

# **LIBERIA BAPTIST THEOLOGICAL SEMINARY**

RIA Highway, Paynesville City, Monrovia

Liberia, West Africa



**2020-2024**

## **STUDENT HANDBOOK**

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## MESSAGE FROM PRESIDENT

Today the concerns of the founding fathers of the Liberia Baptist Theological Seminary remain at the center of all the activities of this institution. The purpose of this Seminary is to educate men and women for service as leaders in religious life and thought- as ministers and teachers, and in other areas of ministry enriched by theological study. The setting is an academic and religious community characterized by continuing commitment to serious and impartial investigation of biblical truth. Here, the faculty and students engage in rigorous historical and comparative study of Christian traditions along the world's other major religions and value systems.

The Liberia Baptist Theological Seminary is an independent, privately supported, four-year degree awarding institution established in 1976 under the proprietorship of the Liberia Baptist Missionary and Educational Convention.

The curriculum of the Liberia Baptist Theological Seminary is designed to address the contemporary challenges that confront the church of Christ when commitment is considered in a global context. In light of this, this curriculum has been revised, Africanized, and contemporized with the aim to developing the students mentally, morally, spiritually, and socially. The result is a curriculum of international standard and contextual relevance. As it stands, the Baptist Theological Seminary's curriculum is an authoritative source of information for an outsider who desires to know more about this Seminary and its program. To an insider, it is a reference document, which faculty and students must consult in order to be properly informed on a particular program of study. Since curriculum is dynamic, this handbook will be subject to review from time to time.

The fact that LBTS has operated with standard curriculum is made possible by the academic and professional relationships of the institution with other educational institutions and agencies, especially in form of accreditation and affiliation. Thus, over the years LBTS training programs have been accredited by the National Higher Education, Overseas Council, International Council for Higher Education (Global) and Accrediting Council for Theological Education in Africa (ACTEA).

This curriculum has the input of several stakeholders: Proprietor (Liberia Baptist Missionary and Educational Convention), Board of Trustees, Staff, Students, Alumni and other affiliated theological institutions. I appreciate all those individuals who have contributed to the publication of this Handbook. The entire review process was undergirded prayerfully by the desire to revitalize the mission of LBTS.

I whole heartedly welcome you to the Liberia Baptist Theological Seminary, a theological institution that integrates and balances vibrant spirituality, sound academics and competent gospel ministry as we walk worthy of the vocation wherewith we are called (Ephesians 4:1).

Rev. Momolu A. Massaquoi, PhD  
President, LBTS

## GENERAL INFORMATION

### Brief History

Liberia Baptist Theological Seminary is an institution created and nurtured under the auspices of the Liberia Baptist Missionary and Educational Convention, Inc. During the current academic year LBTS we will continue to celebrate our fortieth year. We were established in March 1976.

When Liberian Baptists formed their convention in 1880 they were intentional in the hope that education would be an important part of their lives. They believed then and now that the Gospel is best served in cooperation of all human faculties: heart, soul, strength, and mind (see Luke 10:27). Steps toward Baptist educational institutions in Liberia began in 1887 with the establishment of Ricks Institute in Virginia. Other schools, primary and secondary in focus, followed.

Finally, the dream from 1880 included a seminary. In the late 1960s LBMEC President, Rev. Dr. William R. Tolbert, Jr. called for such a school. And, so, in 1976 Liberia Baptist Theological Seminary came into being. (See a more detailed account below.)

The Seminary operates under the proprietorship of the Liberia Baptist Missionary and Educational Convention, Inc. through a Board of Trustees approved by the LBEMC. The chief executive officer is a president whom the Board of Trustees elects.

The history of the Liberia Baptist Theological Seminary began in 1880 when the constitution of the Liberia Baptist Missionary and Educational Convention was written. During the 1964 Annual Session of the Liberia Baptist Missionary and Educational Convention held with Mt. Galilee Baptist Church, Caryesburg, Rev. Dr. William R. Tolbert, Jr., President of the Liberia Baptist Missionary and Educational Convention since 1958 made the following statements:

Let me remind you that the builders of our constitution in 1880 set out as one of the targets to be hit by them and succeeding generations, “the establishment of theological institutions for the training of young men for the ministry.” Since then, eighty-four long years have rolled by and, sad to say, not one such institution has been founded, neither is any even in sight. How disappointing and disheartening, to say the least, this can be to any serious minded Baptist, concerned about carrying out the objective of the Convention.

In response to Dr. Tolbert’s annual message, Rev. Bradley D. Brown, a Southern Baptist Missionary, then assigned in Grand Bassa County, quickly focused upon the necessity of leadership for a central Baptist Bible Training Center for Liberia.

In 1969, during the 55th Annual Session of the Liberia Baptist Missionary and Educational Convention held at Shiloh Baptist Church, Virginia, the Liberia Baptist Missionary and Educational Convention, with cooperative effort of the then Southern Baptist Mission in Liberia gave birth to the Baptist Training Center.

The Liberia Baptist Theological Seminary was opened formally during a special convocation service in March 1976. Given his proven leadership abilities, Director Rev. Bradley D. Brown was elected to serve as the first President of the Liberia Baptist Theological Seminary.

The first graduation, with twelve students, was held in December 1979, with the late Dr. William R. Tolbert, Jr., President of the Liberia Baptist Missionary and Educational Convention, delivering a challenging address to the graduates. It was most fitting that he should be the speaker at what would be the only commencement he would attend.

The Liberia Baptist Theological Seminary obtained full accreditation for its degree programs from the Accrediting Council for Theological Education in Africa (ACTEA) in 1983. (In these post-war and post-Ebola days we are renewing our credentials.)

Rev. John Mark Carpenter was elected the second President of the Seminary in 1984 and served until 1990. His leadership strongly emphasized evangelism, church planting and Theological Education by Extension (TEE).

Rev. James A. Park succeeded Rev. Carpenter as the third President of the Seminary in January 1992, and classes reopened (from the civil crisis) in April, 1992. He served until 1995. Rev. Theophilus Allen and Rev. Moses A Rouhlac, Jr., served as Acting Presidents of the Seminary from 1996 until 1998.

Dr. Lincoln S. Brownell, Jr., a 1984 alumnus of LBTS became the fourth President and the first Liberian President of the Seminary on August 24, 1998. He served until 2006. Following the end of his tenure in May, 2006, the Management Team headed by Dr. Tidi Speare-Stewart, Acting President, assumed the leadership of the Seminary.

Rev. Arnold Hill, a Baptist minister and business executive, recently residing in the United States, became the fifth LBTS President in October 2009. He served until March 2013.

The Rev. Toby Gbeh became Acting President and served in that capacity through the end of 2013.

On November 22, 2013 Rev. Dr. Richard Francis Wilson was elected by the Board of Trustees as the sixth LBTS President. The conditions of his election included a one-year term of service through the generosity of Mercer University, a partner in ministry with the Liberia Baptist Missionary and Educational Convention. Wilson was installed in March 2014 and, then, in August 2014 his term of service was extended through 2016.

Dr. Momolu Armstrong Massaquoi, PhD, was elected as the 8<sup>th</sup> President, after Dr. Terry L. Henry, whose tenure ended in December, 2019.

A capable, qualified, and committed faculty offers some of the best seminary training in Liberia and Africa. Graduates of the Liberia Baptist Theological Seminary are assured of an opportunity to establish a good spiritual and academic foundation.

The seminary welcomes qualified women and men who desire preparation for ministry, whether in the local church or in larger society. While

committed to Baptist roots and principles, the seminary is open to all members of the body of Christ. Non-Liberian students are welcome under the stipulations of the Liberian government.

More than 600 students have passed through our halls, all earning degrees that have prepared them for service around the world. Those graduates serve in many capacities, ranging from the local church, to denominational service, to public service, to private business and industry.

Graduates of LBTS have been accepted and have graduated from graduate schools in Liberia, across Africa, the United Kingdom, and the United States. The future is bright for continued opportunities for higher education.

### **The Mission of the Seminary**

The mission of the Liberia Baptist Theological Seminary is to provide educational and professional training for men and women called to the vocation for practicing Christian ministry through the local church, and other arenas of Christian ministry.

### **The Vision of the Seminary**

The vision of the Liberia Baptist Theological Seminary is to cultivate in our students, faculty, staff, and graduates an awareness of the demands of the Gospel that encompass “heart, soul, strength, and mind” (Luke 10:27) that, in turn, encourages a life of discipleship and service, locally and globally.

### **Our Identity and Faith**

With Christians world-wide we share basic convictions. We worship God. We strive to follow Jesus. We commit to the study of the Bible in which we find the witness to the truths of God’s eternal activity as Creator, Redeemer, and Sustainer. We strive to become the Body of Christ, that is, the church, in word and deed.

With Baptists world-wide,

1. We affirm that every human is competent to approach God and find in God the grace that allows us to lead lives of service and hope. We affirm that faith in God through Jesus the Christ is the source of our being reconciled and, that through faith we are called to a holy vocation to “grow in the grace and knowledge of our Lord and Savior” (2 Peter 3:18). Therefore, Liberia Baptist Theological Seminary strives to be a free and faithful learning community that worships God; follows Jesus; reads and studies the Bible; engages the traditions in the history of the church; nurtures the Body of Christ, which is the church; upholds the prophetic demand to confront the world’s evils with hope; Seeks peace with justice for all; and supports the freedom of all humans to confess or deny faith in Christ.
2. We worship God as a dynamic presence in the world that creates, redeems, and sustains through the Godhead of Father/Son/Holy Spirit.
3. We strive to follow Jesus of Nazareth, whom we confess to be the Christ, the Son of the Living God.

4. We read the Bible as the authoritative witness to the power of the fullness of God in history in covenant with the seed of Abraham and Sarah, and their descendants, to be a light to the nations, which reached a defining pinnacle in the life, teaching, death, and resurrection of Jesus.
5. We participate in the continuing adventure of being and becoming the Body of Christ, which is the church.
6. We know that history confirms the reality of evil in the world and, too, that evil prevails when good people do nothing (Edmund Burke).
7. We understand that the Gospel *lived* demands that disciples pursue peace and justice and, therefore, we strive to identify with the least of these in our one world who, too often, are neglected or devalued.
8. We resist efforts of those who would restrict the freedoms of women and men created in the image of God in order to coerce acceptance of cultural, social, and political limits upon a faithful reading of the Bible.
9. We embrace the local church as a lively representation of the Body of Christ that can and should join with other local churches in order to work together to bear witness to the Gospel and to promote the Gospel as a certain hope for this world and the world beyond.
10. We affirm that God alone is the author of grace and that God alone is judge. For that reason we respect the conscience of others, even those with whom we have significant disagreements. Our goal is to affirm what we believe, to declare it as clearly as we can, and to invite a conversation within our communities of faith and beyond about what the Gospel demands from followers of Jesus.

### The Seminary Seal



The Seminary seal announces the motto of the school and is a reminder of our heritage and legacy. “Walk worthy of the vocation” is as clear a statement of purpose as we need.

In five words, “Walk worthy of the vocation,” the reflective reader hears practical (“walk”), ethical (“worthy”) and theological (“vocation”) reminders about the broad foundation of seminary education.

The remaining four words, “wherewith ye are called,” is what makes the motto evangelical in

the best sense of the word. From its first appearance in the writings of Martin Luther, “evangelical” meant “shaped by the good news.” The motto’s final four words remind us that all Christians are called to discipleship and that some are called as preachers, teachers, healers, and more.

The integrated image of Bible, Cross, and Crown is a graphic depiction of the importance of seeing that the Bible remains open so that all may be free to read and reflect upon the salvation history that becomes clear from creation to “new creation,” both in people (2 Cor. 5:17) and in the groaning of creation (Rom 8:20-23), and hope for “a new heaven and a new earth” (Rev 21:1). The image also reminds us that the Cross rises above our frailty as a call to discipleship that includes striving for maturity. The Crown is the confession that our hope rests in the worthy lamb (Rev 4) at whose feet every crown should be thrown.

### **Governance**

The Liberia Baptist Theological Seminary is an educational enterprise of the Liberia Baptist Missionary and Educational Convention, Inc. The affairs of the institution are administered by the President under the governance of the Board of Trustees.

The current members of the Board of Trustees are, as follows:

Dea. Amb. Dee-Maxwell Kemayah, Sr.	Chairman
Judge Eva Mappy Morgan	Co-Chairman
H. E. Jewel Howard Taylor	Member
Sis. Ophelia Hoff	Member
Rev. Francis Horton	Member
Rev. Arthur Gboe-Wehyee	Member
Dea. Emmanuel B. James	Member
Rev. Morris G. Siah, Sr.	Member
Dea. Abraham Simmons	Member
Rev. Dr. Calvin Birch	Member
Rev. Trocon W. Langford	Member
Rev. Dr. Pearl Browne-Bull	Member
Rev. Ohato Blama	Member Rev.
Momolu A Massaquoi, PhD	Secretary
Rev. Dr. Samuel B. Reeves	Ex.-Officio

### **Accreditation**

LBTS is one of the institutions of tertiary education in the country duly recognized and accredited by the National Commission on Higher Education, Republic of Liberia, NCHE/RL, to grant bachelor’s degrees. Consequently, the Liberia Baptist Theological Seminary is a member of the Association of Liberian Universities (ALU).

The Liberia Baptist Theological Seminary obtained full accreditation for its Bachelor of Arts in Theology and Bachelor of Arts in Religious Education degree programs from the Accrediting Council for Theological Education in Africa (ACTEA) in 1983. During the war years our status lapsed, but we have re-engaged the process and already have welcomed representatives of ACTEA to our campus for review and consultation. Our feet are, once more, on the path toward compliance with the highest standards.



## PROGRAMS OF STUDY

### **Bachelor of Arts in Theology (BA/Th)**

The Bachelor of Arts in Theology is a program of study covering the traditional disciplines of biblical studies, historical studies, and theological and ethical studies. Students in the BA/Th program have an opportunity to become equipped with knowledge, insights, and skills expected from persons called to Christian ministry, whether in a local church, a denomination, or church-related institutions. Although the contexts of the Seminary are Liberia and West Africa, successful students should be prepared for ministry and/or further study throughout our one world. The ministry component of the degree demands courses that introduce and encourage insights and skills of practical ministry. The degree offers students a viable hope for success as pastors, denominational servants, para-church leaders and, with further study, the pursuit of the vocation of teaching at the college or seminary level.

Objectives of the BA/Th Program include:

1. To give students access to knowledge and skills in general and discipline-specific fields of study.
2. To give students an opportunity to develop skills for examining and evaluating their calling to Christian ministry in the contexts of Christian heritage.
3. To undergird the students' personal and spiritual characters through the lenses of Scripture and traditions that encourages lifelong growth as a follower of Christ and a leader in the Body of Christ.
4. To provide nurture to the students' development of theological awareness, intellectual insights, and pastoral skills consistent with one who has been called to ministry.
5. To encourage students to earn academic credentials that may open hopes of academic career at the seminary or university.
6. To encourage the development of interpersonal and social skills that may enhance students' ability to function honestly and effectively.
7. To encourage students to cultivate interests and skills that will lead them to become learners for life.

A Graduate of the BA/Th Program should be able to:

1. Reflect a broad fluency with general education.
2. Demonstrate evidence of a healthy and growing character consistent with Christian discipleship and leadership.
3. Demonstrate an ability to articulate the gospel message in personal and corporate settings, in word and deed.
4. Demonstrate satisfactory knowledge of Biblical studies, theology and ethics, Christian history, and pastoral ministries.
5. Demonstrate a preparedness to continue formal studies.
6. Demonstrate an ability to conduct research.
7. Demonstrate satisfactory skills in preaching, Christian worship leadership, teaching in a church setting, church administration, and pastoral care.

### **Bachelor of Arts in Religious Education (BA/RE)**

The Bachelor of Arts in Religious Education is a program of study that seeks to prepare students knowledge, insights and skill necessary for educational ministries, whether in a local

church, a denomination, or church-related institutions. Although the contexts of the Seminary are Liberia and West Africa, successful students should be prepared for ministry and/or further study throughout our one world. The degree offers students a viable hope for success as pastors, denominational servants, parachurch leaders and, with further study, the pursuit of the vocation of teaching at the college or seminary level.

Objectives of the BA/RE Program are:

1. To equip students for service in the church and community as educators.
2. To provide competent leadership in the educational ministries of local church and their denominations.
3. To equip students with the spiritual sensitivity and educational skills needed to be effective Christian educators in churches and schools.
4. To equip students with theoretical and practical knowledge or learning styles and methods appropriate to the church and community.
5. To introduce students to resources, oral, print, electronic, that would empower them to become more competent educators in the church and community.
6. To develop students' interests and skills that will lead them to become learners for life.
7. To prepare students to adjust satisfactorily and react creatively to changing roles of ministry in church and society.

A Graduate of the BA/RE Program should be able to:

1. Reflect a broad fluency with general education.
2. Demonstrate evidence of a healthy and growing character consistent with Christian discipleship and leadership.
3. Demonstrate an ability to articulate the gospel message in personal and corporate settings, in word and deed.
4. Demonstrate satisfactory knowledge of disciplines of religious education in the contexts of Biblical studies, theology and ethics, Christian history, and pastoral ministries.
5. Demonstrate a preparedness to continue formal studies.
6. Demonstrate an ability to conduct research.
7. Demonstrate satisfactory skills to work well with people of all ages.

Following a first degree from the Seminary, some students desire further education at the Bachelor level. LBTS graduates with either the BA/Th or BA/RE who are interested in returning for a second degree should consult the Director of Admissions and Records (Registrar) for advice and counsel.

Returning students who hold the BA/Th or the BA/RE may fulfill a second degree by meeting the requirements of a major (in the BA/Th) or a concentration (in the BA/RE).

Duplicate degrees (a second BA/Th or BA/RE) is not allowed.

### **Common Educational Core and Common Theological Core Required For All Degrees, Majors, and Concentrations**

#### **A Common Educational Core (CECR)**

Seminary graduates should be competent in the basic skills of “reading, writing, and arithmetic,” the classic “three Rs” of education.

Seminary graduates should possess adequate communication skills, written and oral.

Seminary graduates should have, at least, a general knowledge of the social sciences, including history (global and regional), philosophy, sociology, and/or psychology.

Seminary graduates should have, at least, a general knowledge of physical sciences and/or the scientific method.

Seminary graduates should have exposure to language(s) other than their mother tongue. A truism of language study is that “one learns more about the ‘mother tongue’ through an exposure to a second language in a formal setting.”

Seminary graduates should have a basic competence in the use of computers. Therefore, an

LBTS curriculum should have a foundation that includes:

1. Four (4) courses in basic English that include emphases on formal reading and formal writing. 12 hours
2. Two (2) focused course in basic mathematical principles, with a focus on application. 6 hours
3. Two (2) courses in the social sciences—from different areas—that introduce issues and methods. 6 hours
4. Two (2) courses in the basics of a second language. 6 hours
5. One (1) course that explores modern science from the perspective of astronomy, biology, chemistry, physics, or computer science. 3 hours
6. One (1) course that engages the basics of computer technology with an emphasis upon the practical applications of computers in the contemporary contexts. 3 hours

### **A Common Theological Core (CTCR)**

All Seminary graduates should have been exposed to the broad horizons of theological education, including biblical studies, church history, theology, and ethics.

Therefore, an LBTS curriculum should include:

1. Two (2) courses that introduce the Old Testament in its historical, literary, and theological contexts. 6 hours
2. Two (2) courses that introduce the New Testament in its historical, literary, and theological contexts. 6 hours
3. Two (2) courses that introduce Church History, including the particular history of the church in Africa. 6 hours
4. Two (2) courses that introduce the content and methods of Christian theology. 6 hours
5. One (1) course that introduces the content and methods of Christian ethics. 3 hours
6. Two (2) courses that engage Pastoral Studies. 6 hours

### **Majors and Minors**

Below are descriptions of two degrees (BA/Th and BA/RE) with three majors in the BA/Th and three concentrations in the BA/RE. Majors build upon the two core components described above. The purpose of major/concentrations is to offer students an opportunity to develop

competencies in well-defined areas of study: Pastoral Studies, Systematic Theology, and Missions. The minor aims to offer an opportunity to develop additional competencies in one additional area of study. Majors and minors focus on the development of exploring disciplinary **foundations, engaging** those foundations, **constructing** intellectual, spiritual, and moral templates necessary for a life in ministry, and, finally, the demonstration of **writing** competence.

Aspirants of each degree program must complete a minimum of 130 semester hours in the following categories:

General Core Courses	68 hours
Major	36 hours
Minor	15 hours
Electives	9 hours

**Bachelor of Arts in Theology: Pastoral Studies**

**FRESHMAN**

<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
MATH 131 College Math	3	MATH 132 College Math	3	SYST 132 Theology II	3
ENGL 131 Freshman English I	3	ENGL 132 Freshman English II	3	RLES 132 Intro to Rel. Education	3
BBST 131 OT Introduction	3	SYST 131 Theology I	3	CHST 132 Church History II	3
PSST 130 Spiritual Formation	3	BBST 132 NT Introduction	3	FREN 131 French	3
ENGL 100 Study Habits/Computer	3	CHST 131 Church History I	3	Elective	3
	P/F				
<b>Total Credits</b>	<b>15</b>		<b>15</b>		<b>15</b>

**SOPHOMORE**

<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
ENGL 231 Sophomore English I	3	ENGL 232 Sophomore English II	3	MISS 233 Evan. and Discipleship	3
BBGK 231 Greek Grammar I	3	THST 233 Baptist Theology	3	SOSC 232 Liberian Society	3
PYSC 233 Psy. of Dev& Learning	3	PSST 235 Stewardship	3	BBGK 233 Greek Syntax	3
PSST 236 Christian Ethics	3	BBGK 232 Greek Grammar II	3	PSST 234 Worship and Music	3
PSST 231 Hermeneutics	3	SOSC 231 Introduction to Social Sciences	3	ELECTIVE	3
<b>Total Credits</b>	<b>15</b>		<b>15</b>		

**JUNIOR**

<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
PHIL 331 Intro to Philosophy	3	PSST 332 Homiletics II	3	ENGL 334 Research & Writing	3
SOSC 331 Intro to Sociology	3	SOSC 334 Marriage and Family	3	BBST 332 Hebrew Grammar II	3
BBST 330 Pentateuch	3	BBST 331 Hebrew Grammar	3	THST 435 Pauline Theology	3
PSST 331 Homiletics I	3	PSST 434 Church Administration	3	MINOR COUSE	3
MINOR COURSE	3	MINOR COURSE	3	MINOR COURSE	3
	<b>15</b>		<b>15</b>		<b>15</b>

**SENIOR**

<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
PSST 433 Pastoral. Care & Counseling	3	Thesis		Thesis	
THST 433 Eschatology	3				
PSST 436 Ministry Practicum	3				<b>5</b>
MINOR COURSE	3				
	<b>15</b>				<b>5</b>

### Bachelor of Arts in Theology: Missions

<b>FRESHMAN</b>					
<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
MATH 131 College Math	3	MATH 132 College Math	3	BBST 131 OT Introduction	3
ENGL 131 Freshman English I	3	ENGL 132 Freshman English II	3	BBST 132 NT Introduction	3
SYST 131 Theology I	3	SYST 132 Theology II	3	RLES 132 Intro to Rel. Education	3
CHST 131 Church History I	3	CHST 132 Church History II	3	FREN 132 French II	3
PSST 130 Spiritual Formation	3	FREN 131 French	3	Elective	3
ENGL 100 Study Habits/Computer	P/F				
<b>Total Credits</b>	<b>15</b>		<b>15</b>		<b>15</b>
<b>SOPHOMORE</b>					
<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
ENGL 231 Sophomore English I	3	ENGL 232 Sophomore English II	3	MISS 233 Evan. and Discipleship	3
BBGK 231 Greek Grammar I	3	THST 233 Baptist Theology	3	SOSC 232 Liberian Society	3
PYSC 233 Psy. of Dev& Learning	3	PSST 235 Stewardship	3	BBGK 233 Greek Syntax	3
PSST 236 Christian Ethics	3	BBGK 232 Greek Grammar II	3	PSST 234 Worship and Music	3
PSST 231 Hermeneutics	3	SOSC 231 Introduction to Social Sciences	3	ELECTIVE	3
<b>Total Credits</b>	<b>15</b>		<b>15</b>		
<b>JUNIOR</b>					
<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
PHIL 331 Intro. to Philosophy	3	MISS 334 Missions Finance & Management	3	ENGL 334 Research & Writing	3
SOCC 331 Intro. to Sociology	3	MISS 336 Cultural Anthropology	3	BBST 332 Hebrew Grammar II	3
MISS 333 Hist. & Theo. of Missions	3	MISS 331 African Traditional Religion	3	MISS 431 World Religions	3
PSST 331 Homiletics I	3	PSST 332 Homiletics II	3	MISS 433 Church Planting and Growth	3
MINOR COURSE		MINOR COURSE	3	MINOR COUSE	3
	<b>15</b>		<b>15</b>		<b>15</b>
<b>SENIOR</b>					
<b>First Term</b>		<b>Second Term</b>			
THST 433 Eschatology	3				
MISS 436 Missions Practicum	3				
MISS 435 Issues in Cross-Cultural Missions	3	<b>Thesis</b>	<b>5</b>	<b>Thesis</b>	<b>5</b>
MISS 437 Power Encounter	P/F				
MINOR COURSE	3				
MINOR COURSE	3				
	<b>15</b>		<b>5</b>		<b>5</b>

**FRESHMAN**

<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
MATH 131 College Math	3	MATH 132 College Math	3	BBST 131 OT Introduction	3
ENGL 131 Freshman English I	3	ENGL 132 Freshman English II	3	BBST 132 NT Introduction	3
SYST 131 Theology I	3	SYST 132 Theology II	3	RLES 132 Intro to Rel. Education	3
CHST 131 Church History I	3	CHST 132 Church History II	3	FREN 132 French II	3
PSST 130 Spiritual Formation	3	FREN 131 French	3	Elective	3
ENGL 100 Study Habits/Computer	P/F				
<b>Total Credits</b>	<b>15</b>		<b>15</b>		<b>15</b>

**SOPHOMORE**

<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
ENGL 231 Sophomore English I	3	ENGL 232 Sophomore English II	3	MISS 233 Evan. and Discipleship	3
BBGK 231 Greek Grammar 1	3	THST 233 Baptist Theology	3	SOSC 232 Liberian Society	3
PYSC 233 Psy. of Dev& Learning	3	PSST 235 Stewardship	3	BBGK 233 Greek Syntax	3
PSST 236 Christian Ethics	3	BBGK 232 Greek Grammar II	3	PSST 234 Worship and Music	3
PSST 231 Hermeneutics	3	SOSC 231 Introduction to Social Sciences	3	ELECTIVE	3
<b>Total Credits</b>	<b>15</b>		<b>15</b>		

**JUNIOR**

<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
PHIL 331 Intro to Philosophy	3	THST 334 Theological Thinking	3	ENGL 334 Research & Writing	3
SOSC 331 Intro to Sociology	3	SOSC 334 Marriage and Family	3	BBST 332 Hebrew Grammar II	3
BBST 330 Pentateuch	3	PAST 332 Homiletics II	3	THST 432 Apologetics	3
PSST 331 Homiletics I	3	THST 335 OT Theology	3	THST 336 NT Theology	3
MINOR COURSE	3	MINOR COURSE	3	MINOR COUSE	3
	<b>15</b>		<b>15</b>		<b>15</b>

**SENIOR**

<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
THST 431 Trinitarian Thoughts	3				
THST 434 Afr. Christian Theology	3				
THST 433 Eschatology	3	<b>Thesis</b>		<b>Thesis</b>	<b>5</b>
THST 435 Issues in Contemporary Theology	3				
MINOR COURSE	3				
	<b>15</b>				<b>5</b>

### Bachelor of Arts in Theology: Systematic Theology

#### FRESHMAN

<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
MATH 131 College Math	3	MATH 132 College Math	3	BBST 131 OT Introduction	3
ENGL 131 Freshman English I	3	ENGL 132 Freshman English II	3	BBST 132 NT Introduction	3
SYST 131 Theology I	3	SYST 132 Theology II	3	RLES 132 Intro to Rel. Education	3
CHST 131 Church History I	3	CHST 132 Church History II	3	FREN 132 French II	3
PSST 130 Spiritual Formation	3	FREN 131 French	3	Elective	3
ENGL 100 Study Habits/Computer	P/F				
<b>Total Credits</b>	<b>15</b>		<b>15</b>		<b>15</b>

#### SOPHOMORE

<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
ENGL 231 Sophomore English I	3	ENGL 232 Sophomore English II	3	MISS 233 Evan. and Discipleship	3
BBGK 231 Greek Grammar I	3	THST 233 Baptist Theology	3	SOSC 232 Liberian Society	3
PYSC 233 Psy. of Dev& Learning	3	PSST 235 Stewardship	3	BBGK 233 Greek Syntax	3
PSST 236 Christian Ethics	3	BBGK 232 Greek Grammar II	3	PSST 234 Worship and Music	3
PSST 231 Hermeneutics	3	SOSC 231 Introduction to Social Sciences	3	ELECTIVE	3
<b>Total Credits</b>	<b>15</b>		<b>15</b>		

#### JUNIOR

<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
PHIL 331 Intro to Philosophy	3	THST 334 Theological Thinking	3	ENGL 334 Research & Writing	3
SOSC 331 Intro to Sociology	3	SOSC 334 Marriage and Family	3	BBST 332 Hebrew Grammar II	3
BBST 330 Pentateuch	3	PAST 332 Homiletics II	3	THST 432 Apologetics	3
PSST 331 Homiletics I	3	THST 335 OT Theology	3	THST 336 NT Theology	3
MINOR COURSE	3	MINOR COURSE	3	MINOR COUSE	3
	<b>15</b>		<b>15</b>		<b>15</b>

#### SENIOR

<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
THST 431 Trinitarian Thoughts	3				
THST 434 Afr. Christian Theology	3				
THST 433 Eschatology	3	<b>Thesis</b>		<b>Thesis</b>	<b>5</b>
THST 435 Issues in Contemporary Theology	3				
MINOR COURSE	3				
	<b>15</b>				<b>5</b>



**Bachelor of Arts in Religious Education: Secondary Education**

**FRESHMAN**

<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
MATH 131 College Math	3	MATH 132 College Math	3	BBST 131 OT Introduction	3
ENGL 131 Freshman English I	3	ENGL 132 Freshman English II	3	BBST 132 NT Introduction	3
SYST 131 Theology I	3	SYST 132 Theology II	3	RLES 132 Intro to Rel. Education	3
CHST 131 Church History I	3	CHST 132 Church History II	3	FREN 132 French II	3
PSST 130 Spiritual Formation	3	FREN 131 French	3	Elective	3
ENGL 100 Study Habits/Computer	P/F				
<b>Total Credits</b>	<b>15</b>		<b>15</b>		<b>15</b>

**SOPHOMORE**

<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
ENGL 231 Sophomore English I	3	ENGL 232 Sophomore English II	3	MISS 233 Evan. and Discipleship	3
BBGK 231 Greek Grammar I	3	THST 233 Baptist Theology	3	SOSC 232 Liberian Society	3
PYSC 233 Psy. of Dev& Learning	3	PSST 235 Stewardship	3	BBGK 233 Greek Syntax	3
PSST 236 Christian Ethics	3	BBGK 232 Greek Grammar II	3	PSST 234 Worship and Music	3
PSST 231 Hermeneutics	3	SOSC 231 Introduction to Social Sciences	3	ELECTIVE	3
<b>Total Credits</b>	<b>15</b>		<b>15</b>		<b>15</b>

**JUNIOR**

<b>First Term</b>		<b>Second Term</b>		<b>Third Term</b>	
PHIL 331 Intro to Philosophy	3	EDUC 337 Special Education	3	ENGL 334 Research and Writing	3
SOSC 331 Intro to Sociology	3	PYSC 332 Educational Psychology	3	EDUC 433 Educational Administration	3
EDUC 332 Teaching Methods (Sec)	3	EDUC 336 Guidance and Counseling	3	EDUC 437 Curriculum Development	3
EDUC 330 Educational Foundations	3	PSYC 336 Adolescent Dev & Ministry	3	MINOR COURSE	3
MINOR COURSE	3	MINOR COURSE	3	MINOR COURSE	3
	<b>15</b>		<b>15</b>		<b>15</b>

**SENIOR**

<b>First Term</b>		<b>Senior (Second Term)</b>		<b>Senior (Third Term)</b>	
EDUC 430 Seminar in Liberian Education	3				
EDUC 434 Inst. Media & Graphics	3				
EDUC 431 Testing and Evaluation	3	<b>Thesis</b>	5	<b>Thesis</b>	<b>5</b>
MINOR COURSE	3	EDUC 436 Teaching Practice	5		
	<b>15</b>		<b>10</b>		<b>5</b>

### Bachelor of Arts in Religious Education: Elementary Education

#### FRESHMAN

First Term		Second Term		Third Term	
MATH 131 College Math	3	MATH 132 College Math	3	BBST 131 OT Introduction	3
ENGL 131 Freshman English I	3	ENGL 132 Freshman English II	3	BBST 132 NT Introduction	3
SYST 131 Theology I	3	SYST 132 Theology II	3	RLES 132 Intro to Rel. Education	3
CHST 131 Church History I	3	CHST 132 Church History II	3	FREN 132 French II	3
PSST 130 Spiritual Formation	3	FREN 131 French	3	Elective	3
ENGL 100 Study Habits/Computer	P/F				
<b>Total Credits</b>	<b>15</b>		<b>15</b>		<b>15</b>

#### SOPHOMORE

First Term		Second Term		Third Term	
ENGL 231 Sophomore English I	3	ENGL 232 Sophomore English II	3	MISS 233 Evan. and Discipleship	3
BBGK 231 Greek Grammar I	3	THST 233 Baptist Theology	3	SOSC 232 Liberian Society	3
PYSC 233 Psy. of Dev& Learning	3	PSST 235 Stewardship	3	BBGK 233 Greek Syntax	3
PSST 236 Christian Ethics	3	BBGK 232 Greek Grammar II	3	PSST 234 Worship and Music	3
PSST 231 Hermeneutics	3	SOSC 231 Introduction to Social Sciences	3	ELECTIVE	3
<b>Total Credits</b>	<b>15</b>		<b>15</b>		<b>15</b>

#### JUNIOR

First Term		Second Term		Third Term	
PHIL 331 Intro. to Philosophy	3	EDUC 337 Special Education	3	ENGL 334 Research and Writing	3
SOCC 331 Intro. to Sociology	3	PSYC 332 Educ. Psychology	3	EDUC 433 Educational Administration	3
EDUC 330 Found. of Education	3	PSYC 334 Child Dev. & Ministry	3	EDUC 437 Curriculum Development	3
EDUC 335 Teaching Meth. (Early Childhood)	3	EDUC 336 Guidance and Counseling	3	MINOR COURSE	3
MINOR COURSE	3	MINOR COURSE	3	MINOR COURSE	3
	<b>15</b>		<b>15</b>		<b>15</b>

#### SENIOR

First Term		Second Term		Third Term	
EDUC 430 Seminar in Liberian Education	3				
EDUC 434 Inst. Media & Graphics	3	Thesis	5		
EDUC 431 Testing and Evaluation	3	EDUC 436 Teaching Practicum	5	Thesis	
MINOR COURSE	3				
	<b>15</b>		<b>10</b>		

### Bachelor of Arts in Religious Education: Early Childhood Education

#### FRESHMAN

First Term		Second Term		Third Term	
MATH 131 College Math	3	MATH 132 College Math	3	BBST 131 OT Introduction	3
ENGL 131 Freshman English I	3	ENGL 132 Freshman English II	3	BBST 132 NT Introduction	3
SYST 131 Theology I	3	SYST 132 Theology II	3	RLES 132 Intro to Rel. Education	3
CHST 131 Church History I	3	CHST 132 Church History II	3	FREN 132 French II	3
PSST 130 Spiritual Formation	3	FREN 131 French	3	Elective	3
ENGL 100 Study Habits/Computer	P/F				
<b>Total Credits</b>	<b>15</b>		<b>15</b>		<b>15</b>

#### SOPHOMORE

First Term		Second Term		Third Term	
ENGL 231 Sophomore English I	3	ENGL 232 Sophomore English II	3	MISS 233 Evan. and Discipleship	3
BBGK 231 Greek Grammar I	3	THST 233 Baptist Theology	3	SOSC 232 Liberian Society	3
PYSC 233 Psy. of Dev& Learning	3	PSST 235 Stewardship	3	BBGK 233 Greek Syntax	3
PSST 236 Christian Ethics	3	BBGK 232 Greek Grammar II	3	PSST 234 Worship and Music	3
PSST 231 Hermeneutics	3	SOSC 231 Introduction to Social Sciences	3	ELECTIVE	3
<b>Total Credits</b>	<b>15</b>		<b>15</b>		<b>15</b>

#### JUNIOR

First Term		Second Term		Third Term	
PHIL 331 Intro. to Philosophy	3	EDUC 337 Special Education	3	ENGL 334 Research and Writing	3
SOCC 331 Intro. to Sociology	3	PSYC 332 Educ. Psychology	3	EDUC 433 Educational Administration	3
EDUC 330 Found. of Education	3	PSYC 334 Child Dev. & Ministry	3	EDUC 437 Curriculum Development	3
EDUC 335 Teaching Meth. (Early Childhood)	3	EDUC 336 Guidance and Counseling	3	MINOR COURSE	3
MINOR COURSE	3	MINOR COURSE	3	MINOR COURSE	3
	<b>15</b>		<b>15</b>		<b>15</b>

#### SENIOR

First Term		Second Term		Third Term	
EDUC 430 Seminar in Liberian Education	3				
EDUC 434 Inst. Media & Graphics	3	Thesis	5		
EDUC 435 Development in ECE	3	EDUC 436 Teaching Practicum	5	<b>Thesis</b>	
EDUC 431 Testing and Evaluation	3				
MINOR COURSE					
	<b>15</b>		<b>10</b>		

## **ADMISSION POLICY**

All applications for admission must be submitted on the official application forms of the Seminary that are available from the Registrar. The deadline for the submission of all documents is in accordance with the academic calendar for each year.

The supporting documents listed below must be in the Registrar's office before an application can be formally approved. Forms for all the supporting documents are provided in the application packet. All documents submitted become the property of the Seminary.

### **Requirements for Admission**

A completed application form, a non-refundable application fee must be paid.

1. Part 1, Health History, of the Student Health Form is due with all other application materials. Students accepted for admission to the Seminary must also submit the Physician's Medical Report, including a reading of a chest x-ray.
2. The Physician's Report is required on or before the date of Freshman Orientation.
3. A high school transcript is required. Transcripts reporting postsecondary educational experiences are also required. Each transcript must be mailed to the Seminary directly from the school providing it, or be received in a sealed and signed envelop.
4. National exam scores demonstrating a *pass* in each section of the exam are required for prospective students who have graduated from high school since 1984. Students should provide the original certificate and a copy will be made by the Registrar's Office and the original will be returned to the applicant.
5. Three (3) letters of recommendation are required. It is recommended that these be provided by (1) a former teacher or principal (2) a current or former employer (if any) (3) a close associate (not a relative) who has known you for at least three years. Completed forms must be mailed or brought to the seminary by those making the recommendation.
6. A letter from the pastor verifying the applicant's church involvement, call to Christian service, and a letter of recommendation from the church are required.
7. Letter of endorsement from the applicant's church signed by an official other than the pastor.
8. A statement describing the formative influences on the student's life, his/her religious commitment, and his/her vocational plans for the future must be provided.
9. There must be a record of at least one personal conference with a representative of the Seminary. (Conferences are arranged for persons who make a pass on the entrance exam).
10. The applicant must present a financial statement which will provide information regarding the source from which the student expects to receive financial support.
11. Two (2) passport size photos are required.
12. Non-Liberian students are responsible for meeting all current Liberian government regulations for foreign students. This must be verified by presenting appropriate documents to the Registrar's Office.
13. All married students must provide official copies of their marriage certificates.

Consideration for admission will be based upon the information contained in the above listed documents, entrance examination scores, and personal conferences. It should be noted that admission into the Seminary is not a guarantee to continue enrollment. Students admitted must adhere to all rules and regulations governing the academic, social and spiritual lives at the Seminary.

Requirements for Admission to a Degree Program after Obtaining the Diploma of Theology from LBTS

The Seminary no longer offers a Diploma of Theology, but will honor that certification as a prelude to pursuing either the BA/Th or the BA/RE, as noted below.

A Diploma of Theology graduate from LBTS applying for admission to a degree program must meet the following requirements:

1. Have at least a 2.0 Cumulative GPA on degree credit-bearing courses at the end of Diploma work.
2. Meet the degree level qualifications on the current Entrance Examination. This includes attaining the required minimum Reading Grade Level of 9.0 while previously enrolled in EN 101/102 or upon re-sitting the Entrance Examination.
3. Have a *pass* on all parts of the National Examination (WAEC). This applies to those with high school graduation from 1984 or later.
4. Submit a recommendation from his/her church for continuing study.
5. Submit a written statement of his/her personal rationale for further study.
6. Have the recommendation of the LBTS faculty based upon applicant's maturity as reflected in past conduct as a student, personal relationship, and potential for ministry and further study at LBTS.
7. Pay the application fee and submit any and all admission materials required by the Registrar's Office.
8. Have met all previous financial obligations to the Seminary and demonstrate adequate financial ability to continue study.
9. Only previous courses where a C or better will be considered to be applied to a higher degree.
10. Agree to meet every curricular requirement of the current Handbook.

### **Provisional Admission**

The purpose for granting the provisional admission status is to allow for the enrollment of persons who have the potential and who within one year can demonstrate their ability to perform satisfactorily at the baccalaureate degree level.

The Objectives of the Provisional Entrance Program are:

1. To provide remedial studies to some students to determine their ability to do satisfactory academic work at the baccalaureate degree level.
2. Students enrolled will have a maximum of one year to demonstrate their ability to meet the academic requirements of degree level work. Such students will be identified as "provisional students."
3. They will be required to enroll in a minimum of 6 and a maximum of 9 semester hours each semester. This total includes ENGL 101 and ENGL 102 and MATH 101 and MATH 102. If the student completes 9 hours each semester, the remaining hours should include BBTS 101 and BBTS 103
4. Students will have the provisional status removed by:
  5. Achieving a minimum grade of "B" in ENGL 101 and "C" in ENGL 102 and,
  6. Achieving a minimum 2.0 Grade Point Average during the first semester's course of study during the year of provisional entrance.

Any student who fails to satisfy the above conditions will be required to withdraw from the Provisional Program and from the Seminary, and will be re-admitted by achieving a standard pass from a re-take of the entrance examination.

A student readmitted in accordance with the above will be placed on Academic Probation. He/she will be required to retake courses in which a grade of "F," and "D" were received.

Failure to maintain a 2.0 average may result in further suspension from the Seminary.

### **Readmission Policy**

There are four (4) circumstances that require a student to reapply for admission to the Seminary:

1. A student may have experienced financial challenges that required s/he interrupt enrollment.
2. A student may have been suspended for failure to meet Seminary minimum academic standards (grade point of 2.0).
3. A student may have been suspended for violating Seminary standards of academic integrity (cheating or plagiarism).
4. A student may have been suspended for violating Seminary standards of personal ethics and/or may have been encouraged to take some time off to sort through personal issues.

In each case a student seeking readmission should complete the following process:

1. Submit a formal letter requesting readmission to the Director of Admissions to be shared with the appropriate administrators (President, Academic Dean, and Dean of Students/Campus Pastor). The letter should include (a) specific reasons for the interruption of study, (b) careful descriptions of how the student has addressed the circumstances that led to the interruption of study, and (c) a statement of resolve to succeed.
2. Submit a specific statement of financial support that will allow the student to continue with her/his program of study.
3. Submit the readmission fee of \$10.00 USD to the Director of Finance.

Under all circumstances, readmitted students must meet the requirements of the current Handbook.

Readmission is only possible for a period of three years following an interruption of a student's enrollment. After three years the process of admission must start over with all requirements of first admission.

### **Opportunities for Financial Aid**

#### **Work-study Opportunities on Campus**

The Seminary provides opportunities for students with financial challenges to apply for *work-study* opportunities. In exchange for required hours of work on campus students may receive tuition/fee credits at the end of each semester.

A limited number of students may be accepted into the *Pa Joseph Flomo Work-study* each semester and may earn US \$2.00 per hour of work. All interested students must submit their applications through the Director of the Work Study Program prior to the commencement of each semester.

## **ACADEMIC LIFE**

The Liberia Baptist Theological Seminary is a post-secondary program of education offering the Bachelor of Arts in Theology and the Bachelor of Arts in Religious Education. Most students can complete a program of study in four years. However, students who enter through the Provisional Entrance Program, change their program of study, or withdraw for a period of time should take more than four years to complete their program.

The academic year of the Liberia Baptist Theological Seminary is divided into two semesters of approximately fifteen weeks each. The academic year spans parts of two calendar years. The First Semester begins in the wet season (September) and the Second Semester begins in the dry season (March).

A calendar of events is published annually. The academic calendar is prepared by the Academic Dean in consultation with the Seminary's President and the faculty.

Student organizations are to schedule their activities in conjunction with the Dean of Students.

### **Academic Standards**

All students are expected to maintain a satisfactory academic record. Neglect of work or other evidence of lack of serious purpose on the part of a student may cause the Academic Committee to withdraw its approval for the student's continued enrollment.

### **Course Load**

A normal course load is from twelve to eighteen hours. A student with a cumulative grade point average of 3.5 (B+) may be permitted to take up to twenty-one semester hours. Any student making a grade point average of less than 2.0 in any semester will be placed on academic probation and will not be permitted to take more than 9 semester hours.

#### **Full- and Part-time Students**

A student carrying a course load of 12 semester hours or more is a full-time student; carrying fewer than 12 semester hours is a part-time student. LBTS caters to full-time students. Full-time students pay full-time fees, (\$18.00 USD/credit hour); part time students pay \$US25.00/credit hour, plus all required fees.

### **Classification of Students**

Students are classified as follows:

Freshman: A regularly enrolled student, who has completed fewer than thirty semester hours.

Sophomore: A regularly enrolled student who has completed a minimum of thirty semester hours with a 2.0 average.

Junior: A regularly enrolled student who has completed sixty semester hours with a 2.0 average.

Senior: A regularly enrolled student who has completed ninety semester hours with a 2.0 average.

### **Class Attendance**

Regular attendance at all classes is expected. Each instructor is required to keep an accurate record of class attendance and to report at the end of the semester the number of absences of each student.

Classes missed due to late enrollment will be counted as absences.

A student who is not counted present for 75% of scheduled classes automatically will receive a grade of “F” for the course.

### Examinations

Students are expected to take tests and examinations as scheduled by the instructor. If a student is prevented from taking a test or examination at the scheduled time, the student must contact the instructor as soon as possible to explain the circumstances which caused him or her to miss the test. Any make-up test or make-up work is at the discretion of the instructor. If the student missed the test due to illness, it is advisable for him/her to bring a statement from a doctor or other medical practitioner.

### Grading System

Instructors report final grades to the Registrar’s Office at the end of each semester. The grade represents the instructor’s evaluation of the quality of the student’s work as determined by such factors as examinations, assignments, attendance, and appropriate participation. Scholastic achievement at LBTS is indicated by these symbols:

Percentage	Letter Grade	Grading Points	Level of Achievement
93 – 100	A	4.0	Excellent
90 – 92	A-	3.7	
87 – 89	B+	3.3	
83 – 86	B	3.0	Good
80 – 82	B-	2.7	
77 – 79	C+	2.3	Fair
73 – 76	C	2.0	
70 – 72	C-	1.7	
67 – 69	D+	1.3	Poor
63 – 66	D	1.0	
60 – 62	D-	0.7	
0 – 59 F	0.0	Failure	
I			Incomplete
W			Withdrawal
WP			Withdrawal Passing
WF			Withdrawal Failure

WP Indicates that the student officially withdrew from the course and that at the time of withdrawal he/she was making a passing grade.

WF Indicates that the student officially withdrew from the course and that at the time of withdrawal he/she was failing that course.

AD Indicates that a student was registered as an auditor and does not receive a grade nor hours credit for the course.

### Grade Change

Final semester grades, after being filed in the Registrar’s Office, are no longer the property of the instructor and are not subject to change. Without proper documentation completed by the faculty member, the Academic Dean and the Registrar.

Grade change forms are available in the Registrar’s Office.



## **Grade Point Averages**

Grade points are assigned to course work according to the following formula: the number of semester hours credit times four for an “A,” three for a “B,” two for a “C,” one for a “D” and zero for an “F” or “I.”

A student earning a grade of D or F a major course of his/her degree concentration will be required to repeat the course to remove the deficiency by a grade of C or better. No class may be attempted more than two times.

The Grade Point Average is calculated by dividing the sum of the grade points earned by the sum of the hours attempted. Non-graded courses are not included in the calculation of the Grade Point Average and are not used to determine the awarding of academic honors or probationary status.

Students are expected to maintain a grade point average of at least 2.00, which is the minimum requirement for graduation.

A student may wish to repeat a course in order to raise his/her grade point average *if the original posted grade was D or F*. When courses are repeated, the original grade remains a part of the student’s permanent record, but only the most recent grade will be used to calculate grade points and semester hours attempted.

## **Registration**

All students will register on the dates and at the time stated in the Academic Calendar. New students are required to be present for orientation. Students who do not register during the regularly scheduled registration period prior to the first day of classes are required to pay a late fee of US \$10.00. Students must register before attending classes.

The final responsibility for taking the proper courses at the proper time in order to meet graduation requirements rests with the student. The academic advisor will counsel and guide the student; each student will be assigned an advisor by the Academic Dean each semester at registration.

Courses may not be added after the first week of a class. Students may add/drop courses in keeping with the official date in the Academic Calendar.

## **Pre-registration**

All currently enrolled students expecting to register for the following semester are required to preregister for the courses in which they expect to enroll. Pre-registration is a confirmation of the student’s status. Failure to preregister may result in the loss of the privilege of attending school the next semester.

## **Withdrawing from a Course**

The only way in which to effect an official course withdrawal is by properly completing the withdrawal form received from the Registrar’s Office.

Completion of the withdrawal form requires the signatures of the instructor, Academic Dean, and the stamp of the Registrar’s Office.

If a student should discontinue a course without completing the procedure explained above, the official grade for the course becomes F.

There can be no official withdrawal from a course after the cut-off date specified in the academic calendar. The last withdrawal time from a course is one week following the reporting of the mid-term grades.

If a student is making a passing grade at the time of course withdrawal he/she will be given a notation of WP (Withdrew Passing). If the student is making a failing grade at the time of withdrawal, he/she will be given a notation of WF (Withdrew Failing).

A student in good academic standing who officially withdraws no later than the withdrawal time indicated above will receive no credit for the course taken nor be charged with failure.

### **Academic Probation and Dismissal**

To remain in good academic standing a student must maintain a cumulative grade point average of 2.0 (C). Any student with a cumulative or semester grade point average of less than 2.0 at the end of any semester will be placed on academic probation. A student on academic probation will be permitted to take a maximum of 12 semester hours of course work.

If the student's cumulative grade point average does not reach a level of 2.0 during the semester of limited course work, (12 credits or fewer, due to academic probation), the student will be required to withdraw from school for at least one semester in order to: (1) evaluate his/her ability to continue seminary training and/or (2) seek remedies for any personal or family problems that might be hindering the student's work.

Such a student returning will be limited to a maximum of 12 hours of course work during the following semester. This student must raise his/her cumulative grade point average of 2.0 or above within two semesters under the guidance of the Academic Dean. If after these two semesters the student fails to remove this deficiency, the Academic Dean may recommend to the faculty committee that the student be required to withdraw from the Seminary. If the faculty accepts the Dean's recommendation, the student will not be eligible for readmission to the Seminary.

### **Transfer of Credits**

Requests for transfer of credit from other seminaries and universities will be evaluated by the Academic Affairs Committee of the LBTS. Each request will be considered in accordance with accreditation standards and the merits of the individual case. However, those from member institutions of the Association of Liberian Universities (ALU) will be accepted upon the merit of the standardized NCHE Freshman and Sophomore curriculum.

No consideration for the transfer of credit can begin until an official transcript from the student's previous school is on file in the Registrar's Office. It may be necessary, also, for the Seminary to have a copy of the course description of the previous school of the student in order to determine course compatibility. It is the student's responsibility to secure these.

At least 40 semester hours of credit toward any degree must be earned while in residence at this Seminary.

No transfer of credit will be granted for any course in which the student has not earned the minimum grade of (C). Each transferred course must have an equal credit value to the one offered at the LBTS. For example, no 2 hours course will be accepted for transfer when LBTS offers it for 3 hours.

## **Auditing Students**

Some students may wish to enroll in a course for the primary purpose of improving their knowledge or skills in the subject matter without having to complete examinations, papers, etc. Such a person is identified as an “auditing student.” The following procedures apply:

1. The student must register through the Registrar’s Office and pay for the course.
2. Teachers must keep a record of attendance and report this on the grade sheet, indicating “audit.” Class attendance requirements are the same as for regular students. No grade or academic credit will be given for the course.
3. An audit student who withdraws from a course must complete a withdrawal form obtained from the Registrar’s Office.
4. Persons not already enrolled at LBTS must submit ALL documents specified by the Registrar’s Office and be approved by the Academic Affairs Committee in order to register as auditing students. It is expected that audit students will be familiar with the contents of the Student Handbook.
5. An audit student may enroll for no more than three (3) courses per semester.
6. Other Audits may be allowed by Presidential approval.

## **Academic Misconduct**

Any student found guilty of cheating on a test, plagiarizing, or other academic misconduct is subject to disciplinary action:

1. For the first offence, the instructor should inform the student and immediately report the matter to the Academic Dean.
2. The second offence will lead to the immediate withdrawal of the student from the course and with a failure, (“F”).
3. The third instance will lead to the suspension of the student for one academic semester.
4. The fourth and final offence will be to the expulsion of the student. The student should be informed of the allegations.

## **Academic Honors and Special Awards the President’s List**

Students who earn a grade point average of 3.76 or above for the semester will be on the President’s List and will receive a certificate from the President. The President’s List will be read in Chapel service, posted on the bulletin boards, and sent to the office of the Liberia Baptist Missionary and Educational Convention, Inc.

### **The Dean’s List**

Students who earn a grade point average between 3.50 and 3.75 for the semester will be on the Dean’s List and will receive a certificate from the Academic Dean. The Dean’s List will be read in Chapel service, posted on the bulletin boards, and sent to the office of the Liberia Baptist Missionary and Educational Convention, Inc.

### **Academic Honors at Graduation**

Distinctions for excellence in achievement will be awarded at commencement to students who have accumulated the following grade point averages:

Summa cum laude: A cumulative grade point average of 3.76 or above. Magna cum laude: A cumulative grade point average of 3.50 to 3.75.

Cum laude: A cumulative grade point average of 3.25 to 3.49.

### **Awards at Graduation**

#### **Distinction**

A citation is bestowed on a graduate nominated by a faculty member and approved by the entire faculty. In addition to scholastic attainment, the citation recognizes the following specific attainment involvement in Seminary affairs, leadership ability, and outstanding character. This honor is not necessarily conferred every year; when it is bestowed; a citation is publicly read at Commencement.

#### **The Trustee's Distinguished Student Award**

Each year the Board of Trustees of the Liberia Baptist Theological Seminary in consultation with the President of the Seminary chooses a student who exhibits exceptional Christian behavior and is active in a local Baptist church and the Convention or Conference. The student must be registered for a full course load, have earned at least sixty hours at LBTS, and have a cumulative grade point average of 3.20 or above. This award is announced and presented by the Chairman of the Board of Trustees at each graduation exercises.

#### **The President's Academic & Leadership Award:**

A special award given by the President of the Seminary every year at graduation to any deserving student from the Sophomore, Junior, and Senior classes who has met the minimum cumulative grade point average of 3.75 and demonstrated maturity in leadership either at the Seminary or within the local church.

### **Requirements for Graduation**

1. A student who is anticipating graduation must complete an application for graduation, and pay the graduation fees of US \$150.00 at least one month prior to the graduation exercises.
2. To be eligible for graduation a student must have satisfactorily completed passing grades in all of the academic requirements of the program of studies he/she has chosen. No student with a grade point average of less than 2.0 shall be granted a degree.
3. In addition to the academic requirements, the student must have settled all financial obligations with the seminary and must have the recommendation of the faculty and approval of the Board of Trustees.
4. Graduation exercises are normally held at the end of the second semester of each academic year. Candidates for graduation must attend practice sessions of Baccalaureate and Commencement exercises.
5. A student *may not* graduate *in absentia* unless he or she has requested and received permission from the Faculty at least 30 days prior to graduation.

## **STUDENT LIFE**

The Seminary provides a variety of student services under the supervision of the Dean of Students and the Student Affairs Committee. These are designed to enhance personal, social, academic, and religious development, to encourage a democratic spirit of responsibility, freedom, and to foster leadership and decision-making skills.

### **Orientation**

A program of orientation for new students is conducted by the Seminary during the first days of school as part of the opening of the first semester. All new students, freshmen and transfer students must be present for orientation in order to matriculate. During orientation, every effort is made to acquaint new students with the facilities, policies, and regulations of the Seminary.

### **Faculty Ministry to Students**

The entire faculty of LBTS stands ready to assist any student needing an opportunity to talk or pray about personal, spiritual, or social matters. Any student may feel free to arrange an appointment with the Campus Pastor/Dean of Student Affairs, and/or a member of the Student Affairs Committee.

### **On-Campus Activities**

The objective of on-campus, extra-curricular activities are to provide and promote a holistic approach to Christian growth and development. These activities include: Family Day, regular Chapel Services, Spiritual Emphasis Week, the John B. Falconer Lecture Series, William R. and Victoria A. Tolbert Leadership Lecture Series, and student organizational activities sanctioned by the Seminary Administration.

### **Student Dress**

The LBTS does not have a specific uniform but all LBTS family members are expected to follow an informal dress code. All students are however expected to wear appropriately modest clothing in the chapel, in the library, and around campus grounds.

### **Chapel**

Chapel is an important part of the learning environment of the LBTS community. Chapel services are held weekly on Tuesday and Thursday at 11:00 A.M. Attending Chapel Services is strongly encouraged for every LBTS Family member, including students, faculty, staff, and administration.

To enhance the orderly, worshipful atmosphere of chapel services, all announcements must be written and given to the Campus Pastor before chapel begins. No one should interrupt the spirit of the service by taking an announcement to the worship leader after chapel has commenced.

### **Student Marriages**

The seminary upholds the ideal and standards of Christian marriage. All married students must have copies of their marriage certificates on file in the office of the Registrar. Any marriage that is not Christian, (Christian marriages, for this purpose, are only those marriages between a male and female conducted by an ordained minister of the Gospel), Marriages outside this covenant will not be acceptable for faculty, staff and students at LBTS.

## **Home Mission**

Every year, LBTS offers opportunities for students to go into the rest of the country to glean cross-cultural mission experiences as home missionaries. While there, students will work with churches in areas of needs, including evangelism, teaching, preaching, leadership development, etc. Every LBTS student must complete one home-mission experience before graduation.

## **Solicitation of Funds**

The Liberia Baptist Theological Seminary students share in the direction of their social activities and in the total campus life. No funds are to be raised in the name of the Seminary except with the full knowledge and acquiescence of Administration. Fund raising among students must receive the approval of the class sponsors. All funds raised must be deposited in the Business Office.

LBTS student groups affiliated with other off-campus organizations must be approved by the administration before being brought on campus. All activities, programs, and projects of campus organizations must be approved by the faculty advisor assigned to the organization. A statement of affiliation with larger groups or organizations must be on file in the seminary office. Any organization or group wishing to have a meeting of their affiliate group on the LBTS campus must make a formal request in writing to the administration. All such request must be replied in writing and filed at LBTS, prior to the meeting.

A student on academic probation or having less than 2.0 average is not permitted to hold office in a recognized student organization on campus.

## **Preserving Our Identity and Integrity (Demands for Authentic Fellowship and Respect)**

The Liberia Baptist Theological Seminary is a Christian institution in the Baptist tradition whose primary purpose is to provide professional theological education designed to equip men and women called to ministry for effective Christian leadership in church-related ministries and other areas of professional service where theological training is an asset.

Christian scripture and tradition are rich in exhortations and models for faithful living in community. Our Bible and traditions also remind us that community leaders and ministers should set standards for those who look for guidance and encouragement.

We embrace the exhortations from Scripture that all Christians should “be in the world but not of it,” as a popular slogan puts it. The slogan appears to be an interpretation of John 17:14-17 and 1 John 2:15-17. The passages from the Gospel and the Epistle offer encouragements to those who would be followers of Jesus.

We find in Scripture many exhortations and encouragements. In 1 Corinthians 5 Paul challenges the community to pay careful attention to the “sexually immoral or greedy . . . [the] idolater, reviler, drunkard, or robber.” Likewise, in Romans 12:1-2, Paul encourages “the renewal of the mind, daily” as a way to be “transformed” by “spiritual worship.” And, again, in Galatians 5 Paul distinguishes between “the works of the flesh . . . : fornication, impurity, licentiousness, idolatry, sorcery, enmities, strife, jealousy, anger, quarrels, dissensions, factions, envy, drunkenness, carousing, and things like these” (vv. 19-21).

What follows in Galatians 5 appears as a manifesto for any faithful community: “the fruit of the spirit is love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control. There is no law against such things” (vv. 22-23). In the next chapter Paul is explicit: “if anyone is detected in a

transgression, you who have the Spirit should restore such a one in a spirit of gentleness. Bear one another's burdens, and in this way you fulfill the law of Christ" (6:1-2).

The Seminary should be a community of restoration as well as a community of encouragement. Each member of the community has a responsibility for her/his own moral character. Each member of the community has a responsibility to exhort a brother or sister who struggles with the manifold issues of temptation.

When any member of the community is struggling with moral issues, s/he should seek the counsel of a member of the administration, faculty, or staff (all who are ministers). The Campus Pastor/Dean of Students is a ready resource, too.

If any member of the community perceives someone in the community is struggling with moral issues, s/he should confidentially approach the Campus Pastor/Dean of Students. The Campus Pastor/Dean of Students will, then, proceed with appropriate care, counsel, and recommendation to Student Affairs Committee and the President.

### **Student Affairs Committee**

The intention of the Student Affairs Committee is to make all of its disciplinary transactions with students' occasions for learning, personal growth and professional development. The welfare of the students and the welfare of the Seminary community guide the actions of the committee.

Students involved in civil infractions are accountable to civil authorities, but may also be subject to discipline by the Seminary.

The Student Affairs Committee shall be composed of the Dean of Student Affairs, who will serve as chairman, and committee members appointed each year by President and approved by the Board of Trustees.

## **FINANCIAL INFORMATION**

The Seminary is a Christian service-oriented entity; in an effort to meet even the needs of those that cannot afford to attend Seminary, we do not charge fees that cover the complete cost of operations. Additional funding is provided through gifts from friends and partners of the Seminary.

### **Application Fee**

A non-refundable application fee of US \$20.00 must be paid to the Business Office in order to obtain the required admission forms from the LBTS Registrar's Office.

### **Tuition and Services**

All persons admitted into our academic programs are required to pay tuition and fees as below:

1. Registration (All Students)	\$100.00
2. Tuition per credit	\$18.00
3. Library	\$15.00
4. Internet	\$10.00
5. Security	\$5.00
6. Entrance Fee	\$20.00
7. Handbook	\$10.00
8. Activities	\$10.00
9. ID Card	\$10.00
10. General Administrative Cost	\$10.00
11. Campus Electricity (generator fuel	\$10.00
12. Campus Maintenance	\$10.00
13. Late Registration	\$10.00
14. Add/Drop/Audit	\$10.00
15. Transcript	\$10.00
16. Re-admission fees	\$10.00
17. Non Liberian fee	\$150.00
18. Graduation Fees (Senior Only)	\$150.00
19. Writing Examiner's Fee (Senior Only)	\$75.00
20. Boarding per semester	\$60.00

A schedule of fees is provided to all applicants and enrolled students each semester. Fees are subject to change without notice.

Regular students should expect to pay 80% of all fees at the time of registration and provide written agreement and plans for full payment. The full payment should be received by the last class day of the semester.

No student may enroll in any semester if his/her arrears are equal to or greater than the average total fees for any student for one semester, not counting expected work-study allowances.

Audit and Special students must make full payment of all required fees at the time of registration.

### **Refunds**

Withdrawal forms are available in the Registrar's Office and must be completed by any student wishing to withdraw from the Seminary.



If a student receives administrative approval for withdrawal from the Seminary and has paid the total semester fees, the following will apply:

1. If withdrawal occurs before the end of the second week of school, 80% of the total semester fees are refundable.
2. If withdrawal occurs the third week of school, 50% of the fees are refundable.
3. If withdrawal occurs after the beginning of the fourth week of school, no refunds will be made.
4. Students who drop out of school without completing withdrawal forms and who fail to communicate with the administration within a week of their departure are not eligible for refunds.

### **Student Accounts**

Financial responsibility is especially important for the Seminary community.

The Seminary makes available scholarships and work-study opportunities for students. Each opportunity also carries responsibility for every student.

Students who fail to liquidate arrears by the end of each semester will not receive grades until the arrears are paid.

Under no circumstances will a student be allowed to participate in commencement exercises until all arrears are paid.

## **FACILITIES AND SERVICES**

### **Library**

Library hours are posted on the bulletin board. Usual hours are weekdays 8:00am – 4:00pm.

Books from the regular collection are loaned for seven days. A book may be renewed for seven more days if no one has requested it by the date it is due.

After the second check out period the book must be returned for at least two weeks so that others will have the opportunity to use it.

“Reserved books” are chosen by instructors to be kept on a special shelf throughout the semester. They are available to all for reading assignments. These books may **NOT** be checked out.

“Reference books” are marked with an “R” above their call numbers. They include encyclopedias, dictionaries, commentaries, and other reference publications. These books are to be used only in the library only.

Magazines and newspapers are not to be removed from the Library.

There is a charge for each day a book is overdue. LD \$100.00 is charged a day for each overdue book from the regular stacks. A student may forfeit the privilege to borrow books for failing to settle overdue fines.

The student is responsible for paying the cost of replacing any book that is lost or damaged.

### **Use of Seminary Facilities**

All requests for use of any or all Seminary facilities by any person, group, or organization must be directed to the Administration of the Seminary. This includes any part of the campus.

Equipment and furniture assigned to a certain room, building, office, conference room or the library are not to be removed without authorization of the Administration or designated personnel.

## CURRICULUM DIVISIONS AND COURSE DESCRIPTIONS

### Curriculum Divisions

The Seminary offers two degrees, Bachelor of Arts in Theology (BA/Th) and Bachelor of Arts in Religious Education (BA/RE). The curriculum for the degree programs of LBTS has eight major divisions: Biblical Studies, Church History, Pastoral Studies, Theological Studies, Education, Religious Education Studies, Missions and Liberal Arts. There are three concentrations in the Bachelor of Arts in Theology: Pastoral Studies, Systematic Theology and Missions. The three concentrations in Religious Education Studies are: Early Childhood Education, Elementary Education and Secondary Education.

The Objectives for the eight divisions of the degree programs are:

**Biblical Studies:** To prepare students to develop his/her understanding of the content, general historical background, and development of the Bible, including to develop critical thinking skills that lead to better understandings of interpretation.

**Church History:** To prepare students to develop the knowledge and critical thinking skills to express the ways he/she understands, relates to, and identifies with the Christian church in its ever-changing contexts.

**Pastoral Studies:** To prepare students to develop critical thinking skills that will assist in the ability to apply the insights of biblical studies and historical/theological studies in the contexts of acquiring skills in evangelism, biblical interpretation, public worship, preaching, pastoral care, and Christian living.

**Religious Education Studies:** To prepare students to acquire and apply critical thinking skills needed to plan and administer a program of Christian education for a local church or denomination with the intent to foster Christian character, and to equip church members for service and/or to acquire and apply critical thinking skills needed to plan and administer a program of education for a local church school or other private or public setting with the intent to foster Christian character, and to equip students for life-long learning.

**Theological Studies:** To prepare students to develop critical thinking skills needed to express the content of his/her faith in conversation with Scripture, traditions, reason, and experience.

**Education:** To prepare the student to demonstrate the skills needed to teach Religion on the elementary or secondary level in a manner which reflects an understanding of the scientific and historical developments in education.

**Missions:** To prepare the student called to Cross-Cultural Missions to share the Gospel with limited cultural hindrances and to present Christ as the only legitimate alternative for salvation.

**Liberal Arts:** To provide the student with basic knowledge and skills in supporting disciplines which will undergird and enhance learning experiences at the Seminary and enable students to relate more effectively to others.

### Course Descriptions Division of Biblical Studies

#### BBST 131 Old Testament Introduction

An introduction to the traditional texts of the Old Testament (thirty-nine books) in their canonical and historical settings with attention to literary style, themes, and theology of each book. Attention will be

given to the ways each part of the Old Testament contributes to the unifying themes of the Christian Bible.

**BBST 132 New Testament Introduction**

An introduction to the traditional texts of the Old Testament (thirty-nine books) in their canonical and historical settings with attention to literary style, themes, and theology of each book. Attention will be given to the ways each part of the Old Testament contributes to the unifying themes of the Christian Bible

**BBST 232 Biblical Interpretation (BBST 131 and 132 are prerequisites)** A study of various methods of interpretation and principles of interpretation found in the broad history of the church ranging from historical-critical methods to literary methods generally accepted by Christian scholars and practitioners.

**BBST 230 Biblical Backgrounds (two courses from BBST 101 through 104 are prerequisite)**

A study of the archaeology, historical geography, and cultural backgrounds of Bible lands and peoples. A practical application of the use of historical contexts as a tool for the interpretation of the Bible will be included.

**BBST 330 The Pentateuch (BBST 131 or BBST 132 is prerequisite)**

An analytical, historical, and interpretative study of the Pentateuch with particular attention to the patriarchal narratives and the foundational events and ideas in Israel's religion as seen in the Exodus experience, the law codes, and the cultic institutions of Israel.

**BBST 331 The Major Prophets (BBST 101 or BBST 102 is prerequisite)** A study of the Major Prophets, Isaiah, Jeremiah, and Ezekiel, in their historical contexts, drawing insights, as needed, from 1-2 Kings and 1-2 Chronicles. The study will include investigations of the biographies of the prophets, the literary features of the texts (e. g., narrative, poetry, and apocalyptic), and the influence of these prophetic books upon the subsequent development of Christianity.

**BBST 332 The Minor Prophets (BBST 101 or BBST 102 is prerequisite)** A study of the Minor Prophets: Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi. The study will include investigations of the biographies of the prophets, the literary features of the texts (e.g., narrative, poetry, and apocalyptic), and the influence of these prophetic books upon the subsequent development of Christianity.

**BBST 333 Pauline Corpus (BBST 131 or BBST 132 is prerequisite)**

A study of the letters of Paul, including the issues of authorship, provenance, audience, and theological development. The letters will be approached chronologically, according to the broad consensus of New Testament scholarship. The letters also will be examined according to natural groupings of letters, such as early letters (1 and 2 Thessalonians), the Pauline Core (Romans, Galatians, and 1-2 Corinthians), Prison Letters (Colossians, Ephesians, Philippians, and Philemon), and the Pastorals (1-2 Timothy and Titus).

**BBST 334 General Letters (BBST 131 or BBST 132 is prerequisite)**

A study of letters not attributed to Paul, including the issues of authorship, provenance, audience, and theological development. The letters also will be examined according to natural groupings, such as the Petrine Letters (1-2 Peter and Jude), Hebrews, James, and the Johannine Letters (1-2-3 John).

**BBST 337 Directed Readings in Old Testament (faculty approval required): 1-2 hours**

Students who develop an interest or a curiosity about particular ideas that emerge from their Old Testament studies may request an approved faculty member to help them develop a reading list for a

semester that will help come to better understanding of an idea. Depending upon the idea, the list may develop sufficient assignments to warrant one or two hours of credit. The reading list should include specific passages from the Old Testament and appropriate reading in secondary sources, such as journals, commentaries, Bible dictionaries, and, in some cases, sermons. Students/faculty should agree upon a minimum of twenty pages of written work (summary and analysis papers) for each hour of credit. Further descriptions are in a separatedocument.

**BBST430 Old Testament Book Study (BBST 101 or BBST 102 is prerequisite)**

An in-depth exploration of a book, or collection of books, in the Old Testament or Hebrew Bible, that gives students a focused understanding of the historical, literary, and theological features the focus of study. Possible topics could include major works in the Old Testament, such as Exodus or Job, or collections such as the Festival Scrolls (Ruth, Esther, Song of Solomon, Lamentations, and Ecclesiastes), the Priestly History (Ezra, Nehemiah, 1 and 2 Chronicles).

**BBST 433 Old Testament Poetry and Wisdom (BBST 131 or BBST 132 is prerequisite)**

An analysis of Hebrew poetry, with special attention to elements of Hebrew poetry, figures of speech, imageries and idioms, and interpreting OT poetic passages. The goal is to help students develop skills in interpreting OT poetic passages and preaching from them with greater facility and certainty, to guide the Church from misunderstanding and misusing this portion of Scriptures. The specific poetic books to treat are Job, Psalms, Proverbs, Ecclesiastics and Song of Songs.

**BBST 435 Old Testament Theme Study (BBST 131 or BBST 132 is prerequisite)**

An intra-textual exploration of a theme in the Old Testament that illuminates ways the Old Testament develops concepts such as covenant, providence, sin, grace, suffering, worship, the role of women, violence, the place of the poor, or the Day of the Lord.

**BBST 437 Directed Readings in New Testament (faculty approval required): 1-2 hours**

Students who develop an interest or a curiosity about particular ideas that emerge from their New Testament studies may request an approved faculty member to help them develop a reading list for a semester that will help come to better understanding of an idea. Depending upon the idea, the list may develop sufficient assignments to warrant one or two hours of credit. The reading list should include specific passages from the New Testament and appropriate reading in secondary sources, such as journals, commentaries, Bible dictionaries, and, in some cases, sermons. Students/faculty should agree upon a minimum of twenty pages of written work (summary and analysis papers) for each hour of credit. Further descriptions are in a separatedocument.

**BBST 435 New Testament Apocalyptic Literature (BBST 131 or BBST 132 is prerequisite)**

A study of the apocalyptic passages from the Gospels (i. e., Mark 13, Matthew 24, and Luke 21) identified as “the little apocalypse” or “the Olivet Discourse”), and the Revelation. The study will include exploring the different ways the passages have been understood throughout history.

**BBST 441 New Testament Book Study (BBST 103 or BBST 104 is prerequisite)**

An in-depth exploration of a book, or collection of books, in the New Testament that gives students a focused understanding of the historical, literary, and theological features the focus of study. In addition to a focus upon a particular book, topics could include collections in the New Testament such as the Johannine literature (John, Johannine Letters, and the Revelation), the Prison Letters, or the Pastorals.

**BBST 451 New Testament Theme Study (BBST 103 or BBST 104 is prerequisite)**

An intra-textual exploration of a theme in the New Testament that illuminates ways the New Testament develops concepts such as covenant, providence, sin, grace, suffering, worship, the role of women, the place of the poor, atonement, and the church.

### **BBST 452 Independent Study in Biblical Studies (faculty approval required)**

By the junior year some students may have envisioned a project of study they want to pursue. Independent Study in Biblical Studies allows students to seek faculty guidance to pursue a specific topic with the intent of conducting independent research and the writing of a paper of at least 10,000 words. Further descriptions are in a separate document.

**BBST 456 Honors Thesis (BBST455 Honors Research is prerequisite)** Students with a 3.0 grade point average by the end of the Junior year are encouraged to pursue the thesis requirement for graduation. The thesis is a guided study with an approved faculty mentor that will focus on a specific issue of interest in the student's area of specialization that is relevant to the Church, society, or subject area. Original research is encouraged. The details of the thesis are provided in a separate document.

### **Division of Church History**

#### **CHST 131 Church History I**

A study of Christian History that begins with Jews living in the Roman world into which Christianity was born and the foundation of Christianity laid in the birth, life, death, resurrection and message of Jesus confessed to be the Christ. The development of the main stream of Christianity is followed through the fifteenth century. Special attention will be given to the Apostolic Fathers, the rise of the Councils (beginning with Nicaea in 325), and the developments of monasticism and the rise of the Roman Church.

#### **CHST 132 Church History II**

A study of Christian History beginning with the Reformation movements (Luther, Zwingli, Calvin) and the counter-Reformation (Council of Trent and the Anabaptists) and the subsequent developments up until the present time.

#### **CHST 230 Christianity in Africa**

A study of the beginnings and development of Christianity on the African continent with the likes of Origen, Tertullian, and Augustine. Special attention will be given to the Christian churches in Africa during and since the days of colonization.

#### **CHST 231 The Church in Liberia (CHST 131 and CHST 132 are prerequisite)**

A study of the contemporary diversity of Liberian Christianity, including traditional denominations such as Roman Catholic, Anglican, Baptist, Methodist, Lutheran, Presbyterian, etc. Also included are groups such as Latter Day Saints (Mormons), Jehovah's Witness, Salvation Army. Some attention will also be given to the presence of non-denominational groups in Liberia, including recent movements across Africa. A key feature of the course will be visitors from various groups and required visits by students to observe/participate in services.

**CHST 233 Baptist History (CHST 121 and CHST 122 are prerequisite)** An examination of the origins in 1609 of the Baptist movement among English separatists and how it developed into a worldwide denomination. Attention will be given to key figures in history and contemporary settings. Central will be the development of a Baptist identity that is part of nearly all Baptist groups in history: soul freedom, Bible freedom, Church freedom, and religious liberty. A unit of study of the Baptist World Alliance will demonstrate the diversity, unity, and strength of Baptists "in our one world," as Dr. Tolbert was fond of saying.

#### **CHST 330 History of Christian Theology/THST 331 History of Christian Theology**

An examination of church history with a primary emphasis upon pivotal periods during which different methods and traditions emerged and changed the shape of theological confessions. Periods of interest include the Patristic Period that saw the rise of council-based traditions, the Middle Ages from

Augustine to Aquinas gave structure to catholic theology, the Reformation that forced new understandings of the relationship between scripture and traditions, the Enlightenment/Modern Period that elevated reason and experience to the level of scripture and tradition, and the Post-modern (or Late-modern) Period and the emergence of a rich array of contextual theologies.

### **CHST 335 Liberian Baptists**

A study of the origin, development, and growth of major Baptist presence in Liberia such as the Liberia Baptist Missionary and Educational Convention and the Lott Carey Mission.

**CHST 375 Directed Readings (faculty approval required): 1-2 hours** Students who develop an interest or a curiosity about particular ideas that emerge from their church history studies may request an approved faculty member to help them develop a reading list for a semester that will help come to a better understanding of an idea. Depending upon the idea, the list may develop sufficient assignments to warrant one or two hours of credit. The reading list should include specific documents, passages from church history and appropriate reading in secondary sources, such as journals, monographs, and histories and, in some cases, sermons. Students/faculty should agree upon a minimum of twenty pages of written work (summary and analysis papers) for each hour of credit. Further descriptions are in a separate document.

### **CHST 452 Independent Study in Church History (faculty approval required)**

By the junior year some students may have envisioned a project of study they want to pursue. Independent Study in Church History allows students to seek faculty guidance to pursue a specific topic with the intent of conducting independent research and the writing of a paper of at least 10,000 words. Further descriptions are in a separate document.

**CHST 456 Honors Thesis (BBST 455 Honors Research is prerequisite)** Students with a 3.0 grade point average by the end of the Junior year are encouraged to pursue the thesis requirement for graduation. The thesis is a guided study with an approved faculty mentor that will focus on a specific issue of interest in the student's area of specialization that is relevant to the Church, society, or subject area. Original research is encouraged. The details of the thesis are provided in a separate document.

## **Languages**

### **ENGL 131 Freshman English I**

An exploration of formal English grammar, usage, mechanics, and effective expression, with attention to recognizing and employing appropriately the various levels of English usage, logical thinking, speaking, and writing effectively.

### **ENGL 132 Freshman English II**

Introduces students to critical thinking and the fundamentals of writing with attention given to writing activities employing descriptive, narrative, expository, argumentative, imaginative paragraphs, and essays.

### **ENGL 231 Sophomore English II**

This course is designed to enable students to develop college writing with increased emphasis on critical essays, argumentation, and research. This course offers increased writing skills in planning, writing, and rewriting, stressing effective organization, and significant content of a research paper. It gives special attention to the research process, providing opportunities for the student to develop a topic and write a preliminary draft of the research paper.

### **ENGL 232 Sophomore English II**

The course is a continuation of ENGL 231 with particular attention given to the writing of a fully

developed term paper. Additional opportunities are given for students to write book reports, critical review of journals using acceptable conventions.

### **ENGL 350 Intermediate Research and Writing**

This course is designed to enable students develop a topic and write a BA level thesis. The course is especially important for students as they look forward to writing their honor theses in the final year of their studies.

### **FREN 131 Introduction to French I: 4 hours**

This course is introductory French. Emphasis is placed on reading, listening, and speaking skills through presenting situations, relevant to everyday life, and oral exercises.

### **FREN 132 Introduction to French II: 4 hours**

This course is a continuation of French 131. It provides additional materials in terms of grammar and vocabulary.

### **BBGK 331 Elementary Greek I**

A study of New Testament Greek grammar with attention given to vocabulary development, noun morphology, verb morphology, prepositions and articles.

### **BBGK 332 Elementary Greek II**

A continuation of GK 331 with attention given to the mastery of verb morphology, participles, clausal constructions and translation of portions of the New Testament (Gospel of John).

### **BBGK 431 Greek Syntax**

Introduces the student to lexical and exegetical tools for New Testament studies, and focuses upon building skills for reading and interpreting the New Testament documents. Translation is from the Gospel of John.

### **BBGK 432 Book Exegesis**

Is the application of the student's skills to a selected New Testament book. Translation is from both the Gospels and 1 John, and others selected by the instructor.

### **BBHB 331 Biblical Hebrew I**

This course is an introduction to the fundamentals of Biblical Hebrew. Major emphasis is on the assimilation of basic grammatical forms and vocabulary.

### **BBHB 332 Hebrew Grammar II**

The course is a continuation of the first course, with focus on the remainder of the verbal system for the purpose of attaining competency in Biblical Hebrew grammar. Attention will be given to reading some selected portions of the Hebrew Old Testament.

## **Mathematics**

### **MATH 131 Mathematics**

An introduction or review to basic mathematic skills from computation to simple algebra that allows students to develop a foundation to develop proficiency in the mathematical skills required for personal and business purposes, including in the context of the church.

### **MATH 132 Mathematics**

An exploration of the basic mathematic skills required of a leader in church and community. Special attention will be given to the development of spreadsheets, budgets, pro-forma, requisitions, and receipts production.



## **Pastoral Studies**

### **PSST 130 Spiritual Formation**

A course designed to help students develop and deepen spiritual resources for personal growth and ministry. Subjects dealt with include call to ministry, prayer, praise, critical and devotional uses of the Bible, and spiritual formation through the disciplines of the Christian life.

### **PSST 233 Worship and Music**

A study of the theology and practice of Christian worship that examines the development and practice of biblical worship in Israel and right into the New Testament. Attention is given to Christian worship in contemporary Africa, with emphasis on the methods and resources that would enhance biblical worship.

### **PSST 234 Life of the Pastor**

An exploration of the practical dimensions of the demands of being a pastor in the Liberian context. Topics will include: keeping the call alive, continuing education, preserving a personal Sabbath, caring for the pastor's family, scheduling and setting priorities, coordinating with a staff, relationships with lay leaders, sermon preparation and planning, dealing with crises, and relating to colleagues in ministry.

### **PSST 235 Stewardship/RLES 235 Stewardship**

A study of biblical models for stewardship with particular emphasis is given to the concept of holistic stewardship (heart, head, and hand) as presented in the New Testament.

### **PSST 236 – Christian Ethics**

This course studies the foundational issues of ethics by examining the various ethical theories and methods that have provided the framework for understanding and interpreting what is moral and immoral, as well as addressing various applied ethical issues facing the church specifically and society in general, especially in the African context.

### **PSST 237 – Hermeneutics**

This course explains the importance of understanding the African context and world views and how these influence the interpretation of the Bible. Students will be provided with the basic principles of an intercultural model of hermeneutics to arrive at a reliable interpretation of the Scriptures. General principles of hermeneutics will be examined, along with specific guidelines for biblical interpretation with a focus on the historical-literary-theological interpretation and application of the Scriptures. The importance of reliance on the Holy Spirit, paying attention to context, knowing the ancient culture and recognizing the different types of literary genre and the applicable special rules regarding the interpretation of types, symbols, poetry, proverbs, parables, and prophecy are highlighted. The student will develop an appreciation of the theological, literary and historical/cultural contexts of the biblical text to effectively apply the biblical text to the African context.

### **PSST 331 Homiletics I: Principles**

A study of the principles of preaching as they relate to the interpretation of texts and preparation of sermons.

### **PSST 332 Homiletics II: Practice**

A study of the preparation and delivery of sermons in which sermons preached by the students become the basis for analysis of sermon content, structure, and delivery. At least one sermon by each student will be delivered in a chapel service.

**PSST 432 Field Education (requires field placement or staff position in a local church)**

A weekly seminar course designed to enhance the awareness of the student and focus on her/his activity in the areas of the pastoral ministry, worship, intra and interpersonal relationship, and evangelism

**PSST 433 Pastoral Care and Counseling**

An introduction to the basic principles and techniques of counseling, with opportunities provided for practical application and evaluation of counseling skills. It studies the theological basis for pastoral care and an examination of the procedures and problems in the pastoral ministry.

**PSST 456 Honors Thesis (PSST 455 Honors Research is prerequisite)** Students with a 3.0 grade point average by the end of the junior year are encouraged to pursue the thesis requirement for graduation. The thesis is a guided study with an approved faculty mentor that will focus on a specific issue of interest in the student's area of specialization that is relevant to the Church, society, or subject area. Original research is encouraged. The details of the thesis are provided in a separate document.

**PSST 457 - Ministry Practicum**

The Intern Practicum is a practical application of ministry goals and skills through ministry assignments overseen by a field supervisor.

**Religious Education****RLES 132 Introduction to Religious Education**

A study of the theological and professional bases for religious education in the context of church and community with an examination of the various teaching agencies of the church, giving particular attention to Sunday School, Church Training, and Missionary organizations.

**RLES 233 Principles and Dynamics of Teaching (RLES 132 is prerequisite)**

A study of the practical means of improving the educational quality of teaching in the church and community and their teaching organizations. Emphasis is placed on practical considerations involved in teaching in the classroom.

**RLES 234 Stewardship/PSST 234 Stewardship**

A study of biblical models for stewardship with particular emphasis is given to the concept of holistic stewardship (heart, head, and hand) as presented in the New Testament.

**RLES 333 Church Administration (RLES 132 is prerequisite)**

A study of leadership and the theory and practice of administration in the local church including planning, organizing, staffing, supervising and evaluating the programs and ministry of the church.

**RLES 334 Ministry to Adults (RLES 132 is prerequisite)**

A study of the principles and practice of teaching adults, including those who have not had opportunity for formal education, in the church and community. Special emphases include: how adults learn, literacy training, and the role of adult Sunday School in adult education.

**RLES 335 Ministry to Adults Practicum (RLES 132 and RLES 331 are prerequisite)**

Supervised practice of principles learned in RLES 331. Students will be involved in teaching adults on a one-to-one basis, or in small groups.

**RLES 336 Ministry to Children (RLES 132 is prerequisite)**

A study of the spiritual development and needs of children up to twelve years old, as well as methods and materials for teaching this age group. Students are exposed to learning materials and ways of securing and utilizing local materials for working with children. The role of the home in the religious education of children is also stressed.

**RLES 337 Ministry to Youth (RLES 132 is prerequisite)**

A study of adolescence and youth with the emphasis on planning the church's program to meet their spiritual needs. Special attention is given to the role of the Youth Minister.

**RLES 456 Honors Thesis (RLES 455 Honors Research is prerequisite)** Students with a 3.0 grade point average by the end of the Junior year are encouraged to pursue the thesis requirement for graduation. The thesis is a guided study with an approved faculty mentor that will focus on a specific issue of interest in the student's area of specialization that is relevant to the Church, society, or subject area. Original research is encouraged. The details of the thesis are provided in a separate document.

**Education****GEED 131 Study Habits (3Hours)**

This course focuses on how to read with comprehension, develop a quality academic paper, do simple research and other related study skills to enhance one's productivity in the academic community. The aim is to help the student acquire personal study skills, note taking skills, book summary skills, developing good study habits and using different types of someone materials.

**EDUC 330 Foundations of Education**

A survey of the historical development of educational thought and practice. Emphasis is placed on the development and use of philosophical skill as well as synthesis of a personal philosophy of education

**EDUC 331 Educational Methods in Elementary School**

A study of the content, methods, and materials used in teaching on the elementary school level.

**EDUC 332 Educational Methods in Secondary Schools**

A study of the content, methods, and materials used in teaching on the secondary school level

**EDUC 437 Curriculum Development (RLES 132 is prerequisite)**

An examination and analysis of curriculum development as they relate to design, implementation, and evaluation of the primary, elementary, and secondary curricula of Liberia.

**EDUC 430 Seminar in Liberian Education**

A survey of historical and current practice in public and private education. Emphasis is given to organization, administration, personnel, curriculum, and environmental concerns.

**EDUC 433 Guidance**

A study of principles and methods of guidance to help teachers and counselors meet the major developmental needs of their students. Group and individual guidance procedures will be presented.

**EDUC 431 Testing and Evaluation**

A study of the relationship of testing and evaluation to lesson planning and educational objectives. Developing skills in constructing, administering and evaluating tests is the goal of this course.

**EDUC 433 Educational Administration**

An analysis of the nature, scope and development of education administration, the social, economic, historical, and other factors impinging on education administration, and the principles and practice of sound education administration. Students will be acquainted with the educational laws of the country's administrative and instructional supervision, and the broad administrative relationships in the Liberian education system.

**EDUC 434 Instructional Media and Graphic (3Hours)**

This course focuses on the principles of graphic design, as they apply to commercially created advertisement and materials, as well as everyday computer generated publications such as classroom assignments, signs forms, graphs charts and on screen presentations. The aim is to provide the student with broad-based understanding of graphic design, the use of software such as Microsoft power point CorelDraw and presentation.

**EDUC 456 Practice Teaching (placement required): 12 hours**

Practice teaching in an elementary or secondary school under the guidance of a supervising teacher of the elementary school and an LBTS instructor. A full semester of five days per week and must be taken in the senior year.

**Philosophy****PHIL 331 Introduction to Philosophy**

An introduction to the works and ideas of western and non-western philosophers that emphasizes how philosophical questions and their answers have been dealt with by different thinkers in different contexts. Evaluation is based on the development of familiarity with the ideas examined as well as critical thinking and rhetorical skills essential for functioning effectively in philosophical argument.

**PHIL 332 Philosophy of Religion**

The development of a philosophical approach to Christian theism. A dialectical examination of Christian theism in relation to science, Marxism, Leninism, dialectical materialism, Freudian psychology, logical positivism, the problem of evil, freedom and determinism, relativism and absolutism in world religions.

**Sociology****SOSC 232 Introduction to Liberian Society**

An exploration of the social, economic, ethnic, and political institutions of Liberia. Emphasis is placed on Liberian economy, the population, the powers, and chieftaincy system of the political structure and various cultural groups in the Liberian society.

**SOSC 331 Introduction to Sociology**

This introduction to sociological reasoning critically and scientifically examines the social forces and processes that shape our personalities, institutions, culture, and society.

**SOSC 334 Marriage and the Family**

A study of the development of the family as a social institution from a Christian perspective, emphasizing dating, courtship, marriage and divorce. Consideration is given to the role and relationship of family members. Attention also will be given to the Liberian context, including traditional marriage and burial practices.

**Psychology****PSYC 233 The Psychology of Development and Learning**

A study of human growth and development as it relates to understanding behavior and the process of learning and adjustment.

**PSYC 332 Educational Psychology**

A study of theories of learning and instruction as these relate to the planning of effective strategies to promote learner development.

### **PSYC 334 Child Development (3Hours)**

This course focuses on the different developmental stages in children: mentally, socially, spirituality, and physically. The aim is to help the student understand how to effectively minister to the child and to accept the child as he/she goes through each stage of development.

### **PSYC 335 Adolescent Development (3Hours)**

This course introduces the students to the transition from childhood to adolescence and the challenges the adolescent goes through. The aim is to help the student understand the changes the individual adolescent goes through and the characteristics of the adolescent and minister to him/her following biblical principles.

## **Theology**

### **THST 131 Introduction to Theology I**

An introduction to the disciplines of theology, its branches, and relationships between them and other disciplines. Topics include *prolegomena*, theology proper (doctrine of God), revelation, creation, angelology (doctrine of angels), anthropology (doctrine of humanity), and hamartiology (doctrine of sin).

### **THST 132 Introduction to Theology II**

Continues from THST 131 and concentrates on Christology (doctrine of Jesus as Christ), soteriology (doctrine of salvation), pneumatology (doctrine of the Holy Spirit), demonology (doctrine of evil spirits), ecclesiology (doctrine of the Church), and eschatology (doctrine of the last things).

### **THST 230 Christian Ethics/PSST 230 Christian Ethics**

An examination of the basic principles of Christian Ethics with attention given to the nature and basis of human conduct as it relates to moral freedom, obligation, and value judgment with application to current social problems in the African context.

### **THST 233 Baptist Theology (CHST 231 and THST 131 are prerequisites)**

An examination of the history and development of Baptist theology broadly embraced by Baptists with attention to the controversies between so-called “general Baptists” and “particular Baptists.” A central focus will be the use of confessions of faith, beginning in the seventeenth century and continuing in the twenty-first.

### **THST 234 Theological Thinking**

An introduction to the art and discipline of theological thinking that explores the conventional sources of theology (scripture, reason, tradition, and experience) and provides opportunities for students to become self-consciously reflective about the *how* and *why* of constructing a coherent theological confession.

### **THST 331 History of Christian Theology/CHST 331 History of Christian Theology**

An examination of church history with a primary emphasis upon pivotal periods during which different methods and traditions emerged and changed the shape of theological confessions. Periods of interest include the Patristic Period that saw the rise of council-based traditions, the Middle Ages from Augustine to Aquinas gave structure to catholic theology, the Reformation that forced new understandings of the relationship between scripture and traditions, the Enlightenment/Modern Period that elevated reason and experience to the level of scripture and tradition, and the Post-modern (or Late-modern) Period and the emergence of a rich array of contextual theologies.

### **THST 333 Pauline Theology (THST 131 or THST 132 is prerequisite)**

A study of the development of Paul's theology within the social and cultural milieu of the first century. Special attention is given to issues of law and grace, ethics, salvation, women in ministry, tongues,

spiritual gifts, church and social order.

**THST 334 Non-Western Theologies (THST 131 or THST 132 is prerequisite)**

An analysis of theology done by theologians in the 2/3 world, such as Liberation theology, Black theology (USA and South Africa), African theologies, and Asian theologies. Western theologies like Black Theology (USA) and Feminist Theology may be considered here as well. Focus is on the context, methods, hermeneutics, conclusions and application of these theologies to the situation of the student. The students should also see how those theologies affect their ministries.

**THST 335 Old Testament Theology** A study of content and methods useful in constructing a coherent theology of the Old Testament. The course includes the writing of a significant research paper.

**THST 336 New Testament Theology**

A study of content and methods useful in constructing a coherent theology of the New Testament. The course includes the writing of a significant research paper.

**THST 435 Issues in Contemporary Theology (THST 131 and 132 are prerequisites)**

The primary focus is a review of theological thinking (THST 201), followed by an exploration of contemporary theological and ethical issues, trends, and practices that demand coherent Christian responses. The course will address issues of global and local interest.

**THST 437 Theme Study**

Studies of specific doctrines, such as Anthropology, Soteriology, Christology, Ecclesiology, Eschatology. Students may have no more than two theme studies for the major or minor.

**THST 456 Honors Thesis (THST 455 Honors Research is prerequisite)**

Students with a 3.0 grade point average by the end of the Junior year are encouraged to pursue the thesis requirement for graduation. The thesis is a guided study with an approved faculty mentor that will focus on a specific issue of interest in the student's area of specialization that is relevant to the Church, society, or subject area. Original research is encouraged. The details of the thesis are provided in a separate document.

**Missions**

**MISS 233 Evangelism and Discipleship**

This course examines the theological principles and practical ministry strategies involved in evangelism and discipleship. Special emphasis is given to personal witnessing, church revival, and perennial evangelism, caring for new converts, evangelism of children and youth. Attention given to the communication of the gospel to Muslims and followers of African Traditional Religion. This course also focuses on the concept of disciple-making in general, as well as plans and strategies for creating a disciple-building environment that can be used in a campus ministry and a local church.

**MISS 333 History and Theology of Missions**

The study of the biblical character and theological roots of missions. Emphasis will be given to the world-wide expansion of Christianity from the apostolic times to the present. Special attention is given to the planting of Christianity in Africa. Emphasis will also be made on the theological foundations for mission theory and practice from biblical and historical perspectives. Notable theologies of missions, significance of doctrines vital to missions and its post-modern day applications will be discussed.

**MISS 334 Finance and Management**

The Study of financial management of the mission and the budget presentation as a means to ascertain the financial picture or forecast of missions.

**MISS 336 Cultural Anthropology**

An anthropological study of the institution of culture. The purpose is to enable the students to understand their culture and prepare them to relate to persons of another culture.

**MISS 431 World Religions**

An historical, critical and comparative study of the major living religions of the world. More emphasis will be given to the study of Islam.

**MISS 433 Church Planting and Growth**

A study of the principles, strategies and methods of church planting and church growth. Emphasis will be placed on the practical relevance, contemporary trends and evaluation of postmodern perspectives on church planting and growth.

**MISS 434 Vocational and Short Term Missions**

A critical study of the biblical basis to doing vocational and short term missions. The implication of doing ministry as a home and global occurrence are examined. The development, principles and current trends in this type of ministry will be addressed. Thus, attention is given to potential areas of ministry and issues of inter/and cross-cultural communications with a view to raising awareness and appreciation of other peoples' viewpoints. Class members will be challenged to reflect on their personal attitude to others and its implications for their call to missions generally and specifically.

**MISS 435 Current Issues in Cross-Cultural Missions**

A study of selected issues relating to cultural differences and factors affecting crossing boundaries in missions. Emphasis will be made on the dynamic nature of culture and the gospel, the ethical implication of cross-cultural work and the dangers to effective relationships across culture.

**MISS 436 Power Encounter**

This course explores biblical concept of spiritual power as it relates to God, Christ, the Holy Spirit, angels, Satan and demons, clarifying the influence of worldviews which accept or reject the concept of the presence of spiritual power. It deals with spiritual warfare as it affects the personal lives of Christians and as it is encountered cross-culturally in bring people from the control of Satan to Commitment to God.

**MISS 437 Missions Practicum**

This course is a four-week field practical during the June-August vacation period. The course comprises of both study and practice of church planting, missionary ministries, missions' survey and church growth activities. The student studies literature on these matters and then has the opportunity to apply them in both home and foreign missionary contexts. Faculty and field supervisors are required for assessments as well as the official sponsorship of a denomination and churches.

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## SEMINARY HYMN

### Servants of God Who Do His Will

Servants of God who do His will,  
God shall His word through you fulfill; Give of your best to learn and pray, Thus shall you face a  
brighter day.

Salvation's news is meant for all, Jesus saves those who on Him call; All Africa God's word must hear,  
Through you His message will be clear.

Liberia's throngs must all be told, God's love the Spirit will unfold;  
Let us then work while yet 'his day, Moments to serve soon pass away.

Then when our work is all complete, Crowns we'll lay down at Jesus' feet; His all the glory, power,  
and might,  
Our joy to know we fought the good fight.

Words by: Dr. Bradley D. Brown First President, LBTS