

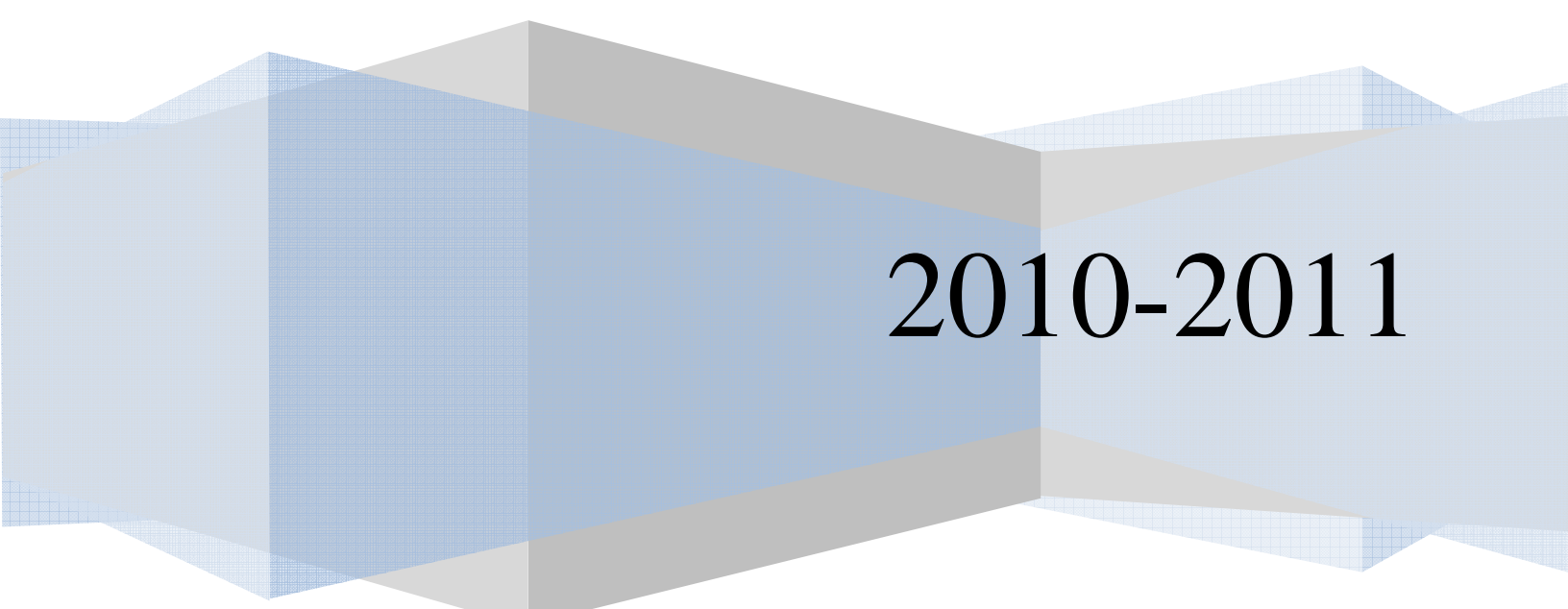
Regent University

Doctoral Handbook

Doctor of Education

Doctor of Philosophy

School of Education



2010-2011

TABLE OF CONTENTS

Introduction	3
• Mission And Vision	
Statement Of Values	4
Distinctives	5
Statement Of Commitment	6
Conceptual Framework	7
Accreditation	10
Program Overview	11
Program Policies	18
• Academic Integrity	
• Academic Honesty	
• Change Of Cognate Area	
• Change Of Dissertation Committee	
Courses	20
• Blackboard	
• Auditing	
• Repeating	
• Grading System	
• Guidelines for Assigning Withdrawal From a Course, Incomplete, and In Progress	
• Procedures for Grade Appeal or Student Grievances During the Course	
• Incomplete grades	
• Leave of Absence	
• Residency Requirement	
• Transfer of Credits	
• Transfer to the Ph.D. Program	
Comprehensive Examination	26
Dissertation	35
• Process	
• Applied Dissertation Project (ADP) Option	
Dissertation Style	43
• Process	
• Style	
• Standard Format	
• Preliminaries	
• Front Matter	
• Text	
• Reference Material	
Human Subjects Review	49
School of Education Faculty	61

INTRODUCTION TO THE SCHOOL OF EDUCATION

The Regent University School of Education is committed to excellence in teaching, interactive online learning, faculty research and faith-based service to develop Christian leaders both for the classroom and for administrative leadership. Regent graduates are prepared to make a difference by bringing academic excellence, character development, and high standards of learning into educational systems and organizations.

MISSION

The mission of the School of Education is to equip educators, through biblically-informed teaching and scholarship, to be strong in Christian mind, heart, character and professional skills for transformational leadership and global service.

VISION

The Regent University School of Education, affirming the University's mission and acknowledging its call to be a distinctive graduate school, commits to world-wide influence through biblically-compatible scholarship. We aspire to bridge theory and practice and to build effective global partnerships and interdisciplinary alliances. We are committed to developing and maintaining an outstanding, diverse faculty that fosters outreach, growth initiatives, and a Christian Worldview to prepare leaders who will change the world.

(Revised 10/8/09)

STATEMENT OF VALUES

We declare our thankfulness to Almighty God for the blessings He has bestowed on us, especially the gifts of vision, wisdom, and provision.

We declare that we value above all else our Christ-centered commitment to love and honor God and each other.

We declare our commitment to exemplary, Christ-centered education that compels us to strive for the highest academic and professional goals in developing leaders to transform the education systems of our world.

We declare our continuous commitment to apply relevant, biblically informed principles to all areas of the field of education. We will continue to prepare award-winning educators who will, in turn, influence thousands of children and their parents.

We declare our commitment to maintaining a diverse student body consistent with the mission of the University. We declare the value of drawing out the gifts and calling of each individual.

We declare that we will not let low expectations and fear be a bushel that covers the light of Holy Spirit-inspired wisdom and truth in the form of exemplary scholarship. We are doing this by developing distinguished faculty from within and drawing distinguished faculty to Regent who are currently outside our community.

In like manner, we declare a renewed commitment to the lifelong pursuit of scholarly excellence, creativity, intellectual curiosity, and academic freedom.

We declare our belief that in order to provide exemplary, Christ-centered education, we must continually strive to reflect Christ's attitudes and behaviors within the Regent community, throughout our profession, and eventually around the world.

We declare our commitment to serving our students at times and places convenient to them through both resident and distance programs.

We end our declaration by praying Paul's prayer to the Corinthians: "May the grace of the Lord Jesus Christ, and the love of God, and the fellowship of the Holy Spirit be with us all. Amen."

DISTINCTIVES

A Biblical Foundation: Since our programs are based on time-honored biblical standards, we have a firm foundation on which to establish sound educational practices, free from the fads and whims that have characterized American education.

Interdisciplinary Collaborative Efforts: The School of Education faculty is committed to networking and partnering with other Regent schools, public and private school systems, universities, ministries and private industries to provide quality programs.

Effective Discipline and Character Development Programs: Biblically based systems are currently being piloted in public and Christian school settings.

Advanced Technology: State-of-the-art technology is optimally matched to instructional and administrative needs.

Program Flexibility: Faculty model flexibility in adapting PreK-12 curriculum and instructional techniques to the true needs of students. Course scheduling and format are designed to meet the needs of working professional educators.

Emphasis on Application: Field-based opportunities undergird instructional delivery, facilitating student mastery of critical competencies.

Focus on Creative Leadership and Educational Options: Creative leadership is developed via the exploration of options regarding privatization of educational services, especially in urban educational settings.

A Diverse, Yet Unified Faculty: Faculty members possess varying gifts, professional orientations and experiences, yet are united by faith in Jesus Christ.

STATEMENT OF COMMITMENT

OUR PURPOSE:

Acknowledging the centrality of Christ in all things, the Regent University School of Education commits itself to providing learning opportunities which promote the skills, dispositions and understandings which will enable its graduates to seek knowledge and wisdom in order to serve and edify others. To this end, members of the Regent School of Education community will be encouraged to support a school culture that values the following principles:

- ✦ *SEEKING KNOWLEDGE:* such as to...
 - ✦ formulate questions and answers that demonstrate critical thinking and reflection,
 - ✦ identify research-based solutions for current issues in the field,
 - ✦ design and develop frameworks and applications that are relationship sensitive, and solution oriented, and
 - ✦ demonstrate the scholarly characteristics of a life-long learner.

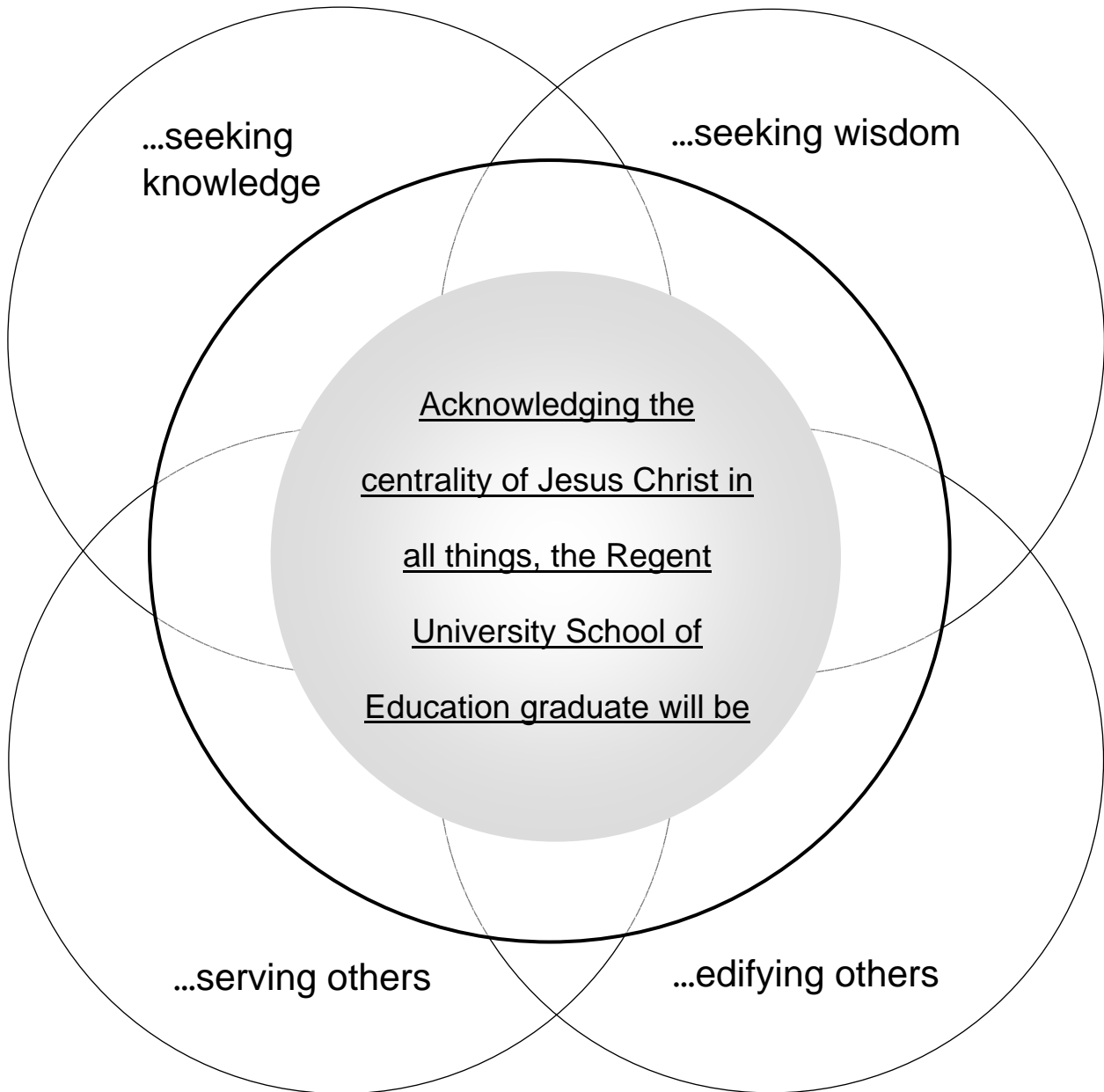
- ✦ *SEEKING WISDOM:* such as to...
 - ✦ demonstrate an understanding of a biblical world view and its application to learning and life, and
 - ✦ apply knowledge in a manner which demonstrates a God-given wisdom to create a world in which social justice and human dignity are valued.

- ✦ *SERVING OTHERS:* such as to...
 - ✦ speak the truth in love,
 - ✦ treat others with dignity and respect,
 - ✦ support and encouraging others, and
 - ✦ display beatitudinal qualities.

- ✦ *EDIFYING OTHERS:* such as to...
 - ✦ inspire others to seek knowledge and wisdom and support them in that pursuit,
 - ✦ enable and encourage others to grow in character, and to seek God's call and purpose for their lives,
 - ✦ demonstrate awareness of and sensitivity to the individual needs of their students, colleagues, and community, and will strive to meet those needs in love and service, and
 - ✦ exemplify a life of faithful service which will encourage others to do likewise.

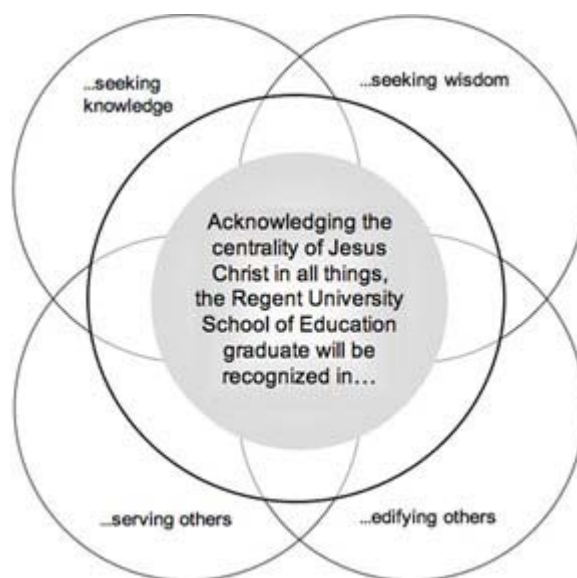
CONCEPTUAL FRAMEWORK

REGENT UNIVERSITY SCHOOL OF EDUCATION



CONCEPTUAL FRAMEWORK

In 2001-02, School of Education (SOE) faculty collaborated to produce a conceptual framework that would capture the essence of SOE's guiding philosophy and the orientation of all SOE programs. Four pillars were developed to achieve the mission of the university and the school. These pillars support the overall emphasis that SOE is committed to providing learning opportunities which promote the skills, dispositions, and understandings that encourage its graduates to:



1. Seek knowledge by formulating questions and answers to current educational issues and by formulating research-based solutions. This pillar is consistent with the research of Levine (2006), Ravitch (2000) and Shulman (1997), which points to the importance of teachers acquiring content knowledge, critical thinking and problem-solving skills.

2. Seek wisdom by applying the knowledge in a manner that demonstrates a God-given wisdom to create an environment in which justice, human dignity and academic achievement are valued. This pillar is consistent with the research of Sternberg (1998, 2002), which defines a wise person as one who uses their intelligence and gifts for the common good.

3. Serve others by treating others with dignity, love and respect as well as supporting and encouraging others. This pillar is consistent with the work of Greenleaf and Spears (2002) and Palmer (1998), which emphasizes service and relationship building in teaching and leadership.

4. Edify others by demonstrating awareness of and sensitivity to the individual needs of their students, colleagues and community by growing in competence and character. This pillar is consistent with the research of Lickona (1991) and Selig and Arroyo (1996), which emphasizes the relationship between building workmanship and relationship character traits and academic achievement.

The essence of our Christian mission is expressed in the center of our conceptual framework. This mission is also supported by a strong commitment to preparing competent, caring and qualified educators. SOE emphasizes subject matter and pedagogical knowledge as demonstrated by caring actions and teaching skill.

ACCREDITATION

Regent University (its undergraduate school and graduate schools) is accredited, certified, and/or a member of the following bodies:

- Association of Christian Schools International (ACSI)
www.acsi.org
- Southern Association of Colleges and Schools (SACS)
<http://www.sacscoc.org/>
- Council for Higher Education Accreditation (CHEA)
www.chea.org
- The State Council of Higher Education for Virginia (SCHEV)
www.schev.edu
- Teacher Education Accreditation Council (TEAC)
<http://www.teac.org/members/members.asp>

The Regent University School of Education's educational leadership and teacher preparation programs, which are designed to prepare competent, caring, and qualified professional educators is accredited by the Teacher Education Accreditation Council for a period of five years, from January 9, 2009 to January 9, 2014. This accreditation certifies that the educational leadership and teacher preparation programs have provided evidence that they adhere to TEAC's quality principles.

PROGRAM OVERVIEW

The Doctor of Education and Doctor of Philosophy are delivered in a hybrid format of online and in-person along with one-week summer residencies, designed to facilitate the learning styles of adults, and provide a collaborative community for higher-level thinking and problem solving. The problem-based curriculum, applied dissertation projects, and individually designed cognates allow for a tailor-made program. Undergirding the entire program is critical thinking, scholarly research, writing, and learning from a Christian worldview. The capstone project, as with any doctoral program, is the submission and defense of a doctoral dissertation.

Doctor of Education (Ed.D.)

The Ed.D. is designed to facilitate the learning styles of adults and provide a collaborative community for higher-level thinking and problem solving. The problem-oriented curriculum and cognate specialties allow for individualization of programs. Undergirding the entire program is critical thinking, scholarly research that informs practice, writing and learning from a Christian worldview. The capstone project, as with any doctoral program, is the submission and defense of a doctoral dissertation. Doctoral students have seven years to complete the program. All students are required to complete a culminating experience.

Each student will designate a cognate from one of seven concentration areas: Adult Education, Character Education, Christian Education Leadership, Distance Education, Higher Education, K-12 School Leadership, and Special Education/Educational Psychology. The Higher Education Leadership program follows Ed.D. policies and the seven year timeline. Some cognates, if completed with the addition of an internship, may fulfill licensure requirements in the State of Virginia.

The doctoral program may be completed in a minimum of three years; however, this minimum is for those who meet all required deadlines in regard to coursework, candidacy requirements and dissertation defense. The average time for completion is three to four years. A Certificate of Advanced Graduate Study (CAGS) is earned when 30 credits of doctorate-level coursework is completed. The maximum time that is allowed to complete the program is seven years. In addition, doctoral students must maintain continuous enrollment in the program during all academic years (i.e., three semesters each calendar year).

Admission to the doctoral program does not guarantee the earning of an Ed.D. Graduation is contingent upon the following: successful completion of coursework (with at least a 3.0 GPA), residency requirements and comprehensive examinations; the recommendation of the student's doctoral committee; approval by the doctoral faculty committee; and compliance with all applicable requirements of Regent University.

A minimum of 60 credit hours is required beyond the master's degree to complete the Ed.D. It is, however, the demonstration of independent scholarly ability at the doctoral level, rather than the mere accumulation of credits, that is required to successfully complete the program. Doctoral courses may only be taken by students who have applied and have been accepted into the doctoral program.

The Ed.D. is committed to the historical foundations of the applied doctoral degree in which a community of scholars and experts is created among faculty-mentors, successful professionals in the field and learners. Regent University mirrors historical tradition by using intensive residencies. Residencies occur in the summer, and they allow learners to interface with faculty and other students to provide specialized professional experiences outside the usual

course of study and provide interaction with various constituencies. In view of this goal, waiving residency requirements will not be considered. Three residencies are required, with 2 credit hours being awarded for each residency. Residency takes place on the Virginia Beach Campus for one week (M-F) usually in July.

Doctor of Education (ED.D.) In Higher Education Leadership

The Ed.D. in Higher Education Leadership is designed to prepare mid to senior level administrators at Christian higher educational institutions for positions of significant administrative leadership, thus, preparing the next generation of Christian leaders on campuses across the nation and internationally. The program focuses on infusing key leadership concepts and knowledge with faith and learning integration, technology, applied Christian ethics, and the development of a Christian worldview and administrative philosophy.

Through online coursework and on-campus residencies, the Higher Education Management Program facilitates the learning styles of adults and provides a collaborative community for higher-level thinking and problem solving. Undergirding the program is critical thinking, scholarly research, writing, and learning from a Christian worldview. The capstone project, as with any doctoral program, is the submission and defense of a doctoral dissertation project.

Higher Education Management (Admittance to this degree program is predicated on a significant amount of time served in a mid to upper level management position in higher education or an analogous profession).

Doctor of Philosophy (Ph.D.)

The degree of Doctor of Philosophy at Regent is awarded in recognition of high attainment in a special field of knowledge. Ph.D. students must pass the qualifying examination for the Ph.D. degree and present an acceptable dissertation within their field of study which presents the results of independent, original research. The degree program's emphasis is on preparation for competent professional and scholarly performance.

The basic premise of the Ph.D. degree in the School of Education is that it is primarily reserved for those professionals who will utilize research skills in their vocations of choice in institutions of higher education. Through coursework and residential study with faculty researchers much emphasis will be placed on (a) acquiring rigorous analytical research skills and tools (quantitative and qualitative) for vocations in higher education; (b) supporting research that will result in publication in refereed conference, journals and books; (c) significant interaction and mentorship by doctoral faculty; (d) vocations in higher education; and (e) developing a mature understanding of an integrative personal and professional life centered on the historic Christian faith.

Similar to the Ed.D., students have seven years to complete the program. A Ph.D. student will (a) complete 18 hours associated with the Ed.D. core curriculum (excludes mandatory summer residency), (b) complete 18 hours associated with the Ed.D. cognate, (c) complete an additional 12 hours of research and statistics related credit, (d) complete 6 hours of residency requirements according to cognate specific expectations tailored to individual needs in a fashion that promotes significant interaction and mentorship with the faculty, and (e) complete 18 hours of dissertation research credit—the total program is 72 hours. The comprehensive examination will be administered upon completion of the additional 12 hours of research and statistics related credit. A candidate for the Ph.D. degree must present an acceptable research-based dissertation.

The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known in the candidate's field of interest, or present a significant interpretation of the subject based upon original investigation and research.

In general, students should apply to the Ph.D. program before beginning doctoral work; that is, the expected path is immediate entrance into the Ph.D. program rather than transferring from the Ed.D. program. However, Ed.D. students may apply for transfer into the Ph.D. program but a separate admissions decision will occur and no guarantee of admission should be presumed.

Program Goals and Learning Outcomes

The Doctor of Education (Ed.D.) Program Goal is: *To prepare globally competent leaders equipped to serve educational organizations with the capabilities to plan and administer programs as well as apply theories and use inquiry skills for policy development, problem solving, and practice within the context of a Christian worldview.*

Student learning outcomes for the Ed.D. program are:

1. Identify, respond to, and lead in important local, national, and global educational issues in a Christ-like manner from informed biblical perspectives.
2. Demonstrate knowledge and understanding of how key theories inform planning, administration, policy, and professional practice.
3. Evaluate educational research from theoretical and methodological perspectives in order to determine its contribution to policy and professional practice.
4. Solve problems associated with planning, administration, policy, and professional practice by
 - a. analyzing data;
 - b. synthesizing information; and
 - c. applying critical thinking.
5. Provide intellectual leadership in producing and communicating action research to significantly impact respective professional spheres of education.

6. Demonstrate integrity, fairness, and ethical behavior in a Christ-like manner in planning, administration, policy development, problem solving, and professional practice.

(Note: Ed.D. Program Goal and Learning Outcomes Revised Spring 2009)

The Doctor of Philosophy (Ph.D.) Program Goal is: *To equip Christian scholars for global leadership in theoretical and philosophical endeavors relating to the integration of biblical and academic content in their education-related professions.*

Student learning outcomes for the Doctor of Philosophy (Ph.D.) program are:

1. Identify, respond to, and lead in important local, national, and global educational issues in a Christ-like manner from informed biblical perspectives.
2. Demonstrate knowledge and understanding of how key theories and philosophies inform research, theory generation, and professional practice.
3. Evaluate educational research from philosophical, theoretical, and methodological perspectives in order to determine its contribution to scholarly research and professional practice.
4. Solve problems associated with research and professional practice by
 - a. analyzing data;
 - b. synthesizing information; and
 - c. applying critical thinking.
5. Provide intellectual leadership in producing and communicating scholarly research to significantly impact the field of education.
6. Demonstrate integrity, fairness, and ethical behavior in a Christ-like manner in research, teaching, and collegial service.

(Note:Ph.D. Program Goal and Learning Outcomes Revised Spring 2009)

The students, in conjunction with their faculty advisor, are expected to develop a written Approved Degree Plans (ADP), which includes the required core and cognate course requirements and dissertation credits. The first year of the doctoral program will consist of core courses required for all students, regardless of cognate. The second year consists of specialty courses designed to cover content specific to each cognate area. The School of Education offers the Doctor of Education (Ed.D.) in the following areas:

Ed.D.	Adult Education
Ed.D.	Character Education
Ed.D.	Christian Education Leadership

Ed.D.	Distance Education
Ed.D.	Higher Education
Ed.D.	Higher Education Leadership
Ed.D.	K-12 School Leadership
Ed.D.	Special Education/Educational Psychology

The Doctor of Philosophy (Ph.D) is offered in the following areas at this time:

Ph.D.	Higher Education
Ph.D.	Special Education/Educational Psychology

Specific information regarding course sequence and areas of study may be found on the Regent University, School of Education Academic Program link at:

<http://www.regent.edu/acad/schedu/graduate-programs/home.cfm#post-masters>

PROGRAM POLICIES

Academic Integrity

The School of Education adheres to the University's [Academic Honor Code & Disciplinary Policy](#). This policy is found in the *Student Handbook* located on the Student Resources link at http://www.regent.edu/academics/academic_affairs/student_res.cfm.

Students are responsible for knowing what constitutes plagiarism, how to avoid it, and what constitutes dishonesty. Students are also responsible for understanding that if they allow a fellow student to cheat or plagiarize, or if they complete an assignment for a fellow student, they are accomplices to academic dishonesty and are subject to the same penalty.

Academic Honesty

Plagiarism is increasingly a problem in academia. It is a dishonest practice and violates principles of professional ethics at best, and at times, spiritual morality. The central message of this policy is that, plagiarism, through ignorance, neglect, or blatant dishonesty will not be tolerated in the Regent University School of Education. Plagiarism not only violates basic ethical and moral principles but also is contrary to two important components of the School of Education conceptual framework: seeking knowledge and seeking wisdom. Plagiarism robs the student of the opportunity to make connections and express his/her own ideas. The knowledge and wisdom that comes from wrestling with ways to analyze and synthesize information in an expressive manner is unavailable to a student who plagiarizes. Plagiarism also robs the true creator of the work of his/her proper credit. The Word of God is a lamp unto our feet and a light unto our path and we are to confirm it by keeping His righteous ordinances (Psalms 119:105-106). It is assumed that academic honesty will prevail. Problems in this area will be handled with an equal concern for love and justice.

Online courses may utilize the Safeassign (Blackboard's plagiarism detection feature) for all submitted work. The Safeassignments feature will determine the percentage of the submitted paper that matches other sources and a report generated. Scores below 15% include quotes and few common phrases or blocks of text that match other documents, these papers indicate no evidence of the possibility of plagiarism. Scores between 15% and 40 % include extensive quoted or paraphrased material or may include plagiarism and will require further review. Scores over 40% indicate a high probability the text in the paper was copied from other sources and should be reviewed for plagiarism. The professor or instructor will contact the student if plagiarism is a concern. Students should be aware that submitted papers may be checked using Safeassign.

Change of Cognate Area

A student may change cognate area by (a) informing the current cognate advisor as to the desired change, (b) obtaining approval from the new cognate faculty advisor as reflected by signature on the [Change of Program form](#), and (c) submitting the signed form to the director of the Ed.D. program to be forwarded to the Dean's office.

Change of Dissertation Committee

The student may request a change in an established dissertation committee by (a) informing the committee chair of the desired change, (b) verbally consulting and obtaining approval from the proposed new committee member as reflected by signature on the [Request for Change of Dissertation Committee](#) form, and (c) submitting this form to the director of the Ed.D. program, which will be forwarded to the Dean's office. Final approval of all committee changes rests with the Dean and will only be granted in unusual circumstances.

COURSES

Blackboard

All Blackboard sites will open for students three days prior to the start of the scheduled course.

Auditing

A student may request to audit a course by (a) securing permission from the current advisor, (b) obtaining approval of the faculty member teaching the course, and (c) submitting the signed [Academic Petition](#) to the director of the Ed.D. program to be forwarded to the Dean's office.

Repeating

A student may request to repeat a course by (a) securing permission from the current advisor, (b) obtaining approval of the faculty member teaching the course, and (c) submitting the signed [Academic Petition](#) to the director of the Ed.D. program to be forwarded to the Dean's office.

Grading System

The final grade recorded for the student may reflect assessments of professional development as well as academic performance. Evaluation of professional development will reflect the results of instructor interactions with the student on matters addressed by the college Professional Development Form. Relative weighting of these two assessment types will be communicated to the students by the instructor. To remain in good academic standing, a student must maintain a 3.00 GPA. The following grading system is used:

Grade	Percentage Score Range	Quality Point Range	Quality Points	Rationale & Meaning of Grade
A	97-100%	3.72-4.00	4.00	Superior work in all areas as indicated in the professor's written expectations. Exemplary performance, participation, creativity and writing.
A-	93-96%	3.43-3.71	3.66	Excellent work overall, but may be lacking in relation to some aspect of the professor's expectations. Excellent content in writing assignments.
B+	89-92%	3.14-3.42	3.33	Good work in most areas, minor deficiency in relation to the professor's expectations regarding content, standard writing style or procedures. Good content, but lacking in some areas (see professor's comments on course work).
B	85-88%	2.86-3.13	3.00	Good work in most areas, minor deficiency in relation to the professor's expectations regarding content, standard writing style or procedures. Attention to detail may have significantly improved the project.
B-	81-84%	2.57-2.85	2.66	Fair work in most areas: serious disregard for professor's expectations or standard writing and style procedures. Attention to written instructions may have significantly improved the project.
C+	77-80%	2.29-2.56	2.33	Passing work, but in serious need of improvement in many areas, especially in regard to form, content and professor's expectations.
C	73-76%	2.00-2.28	2.00	Passing work, but in serious need of improvement in many areas, especially in regard to form, content and professor's expectations; below professional quality standards.
F	<73%	<2.00	0	Failing; little conformity to professor's expectations; not quality work; requires repeat of the course and meeting with the professor and advisor.

Additional symbols that may be used on a grade report are defined below:

W	Withdrew	
P	Pass	(Used for pass/fail courses only)
NP	No Pass	(Used for pass/fail courses only)
I	Incomplete	
IP	In Progress	
AU	Audit (No Credit)	(Used for audit courses only)
WF	Withdrew Failing	
FX	Failure to make up an Incomplete	

All grades are to be determined by the instructor. The basis for evaluation and grade calculation shall be published in the course syllabus, which is available at the first formal class meeting.

Guidelines for Assigning Withdrawal From a Course, Incomplete, and In Progress

1. If the faculty member uses alternative assessment measures (i.e., essays, journals, portfolios, demonstration, role plays), rubrics may be employed to assess the assignment. Rubrics are rules or guidelines for evaluating a work. A rubric often has a numeric rating associated with each rule or guideline (i.e., 1--not satisfactory to 5--exemplary).
2. The rubrics will be communicated to the students prior to the exam or assignment. The assignment of the rating for each student is also the responsibility of the faculty member.
3. Professional development criteria are relevant to assignment of course grade. Not fulfilling these expectations may affect the grade. The competencies and description of how they will be assessed in the course will be part of the syllabus for each class.
4. If a student is not satisfied that his/her grade appropriately reflects the degree of mastery of the competencies, he/she should meet with the responsible faculty member to discuss the situation. The faculty member has the following options:
 - A. Leave the grade the same.
 - B. Change the grade if there is just cause.
5. If the student is still not satisfied with the resolution, the student may appeal in writing to the Dean. If the situation is not resolved, the VPAA will hear the case and settle the matter, or refer it to the academic council for further review.

Procedures for Grade Appeal or Student Grievances During the Course

If a student has a question or concern about an issue related to the course (i.e., grade on an assignment or test, lack of clarity in instruction, difficulty getting in touch with the professor), the student should in the following order: (1) make multiple attempts to discuss the issue with the

instructor personally, (2) appeal to the respective program advisor for assistance, (3) contact the Department Chairperson for assistance in resolving the issue.

Incomplete grades

Incomplete Grades Students desiring an incomplete must submit their request to the course instructor (or Academic dean) **prior to the end of the term** (ordinarily two weeks before the last day of class). An incomplete grade will be given in a regular course only for legitimate deficiencies due to illness, emergencies, or extraordinary reasons acceptable to the professor and/or Academic dean including equipment breakdown or shortages, and not because of neglect on the student's part. To qualify for an Incomplete, at the time of the request for the incomplete, the student must have completed over 75% of the course material and have a documented reason for requesting the incomplete. The professor, in consultation with the dean's office, shall determine if 75% of the course requirements have been completed. Students on academic probation are not eligible for an incomplete in any course. Incomplete grades require the final approval of the school dean or his or her authorized representative.

1. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following academic term, or such shorter time as is approved by the dean. The instructor will submit the new grade to the Registrar's Office no later than two weeks after the beginning of the subsequent term. If all work is not submitted by the end of the term following the granting of the incomplete, a grade of FX (NP for pass/fail courses) will be posted automatically unless a Request for Extension of Incomplete has been approved and submitted to the Registrar's Office. The FX shall be counted as an F in the computation of the GPA. Any student desiring reinstatement to the

course after an FX or NP has been posted must register for the course in a subsequent term and pay the full current tuition for the course.

2. The issuance of an “I” grade may have a direct impact on a student’s receipt of a grade for tuition reimbursement purposes and may directly affect the student’s eligibility for and receipt of financial aid. It is imperative that students contact the Central Financial Aid Office at Regent University immediately upon receiving an “I.”
3. A request by the student for an incomplete is not a substitute for a request for accommodation on account of disability. If a student believes that they have a disability, they should contact the Office of Student Services in order to request a reasonable accommodation. See www.regent.edu/disabilities for the complete policy. A request for accommodations does not exempt the student from following the above procedures for requesting an incomplete if the student cannot complete all coursework by the scheduled end date of the term.
4. Courses dropped after the add/drop period up to the mid-point of the term will appear on the student’s transcript with a “W.” Courses dropped after the mid-point of the term will result in a grade of “WF.”

NOTE: In instances where courses are significantly concentrated (e.g., summer course with fewer class meeting dates) or are in a modular or other non-standard format, students must receive the approval of the dean before adding or dropping such a course after it has already begun, and these courses may not be subject to the above refund provisions. Dropping such a course after the stated school deadline will result in a grade of “WF” on the transcript.

**Students should check the university calendar to determine the deadlines for a withdrawal deadlines.

5. Students on academic probation are not eligible for an incomplete.

Leave of Absence

Students are expected to stay continuously enrolled in the program. In the event a student has a personal or professional need that requires a leave of absence from the program, permission must be obtained from the department chair. A [Leave of Absence form](#) must be submitted indicating the nature and duration of the leave. If the leave of absence is not approved or the absence will be longer than one year, the student will be required to reapply for admission. Please note that a violation of this policy includes missing comprehensive exams. Students need to keep in mind the following: **The time for completion of the program begins when the student matriculates and any time off counts toward the seven year limit.**

Residency Requirement

Students are required to attend all residency sessions defined for their respective cohort.

Transfer of Credits

Before or during the first term of enrollment, students may [request a transfer](#) of up to nine credit hours of post-master's work from other institutions if the work is not over five years old and, in the opinion of the faculty, it fulfills a core or cognate requirement.

Transfer to the Ph.D. Program

Students should apply to the Ph.D. program before beginning doctoral work; that is, the expected path is immediate entrance into the Ph.D. program rather than transferring from the Ed.D. program. However, Ed.D. students may apply for transfer into the Ph.D. program but a separate admissions decision will occur and no guarantee of admission should be presumed.

COMPREHENSIVE EXAMINATION

During the last semester of program coursework, all students will take a written comprehensive examination intended for two purposes: (a) to ascertain mastery of the doctoral curriculum and (b) to ascertain writing and analytical skills. Upon successful completion of all three sections of the comprehensive exam, the student will be [admitted to candidacy](#) and will enroll in the first six hours of EFND 906 *Dissertation*. Information regarding dates and times can be found on the SOE Comprehensive Examination Web site at <http://www.regent.edu/acad/schedu/graduate-programs/comps.cfm>

Ed.D. Program

Comprehensive exams are administered on campus three times a year: Saturday prior to the first day of residency in July, the first Saturday of December and the first Saturday of April. Students are expected to take the comprehensive examination during the semester of final coursework. There are three sections to the comprehensive examination; a foundations core question, a research and statistics question, and a cognate question.

Comprehensive examinations for the core and cognate question are two two-hour sections in-person—whereas the research and statistics (R/S) question is in a two week take home format. Students do not choose their R/S or cognate questions. However, students may select which core course area to focus upon in preparation for the comprehensive examination from the four core foundation courses. Students will select one question to answer from the four core foundations courses. The following courses represent the core courses from which the student will select a single question to answer for the core section of the comprehensive examination:

1. EADM 703 *Advanced Theory & Practice of Leadership, Organizational Development & Educational Administration*
2. EADM 705 *Effective Communication & Conflict*
3. EFND 701 *Advanced Human Learning and Motivational Development*
4. EFND 707 *Advanced Study of Worldview*

All sections must be passed before the student is admitted to candidacy; a requirement to register for dissertation credit hours. Any section of the exam not passed may be retaken only once and usually at the next administration date; note that the foundations core course chosen for the initial examination will be the foundations core course used for the retake.

Retaking of Comprehensive Examination(s)

If for some reason the student fails any portion of the exam, he or she will enroll in EFND 898 *Comprehensive Examination Continuation* for a three-credit hour fee. This one additional term facilitates the time needed for those who require further preparation. At the conclusion of the additional preparatory term, the student will be afforded the opportunity to retake the appropriate portions of their exam before proceeding to *Dissertation*. If a student is absent from his or her scheduled examination without an approved deferment, the student will receive an automatic failure.

If a student believes that taking the comprehensive examination during the final coursework semester will create an untenable situation, a deferment must be requested in writing to the Dean of the School of Education and the respective advisor and include the specific reasons supporting the request. The dean, the advisor, and department chair will consider the request, which may include a discussion with the student, and determine whether or not to grant

a one semester deferment. The advisor will submit, in writing, to the student, Dean, and director of the Ed.D. program the deferment decision.

Ph.D. Program

For the Ph.D. program, all comprehensive questions are in an in-person format usually in the summer of the last semester of coursework. The cognate section is four hours—written and/or oral exam at the discretion of the cognate faculty—whereas the foundations core and R/S are three hours each. All three Ph.D. comprehensive questions are closed book. Students do not choose their R/S or cognate questions. However, students may select which core course area to focus upon in preparation for the comprehensive examination from the four core foundation courses. Students will select one question to answer from the four core foundations courses. The following courses represent the core courses from which the student will select a single question to answer for the core section of the comprehensive examination:

1. EADM 703 *Advanced Theory & Practice of Leadership, Organizational Development & Educational Administration,*
2. EADM 705 *Effective Communication & Conflict,*
3. EFND 701 *Advanced Human Learning and Motivational Development, and*
4. EFND 707 *Advanced Study of Worldview.*

All sections must be passed before the student is admitted to candidacy; a requirement to register for dissertation credit hours. Any section of the exam not passed may be retaken only once and usually at the next administration date; note that the foundations core course chosen for the initial examination will be the foundations core course used for the retake.

Research and Statistics Core

The R/S section of the Ph.D. comprehensive exam will test the student's ability to use information from courses EFND 702 *Research Design and Analysis*, EFND 722 *Educational Statistics*, EDCO 802 *Analysis of Variance*, EDCO 803 *Regression & Correlation*, EDCO 804 *Structure & Reliability Analysis*, and EHEA 805 *Advanced Research Design and Analysis* to (a) evaluate a research situation, (b) analyze and interpret data, and (c) discuss research results in light of extant literature. Students should pay particular attention in fostering an ability to identify the appropriate statistical test—typically multivariate—for a given research purpose and/or question and the ability to perform the test (i.e., use SPSS to analyze data) and interpret the results (use SPSS). Students will be expected to discuss the implications of their analyses in conjunction with literature read from other areas in the preparation of a logical response to posed questions.

Retaking of Comprehensive Examination(s)

If for some reason the student fails any portion of the exam, he or she will enroll in EFND 898 *Comprehensive Examination Continuation* for a three-credit hour fee. This one additional term facilitates the time needed for those who require further preparation. At the conclusion of the additional preparatory term, the student will be afforded the opportunity to retake the appropriate portions of their exam before proceeding to *Dissertation*. If a student is absent from his or her scheduled examination without an approved deferment, the student will receive an automatic failure.

If a student believes that taking the comprehensive examination will create an untenable situation usually in the summer of the last semester of coursework, a deferment must be requested in writing to the Dean of the School of Education and the respective advisor, and include the specific reasons supporting the request. The dean, the advisor, and department chair

will consider the request, which may include a discussion with the student, and determine whether or not to grant a one semester deferment. The advisor will submit, in writing, to the student, Dean, and director of the Ed.D. program the deferment decision.

Requests for deferments beyond a single semester must be made to the Dean and will only be granted for catastrophic reasons (e.g., devastating illness or death of an immediate family member). The Dean will convene a committee including the faculty advisor for a deferment decision. The committee will submit, in writing, to the student, Dean, and director of the Ed.D. program, the deferment decision. First or subsequent deferment decisions are not subject to an appeal.

Students granted a deferment will be charged a continuation fee equal to one credit in EFND 898 *Comprehensive Exam Continuation* during the period of the deferment. Deferment credit will not count toward the total credits required for the doctoral degree.

Cognate

Students will respond to questions from the cognate to which they are enrolled. The following information pertains to each respective cognate.

Adult Education

The comprehensive examination for the Adult Education cognate will assess the knowledge, understanding, analysis, and application of adult learning theories in the context of institutional and organizational environments (e.g. higher education, K-12 public and private education, business, government, and corporate settings) with current research, trends, and practice. The design, implementation, and evaluation of programs for professional development, staff development, training, and human resource development embEd.D.ed with principles of supervision and adult learning theory are

core objectives. Students are expected to evaluate philosophical and theoretical perspectives including motivation, self-efficacy, adult learning theory, alternative educational designs, and related methodologies to program planning, design, and evaluation for adults. Students should be able to provide a response that is well-developed, organized, analytical, and a synthesis of the literature and research.

Character Education.

The comprehensive examination for Character Education will consist of a problem scenario tailored to the student's level of interest either K-12 or post secondary. Students should be prepared to use the literature in the field to provide an analysis of a problem area and be prepared to demonstrate a broad and in depth understanding of the best practices in Character Ed and to apply them to the development of programs and curriculum. Particular attention will be given to the student's ability to thoroughly analyze and interpret evidence from different points of view and to develop and support logically sound reasons for their arguments in a competently written response to the question presented.

Christian Education Leadership

The comprehensive exam for the CEL cognate assesses the student's professionally relevant synthesizing ability. The exam addresses issues primarily covered in CEL cognate courses but may also tangentially incorporate core course content. The exam will, at any given administration, address a variety of issues and call for varying response formats. Example requirements include: (a) applying theory and philosophy to practical situations; (b) critiquing various perspectives in Christian education; (c) comparing and contrasting aspects of Christian and other types of education; (d) documenting biblical perspectives on issues and practices; and (e) stating pros and cons of relevant issues. In all cases students are expected to demonstrate

comprehensive understanding of the literature; biblical applicability; to write in a clear, grammatically correct manner; and to demonstrate logical reasoning.

Distance Education

The distance education cognate question will be in the form of a scenario in which students will be expected to integrate and apply main theories, current practices, and literature findings. Students should be fluent in a systems approach to distance education, instructional systems design models, asynchronous and synchronous approaches to online learning, varied approaches to online assessment, rich media tools and applications, foundational theories and literature, and recent trends and activities in the field. The scenario-based question will challenge students to synthesize the cognate content and demonstrate the ability to make effective recommendations accordingly. Answers will be evaluated on depth of analysis and relevant application of cognate content, use of substantive material to support the analysis and recommendations, writing quality, and appropriate citation of sources.

Higher Education

The higher education comprehensive question centers on the student's ability to use his or her knowledge of the field of higher education in crafting a cogent response to a general question. The foundational knowledge provided by each course in the higher education cognate as well as independent student study are assessed through the use of a question that is broadly based thereby testing the student's ability to draw on multiple references and disciplines.

Higher Education Leadership

The comprehensive examination for the Higher Education Leadership cognate focuses on infusing key leadership concepts and knowledge with faith and learning integration,

technology, applied Christian ethics, and the development of a Christian worldview and administrative philosophy.

K-12 School Leadership

The comprehensive examination for the K-12 School Leadership cognate will consist of a problem scenario encompassing multiple issues associated with leading an effective data-driven school focused on student achievement. Students should pay particular attention to the extant literature in the following areas: leadership, curriculum and instruction, student achievement, data analysis, personnel management, school-community relations, school finance, facility use, effective communication and conflict resolution, strategic planning, organizational development and change, strategic priorities, policy, legal, and ethical issues, philosophy of education, and Christian worldview. Evidence of critical thinking that includes problem-solving and analytical writing skills is critical.

Special Education/ Educational Psychology

Special Education

The comprehensive examination will focus upon (a) the history of special education in the United States (key researchers, theories, issues related to practice); (b) empirical evidence-based practices for effective and individualized instruction of students with mild disabilities (characteristics of children with high-incidence disabilities, empirical establishment of best practice, metadata analysis), and (c) current issues influencing the field (early interventions to leaving school, research-to-practice, policy and legal issues).

Educational Psychology

The comprehensive examination question will require the examinee to analyze a problem, select one or more research based theories and approaches to address the problem, and formulate

methods of assessment to determine the efficacy of the recommended solutions. The output may be in the form of a detailed response to a case study or a research proposal outline. The student should be familiar with the theories and research presented in educational psychology courses, as well as fluent in designing a research paradigm in order to answer questions or test recommended solutions. Faith and learning integration from a biblical world view using the School of Education conceptual framework may also be a component of the comprehensive exam question.

DISSERTATION

The dissertation is the final element in demonstrating distinctive achievement in a specific academic field and the candidate's familiarity with the literature in conjunction with the proper selection and execution of research methodology. As the final assessment in the doctoral program, the dissertation process is designed to evaluate the capabilities of the candidate under the general guidance and mentorship of the committee. *Note that the candidate has the responsibility for designing, conducting, analyzing, interpreting, and presenting the research; the primary responsibility of the committee is to scrutinize the candidate's competency in these areas.* This work should represent original or independent research and reflect either a genuine contribution to the knowledge base or an organization under study.

The assumption of the committee is that candidates are scholars in the making, with clear goals, adequate investigative tools, a solid research agenda, and the self-directedness to achieve their goals and complete their dissertations largely on their own. Although it is appropriate for the committee to provide some scaffolding by giving general direction and feedback, the idea is that by this point in the doctoral program the provision of faculty providing detailed support and answers to all questions should fade from the process. The candidates, as a minimum, should find answers to their questions and propose solutions themselves without relying on their committee to answer all questions.

Process

The student will progress through a series of steps including the following:

1. Meet with cognate advisor to discuss potential dissertation topics appropriate to the cognate.
2. Begin working with dissertation chair to formulate a dissertation proposal.

3. Student and chair will work together to identify and secure committee members and to determine the line of communication. Potential committee members should outline to the chair their respective roles before agreeing to serve. The dissertation committee must include the following:
 - a) A School of Education chair;
 - b) A second Regent faculty member with a doctoral degree;
 - c) One committee member with a doctoral degree.
 - d) The committee may exceed the three members outlined above if desired.
4. Submit [Doctoral Dissertation Committee form](#) identifying secured committee.
5. Submit [completed proposal](#) to the dissertation chair. When the chair is satisfied with the proposal, an oral defense will be scheduled by the chair. At the oral defense, the committee will determine one of the following by unanimous vote:
 - a) Unconditional Approval of the oral defense and proposal;
 - b) Conditional Approval of the oral defense and/or the proposal with minor revisions (to be approved by the chair);
 - c) Provisional Approval of the oral defense and/or the proposal with major revisions (to be approved by the committee);
 - d) Rejection of the oral defense. If, based on the committee's decision, the oral defense is rejected, a second defense will be required. (A maximum of two oral defenses are permitted for any proposal; two rejected oral defenses will equate to a rejection of the proposal.) Note that a rejection of the oral defense may still require minor or major revisions to the proposal.

- e) Rejection of the proposal. If, based on the committee's decision, the proposal is rejected, a new proposal must be developed. A maximum of two proposals may be defended.
6. Execute the research study.
 7. Submit completed dissertation to chair. When the chair is satisfied with the dissertation, an oral defense will be scheduled by the chair. Students planning to graduate in May must be ready for [dissertation defense](#) by February 15. At the oral defense, the committee will determine one of the following by unanimous vote:
 - a) Unconditional Approval of the oral defense and dissertation;
 - b) Conditional Approval of the oral defense and/or the dissertation with minor revisions (to be approved by the chair);
 - c) Provisional Approval of the oral defense and/or the dissertation with major revisions (to be approved by the committee);
 - d) Rejection of the oral defense. If, based upon the committee's decision, the oral defense is rejected, a second defense will be required. (A maximum of two oral defenses are permitted for any dissertation; two rejected oral defenses will equate to a rejection of the dissertation.) Note that a rejection of the oral defense may still require minor or major revisions to the dissertation.
 - e) Rejection of the dissertation. If, based on the committee's decision, the dissertation is rejected, a new dissertation must be developed. (A maximum of two dissertations may be defended.)
 8. The revised dissertation must be submitted to the chair within 30 days of the dissertation defense. If the revised dissertation is not returned to the chair within 30 days, the chair may require the candidate to register for additional dissertation hours.

9. The student is responsible for the final preparation of the dissertation and should consult the School of Education [Dissertation Processing Information packet](#) for information and additional forms. Final approval of all dissertations rests with the Dean of the School of Education.

Applied Dissertation Project (ADP) Option

Philosophy

The Doctor of Education degree (Ed.D.) maybe thought of in the profession as having an applied emphasis as opposed to an original research focus that most Ph.D. programs have depending on individual university's philosophy. The traditional dissertation was designed for a Ph.D. program but may be very appropriate for Ed.D. candidates if they desire a full time position in a research institution or their area of concentration has a heavy research emphasis. Other doctoral students may opt to complete an Applied Dissertation Project (ADP) that combines the quality research aspects of a dissertation with the "real world" application of the research to solve an actual problem which the student confronts in his or her current role or expected position.

For example, if the student is charged with designing and implementing a distance education program for his or her respective institution, the student may qualify to conduct an applied dissertation project. The sections that follow define and describe the process and desired results of the ADP option. The faculty is committed to assuring that the essence of a quality research project is retained while the spirit of the Ed.D. as an applied degree is maintained.

Definition

The applied dissertation project (ADP) is a culminating experience in the doctor of education (Ed.D.) program that demonstrates the student's ability to conduct independent, scholarly research with an end goal of applying the results to an actual problem and type of setting. A quality ADP will include:

- A research base to support the legitimacy of the project as well as demonstrate an understanding of the knowledge base germane to the problem being addressed by the student. Students will begin the process by identifying a worthy problem that needs to be addressed.
- The principles of generalizability must be met (e.g., demonstrating validity and reliability of the procedures used in the ADP).
- A research-based model, paradigm, or theory must be the basis for the recommended practice and/or a modified construct may be proposed with appropriate justification.
- The ADP process is the responsibility of the student and the ADP committee, not under the control of other individuals or organizations.

Desired Results

The end result of the applied dissertation project is that the student produces an acceptable and documented culminating experience to his or her doctoral work while benefiting an organization, a related group of professionals, and/or the field in general.

ADP Process and Approval

The process leading to the approval of the proposal and the completion of the project will have similar elements as the traditional dissertation process. Differences only exist when

modifications in the format (not content) of the project must be made in order to be applicable to the desired setting(s). The processes include the following:

The student will progress through a series of steps including the following:

1. Meet with cognate advisor to discuss potential dissertation topics appropriate to the cognate.
2. Begin working with dissertation chair to formulate a dissertation proposal.
3. Student and chair will work together to identify and secure committee members and to determine the line of communication..
4. Potential committee members should outline to the chair their respective roles before agreeing to serve. The dissertation committee must include the following:
 - a) A School of Education chair;
 - b) A second Regent faculty member with a doctoral degree;
 - c) One committee member with a doctoral degree.
 - d) The ADP may include one additional optional committee member from the organization and/or field in which the student will conduct the project. The field member of the committee may play a lead role in assuring that the project can be applied to the target setting and generalized to other organizations or settings
 - e) The committee may exceed the three members outlined above if desired.
5. Submit [Doctoral Dissertation Committee form](#) identifying secured committee.
6. Submit [completed proposal](#) to the dissertation chair. When the chair is satisfied with the proposal, an oral defense will be scheduled by the chair. At the oral defense, the committee will determine one of the following by unanimous vote:
 - e) Unconditional Approval of the oral defense and proposal;

- f) Conditional Approval of the oral defense and/or the proposal with minor revisions (to be approved by the chair);
 - g) Provisional Approval of the oral defense and/or the proposal with major revisions (to be approved by the committee);
 - h) Rejection of the oral defense. If, based on the committee's decision, the oral defense is rejected, a second defense will be required. (A maximum of two oral defenses are permitted for any proposal; two rejected oral defenses will equate to a rejection of the proposal.) Note that a rejection of the oral defense may still require minor or major revisions to the proposal.
 - i) Rejection of the proposal. If, based on the committee's decision, the proposal is rejected, a new proposal must be developed. A maximum of two proposals may be defended.
7. Execute the research study.
8. Submit completed dissertation to chair. When the chair is satisfied with the dissertation, an oral defense will be scheduled by the chair. Students planning to graduate in May must be ready for [dissertation defense](#) by February 15. At the oral defense, the committee will determine one of the following by unanimous vote:
- a) Unconditional Approval of the oral defense and dissertation;
 - b) Conditional Approval of the oral defense and/or the dissertation with minor revisions (to be approved by the chair);
 - c) Provisional Approval of the oral defense and/or the dissertation with major revisions (to be approved by the committee);
 - d) Rejection of the oral defense. If, based upon the committee's decision, the oral defense is rejected, a second defense will be required. (A maximum of two oral defenses are

permitted for any dissertation; two rejected oral defenses will equate to a rejection of the dissertation.) Note that a rejection of the oral defense may still require minor or major revisions to the dissertation.

- e) Rejection of the dissertation. If, based on the committee's decision, the dissertation is rejected, a new dissertation must be developed. (A maximum of two dissertations may be defended.)
8. The revised dissertation must be submitted to the chair within 30 days of the dissertation defense. If the revised dissertation is not returned to the chair within 30 days, the chair may require the candidate to register for additional dissertation hours.
9. The student is responsible for the final preparation of the dissertation and should consult the School of Education [Dissertation Processing Information packet](#) for information and additional forms. Final approval of all dissertations rests with the Dean of the School of Education.
- a) Rejection of the oral defense. If, based on the committee's decision, the oral defense is rejected, a second defense will be required. (A maximum of two oral defenses are permitted for any proposal; two rejected oral defenses will equate to a rejection of the proposal.) Note that a rejection of the oral defense may still require minor or major revisions to the proposal.

DISSERTATION STYLE

The most recent edition of the *Publication Manual of the American Psychological Association* (APA) should be followed but may vary with chair approval. The preferred font is 12-point Times New Roman. Use standard double spacing throughout the manuscript. Each page must have a left margin of 1.5" and a 1.0" margin on the other sides.

Standard Format (May Vary With Chair Approval)

- The dissertation is divided into four parts: preliminaries, front matter, text, and reference material with each part having several sections.

Format for Doctoral Dissertations

- Format for qualitative research may vary from the scientific model presented below.

Parts of the Manuscript

The collective dissertation will include the following:

- Title page
- Copyright notice page (optional)
- Dedication page (optional)
- Acknowledgements (optional)
- Abstract
- Table of contents
- List of tables
- List of figures
- List of abbreviations
- Chapter 1 – Introduction

- Chapter 2 – Literature Review
- Chapter 3 – Methodology
- Chapter 4 – Results
- Chapter 5 – Discussion
- References
- Appendices

A doctoral dissertation falls into three main parts: preliminaries, text, and reference material. Each part has several sections. Some of the sections may be omitted, but the following outline order must be observed. The first page of the copies will be the approval form, unnumbered, with the signatures of all committee members.

Preliminaries

Observe the order listed above and use small Roman numerals centered at the bottom of the page for these pages.

Title Page--required

The title of the manuscript should be as concise as possible and must occur consistently in every respect, including punctuation, hyphenation, and capitalization, on the abstract and approval forms. On the title page, the identical title must appear in all capital letters. Consistently use your legal name. Check the Regent University School of Education bulletin for correct official titles of graduate programs and degrees.

Copyright Page--optional for dissertations

Although dissertations are protected under the so-called common law copyright, many authors elect the additional protection provided by applying for copyright through the Library of

Congress. If the student decides to secure a copyright, this must be clearly indicated on the Bell & Howell Information and Learning contract and through the use of a copyright page, and a copyright fee must be paid. The student must include a copyright page with the following information, single-spaced and centered within the margins, 1.0" up from the bottom of the page:

Copyright by

Your Full Legal Name

The Year the Degree will be Conferred

Dedication--optional

Acknowledgments--optional

Abstract--required

An abstract--not to exceed 350 words--is required for each doctoral dissertation. The abstract will be bound into the final document and should, therefore, adhere to the same style guide as the dissertation. The abstract should give information about the work that will enable readers to decide whether they wish to read the entire dissertation. In general, useful abstracts include a brief statement of the problem, the procedures or methods used, and the major findings of the study.

Table of Contents--required

Do not list the pages of the Table of Contents in the Table of Contents. The Table of Contents should start with the abstract and show the correct designation, Roman or Arabic numeral, for each entry. Chapters should be given Arabic numerals, and the Table of Contents should show all first-, second-, and third-level headings exactly as they appear in the text, single-

spaced. Do not reproduce underlining or italics used for levels of headings. (If the information is not addressed in the APA Manual, please refer to your dissertation committee for instructions).

Titles in all contents lists (tables, figures, etc.) must exactly match titles in text, up to the first period. All titles, headings, and captions that extend to more than one typed line must be single spaced in the contents lists and in the text. Numerals indicating page numbers must be aligned at the right-hand margin and connected to the appropriate entry by a line of evenly spaced dots (periods) on all contents lists.

List of Tables--required if any tables are used; do not list material in appendices

Tables should be numbered in one consecutive series. Combined number-and-letter titles are not acceptable. Refer to the APA manual for detailed instructions in designing and organizing tables.

List of Figures--required if any figures are used; do not list material in appendices

All figures must have an overall title. Combined number-and-letter titles are not acceptable. If the legend appears on the page preceding the figure, list the page number of the legend.

List of Abbreviations—required if more than 10 abbreviations not common to the discipline are used

These should be standard, accepted abbreviations and should be used consistently.

Text of Document

Chapter 1. Introduction

- a. Background, theoretical perspective, need for the study, significance of the study
- b. Research or evaluation problem

- c. Research or evaluation question(s)
- d. Null hypotheses (quantitative studies) or concise description of the phenomena to be examined (qualitative studies)
- e. Study assumptions
- f. Study delimitations and limitations
- g. Definition of terms
- h. Organization of the study

Chapter 2. Review of the Literature

- a. Review of previous research and opinion
- b. Interpretative summary of the current state of knowledge

Chapter 3. Methodology

- a. Setting
- b. Population and sample, sampling procedures
- c. Treatment(s) (for experimental studies) or program (for program evaluations)
- d. Instrumentation, apparatus, and/or materials
- e. Procedures critical to the study
- f. Time line
- g. Operational definitions of variables, scales of measurement (for quantitative studies)
- h. Type of study (e.g., quantitative or qualitative), research design by research question (e.g., true experimental pretest-posttest control group design or ethnography)
- i. Data analysis by research question, statistical assumptions (for quantitative studies)
- j. Threats to validity

Chapter 4. Results

- a. Overall descriptive results
- b. Results by research question/hypothesis, tenability of statistical procedure assumptions

Chapter 5. Discussion

- a. Interpretation of each result
- b. Study limitations
- c. Implications for future research (if applicable)
- d. Implications for practice (if applicable)

List of References

Follow the APA Style Manual's guidelines.

Appendices

If illustrative material (i.e., figures and tables), original data, or other materials are too voluminous to be placed within the text itself, these should be assembled appropriately so that each type of collected information is placed in a separate, numbered or lettered appendix. Published articles should not be included in appendices if they are readily available in published form. Each appendix should have a descriptive title and a listing in the Table of Contents, corresponding to the number of the appendix's cover page. If there is more than one appendix, each should be lettered or numbered in addition to the title. Appendix page numbers should continue the Arabic numerals used in the text. If any appendix contains references, that appendix will have a separate reference list, which continues immediately following the end of the appendix text.

HUMAN SUBJECTS REVIEW

If your research involves the use of human subjects and you intend to externally disseminate the results then your research proposal requires human subjects review prior to data collection. This isn't typical for most course-related assignments but is for your dissertation if you will involve human subjects through survey, interview, focus group, or other such research.

In order to have your proposal reviewed, you first want to review the Human Subjects Review (HSR) Frequently Asked Questions which follows in this Handbook as well as complete self-paced online training at phrp.nihtraining.com. You'll also find additional resources including sample consent documents at the [Regent University HSR website](#). After familiarizing yourself with ethical research procedures, please complete the HSR Application found in this Handbook or at the [HSR website](#) and submit it to the School of Education HSR Board Chair via email.

When the Human Subjects Review Board receives your application, it will examine your proposal to see whether the risks to the subjects are reasonable in relation to anticipated benefits, selection of subjects is equitable, informed consent is properly sought and documented, adequate preparation is taken to protect the privacy and confidentiality of subjects, and adequate provisions are made for the ongoing monitoring of the subjects' welfare. After completing the review process, the HSRB will reply with a letter of approval, request for further information or revisions, or a letter of rejection.

The estimated review timeframes are one week for exempt reviews, two weeks for expedited reviews, and one month for full board reviews. Additional information regarding the protection of human subjects in research is available at the [HSR website](#) and the [Faculty and Academic Policy Handbook](#).

**REGENT UNIVERSITY
HUMAN SUBJECTS REVIEW FREQUENTLY ASKED QUESTIONS**

1. What is a “human subject”?

The Code of Federal Regulations at 45 CFR 46.102(f) defines “human subject” as “a living individual about whom an investigator (whether professional or student) conducting research obtains (1) Data through intervention or interaction with the individual, or (2) Identifiable private information.”

2. What is “human subjects review”?

“Human subjects review” is an institutional and governmental required evaluation of certain proposed projects and investigations to ensure their compliance with ethical standards for the protection of human research subjects by treating them humanely, maintaining their dignity, and preserving their rights. Federal, state and university regulations require that the use of human subjects in research be reviewed and approved by an Institutional Review Board. See <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm> for federal regulations and http://www.regent.edu/academics/academic_affairs/faculty_handbook.cfm for the Regent University policy on the Protection of Human Subjects in Research. Presently, Regent is using school-based Human Subjects Review Boards (“HSRB” or “Board”) for this purpose.

3. What is considered “research”?

The Code of Federal Regulations at 45 CFR 46.102(d) defines “research” as “a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.”

4. Does my study require review?

If you are a faculty, staff, or student at Regent University and your research involves the use of human subjects (either directly or through records or other data) *and you intend to externally disseminate the results (e.g., via publication, presentation, grant application, etc.)* then your research requires human subjects review.

5. What about course assignments that involve surveys or other contact with human subjects?

Assignments which are part of normal, typical coursework that are not intended for dissemination are not required to undergo HSRB review; however, faculty are responsible for informing students of proper procedures regarding the conduct of such research and for monitoring the work done by students. Human subjects data collected in such class assignments *may not be used in future publications or presentations*. There will be no *ex post facto approval* of such activities to legitimize turning these studies into approved human research.

6. What about program or institutional improvement surveys or similar efforts?

Surveys or other data collection efforts for the purpose of program or institutional improvement and are not intended for dissemination are not required to undergo HSRB review; however, such efforts must be conducted in an ethical manner that includes appropriate participant protections. Human subjects data collected in such internal improvement efforts *may not be used in future publications or presentations*.

There will be no *ex post facto approval* of such activities to legitimize turning these studies into approved human research.

7. Does all research go through the same review process?

The depth of the review process is dependent upon the type of research that you are proposing. HSRB reviews are classified as exempt, expedited, or full board review. Each of these categories requires a submission to the Human Subjects Review Board, although the review time and procedures vary.

8. How do I know in which category (exempt, expedited, full) my application belongs?

The HSRB application has a checklist to help you determine in which category your application belongs, although the HSRB will review your submission and make the final determination of the application type. The criteria used to determine exempt review are found in 45 CFR 46.101 and expedited review in 45 CFR 46.110. These are available online at <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>.

9. How do I begin the review process?

Complete a Human Subjects Review Board Application form online and submit it to your school's Human Subjects Review Board Chair (details at www.regent.edu/irb). Be sure to include all relevant information (grant proposals, consent forms, questionnaires, test instruments, advertisements, debriefing statements, contact letters, etc.) in accordance with the requirements of your research category. If you are a student working under the guidance of a faculty member (e.g., sponsored research, thesis, or dissertation), you must secure the approval of your faculty advisor before submitting your application to the board.

10. What will happen to my application?

When the Human Subjects Review Board receives your application, it will examine your proposal to determine whether it warrants exempt, expedited, or full board review. After completing the review process, the HSRB will reply with a letter of approval, request for further information or revisions, or a letter of rejection. The Board reviews the proposed purpose, procedures, and subject populations to be used and determines if the benefits of the activity outweigh the risks to subjects. Issues considered in this analysis include ensuring that risks to the subjects are reasonable in relation to anticipated benefits, selection of subjects is equitable, informed consent is properly sought and documented, adequate preparation is taken to protect the privacy and confidentiality of subjects, and adequate provisions are made for the ongoing monitoring of the subjects' welfare.

11. Is a research request ever denied?

Yes. If the HSRB determines that the risks of a proposed activity outweigh the benefits or that the proposed research is not in alignment with the guidelines found in 45 CFR 46 for the protection of human subjects in research, it will reject the application. However, in most situations, the HSRB will present the concerns to the researcher and provide an opportunity for modifications rather than simply denying the request.

12. How long does this process take?

The estimated review timeframes are one week for exempt reviews, two weeks for expedited reviews, and one month for full board reviews.

13. When can I begin data collection?

You will receive a letter from the Board responding to your application, and you are required to wait for approval before beginning any research.

14. How do I change my research after it has been approved?

You must notify the HSRB if you wish to change your research. You can make minor and administrative changes by submitting a written summary describing the proposed changes. Substantial changes in the focus, procedures, or subject population of the research may require submission of a new or revised application.

15. How long is approval valid?

Approval is good for one year. If you will be *collecting data* after the one-year anniversary of your approval, you will be required to submit a renewal request using the HSRB Application to secure an additional twelve-month extension. You may repeat this process for as many years as necessary just as long as you don't substantially alter your original research request.

16. Do I need to submit anything to the HSRB after the research has been completed?

Yes; please submit a final report using the Research Final Report form at www.regent.edu/irb.

17. Is training available?

Yes, the Regent University HSRB website (www.regent.edu/irb) has information about online training as well as additional resources related to human subjects in research. In addition, the National Institutes of Health Office of Extramural Research offers free self-paced online training at phrp.nihtraining.com. You must complete human subjects research training prior to submitting an application.

18. Whom do I contact if I have more questions?

If you have additional questions, please contact your School's Human Subjects Review Board Chair, the Chair of the University Human Subjects Review Board Committee, or the HSRB website at www.regent.edu/irb.

**REGENT UNIVERSITY
HUMAN SUBJECTS REVIEW BOARD APPLICATION**

Please submit *one electronic* copy of this form at www.regent.edu/irb. Supporting documents can be submitted in hardcopy as necessary.

1. PROJECT REVIEW

- New Project (The HSRB will assign an ID#) _____
 Revised Project (Enter ID#) _____
 Renewal (Enter ID#) _____

2. PRINCIPAL INVESTIGATOR _____

Address _____ Phone _____
 E-Mail _____ Date _____

List of all project personnel (including faculty, staff, outside individuals or agencies)

If you are a **student**, please provide the following additional information:

This research is for Dissertation Thesis Independent Study
 Other _____

Faculty Advisor's Name: _____

3. TRAINING

I have completed human subjects research training. Training Date: _____

4. PROJECT TITLE _____

5. IS THIS RESEARCH BEING SUBMITTED AS PART OF A FUNDED RESEARCH PROPOSAL? Yes No

If yes, please identify the funding source:

6. ANTICIPATED LENGTH OF HUMAN SUBJECTS CONTACT:

Beginning Date _____ Ending Date _____

7. DESCRIPTION OF PARTICIPANTS:

Number _____ Age Range _____

Briefly describe subject population: _____

8. INDICATE THE REVIEW CATEGORY FOR WHICH YOU ARE APPLYING.

- I am applying for an **exempt review**, based on *one or more* of the following categories (check all that apply):

Note: Exempt review cannot be claimed for any research involving prisoners and most research involving children.

- Research conducted in established or commonly accepted educational settings and involving normal educational practices such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods
- Research involving the use of survey procedures, educational tests (cognitive, diagnostic, aptitude, achievement), interview procedures or observation of public behavior, if information from these sources is recorded in such a manner that participants cannot be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.
Note: This category cannot be used for research involving children
- Research involving the use of survey procedures, educational tests (cognitive, diagnostic, aptitude, achievement), interview procedures, or observation of public behavior, if (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter
- Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects
- Research and demonstration projects which are conducted by or subject to the approval of federal department or agency heads, and which are designed to study, evaluate, or otherwise examine (i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs

- I am applying for an **expedited review**, based on meeting *all* of the following conditions (check all that apply):

Note: Expedited review cannot be claimed for research involving prisoners.

- Research poses no more than minimal risk to subjects (defined as "the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.")

- Research limited to one or more of the following data collection procedures:
 - Collection of data through noninvasive procedures routinely employed in clinical practice
 - Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes
 - Collection of data from voice, video, digital, or image recordings made for research purposes
 - Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies
Note: Some research in this category may be classified as exempt; this listing refers only to research that is not exempt.
 - Continuing review of research previously approved by the convened HSRB as follows: (a) where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects; or (b) where no subjects have been enrolled and no additional risks have been identified; or (c) where the remaining research activities are limited to data analysis.

I am applying for **full board review**.

9. PROJECT DESCRIPTION

Briefly describe (or attach) the methodology and objectives of your research (including hypotheses and/or research questions), the data collection procedures, and any features of the research design that involve procedures or special conditions for participants, including the frequency, duration, and location of their participation. The description should be no longer than 3 pages single space. Attach addendums for materials and detailed descriptions of the research if more space is needed. *Please note that complete chapters of thesis/dissertation proposals will not be accepted.*

HSRB Project Description Checklist

a) Is your data completely anonymous, where there are no possible identifications of the participants.	No <input type="checkbox"/>	Yes <input type="checkbox"/>
b) Will you be using existing data or records? If yes, describe in project description (#9 above)	No <input type="checkbox"/>	Yes <input type="checkbox"/>
c) Will you be using surveys, questionnaires, interviews or focus groups with subjects? If yes, describe in #9 and include copies of all in application.	No <input type="checkbox"/>	Yes <input type="checkbox"/>
d) Will you be using videotape, audiotape, film? If yes, describe in #9	No <input type="checkbox"/>	Yes <input type="checkbox"/>
e) Do you plan to use any of the following populations? Regent students, Regent employees, Non-English speaking, cognitively impaired, patients/clients, prisoners, pregnant women? If yes, describe which ones in #9	No <input type="checkbox"/>	Yes <input type="checkbox"/>
f) Do you plan to use minors (under 18)? If yes, describe in #9 and give age ranges	No <input type="checkbox"/>	Yes <input type="checkbox"/>
g) Are sites outside of Regent engaged in the research? If yes, describe in #9 and give consent letter or their IRB information	No <input type="checkbox"/>	Yes <input type="checkbox"/>
h) Are you collecting sensitive information such as sexual behavior, HIV status, recreational drug use, illegal behaviors, child/elder/physical abuse, immigrations status, etc? If yes, describe in #9.	No <input type="checkbox"/>	Yes <input type="checkbox"/>
i) Are you using machines, software, internet devices? If so describe in #9	No <input type="checkbox"/>	Yes <input type="checkbox"/>
j) Are you collecting any biological specimens? If yes, describe in #9	No <input type="checkbox"/>	Yes <input type="checkbox"/>
k) Will any of the following identifying information be collected: names, telephone numbers, social security number, fax numbers, email addresses, medical records numbers, certificate/license numbers, Web universal resource locators (URLs), Internet protocol (IP) address numbers, fingerprint, voice recording, face photographic image, or any other unique identifying number, code or characteristic other than “dummy” identifiers? If yes, describe in #9	No <input type="checkbox"/>	Yes <input type="checkbox"/>
l) Will there be data sharing with any entity outside your research team? If so, describe who in #9	No <input type="checkbox"/>	Yes <input type="checkbox"/>
m) Does any member of the research team or their family members	No	Yes

have a personal financial interest in the project (for commercialization of product, process or technology, or stand to gain personal financial income from the project)? If yes, describe in #9.	<input type="checkbox"/>	<input type="checkbox"/>
n) As applicable, do you plan to provide a debriefing to your participants? If written, include in application as addendum	No <input type="checkbox"/>	Yes <input type="checkbox"/>
o) Will there be any inducement to participate, either monetary or nonmonetary? If there is inducement please describe how the amount is not coercive in #9.	No <input type="checkbox"/>	Yes <input type="checkbox"/>
p) Will there be any costs that subjects will bear (travel expenses, parking fees, professional fees, etc. If no costs other than their time to participate, please indicate)? If yes describe in #9	No <input type="checkbox"/>	Yes <input type="checkbox"/>
q) Will subjects be studied on Regent University campus? If yes, please describe where the study will be done in #9	No <input type="checkbox"/>	Yes <input type="checkbox"/>
r) Will subjects be obtained by internet only? If yes, please describe what internet forums or venues will be used to obtain participants in #9	No <input type="checkbox"/>	Yes <input type="checkbox"/>
s) Are you using the Regent University consent form template? Whether using the template or requesting an alternate form, you must include a copy in your submission.	No <input type="checkbox"/>	Yes <input type="checkbox"/>

10. PARTICIPANT RECRUITMENT

Describe the sources of potential participants, how they will be selected and recruited, and how and where you will contact them. Describe all relevant characteristics of the participants with regard to age, ethnic background, sex, institutional status (e.g., patients or prisoners), and their general state of mental and physical health.

11. INFORMED CONSENT

Describe how you will inform participants of the nature of the study. Attach a copy of your cover letter, script, informed consent form and other information provided to potential participants.

**** EXEMPT APPLICATIONS SKIP TO QUESTION 17: ATTACHMENTS ****

12. WRITTEN CONSENT

- I am requesting permission to **waive written consent**, based on one or more of the following categories (check all that apply):
- The only record linking the subject and the research would be the consent document, and the principal risk would be potential harm resulting from a breach of confidentiality.
 - The research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context.
- I will be using a **written consent form**. Attach a copy of the written consent form with this application.

13. CONFIDENTIALITY OF DATA

What procedures will be used to safeguard identifiable records of individuals and protect the confidentiality of participants?

**** EXPEDITED APPLICATIONS SKIP TO QUESTION 17: ATTACHMENTS ****

14. RISKS AND BENEFITS

Describe in detail the immediate or long-range risks, if any, to participants that may arise from the procedures used in this study. Indicate any precautions that will be taken to minimize these risks. Also describe the anticipated benefits to participants and to society from the knowledge that may be reasonably expected to result from this study.

15. DEBRIEFING STATEMENT

The two major goals of debriefing are dehoaxing and desensitizing. Participants should be debriefed about any deception that was used in the study. Participants also should be debriefed about their behavioral response(s) to the study. Please describe your debriefing plans and include any statements that you will be providing to the participants.

16. DISSEMINATION & STORAGE OF RESULTS

- a) How and where do you plan on disseminating the results of your study?
 - b) For electronic data stored on a computer, how will it be stored and secured (password, encryption, other comparable safeguard)?
 - c) For hardcopy data, how will it be stored (locked office or suite, locked cabinet, data coded by team with master list secured separately, other)?
 - d) What are your plans for disposing of data once the study is ended (give method and time)?
-
-
-

17. ATTACHMENTS:

Attach copies of all relevant project materials and documents, including (check all that apply):

- A copy of your training certificate (required for principal investigator)
- Surveys, questionnaires, and/or interview instruments
- Informed consent forms or statements
- Letters of approval from cooperative agencies, schools, or education boards
- Debriefing statements or explanation sheet

18. AFFIRMATION OF COMPLIANCE:

By submitting this application, I attest that I am aware of the applicable principles, policies, regulations, and laws governing the protection of human subjects in research and that I will be guided by them in the conduct of this research. I agree to follow the university policy as outlined in the Faculty & Academic Policy Handbook (available online at http://www.regent.edu/academics/academic_affairs/handbook.cfm) to ensure that the rights and welfare of human participants in my project are properly protected. I understand that the study will not commence until I have received approval of these procedures from the Human Subjects Review Board. I further understand that if data collection continues for more than one year from the approval date, a renewal application must be submitted.

I understand that failure to comply with Federal Regulations (45 CFR 46, available online at <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>) can result in confiscation and possible destruction of data, suspension of all current and future research involving human subjects, or other institutional sanctions, until compliance is assured.

Signature of Principal Investigator

Date

Signature of Co-Investigator (if applicable)

Date

Signature of Faculty Advisor (if applicable)

Date

To Be Completed By HSRB

Assigned ID # _____

- Approve _____
- Recommend Revisions _____
- Reject _____










HSRB Member _____ Date _____

HSRB Member (if applicable) _____ Date _____

HSRB Member (if applicable) _____ Date _____







School of Education Faculty

	Alan A. Arroyo, Ed.D. Dean	ADM 207 757.352.4260, FAX 757.352.4318 alanarr@regent.edu
	Jason Baker, Ph.D. Professor	ADM 216 757.352.4447, FAX 757.352.4857 jbaker@regent.edu
	Herman Clark, Jr., Ed.D. Assistant Professor	ADM 254 757.352.4431, FAX 757.352.4318 hclarkjr@regent.edu
	William Cox, Jr., Ph.D. Professor and Director, Christian School Program Christian Education Leadership	ADM 216 757.352.4281, FAX 757.352.4857 wallcox@regent.edu
	M. Gail Derrick, Ed.D. Professor Associate Dean for Policy Development Implementation	ADM 216 757.352.4859, FAX 757.352.4857 gailder@regent.edu
	Don Finn, Ph.D. Associate Professor	ADM 255 757.352.4278, FAX 757.352.4857 dfinn@regent.edu
	Jenny Sue Flannagan, Ed.D. Assistant Professor Director, Math & Science Center	ADM 243 757.352.4123, FAX 757.352.4247 jennfla@regent.edu
	Linda D. Grooms, Ph.D. Associate Professor	ADM 212A 757.352.4862, FAX 757.352.4857 lindgro@regent.edu

	John C. Hanes, Jr., Ph.D. Assistant Professor	ADM 243 757.352.4889, FAX 757.352.4247 jhanes@regent.edu
	Sheila Hill-Russ, Ed.D. Assistant Professor	Adm 254 757.352.4276, FAX 757.352.4257 sghill@regent.edu
	Joan Hoskins, Ph.D. Assistant Professor, Director of Education Programs, D.C. Location	888.342.6580 (Northern Virginia Office) FAX: 757.352.5501 joanjoh@regent.edu
	Jiuhan Huang, Ed.D. Assistant Professor	ADM 241 757.352.4427, FAX 757.352.4247 jhuang@regent.edu
	Carle M. Hunt, DBA Professor	ADM 243 757.352.4273, FAX 757.352.4247 carlhun@regent.edu
	Elizabeth Hunter, Ed.D. Assistant Professor, Director of Research on Learning	ADM 254 757.352.4313, FAX 757.352.4318 elizand@regent.edu
	Hope Jordan, Ph.D. Professor	ADM 254 757.352.4438, FAX 757.352.4318 hopejor@regent.edu
	Mike Kelly, Ed.D. Assistant Professor	ADM 244 757.352.4143, FAX 757.352.4247 mkelly@regent.edu
	Glenn Koonce, Ed.D. Associate Professor Associate Dean for Accountability and Accreditations	ADM 243 757.352.4316, FAX 757.352.4247 glenkoo@regent.edu

	Lou Lloyd-Zannini, Ph.D. Associate Professor	ADM 212B 757.352.4258, FAX 757.352.4857 loulz@regent.edu
	Mark Mostert, Ph.D. Professor	ADM 254 757.352.4489, FAX 757.352.4318 markmos@regent.edu
	Deanna Nisbet, Ed.D. Associate Professor	ADM 243 757.352.4395, FAX 757.352.4247 deannis@regent.edu
	Michael Ponton, Ed.D. Professor	ADM 216B 757.352.4806, FAX 757.352.4857 michpon@regent.edu
	Christine (Christy) Schuette, Ph.D. Assistant Professor	ADM 255 757.352.4477, FAX 757.352.4857 cschuette@regent.edu
	W. George Selig, Ed.D. Distinguished Chair of Educational Leadership	ADM 207 757.352.4137, FAX 757.352.4318 georsel@regent.edu
	Helen Stiff-Williams, Ed.D. Professor	ADM 207 804.739.7852 helesti@regent.edu
	James Swezey, Ed.D. Assistant Professor	ADM 243 757.352.4220, FAX 757.352.4247 jswezey@regent.edu
	Evie Tindall, Ed.D. Associate Professor	ADM 243 757.352.4272, FAX 757.352.4247 evietin@regent.edu
	Mervyn Wighting, Ph.D. Professor	ADM 254 757.352.4321, FAX 757.352.4857 mervwig@regent.edu

School of Education Staff

Office of the Dean		
	<p>Jeff Ludvik Assistant Dean of Administration</p>	<p>ADM 207 757.352.4251, FAX 757.352.4318 jefflud@regent.edu</p>
	<p>Gloria Ross Assistant to the Deans</p>	<p>ADM 207 757.352.4260, FAX 757.352.4318 glorros@regent.edu</p>
	<p>Katie Goldman Manager of Operations</p>	<p>ADM 207 757.352.4314, FAX 757.352.4318 kgoldman@regent.edu</p>
	<p>Ralph Causey Institutional Effectiveness Data Manager</p>	<p>ADM 245A 757.352.4482, FAX 757.352.4318 ralpcau@regent.edu</p>
Admissions and Advising		
	<p>Kenyetta Veal Director of Admissions & Advising, Master's Programs</p>	<p>ADM 266 757.352.4873, FAX 757.352.4147 kenyvea@regent.edu</p>
	<p>Jenny Kenner Assistant Director of Admissions & Advising</p>	<p>ADM 266 757.352.4340, FAX 757.352.4147 jennken@regent.edu</p>
	<p>Elizabeth Pulley Director of Admissions & Advising, Post-Master's Programs</p>	<p>ADM 266 866.402.9938 (toll free) FAX 757.352.4147 sarapul@regent.edu</p>
	<p>Carrie Ivey Grossmann Admissions Counselor</p>	<p>757.352.4188 800.850.5507 cgrossmann@regent.edu</p>

	Charles Hanley Admissions Counselor	ADM 266 757.352.4126, FAX 757.352.4147 chanley@regent.edu
	Tambre McClenny Admissions Recruiter	ADM 266 757.352.4096, FAX 757.352.4147 tmccclenny@regent.edu
	Molly Reed Waters Professional Development Coordinator	ADM 266 757.352.4398, FAX 757.352.4147 mollree@regent.edu
	Erica Geffken Advisor	ADM 266 757.352.4135, FAX 757.352.4147 egeffken@regent.edu
	Trish Lyons Coordinator of Licensure Programs/Field Placement Coordinator	ADM 266 757.352.4090, FAX 757.352.4147 tlyons@regent.edu
	Kerry Baggaley, M.Ed. Internship Supervisor	ADM 254A 757.352.4663, FAX 757.352.4318 kerrbag@regent.edu
	Janine Tillman Project Coordinator for the Transition To Teaching	ADM 255 757.352.4196, FAX 757.352.4147 jtillman@regent.edu
Online Learning/Student Support		
	Jackie L. Bruso, M.A. Coordinator of Distance Education	ADM 243 757.352.4259, FAX 757.352.4247 jbruso@regent.edu
	Charity Mack Administrative Records Coordinator	ADM 207 757.352.4250, FAX 757.352.4247 cmackregent.edu