU 913)
- Comprehensive Examination and Readings in Modern Europe (HIEU 914)

## Comprehensive Examination and Readings in Early American History (HIUS 911)

### Classics

- Hartz, Louis. *The Liberal Tradition in America: An Interpretation of American Political Thought Since the Revolution*. Orlando: Harcourt, 1991. 978-0547541402.
- Miller, Perry. *The New England Mind: From Colony to Province*. Cambridge: Harvard University Press, 1953. 978-0674041042.
- Peterson, Merrill D. *The Jefferson Image in the American Mind*. New York: Oxford University Press, 1960. 978-0813918518.
- Turner, Frederick Jackson. *The Significance of the Frontier in American History*. 1893. Reprint. Eastford, CT: Martino Fine Books, 2014. 978-1614275725
- Wright, Louis B. *The First Gentlemen of Virginia: Intellectual Qualities of the Early Colonial Ruling Class*. San Marino, CA: The Huntington Library, 1940. 978-0813902470.

### Overviews

- Fischer, David Hackett. *Albion's Seed: Four British Folkways in America*. New York: Oxford University Press, 1989. 978-0195069051.
- Greene, Jack P. *Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture*. Chapel Hill: University of North Carolina Press, 1988. 978-0807842270.
- Kirk, Russell. *The Roots of American Order*. 1<sup>st</sup> ed. LaSalle, IL: Open Court, 1974. 978-0875482927.
- Wilentz, Sean. *The Rise of American Democracy: Jefferson to Lincoln*. 1<sup>st</sup> ed. New York: Norton, 2005. 978-0393329216.

### Native American and European Encounters

- Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England*. New York: Hill and Wang 2003. 978-0809016341.
- Demos, John. *The Unredeemed Captive: A Family Story from Early America*. 1<sup>st</sup> ed. New York: Alfred Knopf, 1994. 978-0394557823.
- Martin, Calvin. *Keepers of the Game: Indian-Animal Relationships and the Fur Trade*. Berkeley: University of California Press, 1978. 978-0520046375.
- Merrell, James Hart. *The Indians' New World: Catawbas and Their Neighbors from European Contact through the Era of Removal*. New York: W.W. Norton, 1989. 978-0393960174.
- White, Richard. *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*. Cambridge: Cambridge University Press, 1991. 978-0521183444.



## **New England**

Donahue, Brian. *The Great Meadow: Farmers and the Land in Colonial Concord*. New Haven, Yale University Press, 2004. 978-0300097511.

Heyrman, Christine Leigh. *Commerce and Culture: The Maritime Communities of Colonial Massachusetts, 1690-1750*. 1<sup>st</sup> ed. New York: Norton, 1984. 978-0393955187.

Lockridge, Kenneth. *A New England Town: The First Hundred Years, Dedham, Massachusetts, 1636-1736*. 1<sup>st</sup> ed. New York, 1970. 978-0393954593.

Main, Gloria. *People of a Spacious Land: Families and Cultures in Colonial New England*. Cambridge, Mass: Harvard University Press, 2001. 978-0674040465.

Martin, John Fredrick. *Profits in the Wilderness: Entrepreneurship and the Founding of New England Towns in the Seventeenth Century*. Chapel Hill: University of North Carolina Press, 1991. 978-0807843468.

## **The Middle Colonies**

Landsman, Ned. *Crossroads of Empire: The Middle Colonies in British North America*. Baltimore: Johns Hopkins University Press, 2010. 978-0801897689.

Levy, Barry. *Quakers and the American Family: British Settlement in the Delaware Valley*. New York: Oxford University Press, 1988. 978-0195049763.

Jacobs, Jaap. *The Colony of New Netherland: A Dutch Settlement in Seventeenth-Century America*. Ithaca, NY: Cornell University Press, 2009. 978-0801475160.

Silver, Peter. *Our Savage Neighbors: How Indian Wars Transformed Early America*. 1<sup>st</sup> ed. New York: W.W. Norton, 2008. 978-0393062489.

## **The Colonial South**

Alden, John R. *The First South*. Gloucester, MA: P. Smith, 1968. 978-0807102046.

Breen, T.H. *Tobacco Culture: The Mentality of the Great Tidewater Planters on the Eve of Revolution*. Princeton, NJ: Princeton University Press, 1985. 978-0691089140.

Horn, James. *Adapting to a New World: English Society in the Seventeenth-Century Chesapeake*. Chapel Hill: University of North Carolina Press, 1994. 978-1469600529.

Isaac, Rhys. *Landon Carter's Uneasy Kingdom: Revolution and Rebellion on a Virginia Plantation*. Oxford: Oxford University Press, 2004. 978-0195189087.

Kulikoff, Allan. *Tobacco and Slaves: The Development of Southern Cultures in the Chesapeake, 1680-1800*. Chapel Hill: University of North Carolina Press, 1986. 978-0807816714.

Little, Thomas J. *The Origins of Southern Evangelicalism: Religious Revival in the South Carolina Lowcountry 1670 – 1760*. Columbia, SC: University of South Carolina Press, 2013. 978-1611172744.

Rogers, George C. *Charleston in the Age of the Pinckneys*. Columbia: University of South Carolina Press, 1980. 978-0872492974.

Smith, Samuel C. *A Cautious Enthusiasm: Mystical Piety and Evangelicalism in Colonial South Carolina*. Columbia, SC: University of South Carolina Press, 2013. 978-161171310.

Stewart, Mart A. *What Nature Suffers to Groe: Life, Labor, and Landscape on the Georgia Coast, 1680-1920*. Athens, GA: University of Georgia Press, 2002. 978-0820324593.

### **The Spanish Southwest**

Herzog, Tamar. *Defining Nations: Immigrants and Citizens in Early Modern Spain and Spanish America*. New Haven: Yale University Press, 2003. 978-0300129830.

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