All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.

University Mission Statement:
Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

Counseling Mission Statement
To provide leadership in integration of biblically-based values and sound clinical procedures in mental health systems with a focus on programs and services to family, church and community.

**Theme Scripture:
[Optional: Choose appropriate Scripture verse(s) to be the theme of this course.]
SECTION 1 OVERVIEW

**YOUR INSTRUCTOR FOR THIS COURSE:

[Instructor, please give your contact information in the table below. Throughout this syllabus, the double asterisks ** denote the information that you as the instructor need to provide. Please delete all ** before presenting this syllabus to students.]

Instructor:
Telephone: ( ) Local
Phone: ( )
Fax: ( ) [number of fax machine you have access to—or you may indicate Regent’s fax#: 3524236]
Email:
Office Hours:
Office Location:

**PERSONAL GREETING FROM THE INSTRUCTOR

[Short greeting from instructor, including some biographical information. Remember, your primary audience is students, not other faculty.]

**BEST TIMES AND METHODS FOR CONTACTING THE PROFESSOR

**INSTRUCTOR POLICY ON CELL PHONES, LAPTOPS, AND OTHER ELECTRONIC DEVICES

**COURSE DESCRIPTION (FROM THE CATALOG)

[This section should include course prerequisites, as listed in the Catalog description.]

[NOTE to Instructor: Throughout this syllabus, the double asterisks ** denote the information that you as the instructor need to provide in this syllabus. You will also notice we have “variable text” in different sections of this syllabus template. When you see “variable text” it means you may add your own content/text in addition to the text already included in that section. You will also see throughout this template sections labeled “Optional” which you may or may not want included in your syllabus. All other sections are part of the Regent syllabus template.

Double-click on the header on page 2 and enter the course ID for your course. Please delete all ** and green text before presenting this syllabus to students. – Email ctl@regent.edu if any questions.]

**COURSE DESCRIPTION DISCLAIMER (FROM THE CATALOG)

Courses that are offered through the School of Psychology & Counseling, as well as any accompanying materials and instruction, are intended for educational purposes. They are neither designed to give legal advice nor take the place of appropriate legal, professional or medical consultation. As laws vary from state to state and from country/province to country/province, students are advised to discuss any specific question(s) with the proper authority(ies). The purpose of this program and instruction is to equip students with the educational and experiential tools to understand the needs of hurting people and to be able to provide leadership in the discipline of counseling. Completion of this degree program, in part or in whole, will not on its own qualify an individual to function as a certified or licensed professional counselor or therapist. Students are advised to check with the specific regulatory or legal requirements for examinations and residency hours that may presently exist in their state, province or country.

STATEMENT REGARDING THE NATURE OF COUNSELOR EDUCATION AND TRAINING

As students enter their course of study in the School of Psychology & Counseling, many find that the journey is one that can offer exciting and meaningful opportunities for personal and professional growth, for increased insight, and for the ability to make a positive difference in the lives of other people. Nevertheless, students should
also be cognizant that the material covered in any particular course, various experiential exercises, assignments, and/or field-based experiences, may bring them into a heightened awareness of past and/or present emotionally-charged issues. This dynamic may occasionally produce strong, negative, and even potentially overwhelming responses. If an instructor or staff member (in conjunction with an appropriate Program representative) observes evidence of this nature at any time, he/she will bring it to the student’s attention for immediate discussion and consultation. Students are also encouraged to make faculty and staff members aware of strong personal reactions that are related to course materials, assignments and experiences.

Students may be advised in one of several directions:
1. to enter therapy while remaining in the program and report back to their Advisor or Program Chair (As a general rule in the SPC, students may meet with faculty for a maximum of 3 times to assess and triage a situation; after that the student needing additional counseling must find an outside counselor.);
2. to take a leave of absence from the program, with conditions specified by the program; or
3. to withdraw from the program itself.

The desired end result is that all pertinent issues are sufficiently addressed and/or resolved and it is determined that the student is appropriate to continue in a program of study that will result in working with people in a capacity as a mental health care provider. Final determinations will be at the sole discretion of Program personnel and will be made with the utmost care and with the student’s best interests in mind.

Students always have the right to appeal any decision under the Student Handbook procedures.

**CLIENT AND STUDENT CONFIDENTIALITY**

Counselors recognize that trust is a cornerstone of the counseling relationship. The ACA Code of Ethics (section B) and the APA Code of Ethics (section 4) specifies that counselors must respect their client’s right to privacy and avoid illegal or unwarranted disclosures of confidential information. This includes anything that might readily identify a client to others who are not authorized to have this information. Counselors must make every effort to ensure that a client’s privacy and confidentiality are maintained by supervisees, students, clerical assistants, and volunteers. Therefore, privacy and confidentiality are requirements regarding the sharing of either a student’s or a client’s personal information and the sharing of any identifying information should be avoided during class discussions, presentations, and in journals or other course assignments. Any breach of confidentiality will result in disciplinary action. This policy is especially pertinent to clinically oriented classes such as Skills, Practicum, Group, Family, Assessment, and Internship.

**INTEGRATION OBJECTIVES AND HOW THIS COURSE RELATES TO THE MISSION STATEMENT**

[Variable text: Enter a short an outline delineating of the Christian worldview integration objectives and how the course relates to the mission statement.]

**PROGRAM GOALS**

[List program goals here, as determined by the academic department... Put primary verbs in bold. At Regent we have Program Goals for degrees. We have Course Learning Objectives for courses. We also have Learning Objectives for each week, period, module, or unit. Students need to see how the schools’ mission statement, learning objectives, critical competencies, faith and learning objectives in your course fit with one another; how they relate upwards to the degree programs/profession and downwards to the course’s weeks/periods/modules. The last line in this section should address which of the program goals you have listed are met by taking this particular course. Your course will NOT meet every program goal your School has. If it did, then there would be]
no need to offer any other courses for this particular program. Be selective in choosing which program goals are met by taking this course.]

**At the conclusion of the ____________________________ program, students will be able to:

[List program goals here]

[Insert appropriate program goals as found in the following links:

http://www.regent.edu/acad/schcou/academics/dpces/objectives.htm
http://www.regent.edu/acad/schcou/academics/ma/mhc/objectives.htm
http://www.regent.edu/acad/schcou/academics/ma/comm/objectives.htm
http://www.regent.edu/acad/schcou/academics/ma/hsc/objectives.htm

This course contributes to the fulfillment of the following program goals: [List which of the program goals are met by taking this course]

**LEARNING OBJECTIVES/CRITICAL COMPETENCIES

[List learning objectives for the course here. Know as you list them which program goal(s) do your course learning objectives meet. The course learning objectives will NOT meet every one of the program goals you previously listed in this syllabus. If this course accomplished that, then there would be no need for any other courses to be taught in this program. Put primary verbs in **bold**]

Upon completion of this course, students should be able to:

[List course learning objectives here]

**COURSE MATRIX

[Create a course matrix as a visual representation of how each of the assignments students will be asked to complete in this course meet various course objectives. Below you will see an example of the type of matrix you will create. The sample below is for a 16 week course that has seven (7) course learning where students will be participating in graded forum discussions in 12 of the 16 weeks. You would add additional rows or columns as needed. If your course also needs to meet Critical Competencies for accrediting institutions, you would add those columns to the matrix, to the right of the last course objective listed. Besides the graded forum discussions, this sample course matrix also asks students to complete two minor and one major project. The matrix shows how which of the course’s learning objectives these projects meet.]

This section demonstrates how this course fulfills the Learning Objectives (listed above).

**The _____ course ID _____ course assessments are assigned codes as follows (and listed in Matrix in column 1):

- 12 forums (f): f1, f2, f3, f4, f5, f6, f7, f8, f9, f10, f11, f12
- 2 minor projects: m1= __name of minor project #1__, m2= __name of minor project #2__.
- 1 major project: M1= __name of major project ______

These projects are further defined inside this Blackboard course.

The table below maps the course assessments to the course learning objectives listed above with the 2009 CACREP Standard. See row f1 as an example.
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<td>name of project</td>
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</tbody>
</table>
SECTION 2 – COURSE REQUIREMENTS

**REQUIRED COURSE MATERIALS**

Students are responsible for acquiring the following books and materials for this course by the time the course begins:

[List of books and materials]

- [Type textbook’s bibliographic data here. Include ISBN. See example below for format.]

The School has partnered with the Regent Bookstore to have textbooks available for purchase for all students, including distance students. Items may be ordered using the secured online catalog found at [http://www.regentbookstore.net](http://www.regentbookstore.net)

Additional materials (e.g., PowerPoint files, PDFs, quizzes, media, and the like) may be found on Blackboard. Students are responsible for the information and materials distributed through Blackboard and, for on-campus students, in class.

RECOMMENDED READINGS AND REFERENCES

[Optional: List of books and materials you recommend on the topics covered in this course and program. Enter them following citation style your school adheres to. See examples below that uses the APA style format]


GENERAL COURSE REQUIREMENTS

In order to succeed in this course, you will need to fully understand the following:

1. **Attendance and Participation:** Your attendance and participation are important means for the instructor to assess your skills, quality of thought, and growth as a student. The attendance policy and procedures are described below. When applicable, requirements for your participation in Blackboard discussions—important both for your learning and for your instructor’s evaluation of your progress in the course—are described below (see “Blackboard Information and Requirements”).

2. **Assignments:** Pay close and timely attention to reading assignments and other assigned work posted in the syllabus and Blackboard. Throughout the semester, you will need to submit various assignments (i.e., discussions, articles, consulting reports, papers, etc.). In the Start Here section of Blackboard you will find guidelines to help you understand what is expected of you. If you have any questions regarding these requirements, please contact your instructor or your program director. You are also responsible for preparing assigned readings carefully by the date listed on the schedule below and to complete tests, projects, and other assignments by the date listed. Out of fairness to all, late assignments are penalized as described below under “Assignment Deadlines.”

3. **Policies and Procedures:** Carefully follow course policies and procedures regarding writing, academic honesty, submission of assignments, formatting, and other matters, as specified below or through
Blackboard. Since following directions is a crucial skill for university graduates—and since the smooth operation of our course depends on all of us meeting each other’s expectations—adherence to policies can positively or adversely affect a student’s grade.

4. **Writing**: All papers and essays at Regent University must follow the writing style format required by the degree specialty for which they are being written. The general writing guidelines for all assignments are available for your review in the *Start Here* section of Blackboard (Bb). Please review and adhere to the guidelines throughout this semester.

5. **Incomplete Grade Policy**: An incomplete grade ("I") will only be given in a regular course for legitimate deficiencies due to illness, emergencies or other extraordinary reasons acceptable to the professor, including university equipment or shortages, and not because of neglect on the student's part. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following semester. If all work is not submitted by the end of the following semester, a grade of "F" will be posted automatically unless the instructors and the dean officially approve an extension. The student must request an extension by submitting to the Registrar's Office a Request for Extension of Incomplete form.

6. **In Progress Grade Policy**: In progress grades ("IP") shall be given when work is not completed by the end of the semester for the following academic work: independent studies, internships, and special seminars or courses that extend beyond one academic term. An "IP" may be continued on a semester-by-semester basis for a maximum of two semesters. If the requirements for removal of the "IP" grade are not completed by the end of two semesters (including summer), a withdrawal grade ("W") will be assigned. Any student desiring reinstatement to the course after a "W" has been posted must register again and pay the full current tuition for the course.

7. **Grading/Professional Development**: If during the semester, the professors note that a student is not progressing satisfactorily in any of the designated areas, a meeting will be arranged for student and professor to discuss specific needs for improvement. The meeting may be facilitated in the online environment via a telephone call. The Professional Development Form should be used in this meeting. The student's course grade may be adjusted to reflect the absence of professional development during the semester.

8. **Blackboard**: Students are expected to check the Announcements section of Blackboard each week beginning one week before the start of the course. Students must keep their e-mail address current in Blackboard; they are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.

9. **Internet and Software**: You must have continuous access to a working and dependable Internet provider as well as reliable e-mail software that can send and receive attachments. You must also have access to Microsoft Word 2003 or later, PowerPoint 2003 or later for writing assignments.

10. **Students Seeking Accommodation**: Students may request reasonable accommodations for disabilities through the university Office of Student Services. The application process is described at the following website: [http://www.regent.edu/admin/stusrv/student_life/disabilities/requesting.cfm](http://www.regent.edu/admin/stusrv/student_life/disabilities/requesting.cfm)

11. **Academic Continuity**: In the event of an emergency, it may be necessary for Regent University to suspend normal operations. During this time, Regent University may opt to continue delivery of traditional classroom instruction using the Blackboard Course Management System. It is the responsibility of the student to monitor the course Blackboard site in the event of campus closure.

**BLACKBOARD INFORMATION AND REQUIREMENTS**

Blackboard has four primary purposes in our courses: (1) to provide a means for students to receive timely information about the course in general, assignments, grades, and announcements from the instructor; (2) to promote thoughtful interaction between the instructor and students and among students themselves as they work through course materials; (3) to provide a means for students to complete quizzes and other forms of evaluation;
and (4) to enhance the learning process by providing a variety of materials. (5) To provide a platform for synchronous learning (Wimba).

For courses with online discussions, they will be posted in Blackboard. Unless otherwise instructed, the parameters for a student’s postings are [200-250] words (please keep the word count in this range). The purpose of these parameters is to promote writing that is both thorough and concise. The instructor will post questions and activities weekly. Discussion questions will be posted in advance. Since not everyone will see things identically, students are to review one another’s postings in order to further their insight and learning. This is an important benefit of dialogue.

Note that the expectations for quality work in the Blackboard group discussion differ from the minimal requirements for attendance.

Please check the Resources link in Blackboard or the Start Here link in your course for University Library information and Academic Support information, Blackboard Tutorials and Resources, Academic Honor Code, Writing Styles, Discipline Policies, and Disability Services.

If you have technical problems with Blackboard and/or are not able to log in, please contact the Help Desk/IT department. You can e-mail the Help Desk at: helpdesk@regent.edu or call at (757) 226-4076.
SECTION 3 – POLICIES AND PROCEDURES

**COURSE PROCEDURES [variable text: edit as needed to reflect your school/course stated policy]**

**Submission of Assignments [variable text: edit as needed to reflect your stated school/course policy]**
All assignments (unless otherwise instructed) for this course should be submitted via the “Assignment Link.” Papers should be in MS Word format (.doc). When saving your document, the file name should include your name and assignment, in that order—for example, “John Smith, Learning Styles (LSI) and DISC Inventory Essay.” When sending your document, give your name and assignment. This makes it easy for your instructor to track your work. See the “Completing and Submitting an Assignment” section of Blackboard online tutorials for further instructions.

Every assignment must have your name on it, and, if it is more than one page, each page must be numbered. To do that, you will need to know how to use the Header and Footer option under the “View” button in Microsoft Word.

**Assignment Deadlines [variable text: Instructors or developers need to post their policy for receiving late assignments—and then they must follow their policy. Edit as needed to reflect your stated school/course policy.]**

Unless otherwise noted, all assignments should be submitted via the “Assignments” link in Bb by 11:59pm Eastern Standard Time (EST) on the designated due dates.

**APA Format [variable text: edit as needed if your school follows other than APA]**
All written work, including Discussion and Response Posts, must demonstrate doctoral-level writing skills (i.e., proper spelling, grammar, syntax, organization, etc.) and be compliant with latest edition APA style and format. Students are expected to be knowledgeable about APA requirements.

**Formatting email subject lines: [variable text: edit as needed to reflect your stated school/course policy]**

[The text in the sentence that follows is not variable:]

Because instructors often need to reach students, all students are required to keep their mailing address, e-mail address, and telephone numbers up to date in Genisys.

**Formatting file names: [variable text: edit as needed to reflect your stated school/course policy]**
When saving files to your computer, and then uploading them into Blackboard, be sure to name them according to these conventions: the assignment name followed by one’s first and last name (e.g., “Integration of Faith and Counseling Statement - JohnSmith”). This allows your files to be downloaded by the grading instructor and prevents the loss of files that do not reflect the student, course, or project.

USE OF TECHNOLOGY

This online course utilizes the Blackboard software, which is used to:
1. Provide a means for students to receive timely information about the course in general, assignments, grades, and announcements from the Instructor;
2. Promote thoughtful interaction between the Instructor and students and among students themselves as they dialogue in class discussions and work through course materials;
3. Provide a means for students to complete forms of evaluation;
4. Provide a centralized location for delivering and receiving class assignments; and,
5. Enhance the learning process by providing a variety of materials.

To access Blackboard, connect to http://regent.blackboard.com using an appropriate Internet Browser. Students will use the Wimba Classroom within Bb for classroom discussions and presentations, and should run the setup wizard for this application (found under the “Wimba Classroom” link on the Bb home page) before the first class.
The University Help Desk/IT Department should be contacted (http://www.regent.edu/it/helpdesk) for assistance with any technology problems (e.g., logging-in).

Blackboard is the software platform that Regent University uses as an online virtual classroom and is an entirely separate process from the Genisys system, with which students should become familiar. To log into Bb students will need a "User Name" and a "Password." All students have as their user name, the first four letters of their first name and the first three letters of their last name (e.g. Jonathan Student would be "jonastu"). A student’s "default" password is the same as their user name. Once logged into Blackboard, students can change their password if they wish. A student’s User ID and PIN Number for Genisys will be different.

**Email Communication** [variable text: edit as needed to reflect your stated school/course policy]

Students are expected to check their Regent University email address on a regular basis, Monday through Friday, to access course information and updates. To facilitate efficient email communication, the subject line of all email messages to the Instructor related to this course should include the course number and the name of the student (e.g., SUBJECT: _CES 626 - John Smith: question or comment_). Email messages should include students' first and last names in the signature.

**ATTENDANCE AND PARTICIPATION POLICY**

Regent University recognizes the importance of class attendance and participation for students’ learning. While attendance alone does not guarantee learning, engagement with the class through regular attendance and participation is essential to learning, both to the individual student and to the class itself as all benefit by others’ contributions. At Regent University, class attendance, understood as the act of being present, is considered separate from participating in the class, understood as active engagement through discussion and other forms of interaction. Both are valuable to student learning. Like other institutions of higher education, Regent University is required to maintain accurate attendance records by the U.S. Department of Education.

Students’ attendance and participation are the means by which the Instructor will assess skills, quality of thought, and growth. Therefore, students must attend and participate fully in the classroom as specified in the Course Schedule. This online course is supported via a Blackboard (Bb) website, and students must log-in to the classroom regularly, Monday through Friday, to access course materials, announcements, and updates.

Given the nature of this course, your instructor may schedule various Wimba Classroom meetings in Blackboard. Attendance in these sessions is required. They will help you complete Discussion and Projects. If your time zone does not allow you to attend these sessions, they will be archived under the Wimba Classroom tab.

**UNIVERSITY WITHDRAWAL (FROM CATALOG)**

Students who have not attended or logged into a class, will, at the end of the second week of the session/semester—in accordance with University practice—be assumed to have unofficially dropped and will be administratively dropped from that class.

Students who wish to withdraw voluntarily from the university during a term shall meet with the dean of the school or his/her designee and secure school approval on the withdrawal form. Students must satisfy all financial obligations before leaving campus or they will not receive transcripts or be allowed to re-enroll. Grades of W (Withdraw) or WF (Withdraw Failing) shall be placed on the students’ transcripts for the courses in which they were enrolled.

The grade W (Withdraw) will be posted on the transcript for all standard courses taken during the term if the student withdraws before the mid-point of the term; a grade of WF (Withdraw Failing) will be posted thereafter. Withdrawal from courses taught in non-standard formats (i.e., modular cluster courses, etc.) will result in either a W or WF on the transcript, depending on the withdrawal deadline determined by the individual school. Students who have not attended any classes for which they are registered that term, or distance students who have not
participated in instructional events by the end of the add/drop period will, in accordance with university practice, be assumed to have unofficially withdrawn and will be administratively withdrawn.

For students who leave the university during the term or for students who are suspended for disciplinary reasons, a grade of W or WF will be recorded on the transcript for the courses in which the students were enrolled. The regular refund policy applies for a student suspended for disciplinary reasons.

UNIVERSITY ACADEMIC HONOR CODE

Students are on their honor to complete assignments with honesty and integrity. Academic dishonesty involves intentionally or unintentionally stealing the intellectual property of others. Students are expected to be familiar with the university’s policy on academic integrity found in both the University Student Handbook and School of Graduate Studies Catalog (http://www.regent.edu/general/catalog/) and to follow it. As an academic and Christian community, Regent University takes seriously the call for integrity and penalizes breaches of academic integrity. Students’ submitted papers may be checked for potential plagiarism using SafeAssign (Blackboard’s plagiarism detection feature). The Instructor will contact the student if plagiarism is a concern.

Charges of violating academic integrity shall be handled according to established student discipline procedures published in the Regent University Catalog and the Counseling Department Handbook.

This document continues on the next page.
SECTION 4 – SCHEDULE AND EVALUATION

COURSE SCHEDULE [variable text: Use the sample table below to create your course schedule. Adjust the estimated time the assignments will take to complete and the weight they carry for a grade in this course. For every one (1) credit hour, online students should expect to invest at least four to five hours per week for doctoral-level reading, study time, discussions, assignments, etc. Edit the green text below to reflect the number of hours students are expected to spend studying in this course and also whether this is a doctoral or master level course. Edit the last line in the table to reflect the number of weeks in your course and the number of hours students are expected to spend working on it. NOTE that the columns for “estimated hours” and “weight” will need to add up in the last line of the table to number of hours students are expected to spend in this course and the weight of all assignments add up to 100% (of their grade). Name your week’s topic(s) as needed.]

It is recommended that you place this Course Schedule in a convenient place and refer to it each week of the course. You need to follow it closely, as late assignments are subject to a grade reduction. The complete Regent Academic Calendar of dates for this semester may be found at:
http://www.regent.edu/admin/registrar/academiccalendar.cfm

IX. TENTATIVE COURSE SCHEDULE

NOTE: Due dates and meeting times are posted in Eastern Standard Time.

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<th>Week</th>
<th>Topic/Assignments</th>
<th>Readings</th>
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</tr>
</tbody>
</table>

METHOD OF EVALUATION [variable text: edit as needed to reflect your stated school/course policy]

The instructor determines all grades according to evaluation criteria associated with each assignment in Blackboard. Instructors will provide students with completed assessments of their work within 14 calendar days of
receipt. Each written submission will be returned to the student with instructor feedback included in the document to offer clear improvement advice.

GRADING

To remain in good academic standing in the [name of program] a student must maintain a 3.00 grade point average. The following grading system is the authorized grading scale for graduate studies:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Quality Points</th>
<th>Meaning of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
<td>Sufficient/Passing</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
<td>Failing</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
<td>Failing</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.00</td>
<td>Failing</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.67</td>
<td>Failing</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.33</td>
<td>Failing</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.00</td>
<td>Failing</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>0.67</td>
<td>Failing</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0.00</td>
<td>Failing</td>
</tr>
</tbody>
</table>

A GPA of “B” or better must be attained in a course in order to use it for degree clearance purposes. A grade of “B-” is not considered passing for degree clearance purposes and will have to be repeated.

I = Incomplete  IP = In Progress  WF = Withdraw Failing
P = Pass (for Pass/Fail Course)  NP = No Pass (for Pass/Fail Course)
A = Audit (no credit)  FX = Failure to finish an Incomplete

For more information about the calculation of the GPA, Incomplete and In Process grades, see the Student Handbook and the University Graduate Catalogue.

STUDENT COURSE EVALUATION

Students have the opportunity to provide feedback throughout the course through e-mail, telephone, and on-campus appointments. Near the end of the course, students will complete an anonymous online course evaluation form. Since the results contribute to improving course design and presentation, it is important that students be honest and constructive in their evaluations. Students will receive an e-mail reminder from the University when it is time to complete these evaluations. Please take time to provide this input. Students can access the online evaluation system at: http://eval.regent.edu/regent/survey/students.cfm. If you have questions about the online evaluation please contact evaluation@regent.edu.

This syllabus is subject to change without notice up until the first day of the semester.

Last updated: ______ [enter date here]_____.

Regent University
[Enter the name of your School]
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