



# **Regent University**

## **CATALOG**

### **2005-2006**

**(Fall 2005 – Summer 2006)**

**Regent University  
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## Accreditation

Regent University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097: Telephone number 404-679-4501) to award the bachelor's, master's and doctor's degrees.

The Regent University School of Divinity is accredited by the Association of Theological Schools in the United States and Canada (ATS).

The School of Law is accredited by the American Bar Association (ABA). Students who complete their course of legal study at this approved law school are eligible to take the bar examination in all 50 states and the District of Columbia.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation to the following program areas offered by the School of Psychology and Counseling of Regent University: Community Counseling (M.A.), School Counseling (M.A.).

The Committee on Accreditation of the American Psychological Association (Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE Washington, DC 20002-4242, Phone: 202-336-5979, Fax: 202-336-5978) has conferred accreditation on the Regent University Doctoral Program in Clinical Psychology, which offers the Doctor of Psychology (Psy.D.) degree (effective March 2002).

## NONDISCRIMINATION POLICY

Regent University admits students of any race, color, gender, religion, national or ethnic origin, to all the rights privileges, programs and activities generally accorded or made available to students at the school. The university admits students, without discrimination on the basis of race, color, disability, gender, religion, national or ethnic origin. Regent University's policies governing the admission of students relate to its mission statement, but are not applied to preclude a diverse student body in terms of race, color, religion, national origin or gender.

## MESSAGE FROM OUR PRESIDENT

Our nation and our world are faced with tremendous challenges—challenges that sometimes can seem insurmountable. But know this: the plans of God will not be thwarted! God is doing remarkable things through those who desire to serve Him.

This is why I founded Regent University—to provide you with a place to sharpen your skills and prepare you to help transform the world through Christian leadership.

Regent University is an academic environment where Christian leaders are taught to discern and respond to the times. And through the years we have created a university that is a leading center for thought and action. Our graduates are servant leaders who are providing godly solutions to many of the challenges we face as a society.

If there were ever a time to get involved in a worthy cause, this is that time. Regent University exists for such a time as this. America—and the world—need Christian leadership, and you may be one of those leaders.

I invite you to seize this opportunity. Be a part of what God is doing in these dramatic days. Cooperate with God and become a leader to your generation. And know that we at Regent University stand ready to assist you in fulfilling your academic and professional goals.

Dr. M. G. “Pat” Robertson  
President and Chancellor

## MISSION, PHILOSOPHY AND HISTORY OF THE UNIVERSITY

### MISSION STATEMENT

#### Preamble

Regent University is an institution of higher learning that exists to bring glory to God the Father and His Son Jesus Christ through the work of the Holy Spirit.

#### Mission

Our mission is to provide exemplary education, from a biblical perspective, leading to the bachelors, masters and doctoral degrees for aspiring servant leaders in pivotal professions, and to be a leading center of Christian thought and action.

#### Vision

Our vision, through our graduates and scholarly activities, is to provide Christian leadership in transforming society by affirming and teaching principles of truth, justice and love as described in the Holy Scriptures, embodied in the person of Jesus Christ and enabled through the power of the Holy Spirit. *Soli Deo Gloria.*

#### Philosophy of Education

Regent University is a Christ-centered institution. The Board of Trustees, as well as the faculty and staff of the university, is committed to an evangelical interpretation and application of the Christian faith. The campus community is closely identified with the present-day renewal movement, which emphasizes the gifts, fruits and ministries of the Holy Spirit.

It is expected that our students will both understand and agree to receive an education in accordance with the following articles:

- That the Holy Bible is the inspired, infallible and authoritative source of Christian doctrine and precept.
- That there is one God, eternally existent in three persons: Father, Son and Holy Spirit.
- That man was created in the image of God but as a result of sin is lost and powerless to save himself.
- That the only hope for man is to believe on the Lord Jesus Christ, the virgin-born Son of God, who died to take upon Himself the punishment for the sin of mankind, and who rose from the dead, so that by receiving Him as Savior and Lord, man is redeemed by His blood.
- That Jesus Christ will personally return to earth in power and glory.
- That the Holy Spirit indwells those who receive Christ for the purpose of enabling them to live righteous and holy lives.
- That the Church is the Body of Christ and is comprised of all those who, through belief in Christ, have been spiritually regenerated by the indwelling Holy Spirit. The mission of the church is worldwide evangelization and the nurturing and discipling of Christians.

### HISTORY OF THE UNIVERSITY

Dr. M. G. "Pat" Robertson, founder and president of the Christian Broadcasting Network (CBN), had an inspired vision of establishing a graduate-level institution that would train mature men and women for the challenge of representing Christ in their professions. In 1977, that vision materialized when CBN University was incorporated as a nonprofit educational institution in Virginia Beach, Virginia. In the fall of 1978, 77 students began classes in modest, rented facilities.

By October 1989, CBN University had grown from a School of Communication and the Arts to seven professional schools with nearly 800 students. On January 1, 1990, in recognition of this growth, the Board of Trustees voted to change the name of CBN University to Regent University. A "regent" is one who represents

a king in his absence. For us at Regent University, a regent is one who represents Christ, our Sovereign, in whatever sphere of life he or she may be called to serve Him.

The university has grown to some 4,000 students earning bachelor's degrees, master's degrees, or doctoral degrees at our Virginia Beach Campus, Washington D.C. Campus in Alexandria, Virginia, or online via the worldwide web.

## **STUDENT DISCIPLINE, STANDARD OF PERSONAL CONDUCT AND SUBSTANCE ABUSE POLICY**

### **STUDENT DISCIPLINE**

Enrolled students are expected to conduct themselves in a manner consistent with the Honor Code and the Standard of Personal Conduct. Students shall be disciplined for actions that violate these policies which include, but are not limited to, academic dishonesty, theft or misuse of property, threats to the health and safety of others, abuse or intimidation, sexual misconduct, violation of housing rules or regulations or conduct deemed unlawful. The Student Discipline policy is printed in the Student Handbook.

### **Standard of Personal Conduct**

Regent University encourages a close and edifying relationship between faculty and students, one that will deepen the spiritual growth of each and stimulate a vigorous intellectual life in the Regent community. In order to accomplish these aims, it is imperative that Regent University faculty, staff and students conduct themselves in a Christ-like and professional manner and maintain an exemplary and involved lifestyle. Regular church and chapel attendance, and participation in the activities of the Regent community and its founding organization, are encouraged for students and expected for faculty and staff.

Regent University requires members of the Regent community—faculty, staff and students—to refrain from the illegal use of drugs and the abuse of addictive substances controlled by law.

Regent also forbids the use of alcohol, illicit drugs and tobacco on campus and prohibits the abuse of these substances by the Regent community. The Apostle Paul exhorted the body of Christ that, if they truly loved their fellow man, they would set aside their personal freedom by refraining from behavior that might be a stumbling block to their weaker brother. Regent University encourages members of the Regent community to exercise their personal responsibility and, guided by Paul's admonition, appropriately set aside their personal freedom and refrain from the use of alcohol, illicit drugs and tobacco.

Please see School of Law for additional information regarding the Standard of Personal Conduct for law students.

### **Substance Abuse Policy**

The Substance Abuse Policy is printed in the Student Handbook.

## CAMPUS FACILITIES, SERVICES AND UNIVERSITY LIBRARY

The Virginia Beach Campus is comprised of six stately Georgian buildings. The campus is a fascinating study of architecture accented with arched windows and hand-hewn brick. It is located just a few miles from the Chesapeake Bay and the Atlantic Ocean, skirted by 28 miles of beach. You can also visit our 360° virtual campus tour at [www.regent.edu/admin/media/virtual.html](http://www.regent.edu/admin/media/virtual.html). Beyond our main campus, others are earning Regent degrees through our online Worldwide Campus and at our Washington D.C. Campus in Alexandria, Virginia.

### FACILITIES

Built in 1979, the Administration Building was the first building of Regent University. It houses: the Office of the President; the Office of Academic Affairs; the Business and Finance Office; Administrative Services; Facility Services; Human Resources; Advancement Office; Creative Marketing; Public Relations; and the School of Education, including classrooms and a large multipurpose classroom/assembly hall.

Built in 1986, the Classroom Building contains the School of Undergraduate Studies; School of Business; School of Psychology and Counseling; the Psychological Services Center; PC teaching lab in addition to numerous classrooms and seminar rooms.

Dedicated in 1984, the University Library is a four-story building that contains: library collections; electronic reference center; listening rooms; curricular laboratories; special collections area; Center for Teaching & Learning; PC training lab; general-use computer lab; auditorium; individual and group study areas; prayer chapel; and a beautiful two-story, multipurpose atrium. The Law Library is located on the third floor. Mail Services and Copy Services are also located in the building.

Dedicated in the fall of 1994, the four-story Robertson Hall is equipped with the latest technology in audio/video equipment and cameras for simultaneous broadcasting and has both tiered and seminar-sized classrooms. Robertson Hall houses the School of Law, Robertson School of Government, School of Leadership Studies and School of Divinity. The building also contains a 376-seat moot court/city council chamber, various student organizations and the offices for the American Center for Law and Justice (ACLJ).

Opened in the summer of 2002, the new 140,000-square-foot Communication and Performing Arts Center houses the School of Communication and the Arts. The state-of-the-art center includes a 750-seat proscenium theatre; a 150-seat experimental theatre; TV studio; sound stage; costume and scene shops, acting and dance labs, two film-screening theatres; a complete film production suite; a computer graphics animation studio; and journalism newsroom. In addition, the Information Technology and Media Services group are located on the third floor.

Completed in fall 2002, the Student Center houses the offices of Student Services, Central Financial Aid, Central Enrollment Management and the Registrar. In addition, the newly expanded University Bookstore, Writing Center, COGS offices, student lounge and new dining facility are housed on the building's first floor.

In January 2001, Regent opened Regent University Washington D.C., a five-story building located across from the King Street Metro stop in Old Town Alexandria. Regent Washington D.C. is northern Virginia's only center for conservative Christian higher education and it offers students an opportunity to study just minutes from the nation's capital.

## UNIVERSITY LIBRARY

The University Library seeks to provide materials, programs and services that will meet present and anticipated teaching and research needs of the Regent community. Through reciprocal agreements, print resources are shared with students and faculty in Hampton Roads academic institutions, and are available for community use.

The University Library collections consist of over 260,000 printed volumes, 55,000 e-books, 700,000 microforms and 16,000 audiovisual items including films, CDs, laser discs, audio and videocassettes, etc. In addition, the Library subscribes to over 2,000 journals related to the curriculum at Regent University.

Online library resources and services are available to all faculty and students via the Internet 24 hours a day, seven days a week. The University Library has an integrated computer system. Regent's students, faculty and staff have access to the online catalog, close to 200 electronic indexes and a total of 31,438 aggregated journal titles in full-text format.

Databases available through the Library include: WorldCat, ABI/Inform, NetLibrary, ATLA Religion Database, LexisNexis databases in many subject areas, CQ databases, Business & Company Resource Center, ERIC Full text, Education Full text, ComIndex, ComAbstracts, Expanded Academic Index, Emerald Library, JSTOR, Project Muse, PsycINFO, PsycArticles, International Index to the Performing Arts, Standard and Poors, Digital Dissertations, Factiva, Humanities Full-text and many others.

Microforms include archives of many journals and special sets, such as Evans Early American Imprints, Library of American Civilization, the complete New York Times and Educational Resources Information Center (ERIC) documents. The Special Collections area includes the University Archives, the Clark Hymnology Collection of 9,000 volumes, the Baptista Film Collection of 100 early Christian films, as well as the Film Research Center, which holds 5,500 films of different genres. Also included in Special Collections are rare books, documents and artifacts.

A university-wide information research and resources course is required of all students to help them fully utilize the vast resources available both electronically and in print format. Special tours, individualized reference sessions, library guides and bibliographies in various subjects are available. A full complement of library services is available to all distance education students.

Services and equipment for the disabled include an Apollo enlarger, Aladdin Ambassador reader, wide aisles, ramps, low water fountains, elevators and accessible restrooms.

The University Library is open approximately 95 hours each week. Special service hours for holidays, breaks, summer sessions and special university events are posted. Reference service is available during most of these hours.

There is a library resources room at the Regent Alexandria campus. Library staff there coordinate all services and library needs. Selected books, journals and reference resources are maintained at the site. However, the great majority of library resources and services are accessible and delivered online.

### Library Faculty

**Baron, Sara** (2005), B.A. Southwest Texas State University; M.A. Southwest Texas State University; M.S., University of North Texas.

**Bordner, Georgianne** (2002), B.A., Kutztown University; MLS, Rutgers University; MSSc, Syracuse University.

**Henkel, Harold** (2005), B.A., University of Rochester; MSLS, Catholic University of America.

**Kenneally, Steven** (2003), B.A., Mount Union College; MLS, Kent State University.

**Kontos, Fotini** (2002), B.A., Aristotle University; M.A., MLS, University at Buffalo, SUNY.

**Lee, Marta** (2000), B.S., M.A., Old Dominion University; MLS, Catholic University of America.

**Sivigny, Robert J.** (1983), B.A., Barrington College; MLS, Simmons College; M.Div., Gordon-Conwell Theological Seminary.

**Strum, Leanne (Gardner)** (1984), B.S., MLIS, University of Tennessee; MBA, Regent University.

**Yaegle, Sandra** (1991), B.A., Houghton College; M.Ed., Indiana University of Pennsylvania; MLS, Clarion University.

### **Information Research and Resources Course**

The university library offers a required and noncredit online information research and resources course. Students graduating from Regent University must demonstrate that they possess basic competencies in the use of computer and related information technology research and resources, including use of the library. No student will be allowed to graduate or participate in commencement without having completed the information research requirements. Students who demonstrate proficiency in the competencies, by passing the online challenge test, will not be required to take the course. The online information research and resources course is not required for students in the School of Law. Law students complete their information research requirements by taking Legal Research & Writing I & II.

The library will certify to the registrar that a student has passed the information research course. Students should demonstrate the competencies during the first term of enrollment either through the challenge test or by completing and passing the research course. If they do not, a grade of NP will be assigned and they will be automatically enrolled in the course in the second term.

The Registrar's Office will include on each student's transcript the course name and a P for successful completion.

## **CAMPUS SERVICES**

### **Student Services**

Student Services develops and maintains an environment that fosters ministry to the needs of students. It also establishes policies that protect the rights of both the students and the university in matters related to counseling, student records and student discipline. Student Services formulates student programs for personal, professional and spiritual development. Student Services publishes the Student Handbook, which is available to all registered students. To contact Student Services, e-mail to [stuserv@regent.edu](mailto:stuserv@regent.edu).

### *Council of Graduate Students*

The Council of Graduate Students (COGS) has been developed for the purpose of campus-wide service, communication, professional development, social life and student representation at faculty and administrative levels. Members are elected by their peers for a service term of one academic year. The Council of Graduate Students facilitates several social functions such as the monthly Agape Luncheons, seasonal school-wide picnics and retreats and academic dialogue such as the Roundtable Series for the Engagement of Faith and Culture. Please contact Student Services for more information about COGS and other chartered student organizations.

## **Undergraduate Advisory Council**

The Undergraduate Advisory Council has been developed for the purpose of communication and connecting the University and undergraduate administration with the undergraduate student population. Council members representing all undergraduate programs serve as a liaison between the student body and the administration. Members are elected by their peers for a service term of one year. Please contact the School of Undergraduate Studies Assistant Dean of Academics for more information about the Council.

## *Chapel and Spiritual Life*

While spiritual life is ultimately each student's personal responsibility in relation to his or her local church, the university encourages student fellowships and organizations that promote spiritual nurture, fellowship and Christian outreach. At various times throughout the week, faculty, staff and students gather for times of ministry, prayer and fellowship. In addition, special speakers are often invited for campus services. As with all community-wide events and programs, spouses of students and their families are invited to participate in these chapel services and special events when the campus meets, as a community of faith.

## **Regent Village**

Regent Village, a community of 224 apartments located less than one mile from campus, is suitable for families and single students. Leases are offered on a first-come, first-served basis. Regent Village is equipped with a community building, laundry room, playground and standard basketball/volleyball court.

Regent Village sends housing information, with specifics on rental rates and deposits, to accepted students. Students may also contact Regent Village at [village@regent.edu](mailto:village@regent.edu) for additional information about housing.

Regent Village makes three housing options available to students:

1. Regent University Village, which is located about one mile from campus. The complex consists of 112 two-bedroom, one-bath units; 56 two-bedroom, two-bath units; and 56 three-bedroom, two-bath units. Most units have a dishwasher. Washer/dryer connections are limited to the two-bedroom, two-bath units and the three-bedroom units. The apartments are unfurnished and available to all students enrolled full-time. Single students have the opportunity to select their own roommate or to be placed with one.
2. Coordinated off-campus student communities at nearby apartment complexes with special lease provisions for students.
3. Off-campus referral service, which helps students find apartments, townhouses, single-family homes and sharing situations with other students or Virginia Beach area residents. It lists realtors and gives information on rental furniture and storage space.

Regent Village assists students in understanding their housing options. However, Regent Village does not assume responsibility for arranging or supplying housing for students.

## **Shuttle Service**

Regent University maintains a shuttle service, which runs between Regent Village and other campus buildings. A schedule is available through the Administrative Services Office and is posted at shuttle stops.

## **Regent Bookstore**

The University Bookstore provides a wide selection of textbooks, school supplies, supplemental books, Bibles and reference materials to meet students' academic needs. The bookstore also offers a selection of Christian cards, gifts and Regent logo clothing. Distance/online class materials (textbooks, lecture

tapes, etc.) are also available through the bookstore, and may be ordered using their secured online catalog, [www.regentbookstore.com](http://www.regentbookstore.com). Regent Bookstore accepts returns as follows:

1. Textbooks, 100 percent until last day of Drop/Add period, with the receipt. There is no refund after the Drop/Add period. Summer returns: 2 days from the 1<sup>st</sup> day of class.
2. General Merchandise, 100 percent within two weeks of purchase with the receipt. (Law and other reference materials not returnable during or after exams.)
3. No returns on computer software, photocopied materials or audio/visual media.
4. All returns must be in new condition.

**For information and policies regarding undergraduate students, see the “Textbooks” section of the School of Undergraduate Studies’ portion of this catalog.**

### **Psychological Services Center**

The Psychological Services Center (PSC) at Regent University is open to all students and their families. The PSC provides individual, family and group counseling and psychological and intelligence testing. Psy.D students, who are supervised by licensed clinical psychologists, conduct all services. All information is kept in strict confidence in compliance with the ethical standards set by the American Psychological Association. The PSC provides the highest professional quality of therapy and diagnostics utilizing a Christian worldview. There is no counseling fee for students and their immediate families; testing fees are set at a reduced rate. Employees of Regent, CBN and others from the general community are welcome to make appointments on a sliding scale fee basis. In addition, referrals from pastors have a set low fee. Call 226.4488 for more information.

### **Information Technology Department**

The Information Technology (IT) Department secures and manages technology to support the university’s academic and administrative mission. Computer users enjoy the benefits of a completely wired campus with a high-speed connection to the Internet. There are six computer labs at the Virginia Beach campus and one computer lab at the DC Campus. Lab computers are equipped with productivity software (Microsoft Office Suite, web publishing software, and other specialized software) as well as Internet access. Network ports are available in multiple locations to facilitate the utilization of notebook PCs for Internet research and communication. Wireless Internet access is available in specific areas in all buildings at the Virginia Beach campus and on all floors at the DC Campus. The IT Department also maintains all university servers and web-enabled services, which enable students to register for classes online, check financial accounts, access electronic information from the University Library, and engage in distance education via the Internet. Additionally, students have access to drive space to publish personal web pages and are supplied with a regent.edu e-mail account. On-campus students have access to network drive space to store documents.

The IT Department also utilizes the latest technology to support curriculum and departmental needs. Audiovisual equipment is provided and maintained within the Library and classrooms. The IT Department also has the capability to stream video and audio over the Internet and to connect remote teaching sites via video conferencing systems.

### *Computer Requirements*

Many of the degree programs and courses are delivered entirely or in part through computer-mediated learning. Computer literacy is required of all students. It is imperative that all students have access to a computer system that meets the minimum requirements outlined at <http://www.regent.edu/it/standards.html>.

Given the rapid rate of change in computer technology, please refer to the Regent University Information Technology web site at [www.regent.edu/it/](http://www.regent.edu/it/) for the most current information regarding

computer requirements and support, frequently asked questions (FAQs), and tips. Also check the web sites of the individual schools. It is the students' responsibility to keep up with changes in software.

Community colleges, public libraries, or computer training centers can provide valuable courses on basic Internet and personal computer use or other topics. Successful completion of a preparatory course will build students' confidence and help facilitate successful completion of the program. Technical questions concerning personal hardware, software, or telecommunication support should be directed to the appropriate vendor(s). Regent University does not teach or train students in basic computer use.

#### *E-Mail Account*

Students must have an Internet Service Provider (ISP) and a working e-mail address to register for classes. Students receive a personal e-mail account at Regent University upon enrollment. All official university correspondence will be sent to this e-mail account. It is the students' responsibility to access this account. Students may have their Regent e-mail account forwarded to their ISP e-mail account if so desired. For directions on forwarding e-mail, see  
[http://www.regent.edu/general/student\\_orientation/tutorials/webmail.cfm](http://www.regent.edu/general/student_orientation/tutorials/webmail.cfm).

#### *Personal Web Pages*

Upon registration, students are given 10MB of web space and are permitted to have a personal web page housed on Regent's server. Students may create a web page, use a file transfer process to upload the site to our server, and have access through any Internet connection. Instructions for creating and saving web pages are located at <http://www.regent.edu/it/web/sdrive.cfm>. The URL for student web pages follows this format: <http://home.regent.edu/username>. For example, if a student's name is Jane Smith and her Regent username is janesmi, then her personal home page URL is <http://home.regent.edu/janesmi>. Technical assistance relating to personal home pages is not available from Information Technology. Personal home pages must conform to the University's web-publishing policy at  
<http://www.regent.edu/it/web/policies.cfm>.

## **ACADEMIC INFORMATION AND POLICIES**

### **STATEMENT OF ACADEMIC FREEDOM**

Academic freedom at Regent University is framed by the context of the university's mission statement and statement of faith and is consistent with the standards and norms stated in the academic freedom policy. Each faculty member is free to pursue truth within his or her discipline by research, discussion and other forms of inquiry. This freedom carries a responsibility to truth, to scholarly integrity and to one's students. The full policy is published in the Faculty and Academic Policy Handbook.

### **FREEDOM OF EXPRESSION**

Regent University holds that the right of expression is as necessary as the right of inquiry and that both must be preserved as essential to the pursuit and dissemination of knowledge and truth. Consequently, university members, individually and collectively, may express their views through normal student, faculty and administrative channels of communication.

Students, particularly those producing theses, dissertations, portfolios and other creative works, may pursue truth within their disciplines by research, discussion and other forms of inquiry. Exercising academic freedom requires a responsibility to truth and scholarly integrity, as well as complete honesty and loyalty to the Mission Statement, Standard of Personal Conduct and the Student Honor Code (see the Student Handbook).

### **STUDENT RECORDS CONFIDENTIALITY**

Regent University protects the confidentiality of the education records of current and former students. This policy is in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. At its discretion the institution may provide directory information to include: student name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, photograph and participation in officially recognized activities. Students may withhold directory information by notifying the Registrar's Office, in writing, within two weeks of the posting of the annual notice that advises students of their rights. The full text of this policy, including procedures for inspecting and amending one's education records, are printed in the Student Handbook.

### **RESERVATION OF THE RIGHT TO MODIFY**

Regent University has attempted to provide information, which, at the time of preparation for printing, most accurately described policies, procedures, regulations and requirements of the university. However, this catalog does not establish contractual relationships. The university reserves the right to alter or change any statement contained herein without prior notice.

### **VIRGINIA TIDEWATER CONSORTIUM EXCHANGE PROGRAM**

Regent University is a member of the Virginia Tidewater Consortium (VTC) Exchange Program. This membership enables Regent students to enrich their programs by taking courses at another VTC institution.

Only on-campus, credit courses offered by participating VTC institutions are allowed in the exchange program. Therefore, the program does not accommodate online distance education students. Contact the Registrar's Office for details.

### **ACADEMIC PROGRAMS**

Regent University offers graduate education through a variety of modes as well as bachelor's degrees though the undergraduate programs in the School of Undergraduate Studies. The Regent University academic organization consists of the: School of Business; School of Communication and the Arts; School of Divinity; School of Education; Robertson School of Government; School of Law; School of

Leadership Studies; School of Psychology and Counseling; and the School of Undergraduate Studies. Regent embraces the Judeo-Christian tradition and enjoys a highly ecumenical environment. With faith as the foundation of its mission, Regent prepares leaders to make a positive impact upon American society and the world. In addition to the home campus in Virginia Beach, Virginia, Regent offers programs at our Washington D.C. Campus in Alexandria, Virginia, as well as online via our Worldwide Campus.

### **Schools and Degrees Offered**

#### *School of Business*

Master of Business Administration (MBA)

Executive MBA

Master of Arts (M.A.) in Management

Graduate Certificate Programs in all Specialization Areas

#### *School of Communication and the Arts*

##### Department of Cinema, Department of Television and Department of Theatre Arts

Master of Arts (M.A.) in Communication

Master of Fine Arts (MFA)

##### Department of Communication Studies

Master of Arts in Communication

Doctor of Philosophy (Ph.D.)

##### Department of Journalism

Master of Arts in Journalism

#### *School of Divinity*

Master of Arts (M.A.)

Master of Arts. in Missiology

Master of Arts. in Practical Theology

Master of Divinity (M.Div.)

Doctor of Ministry (D.Min.)

Doctor of Philosophy (Ph.D.)

#### *School of Education*

Master of Education (M.Ed.)

Educational Specialist (Ed.S.)

Doctor of Education (Ed.D.)

Teaching English to Speakers of Other Languages (TESOL) Certificate

Certificate of Advanced Graduate Study (CAGS) in Education

#### *Robertson School of Government*

Master of Arts (M.A.) in Government

Certificate of Advanced Graduate Study (CAGS) in Public Policy

Graduate Certificate Programs in all Specialization Areas

#### *School of Law*

Juris Doctor (J.D.)

*School of Leadership Studies*

Master of Arts (M.A.) in Organizational Leadership

Master of Arts in Strategic Foresight

Certificate of Graduate Studies (CGS) in Leadership

Doctor of Philosophy (Ph.D.) in Organizational Leadership

Doctor of Strategic Leadership (DSL)

Certificate of Advanced Graduate Studies (CAGS) in Leadership

*School of Psychology and Counseling*

Master of Arts (M.A.) in Counseling

Master of Arts in Human Services Counseling

Certificate of Advanced Counseling Studies (CACS)

Doctor of Psychology (Psy.D.)

Doctor of Philosophy (Ph.D.) in Counselor Education & Supervision

*School of Undergraduate Studies*

Bachelors of Arts (BA) in Communication

Bachelor of Science (BS) in Interdisciplinary Studies

Bachelors of Science in Organizational Leadership and Management

Bachelors of Science in Psychology

Bachelors of Arts in Religious Studies

**Joint Degrees**

To meet the growing demand for professionals who are trained in more than one field, Regent University offers joint degrees between its various graduate schools and programs. Thus, students may earn two graduate degrees in fewer total credit requirements than if the two degrees were earned separately. For reasons such as content duplication, the total credit hour requirement may be reduced up to 20 percent from the requirements of the two degrees if earned separately.

Joint degrees apply to master's degree and Law students only. The requirements and percentage of credit hour reduction is determined by the individual schools and programs.

Students should ordinarily seek admission to a joint degrees program before the completion of one-third of any single degree program. This should coincide with the completion of the student's approved degree program (ADP). A joint degrees program will normally require a minimum of two-and-one-half to three years of full-time study (four years for the J.D. or M.Div. degree). Because they receive two separate degrees, joint degrees students pay two graduation fees when applying for graduation.

For further information about the joint degrees program, contact the Admissions Office and see the catalog section of the individual schools.

**GRADUATE-LEVEL ACADEMIC POLICIES**

The following policies relate to Regent's graduate programs. For undergraduate academic policies and procedures, refer to the School of Undergraduate Studies section of the catalog.

**Full-Time Classification**

To be classified as full time for enrollment certification purposes, a graduate student must satisfy one of the following conditions:

1. Be enrolled for a minimum of 9 credit hours (10 for law) per regular academic term or 6 credit hours during the summer term. This definition will be used for enrollment reporting purposes.

2. Be enrolled for a minimum of 6 credit hours per regular academic term while simultaneously being employed at Regent University as a doctoral fellow in a position related to one's academic program.
3. Be enrolled for at least 1 credit hour per term in one of the following culminating academic experiences: dissertation, thesis, portfolio, internship or any other equivalent. The student's advisor may be required to certify in writing to the Registrar's Office that the student is working full time on the culminating experience. With the exception of doctoral students working on dissertations, a student shall not be classified as full time for more than two terms while working exclusively on a culminating experience except as approved by the dean of the school or college.
4. Be enrolled for at least 1 credit hour in the last term of enrollment necessary for completing the degree.
5. If program design does not allow for at least 9 credit hours per session, full-time classification will be considered the maximum number of credit hours offered per session in that program. It is the student's responsibility to notify the Registrar's Office in writing, via Academic Petition, each applicable term.

### **Academic Advising**

Schools normally assign an advisor to students to help them plan degree programs and to give career and personal guidance during their graduate program. It is the student's responsibility to meet the requirements of the degree as defined in the student's approved degree program. Advisors may assist students during the registration process and throughout the year. More information is available from the students' school and in the Student Handbook.

### **Repeating A Course**

Students who receive a grade of F, FX, or NP in a required course must repeat and pass that course in order to graduate. Students may elect to repeat any course in order to obtain a higher grade. When a course is repeated, the last grade points and credit hours earned replace the previous grade points and credit hours in computing the GPA. However, all grade entries on the transcript remain a part of the students' permanent academic record. If the course being repeated is offered under a different course number than when students first took the course, students must indicate that it is a repeat course at the time of registration.

#### *Divinity Courses*

Students who receive a grade of C- or below in a course of the *academic* Masters of Arts degree must repeat and pass that course in order to graduate.

#### *Law School Courses*

Students who receive a grade of F in a required course must repeat and pass the course in order to graduate. Students who receive a D- grade in a non-sequential required course must repeat the course prior to graduation. Students who receive a D- grade in a required course or courses in a sequence of courses (e.g., Contracts I, II and III) must repeat the course(s) except upon the granting of a petition showing good cause that the course or courses need not be repeated. Students may elect to repeat a course in which any other grade is received.

When students repeat a course, the grade received on the repeat course will be averaged with the original grade received according to the following procedure:

1. The total grade points for all earned letter grades in the repeated courses will be divided by the total credit hours taken in calculating the average grade points to be assigned per credit hour. The average grade points per credit hour shall not exceed 2.00 (C grade).

2. The average grade points (not to exceed 2.00) will be assigned only to the final repeat credit hours. The credit hours and grade points earned for each prior taking of a course shall be deleted from the transcript. However, all grade entries on the transcript remain a permanent part of the student's academic record.

Only the credit hours successfully completed for the repeat course may be used in calculating cumulative credit hours earned toward satisfying degree requirements. If the course being repeated is offered under a different course number than when students first took the course, students must indicate that it is a repeat course at the time of registration.

### **Information Research and Resources Course**

The university library offers a required and noncredit information research and resources course .The charge for this course for fall 2005 is \$50. Students graduating from Regent University must demonstrate that they possess basic competencies in the use of computer and related information technology research and resources, including use of the library. No student will be allowed to graduate or participate in commencement without having completed the information research requirements. Students who demonstrate proficiency in the competencies by passing the online challenge test, will not be required to take the course. The online information research and resources course is not required for students in the School of Law. Law students complete their information research requirements by taking Legal Research & Writing I & II.

The library will certify to the dean of each school and the registrar that a student has passed the information research course and/or will certify that those students have demonstrated the competencies of the course through a challenge test. Students should demonstrate the competencies during the first term of enrollment either through the challenge test or by completing and passing the research course. If they do not, a grade of NP will be assigned and they will be automatically enrolled in the course in the second term.

The Registrar's Office will include on each student's transcript the course name and a P for successful completion.

### **Writing Skills**

Effective writing skills are vital for successful academic and professional performance. Students entering Regent University must demonstrate the basic writing skills essential to build the professional writing skills expected of scholars and/or leaders in the field. Students graduating from Regent University must demonstrate the writing skills necessary to be successful scholars and/or leaders. As a component of the admissions process, every school shall assess the writing skills of prospective students. Before a student's Graduation Application is approved and before the student is permitted to graduate, every school shall certify to the Vice President for Academic Affairs that the student has a verification of professional writing competency.

### **Grading Systems**

To remain in good academic standing in the Ph.D., M.B.A., D.Min., M.F.A., M.Ed. and the M.A. degree programs including the Divinity M.A. (Bible Studies), a student must maintain a 3.00 GPA. (A 2.00 GPA is acceptable for good academic standing in the B.S., B.A., J.D., M.Div., M.A. in Practical Theology and the M.A. in Missiology). The following grading scale is the authorized grading scale for the university (see the School of Undergraduate Studies section for the undergraduate grading scale)

|    |      |          |
|----|------|----------|
| A+ | 4.00 |          |
| A  | 4.00 | Superior |
| A- | 3.67 |          |
| B+ | 3.33 |          |

|    |      |   |
|----|------|---|
| B  | 3.00 | Good  |
| B- | 2.67 |   |
| C+ | 2.33 |   |
| C  | 2.00 | Satisfactory  |
| C- | 1.67 |   |
| D+ | 1.33 |   |
| D  | 1.00 | Poor  |
| D- | 0.67 |   |
| F  | 0.00 | Failing   |
| W  |      | Withdrew  |
| P  |      | Pass<br>(Used for<br>pass/fail courses<br>only)       |
| NP |      | No Pass<br>(Used for<br>pass/fail courses<br>only)    |
| I  |      | Incomplete  |
| IP |      | In Progress   |
| A  |      | Audit (No Credit)<br>(Used for audit<br>courses only) |
| U  |      |   |
| W  |      | Withdrew Failing                                      |
| F  |      |   |
| FX |      | Failure to make<br>up or finish an<br>Incomplete      |

The instructor determines all grades. The basis for evaluation and grade calculation shall be published in the course syllabus available at the first formal class meeting. Formative grade assessment may utilize systems different than the required system for final grading, as long as the system allows for equitable conversion.

The GPA is obtained by dividing the total number of quality points earned by the total number of credit hours attempted exclusive of P/NP, Audit and courses in which an Incomplete or In Progress is assigned. Grades of F, FX, W, WF, NP or Audit may not be used to meet minimum credit hour requirements. Professional development courses such as an internship or practicum will be graded on a P/NP basis.

### **Incomplete Grades**

Students desiring an incomplete must submit their request to the course instructor (or Academic dean) **prior to the end of the term**. 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. Incomplete grades require the final approval of the school dean or his or her authorized representative. 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. 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.

### **In-Progress Grades**

In-Progress (IP) grades shall be given when work is not completed by the end of the term for the following academic work: independent studies, internships, practicums, portfolios, theses and dissertations. An IP may be continued for a maximum of two terms when the student requests an extension and the approved form is submitted to the Registrar's Office prior to the end of the first term. If the requirements for removal of the IP grade are not completed by the end of these two terms, a grade of NP will be posted automatically. Exceptions may be made for dissertations, which may continue without penalty. Any student desiring reinstatement to the course after an NP has been posted must register for the course in a subsequent term and pay the full current tuition for the course.

### **Appeals and Grievances**

The Student Appeals and Student Grievances policies are printed in the Student Handbook.

### **Academic Integrity**

The Regent University community of teachers and scholars affirms that the biblical principles of truth and honesty are absolutely essential. Indeed, the Bible contains numerous admonitions against false witness, dishonesty and cheating. Upholding the standard of academic integrity with its reliance on honesty is a responsibility of both faculty and students. Conduct that violates academic integrity includes:

Dishonesty. This is lack of integrity exhibited through lying, cheating, defrauding or deceiving.

Examples of dishonesty include: copying from the examination paper of another, allowing one's own examination paper to be copied, reading without the instructor's consent a copy of the examination prior to the date it is given, giving or receiving unauthorized aid on a take-home examination; use of unauthorized aids; submitting the same work product in more than one course without the express permission of the instructor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.

2. Plagiarism. This is stealing or using the ideas or writings of another as one's own. It involves failure to acknowledge material copied from others or failure to acknowledge one's indebtedness to another for the gist of important thoughts in a formal statement, written or oral. Plagiarism has been on the rise in recent years because of the emergence and expansion of the Internet, and serves as a strong threat to academic integrity. Instructors need resources to assist them in accurately detecting plagiarism and preventing plagiarism before it occurs, as well as safeguarding the academic integrity of the work of students who have properly researched and properly cited their sources. Hence, Regent University has currently subscribed to

TurnItIn.com®, an online collaborative learning tool for faculty, which supports members of the Regent academic community in their quest to uphold academic integrity. For a full discussion of this program, please refer to the following website:

<http://www.regent.edu/it/helpdesk/document/turnitin/>. Student submissions may be submitted to the scrutiny of the TurnItIn® software or other academic integrity software. Note that these submissions of assignments to TurnItIn® or other software do not necessarily constitute an accusation or suspicion of plagiarism on the student's part.

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

## **Academic Probation and Dismissal**

It is expected that students will maintain a 3.00 (2.00 for Juris Doctor, Master of Divinity, Master of Arts in Practical Theology and Master of Arts in Missiology) cumulative GPA for courses taken at Regent University. However, individual programs may have more stringent requirements. A student's academic status will be determined at the end of each term by the Registrar's Office.

### *Academic Probation*

When a student's cumulative GPA falls below 3.00 (2.00 for Juris Doctor, Master of Divinity, Master of Arts in Practical Theology and Master of Arts in Missiology), the student shall be placed on academic probation for the next term of enrollment of substandard GPA. Students on academic probation should consult with their advisors to improve their academic performance. Academic probation status is recorded in the student's academic record. When a student is placed on probation the dean shall notify the student in writing of any specific instructions for improving academic performance. A student will be removed from academic probation when the cumulative GPA is 3.00 (2.00 for Juris Doctor, Master of Divinity, Master of Arts in Practical Theology and Master of Arts in Missiology) or above.

### *Academic Dismissal*

A student on probation whose cumulative GPA is below 3.00 (2.00 for Juris Doctor, Master of Divinity, Master of Arts in Practical Theology and Master of Arts in Missiology) at the end of the probationary term shall be subject to dismissal. (In other words, the student has one term to bring the low GPA back to the acceptable 3.00 [2.00 for Juris Doctor, Master of Divinity, Master of Arts in Practical Theology and Master of Arts in Missiology]). In the School of Law, the dismissal action is taken at the end of the spring term. The dean will notify the student, in writing, of the dismissal.

### *Petitioning for Reinstatement*

Students who have been dismissed may petition for reinstatement through the school, after one academic year, unless other criteria for possible reinstatement were contained in the dismissal letter. All petitions for reinstatement will be considered on an individual basis. Reinstatement will be granted only on a petition demonstrating that there is a strong likelihood that the student possesses motivation and capacity to complete the academic requirements successfully. The dean shall notify the student in writing of the school's decision regarding reinstatement. Students who are reinstated shall be required to comply with any conditions set forth in the letter of reinstatement. The school sends a copy of the reinstatement form and all letters regarding academic status to the Registrar's Office to be placed in the student's university file.

## **Graduation Requirements**

Regent graduates those students who are in good standing upon the satisfactory completion of all degree requirements. Note: To graduate is to be granted an academic degree or diploma. Students are subject to the degree requirements listed in the Catalog for the year during which the student first enrolls. A student may petition the dean to use a subsequent Catalog. If the student is not enrolled for more than one year and is later readmitted then the student must meet the degree requirements current at the time of readmission.

## **Graduation Procedure**

1. All students desiring to graduate must file a Graduation Application with the Registrar's Office by: October 1 for fall and spring graduation; and May 15 for summer graduation.
2. The Registrar's Office obtains approval of the Graduation Application from each student's dean and advisor.

3. Students who are not approved to graduate in the semester stated on the Graduation Application must file another Application in a subsequent semester.
4. The Registrar's Office issues diplomas and posts degrees on transcripts only when the registrar and the dean have certified that all graduation requirements have been met. These requirements include the following:
  - a. Satisfactory completion of all degree requirements as specified in the Catalog for the student's degree program. Students who have been approved to pursue a degree according to an Individualized Degree Plan must satisfy all course and credit requirements of that plan prior to graduating.
  - b. Completion of all requirements within five years for the master's degree (seven years for M.Div.) and full-time juris doctor program, six years for the part-time juris doctor program and seven years for all doctoral degrees from the date of the student's initial enrollment. Extensions are granted for good cause and with approval of the student's advisor and the dean of the school in which the student is enrolled.
  - c. A minimum cumulative GPA of 3.00 (2.00 for J.D., M.Div., M.A in Practical Theology, M.A. in Missiology and Bachelor's Degree students).
  - d. Payment of graduation fee (joint degrees applicants pay two fees) and all university financial obligations, including housing.
5. Students on academic or disciplinary probation will not be allowed to graduate.

## **Commencement**

Regent University holds an annual commencement at the end of the spring semester. Students must obtain approval to participate. Students approved to graduate in the spring, summer or fall semesters are strongly encouraged to participate in commencement for the conferring of the degree. Students who are unable to attend should notify the Registrar's Office in writing at least one month prior to commencement.

All students must have completed all requirements toward graduation prior to participating in commencement. However, due to the uniqueness of some programs and the fact that there is only one commencement yearly, Regent provides the opportunity for students who have not completed all requirements to participate in commencement, if they meet the following criteria:

1. The student has no more than two courses remaining for graduation and these courses must be completed in the summer. The coursework may include an internship or practicum experience, which can also be completed during the summer.
2. Theses, dissertations and portfolios must have been successfully defended or approved before the spring cut-off date (varies by school) and all that remain are final edits.

Students requesting permission to participate in the commencement ceremony who have not completed all graduation requirements but who are eligible to walk under the above criteria must:

1. Receive certification from the dean of the school from which they are graduating that they are eligible to participate in commencement. The school must send certification to the Registrar's Office by March 1.
2. Receive final written approval from the Registrar's Office that they are eligible to participate in commencement.
3. Register and pay for coursework during summer registration.

Participating in commencement exercises prior to completing all graduation requirements is a privilege and does not guarantee the student's right to graduate unless all requirements have been met.

## **ADMISSION TO REGENT UNIVERSITY**

The following information is designed to provide a clear understanding of Regent's graduate and undergraduate programs. However, please refer to the specific school section for additional information and policies and procedures.

Regent University's admissions process obtains information about your personal and academic background in order to assess your potential for graduate and undergraduate study. Your attention to the process and Regent's prayerful and professional evaluation of your credentials and potential will result in a final decision that will work not only to your benefit, but also to that of your fellow students, Regent University and the kingdom of God. Submitting an application to the university assumes that you have carefully reviewed our programs and understand their requirements and options, and that you understand the Philosophy of Education and the Standard of Personal Conduct presented in the General Information section.

### **CONTACT INFORMATION**

To apply for admission to Regent University, prospective students for all schools, except the School of Law, may contact Central Enrollment Management. Application forms may be downloaded from the website, obtained by mail, or completed online. School-specific questions should be directed to the individual schools; see their section for information.

Central Enrollment Management  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
800.373.5504 or 757.226.4127  
Fax: 757.226.4381  
E-mail: [admissions@regent.edu](mailto:admissions@regent.edu)  
Website: [www.regent.edu/admissions](http://www.regent.edu/admissions)

To apply for admission to the School of Law, Juris Doctor, contact:

Office of Admissions and Financial Aid  
School of Law  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
757.226.4584  
Fax: 757.226.4139  
E-mail: [lawschool@regent.edu](mailto:lawschool@regent.edu)  
Website: [www.regent.edu/law](http://www.regent.edu/law)

### **ADMISSION CRITERIA**

Regent University accepts all qualified individuals on a competitive basis who agree to be taught from the perspective articulated in our Philosophy of Education and who are willing to abide by the Standard of Personal Conduct outlined in the admission packet. The following are general admission criteria for the various programs at Regent University. Refer to the individual schools for additional criteria for their programs.

### **Bachelor's Degree Programs**

Admission to the undergraduate programs at Regent University are based on an assessment of academic transcripts, a personal goals statement, and a writing sample. Regent University seeks academically qualified students who are mature, highly motivated, and whose personal goals are consistent with the program's mission and goals.

### **Master's or Professional Degree Program**

Generally, admission to a master's or professional degree program at Regent University requires a completed four-year bachelor's degree from a regionally accredited post-secondary institution.

Applicants with a bachelor's degree from a non-regionally accredited institution will be considered on an individual basis.

### **Post-Master's or Doctoral Program**

Normally, applicants for a post-master's or doctoral program must have a master's degree in the same academic discipline as the discipline to which admission is sought or in a closely related field.

Professional experience in the academic discipline is preferred, but not required. Applicants may be required to submit a writing sample reflecting research skills. See the individual schools for this and other requirements.

### **Law School's Juris Doctor Program**

The priority application deadline for the fall term for the School of Law is March 1. Every law school applicant must take the Law School Admission Test (LSAT) and submit a Law School Data Assembly Service (LSDAS) report.

The School of Law may admit a limited number of second-year transfer students. No third-year transfer students will be accepted; however, a third-year student may apply for visitor status. Transfer students must submit, along with the application for admission, a letter signed by the dean of the current law school certifying that the applicant is a student in good standing and eligible to return to that school. A maximum of 30 term credits or 45 quarter credits, with course grades of C (or equivalent) or better, may be accepted for transfer credit, subject to a determination of course similarity or otherwise acceptable course content. All transfer students are required to take Common Law and Constitutional Law at Regent University.

### **Joint Degrees Program**

Joint degrees apply to master's degree and Law students only. Applicants must apply for admission to both schools of a joint degrees program and meet the admissions criteria of each school. Applicants should choose one of the two schools to be the primary school, mark the application as joint degrees and apply to the primary school first. The primary school should copy and send all application documents to the secondary school. The exception would be a joint degree with the School of Law. Due to ABA regulations, the School of Law application should be used, even if law is the secondary school.

Each school notifies applicants regarding acceptance into its degree program. Joint degrees applicants who are accepted in only one school may enroll in that school but not in a joint degrees program. Students already enrolled who are applying to a joint degrees program must comply with the admissions procedures set forth by the other Regent school in which they seek admission. The school notifies students of the status of their application after all requirements have been met.

### **Graduate Application Process**

The following items are considered in the admissions process of degree-seeking status:

- Completed application form. (Forms in admissions packet.)
- Nonrefundable application fee.

- Signed Community Life Form, which includes the Philosophy of Education, the Nondiscriminatory Policy and the Standard of Personal Conduct. (Form in admissions packet)
- Personal goals statement, including long-range professional and scholarly interests.
- Recommendations (academic, professional and/or personal) attesting to applicants' ability to pursue and complete graduate work as an independent student and the applicant's leadership potential. (Forms in admissions packet.)
- Transcripts. Official transcripts from all previous colleges or universities attended at the undergraduate or graduate level, regardless of the number of courses or the nature of the work taken. Transcripts cannot be returned to the applicant and cannot be forwarded to other universities. Photocopies or unofficial student copies of transcripts are not acceptable.
- Photograph (optional).
- Applicants whose primary language is not English must take the Test of English as a Foreign Language (TOEFL); a score of 577 (paper) or 233 (computer) or higher for the master's and doctoral is required to be considered for admission. Those who have taken the TOEFL and scored 577 (paper) or 233 (computer) or higher do not need to take the test again. Applicants who have previously taken the TOEFL and scored less than 577 (paper) or 233 (computer) may retake the test. The test should include the Test of Written English (TWE).
- Entrance exams. Not all Regent schools require entrance exams. If the prospective students' school of interest requires test scores, prospective students must register for and take the test required by that school. An official copy of the score results should be sent to the school Admissions Office.
- Students may apply for the Graduate Record Exam (GRE), Miller Analogies Test (MAT) or GMAT by contacting the following and asking for the closest test site: a local university testing office; Educational Testing Service, Princeton, NJ 08541, [www.ets.org](http://www.ets.org), (609) 771-7670 for the GRE; and/or The Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-3956, (210) 921-8802 or (800) 622-3231 for the MAT. The Regent University test codes are: GRE, R5135; MAT, 2358; GMAT, 5135. Scores on the general portion of the GRE or MAT of the 50th percentile or higher are preferred. The test must have been taken within the last five years.
- Law School applicants should contact the Law School Admission Council (LSAC) for information regarding the Law School Admission Test (LSAT), to subscribe to the Law School Data Assembly Service (LSDAS) and/or to obtain LSAT prep materials, videos and publications. The contact information is Law School Admission Council, Box 2000, 661 Penn Street, Newtown, PA 18940-0998, (215) 968-1001 (phone), (215) 968-1119 (fax), [Lsacinfo@LSAC.org](mailto:Lsacinfo@LSAC.org) (e-mail), or [www.LSAC.org](http://www.LSAC.org). The code is 5822.
- Interviews. Each school determines the number of interviews required and designates who may conduct the interviews. In-person interviews are preferred, but telephone interviews may be arranged.
- Writing samples. Some Regent schools require a writing sample. These samples include: an essay written for college credit, a published article, a letter to the editor or a typed, 500-word essay on some topic of public importance.
- Additional material as required by schools.
- Students should retain a photocopy of their application materials for their records.

### **Admission to Graduate Nondegree Status**

Graduate applicants desiring to enroll in courses who do not intend to obtain a degree may be accepted on nondegree status. Nondegree students are not eligible to receive financial aid and may enroll in courses on a space-available basis only. Nondegree students are limited to a maximum of 18 credits and must maintain a 3.0 minimum GPA. Academic probation and dismissal policies apply to nondegree

students. Normally the School of Law does not admit students on a nondegree basis. Admission requirements include:

- A bachelor's degree from an accredited post-secondary institution.
- A minimum cumulative undergraduate GPA of 2.50 on a 4.00 scale.
- Maturity in spiritual and/or character qualities.
- Personal goals consistent with the mission and goals of Regent University.

To be considered for admission as a nondegree student at Regent University the following items must be submitted:

- Regent University Application Form.
- Nonrefundable application fee.
- A transcript confirming the applicant's attainment of at least a bachelor's degree and the required grade point average from a regionally accredited institution. The official transcript is preferred but a copy will be accepted for nondegree status.
- Signed Community Life Form, which includes the Nondiscriminatory Policy and Standard of Personal Conduct.
- One general recommendation (clergy, faculty or employer).
- One interview with a representative of the desired school.

Nondegree students may apply for degree status through the dean's office after completing the minimum number of hours and course and grade requirements established by each school. The applicant must meet all deadlines set forth in this policy and submit all official transcripts and any additional material required for degree status. The Admissions Committee will consider the application in the same way it would for a new applicant.

### **Processing and Notification**

It is the applicants' responsibility to ensure that all required information is submitted to the Central Enrollment Management Office. The school Admissions Committee will review applicants' records when all information is received and the application is complete. Applications are reviewed and evaluated in the order in which they are received for most programs. Admission decisions are communicated to applicants in writing as soon as possible after the decision has been made, typically within one to two weeks. If an application, or any of its supporting materials, is received after the application deadline, the Admissions Committee reserves the right to defer the application until the start of the next admissions cycle.

Upon notification of acceptance, applicants will be asked to sign an enrollment agreement, which must be returned with an enrollment deposit. The deposit is applied to tuition at the time of registration. It is refundable if applicants notify the Admissions Office of their intent not to enroll by July 1 for the fall term, December 1 for the spring term and May 1 for the summer term.

### **Professional Development Enrollment**

At the discretion of the individual schools, graduate students may be enrolled on a nondegree professional development status. Applicants must have a bachelor's degree to be eligible for enrollment for graduate credit. Applicants who do not have a bachelor's degree may register for classes on an audit basis only or may consider application to the School of Undergraduate Studies degree completion programs (refer to the School of Undergraduate Studies section). Professional development applicants will not be considered admitted; they will be classified as enrolled in the Professional Development Program. Professional development students are not eligible to receive financial aid and may enroll in courses on a space-available basis only.

The following items must be submitted to be eligible as a professional development student:

1. Professional Development Enrollment Application/Registration Form.
2. Nonrefundable application fee.
3. Other items as required by the school.

To be eligible for any other academic status, professional development students must submit a regular application or a nondegree application for a specific school by the application deadline for the term desired. All additional admissions requirements must be met. The school will notify the students of its decision. Since all courses completed as professional development students are posted on a nondegree transcript, students accepted to a specific school must petition in writing to have those credits count toward their academic program completion. The petition must include an official transcript verifying attainment of a bachelor's degree. The number of credits transferred from professional development courses cannot exceed 25 percent of the credits required for academic program completion.

### **Readmission**

Former students who have not been enrolled for one calendar year or more and who desire to enroll in the same degree program to which they were originally admitted should apply for readmission through the appropriate dean's office. Such students should submit a reactivation application to their school. Students who have not been enrolled for more than one year must meet the degree requirements current at the time of readmission.

Regent students, former students or graduates who seek admission to a different degree program than that of their last term of enrollment must contact the admissions office of their school of interest.

### **Transfer of Graduate Credit**

For all programs, Regent University limits the number of transfer credits to a maximum of 25% of the appropriate Regent degree program, except for the School of Law programs and for programs that have articulation agreements with other colleges and universities. Articulation agreements may authorize transfer credit for up to 49 percent of the degree to be earned.

To be approved for transfer, credits must have been taken from a regionally accredited institution or one approved by the Regent school in which the student is enrolled. Coursework transferred or accepted toward a graduate degree must represent coursework relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in Regent's own graduate degree programs. Except for some divinity programs, credits accepted for transfer cannot have been counted on a previously completed degree program at Regent or any other institution. Courses with grades below B (C for the J.D., M.Div., M.A. in Practical Theology and M.A. in Missiology programs) will not be accepted for transfer. When transfer courses are approved, the course title and credit hours, as well as the name of the institution where the credits were earned, are entered on the Regent University transcript. However, the grades are not entered on the transcript and are not used in the calculation of the Regent University cumulative grade point average.

1. Students who want to transfer graduate credits to a Regent University degree program shall initiate an official request for transfer credit through the dean's office or the student's academic advisor.
2. Students submit an official transcript for each proposed transfer course.
3. Schools may establish other requirements or documentation for evaluating the transfer credit, such as a copy of the course syllabus or a copy of the course description from the institution's Catalog. Schools make their specific transfer credit evaluation procedure available to students.
4. When the evaluation process is complete and courses are approved for transfer, the dean's office forwards a copy of the official transcript(s) and Transfer Credit Evaluation form to the Registrar's Office for entry of the transfer courses and credits on the student's academic transcript and degree program audit.

5. Students who transfer from one Regent degree program to another complete the transfer of credit procedure for all courses taken in the previous degree program that they desire to apply to the new degree program.

### **ADMISSION FOR INTERNATIONAL STUDENTS**

The following is to supplement the University Admissions requirements mentioned previously for all non-immigrant applicants and outlines additional information and materials necessary to be eligible for admission to Regent University as an international student.

Non-immigrant applicants are defined as those applicants who are *not citizens* of the United States and are *not seeking to become citizens* or permanent residents of the United States. Non-immigrant applicants are required to submit financial statements and are subject to other requirements. All other visa types (except B visas) may not need to submit financial statements. Please contact Central Enrollment Management for further clarification. The following requirements are subject to change in order to meet United States Citizenship and Immigration Services (USCIS) regulations. Initial enrollment should occur during the fall term whenever possible. The school's director of admissions is responsible for obtaining necessary approvals from the school's dean for any exceptions to policy.

#### **International Students Admission Requirements**

In addition to the admission requirements mentioned previously, international applicants must comply with the following:

1. Regent University should receive admission materials six months prior to the anticipated semester of enrollment. This time is necessary to process the application, determine acceptance and admittance decisions, and issue the SEVIS I-20 or DS-2019, in order for sufficient time to apply for the student visa.
2. All application materials must be completed in English, or have appropriate English translations attached.
3. An applicant must have completed a bachelor's degree from an accredited U.S. post-secondary institution or the equivalent degree from a foreign institution (16 years of formal education).
4. The applicant must meet the normal minimum undergraduate GPA requirements or provide evidence of equivalent academic performance if a standard grade point system was not used.
5. Transcripts from all previously attended educational institutions are a necessary part of every application. Transcripts should be sent directly to Regent University from previous educational institutions. SACS requires *official* transcripts, which is defined as being received by Regent University in a sealed envelope directly from the previous educational institution or the evaluating agency. Transcripts from foreign institutions must include an English translation (if necessary) with a course-by-course evaluation from an official, U.S.-based evaluation service, and be converted to the American Grade Point Average System. The translation and evaluation fees must be paid directly to the agency performing the service. Please see the International Admissions website for a list of recommended evaluators.
6. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and score a 577 (233 computer score) or higher to be considered for admission. Those who have taken the TOEFL and scored a 577 (233 computer score) or higher need not take the test again. Applicants who have previously taken the TOEFL and scored less than 577 (233 computer score) may retake the test to achieve the required score. The test should include the Test of Written English (TWE). Please see [www.toefl.org](http://www.toefl.org) for testing information and scheduling.
7. Recommendations must include an assessment of the applicant's English ability.
8. Applicants must register for and take any entrance test required by the school to which they are applying.
9. Applicants must complete the Supplementary International Application packet and include all pertinent non-immigrant information for USCIS reporting.

10. Applicants must complete a Certification of Financial Responsibility form certifying adequate finances (based on current costs) for at least the first year, and indicate how they will meet expenses for subsequent years of study if necessary.
11. Applicants who cannot come to Regent University for interviews must interview by phone with the director of admissions and a faculty member of the desired school or other appropriate representative of the school.
12. Applicants should retain a copy of their application materials for their records.
13. Ordinarily international students may not be admitted “provisionally” or “conditionally.”

### **International Transfer Students**

1. According to USCIS definitions, the following applicants are considered Transfer students:
  - a. If currently attending a school in the U. S. A. on an F or J visa, and changing schools.
  - b. If changing degree levels: for instance moving from Masters’ to Ph.D. level
  - c. If changing degrees: for instance finishing one doctoral degree and beginning another.
2. The applicant’s current institution’s Designated School Official (for F-1) or Responsible Officer (for J-1) should fill out a *DSO Release Form for International Transfer Students* and mail it to the Regent University DSO in Central Enrollment Management.
3. The applicant should include copies of the current immigration documents with their application materials: I-20 form or DS-2019 form, U. S. Visa history, I-94 card, work permit, etc.

### **Canadian and Bermudan Citizens**

According to USCIS regulations, these citizens are no longer allowed to enter the United States to study as a tourist. To apply for a Student (F) or Exchange (J) visa, they must meet all international student requirements in order to receive a SEVIS I-20 or DS-2019.

Please note that a visa is not needed for Canadian or Bermudan citizens to enter the United States, the SEVIS I-20 or DS-2019 form will be sufficient, unless coming into the United States from outside the Western Hemisphere. A passport is not necessary either, unless coming from outside the Western Hemisphere, but provide a copy of a driver’s license and/or birth certificate.

### **International Students and Residency**

Residency is a term that Regent University uses to describe the portion of an on-line academic program that meets on campus for intense study during a one to four week period of time. Residency may be one week in length during the first year of the program or it may be one or two weeks in length each year of the program depending on the academic program requirements. For each residency, financial support is required for the amount of time spent at the Regent University campus.

If an international student is traveling to Regent University for residency an F-1 or J-1 visa is required for that time period. In order to obtain the visa for a program’s first residency, all required documentation included in the Application and the Supplementary International packet must be submitted to Central Enrollment Management (for new students). For each residency thereafter, Regent University only requires a request form with proof of finances to be submitted to the Office of International Student Services (for current students).

### **International Admission Process**

*Academic acceptance-* Once all application requirements are met, the applicant’s file will be sent to a faculty committee for review. Upon review of the applicant’s file, a decision will be made on whether or not the applicant meets Regent University’s academic requirements and will issue an academic decision.

*University Admission-* Once academically *accepted*, an Enrollment Deposit of \$5,500 U. S. dollars (\$4,000 will be applied toward tuition for the first semester of study). When the deposit is received,

and all financial documentation is verified, the applicant will be considered *admitted* to the University. Regent University will then issue the SEVIS I-20 or DS-2019 to the student.

### **Conditions for Issuing SEVIS Forms I-20/DS-2019**

Before Regent University can issue the SEVIS Forms I-20/DS-2019 to an applicant, the following conditions must be met:

1. Academic acceptance for admission to Regent University must be granted at least four months prior to semester of enrollment. Only “regular” acceptance can be considered. “Provisional” or “conditional” acceptance is not permissible.
2. Regent must receive Personal Certification of Financial Responsibility and Sponsor Financial Support Affidavit documents verifying that the applicant’s financial resources meet the financial needs for their first year of study.
3. Regent must receive the applicant’s \$6,500 enrollment deposit to Regent University. Of this amount, \$5,000 will be applied to the student’s account for the first semester’s tuition. The balance of \$1,500 will be held as a deposit by Regent University (without interest) for the duration of enrollment at Regent University and may be charged against unpaid fees and expenses (including, without limitation, any charges that Regent University may be required to pay on your behalf or on account of your status with Regent University) that the student incurs. A deposit is required of all applicants unless waived by the school’s dean.
4. Verification that the student and dependents will maintain an insurance policy with coverage for Accident/Illness (\$50,000), Medical Evacuation (\$10,000) and Repatriation of Remains (\$7,500) whether through Regent University’s student insurance company, or an alternate U. S. company.

### **ENROLLMENT STATUS CLASSIFICATION**

#### **Regular (Degree-Seeking) Students**

Applicants who intend to obtain a degree from Regent University are defined as regular students. All regular students are eligible for all forms of financial aid, unless otherwise specified below, and contingent upon successfully meeting other eligibility criteria of the individual financial aid programs. Upon acceptance, some graduate students may be sub-classified as provisional and/or conditional, if they have not met all admission requirements.

#### *Provisional*

If the admissions committee believes that the applicant has the potential for success in the degree program to which admission is sought, they may accept the applicant into the degree program on a provisional basis. Students accepted on a provisional basis may be considered for need-based assistance grants and student employment, but will not be considered for scholarships until the provisional designation is removed. The student on provisional enrollment basis must meet the following requirements to no longer be classified as provisional.

**Law School:** Students admitted to the J.D. program on a provisional basis must register for a minimum of 10 credits the first term and must receive a GPA of 2.00 for the courses taken that term. If students do not earn a GPA of 2.00 or better for courses taken the first term, the students will be placed on academic probation. All provisions of the Academic Probation and Dismissal policy will then apply. After completing a minimum of 14 credits with a cumulative grade point average of 2.00 or better the students will no longer be considered provisional.

**All Other Graduate Degree Programs:** Students accepted on a provisional enrollment basis in all other degree programs are limited to a maximum of 12 credit hours the first term of enrollment. Each school may establish specific course requirements for the provisional students’ first term of enrollment. After completing a minimum of 9 credit hours with a 3.00 or better GPA (2.00 for

the M.Div., MA in Missiology or MA in Practical Theology programs) and meeting the course requirements set by the school, the provisional designation will be removed. Students entering Regent on a provisional basis, who do not achieve a 3.00 GPA (2.00 for the M.Div., MA in Missiology or MA in Practical Theology programs) for the first term of enrollment, are subject to immediate dismissal. All provisions of the Academic Probation and Dismissal policy will then apply.

*Conditional*

Graduate applicants who have submitted all application material except test results, an official transcript or a letter of reference may be admitted on a conditional enrollment status. Those on conditional status have one term to submit all of the required admissions material. The student will not be eligible to register for a second term until the school removes the conditional designation. Any request for an exception to this registration block must be submitted to the dean of the school through an academic petition.

**Nondegree Students**

Graduate applicants desiring to enroll in courses who do not intend to obtain a degree may be accepted on nondegree status.

**TUITION PER CREDIT HOUR, Fall 2005**

(subject to change)

**Tuition Rates for Graduate School of Business**

|  |       |
|--|-------|
| MBA -----                                    | \$625 |
| M.A. in Management -----                     | \$625 |
| Executive MBA-----                           | \$835 |
| Graduate Certificates/ graduate credit ----- | \$625 |

**Tuition Rates for School of Communication and the Arts**

|                              |       |
|------------------------------|-------|
| M.A. in Communication-----   | \$800 |
| M.A. in Journalism-----      | \$800 |
| MFA -----                    | \$800 |
| Ph.D. in Communication ----- | \$800 |

**Tuition Rates for School of Divinity**

|                               |       |
|-------------------------------|-------|
| M.A. in Divinity -----        | \$425 |
| Master of Divinity -----      | \$425 |
| Doctor of Ministry-----       | \$475 |
| Ph.D. in Renewal Studies----- | \$550 |

**Tuition Rates for School of Education**

|                                   |       |
|-----------------------------------|-------|
| Doctor of Education (Ed.D.) ----- | \$620 |
| Education Specialist-----         |       |
| CAGS in Education -----           | \$620 |
| Master of Education-----          | \$485 |
| TESOL Certificate-----            | \$485 |

**Tuition Rates for Robertson School of Government**

|                             |       |
|-----------------------------|-------|
| M.A. in Government -----    | \$585 |
| CAGS in Public Policy ----- | \$585 |

**Tuition Rates for School of Law**

|                   |       |
|-------------------|-------|
| Juris Doctor----- | \$770 |
|-------------------|-------|

**Tuition Rates for School of Leadership Studies**

|   |       |
|---|-------|
| M.A. in Organizational Leadership ----- | \$525 |
| CGS in Organizational Leadership-----   | \$525 |
| Ph.D. in Organizational Leadership----- | \$675 |
| Doctor of Strategic Leadership -----    | \$675 |
| CAGS in Organizational Leadership-----  | \$675 |

**Tuition Rates for School of Psychology and Counseling**

|  |       |
|--|-------|
| M.A. in Counseling -----                         | \$525 |
| M.A. in Human Services Counseling -----          | \$525 |
| CAGS in Counseling-----                          | \$525 |
| Doctor of Psychology (Psy.D.) -----              | \$625 |
| Ph.D. in Counselor Education & Supervision ----- | \$625 |

**Tuition Rates for The School of Undergraduate Studies**

|   |       |
|---|-------|
| Bachelors of Arts (BA) in Communications -----                              | \$375 |
| Bachelors of Science (BS) in Organizational Leadership and Management ----- | \$375 |
| Bachelors of Science (BS) in Psychology -----                               | \$375 |
| Bachelors of Arts (BA) in Religious Studies-----                            | \$375 |
| -----   | \$375 |

**REGISTRATION AND PAYMENT**

The following information relates to Regent's graduate programs. For the undergraduate academic calendar, and registration and payment information, see the School of Undergraduate Studies section of the catalog or the School of Undergraduate Studies web site

**UNIVERSITY ACADEMIC CALENDAR FALL 2005 – SUMMER 2006****Fall 2005 (200610) 17 weeks**

|   |                                    |
|---|------------------------------------|
| Final Payment Deadline                          | Friday, Aug.19                     |
| New Faculty/Faculty Retreat                     | Thursday Aug.18 & Friday Aug.19    |
| Term Start                                      | Monday, Aug.22                     |
| Univ. Add/Drop Period – 100% Refund             | Monday, Aug.22 – Sunday, Sept.4    |
| 50% Refund Period                               | Monday, Sept.5 – Sunday, Sept.18   |
| Labor Day – Schools Closed                      | Monday, Sept.5                     |
| Spring Schedule Submission Deadline             | Friday, Sept.30                    |
| Spring Registration Begins                      | Friday, Nov.4                      |
| All Schools Thanksgiving Break                  | Wednesday, Nov.23 – Sunday, Nov.27 |
| Term End  | Sunday, Dec.18                     |
| Grade Submission Deadline - All Schools But Law | Friday, Dec.23                     |
| Grade Submission Deadline - Law School          | Monday, Jan.2                      |

**Spring 2006 (200640) 17 weeks including spring break**

|   |                                 |
|---|---------------------------------|
| Final Payment Deadline                          | Friday, Jan.6                   |
| Term Start                                      | Monday, Jan.9                   |
| Univ. Add/Drop Period – 100% Refund             | Monday, Jan.9 – Sunday, Jan.22  |
| 50% Refund Period                               | Monday, Jan.23 – Sunday, Feb.5  |
| Martin Luther King, Jr. Day – Schools Closed    | Monday, Jan.16                  |
| Summer Schedule Submission Deadline             | Friday, Feb.3                   |
| All Schools Spring Break                        | Sunday, Feb.26 – Sunday, Mar.5  |
| Summer Registration Begins                      | Friday, Mar.10                  |
| Fall Schedule Submission Deadline               | Friday, March 31                |
| All Schools Easter Break                        | Friday, Apr.14 – Sunday, Apr.16 |
| Term End  | Sunday, May 7                   |
| Commencement                                    | Saturday, May 06                |
| Grade Submission Deadline - All Schools But Law | Friday, May 12                  |
| Grade Submission Deadline - Law School          | Friday, May 19                  |

**Summer 2006 (200670) 15 weeks**

|   |                                 |
|---|---------------------------------|
| Term Start                              | Monday, May 8                   |
| Final Payment Deadline                  | Friday, May 12                  |
| Univ. Add/Drop Period – 100% Refund     | Monday, May 8 – Sunday, May 21  |
| 50% Refund Period                       | Monday, May 22 – Sunday, June 4 |
| Memorial Day - Schools Closed           | Monday, May 29                  |
| Fall Registration Begins                | Friday, June 2                  |
| Independence Day - Schools Closed       | Tuesday, July 4                 |
| Term End                                | Sunday, Aug.20                  |
| Grade Submission Deadline - All Schools | Friday, Aug.25                  |

Please note the following 20052006 holidays and check the Human Resources web site

<http://www.regent.edu/admin/prsnel/holiday.html> for additional information.

September 5, 2005 (Mon) Labor Day

November 23-27, 2005 (Wed-Fri) Thanksgiving January 16, 2006 (Mon) Martin Luther King, Jr. Day

February 26 – March 5, 2006 (Sun-Sun) Spring Break

April 14-16, 2006 (Fri-Sun) Easter Break

May 29, 2006 (Mon) Memorial Day

July 4, 2006 (Tues) Independence Day

Note: CBN/Regent University All Staff Prayer Meetings are held on the mornings of New Year's Day and Labor Day. The holiday begins at the conclusion of the prayer meeting.

## **REGISTRATION**

Only students who have formally applied and have been officially accepted to enroll at Regent University may register for courses. An open registration period for each term shall be conducted in the previous term. Students may enroll for a maximum of 16 credit hours per term. Exceptions must be approved in writing by the dean of the school in which the student is enrolled prior to registration.

All student accounts must be resolved through the Business Office by the school deadlines prior to the beginning of each term. Unresolved accounts after the end of the appropriate deadline will be charged a late fee. Settlement of a student's account includes either payment in full or use of a

university-endorsed payment plan. Students who have not satisfied all payment requirements by the end of the add/drop period will be administratively dropped from courses.

Registration for a practicum, independent study, internship, portfolio, thesis or dissertation shall coincide with the authorized registration periods and payment deadlines. Students should complete the Individual Study Form and submit it to the school in which they are registering. The normal late fee applies to those students who register for such courses after the final registration period.

Students applying for veteran's benefits should register during the open registration period. Students need to apply early as it may take up to 45 days for students to receive payment. All necessary paperwork should be processed through the Registrar's Office.

## **INDIVIDUAL STUDY**

The academic programs at Regent University provide opportunities for students to pursue individual study under the guidance of a competent faculty member. Depending upon the school, individual study may include: special courses and seminars, workshops, special topic courses, practicum, independent study, internship or thesis. Each school establishes specific guidelines for the thesis/portfolio proposal, as well as the thesis/portfolio itself, and shall provide those guidelines to students.

Enrollment for individual study credit is subject to dean's office and advisor approval. For more information, contact the individual schools.

## **GENISYS®**

GENISYS® is the web-based student information system that allows students access to their student data record including access to personal information such as address, grades, online registration and financial aid information

### **Course Changes (Adds/Drops) and Refund Policy**

Students may change their class schedules online via GENISYS® until the day before the start of the university-defined term. (Law students are issued a "time-ticket" for their online registration period). For a two-week period, beginning on the first day of the university-defined term, students may add classes or drop classes and receive a 100 percent refund of tuition and fees by contacting the appropriate staff representative at their school. This two-week period is defined as the university authorized add/drop period. Courses dropped during this period will not appear on the student's transcript. Courses dropped after the add/drop period will appear on the student's transcript with a "W" or "WF." NOTE: In instances where courses are significantly concentrated (e.g., summer course with fewer class meeting dates) or are in a modular 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.

After the add/drop period, student requests for schedule changes must be submitted to the Registrar's Office with the properly completed add/drop form, including all appropriate school signatures. Student registration changes after the add/drop period are subject to the following refund provisions, except for courses described in the note above.

- 50% refund during the third and fourth weeks of the university-defined term.
- No refund after the fourth week of the university-defined term
- NOTE: withdrawal from a course may have significant financial aid consequences resulting in repayments of distributed funds. Students are responsible for seeking counsel from The Central Financial Aid Office.

See the university calendar for specific dates each term. Course lab fees are not refundable after the second week of classes (first week of summer sessions). The university reserves the right to make adjustments in charges and refunds, if necessary, with proper notification to those affected.

## **AUDITING A COURSE**

Students who wish to enroll for a credit course on a noncredit basis are classified as auditors. Auditors must be admitted to Regent University via regular admission procedures to audit a course. Audit courses will appear on the student's transcript but will not receive credit. Students taking courses for credit shall be given enrollment priority over auditors. Students auditing a course will pay one-half the tuition as those taking it for credit. Financial aid is not applied to audited courses.

### **Changing from Audit to Credit**

Students who enroll in a credit course as an auditor and later decide to take the course for credit shall file an approved academic petition form with the Registrar's Office no later than three weeks prior to the end of the term (two weeks prior to the end of a summer session). The student shall pay the additional tuition and must submit all course assignments by the end of the term. Financial aid will not be applied to the credit hours unless the change is completed in the first four weeks of classes (first two weeks of a summer term).

### **Changing from Credit to Audit**

Students who enroll in a credit course for credit and later decide to audit the course shall file an approved academic petition with the Registrar's Office no later than three weeks prior to the end of the term in which the course is taken and no later than two weeks prior to the end of a summer term. Students who request to change from credit to audit must be passing the course at the time the request is made and upon approval must continue to attend classes. No refund will be granted unless the student changes from credit to audit in the first four weeks of classes (first two weeks of a summer term), according to the normal refund policy.

In cases of emergencies or unusual circumstances, exceptions may be made to the above deadlines with the submission of an approved academic petition.

### **Withdrawal from Course Grades**

A grade of W or WF is given to a student who withdraws from a course after the authorized add/drop period up to the end of the term registered. The designation WF is counted as an F in the computation of the GPA; the designation of W is not counted in the computation of the GPA. Any student who seeks to complete a course to which a W grade has been posted must register in a subsequent term and pay the full current tuition for the course.

## **TRANSCRIPTS**

All requests for official copies of transcripts from Regent University must be made in writing to the Registrar's Office. Three copies of a transcript will be given to students upon completion of graduation requirements. Current students and alumni will be charged a fee for transcript orders of two or more per term. Transcripts will not be released for current or former students who have unresolved financial accounts with the university. Requests by students for copies of their transcripts from other educational institutions are not honored.

## **FINANCIAL HOLDS ON ACADEMIC RECORDS**

The Business Office will place a financial hold on the academic records of present and former students who have an outstanding account with the university. Such individuals will not be allowed to register for classes nor will any academic documentation or information (i.e., grades, transcripts, diplomas, etc.) be released to them until the Business Office receives the necessary payment. Once the account is settled, the Business Office will notify the Registrar's Office that the financial hold has been removed. The Registrar's Office is then allowed to release any requested academic documentation or information to the individual.

## **WITHDRAWAL FROM THE UNIVERSITY**

Students who wish to withdraw voluntarily from the university during a term shall meet with the dean of the school or college and secure the dean's signature on the withdrawal form. Students must satisfy all financial obligations before leaving campus or they will not receive transcripts or be allowed to re-enroll. Grades of W (Withdrew) shall be placed on the students' transcripts for the courses in which they were enrolled.

Students who have not attended classes, or distance students who have not participated in instructional events, will, by the end of the drop/add period—in accordance with university practice—be assumed to have unofficially withdrawn from the university and will be administratively withdrawn.

Students who leave the university during a term without officially withdrawing will be administratively withdrawn and will forfeit fees or deposits paid to the university. The grade W (Withdrew) will be posted on the transcript for all courses taken during the term the student withdrew, unless the dean specifies that WF (Withdrew Failing) be posted.

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

## **PAYMENT**

For information pertaining to payment options, financial aid and scholarships please refer to the Financial Aid & Scholarships section.

## **TUITION**

Tuition and fees are subject to change without notice as determined by the Board of Trustees of Regent University. Tuition varies for each school/college represented at Regent. Please also refer to each school/college section for a breakdown of tuition costs and fees.

If students take courses outside of their program, tuition for those courses will be charged at that school's per-credit-hour rate. These courses may or may not be approved for transfer into the students' program. Students should consult their advisors prior to registration. Tuition generally does not include books, course fees, supplies, room, board, health insurance and other personal expenses. Please see the Tuition section of the catalog for each school's credit hour/program costs.

## **FEES**

The following fees vary with each school/college and may also be assessed in addition to tuition:

Parking Fee: \$50/year

Technology Fee: \$50/term

Course/Lab Fees: Some courses have lab fees to cover supplies used by students. These fees are posted in advance on course schedules. Lab fees are not refundable after the end of the 100 percent refund period.

Application fee: See the Admissions section.

Enrollment deposit: See the Admissions section

Late Fee: A late fee of \$100 is applied to all student accounts not satisfied by the payment deadline.

Student Insurance Fee: All enrolled students who are taking 3 or more credit hours are required to enroll in a comprehensive health care plan. Students have the option of purchasing coverage for spouses and children. The insurance fee is due the payment deadline. Students who already have comparable health insurance may waive this plan by submitting a waiver form and by showing proof of participation in a comparable health care plan. Premium rates vary by academic year. Optional dental insurance is available. Distance students are exempt from this requirement. Contact Student Services for current rates.

- Student Development Fee: The Council of Graduate Students (COGS) is committed to planning and implementing events and activities that facilitate the professional development, spiritual maturation and social interaction of Regent University students. A fee of \$17 in the fall and spring per terms supports this programming for student development.
- Academic Services Fee: A fee of \$6 will be charged each term for all students enrolled. This fee covers the expenses incurred for such things as ID cards, parking stickers, drop/add processing, etc. Current students and alumni will be charged a transcript fee for orders of two or more per term.
- Graduation Fee: \$60 (\$70 for J.D. and Ph.D., and \$30 for all certificates) Pay graduation fee in the Business Office before submitting graduation application. This fee is applicable to all graduates, regardless of actual attendance at the commencement ceremonies. Joint degrees applicants pay two fees, one for each separate degree. Submit graduation application in the Registrar's Office by October 1 for fall and spring graduation, and May 15 for summer graduation.
- Tuition Installment Plan application fee: varies (see Tuition Installment Plan in the Financial Aid & Scholarships section). This fee covers system and administrative costs.
- Other Fees: Other fees may be assessed as the need arises.

### **Tuition and Fee Payment Deadlines**

Each term's tuition and fees are due according to the payment deadline specified in the university academic calendar. Regent University accepts cash, checks, VISA, MasterCard or Discover card. Credit card payments may be made through GENISYS®. All payments made after the payment deadline will incur a late fee. Enrollment will be canceled for any student who has not paid in full or enrolled in the university Tuition Installment Plan by the end of the applicable add/drop period. Any student whose enrollment is canceled will no longer be authorized to attend classes

### **TUITION INSTALLMENT PLAN**

Those students not able to pay in full at the start of each term may enroll in the Regent University Tuition Installment Plan (TIP). Please refer to the Financial Aid & Scholarships section for more complete information involving the TIP.

### **VETERAN'S BENEFITS**

For information concerning veteran's benefits, contact the Registrar's Office at 757.226.4094 or [www.regent.edu/admin/reg/va.html](http://www.regent.edu/admin/reg/va.html). Allow 45 days for paperwork to be processed by the Veteran's Administration.

### **FINANCIAL AID**

Regent University offers a decentralized financial aid program. Awards for which students in all schools are eligible are awarded through the Central Financial Aid Office. Awards that are unique to each school and/or program of study are awarded by the student's school of enrollment. Students should contact their school of attendance to inquire about financial aid offerings unique to their school.

The Central Financial Aid Office administers the following programs: federal and private education loans; the Virginia Tuition Assistance Grant Program (TAGP); the university-wide endowed scholarships; and the Federal Pell Grant Program (undergraduate students only). Students should apply and/or re-apply annually for these financial aid programs.

### **Virginia Tuition Assistance Grant**

Regent University participates in the Virginia Tuition Assistance Grant Program (TAGP). Virginia residents who are enrolled full-time, as defined in the TAGP regulations, (a minimum of 9 credit hours per semester for graduate students, 12 hours for undergraduate students) in a degree program, excluding divinity students, may

be eligible for an award. Undergraduate students may begin receiving the award starting in the 2005 fall semester. An applicant must have been a Virginia domiciliary resident for one year prior to enrollment. If the student begins classes within one year of moving to Virginia, the student is ineligible. Domicile is established by at least 12 months of consecutive residence in Virginia prior to enrolling in school supported by actions that demonstrate intent to remain in Virginia indefinitely. The amount of the award varies per academic year. The maximum graduate level award for the 2004-2005 academic year was \$1,900 (\$950 per semester). Awards are based upon State funding and may be reduced to an amount lower than originally offered; depending upon the State's appropriated funds. TAGP awards are only available for the fall and spring semesters. Summer term is not included in TAGP awards. A completed TAGP application must be submitted to the Central Financial Aid Office by July 31 for the following academic year. The recommended application date is April 15 to ensure the appropriate coordination of all aid offered to a student. For more information and an application, contact the Central Financial Aid Office.

### **University-Wide Endowed Scholarships**

Through the generosity of the University's donors, Regent is able to offer various university-wide scholarship programs. The selection process is highly competitive. The number of awards is limited and varies each year. Endowed scholarships are open to graduate level, degree-seeking students who meet the posted minimum qualifications for an award. Applications may be completed through the online GENISIS® system beginning mid-January. The deadline for all university-wide scholarship applications is normally April 1 for the following academic year. Awards are made for one academic year at a time, with the award being effective beginning in the fall semester through the following summer term(s). To retain the award from one semester to the next, the student must maintain at least the minimum appropriate grade point average each semester as defined in the university catalog as necessary to avoid being placed on academic probation. Awards offered are based upon a required enrollment of at least six (6) credit hours per semester. If there is a variance from this requirement, the award is subject to cancellation and/or revision. Exceptions may be made to this requirement if it is the student's final semester of enrollment where less than six credits are needed to graduate. More details will be provided to awardees when notified of selection. An application must be submitted each year by the published deadline for consideration of an award in a subsequent year. Previous recipients are not guaranteed renewal from one year to the next. Each of the university-wide endowed scholarships is only available to graduate/professional students. Contact Central Financial Aid for more information. More information is also available at [www.regent.edu/admin/finaid/endowed.cfm](http://www.regent.edu/admin/finaid/endowed.cfm).

#### *Azusa Scholarship*

The Azusa Scholarship is a 100 percent tuition scholarship for those who are called to serve the African-American community in the United States. Recipients are eligible to receive a book stipend up to \$150 each semester depending upon the number of credits for which the student enrolls.

#### *Beazley Scholarship*

The Beazley Scholarship is a 100 percent tuition scholarship established in memory of the late Fred W. Beazley. All applicants with a record of academic excellence are encouraged to apply. First preference is given to individuals from the Hampton Roads region of Virginia. Recipients are eligible to receive a book stipend up to \$150 each semester depending upon the number of credits for which the student enrolls.

#### *Dooner Scholarship*

The Dooner Scholarship is a 50 percent tuition scholarship established by Mr. William J. Dooner in order to assist Regent University students who are active members of the Roman Catholic Church. A letter of recommendation from the applicant's current priest must accompany the Dooner Application.

#### *McCain Scholarship*

The McCain Scholarship is a 100 percent tuition scholarship established by Ann McCain for graduates of Bucknell University in Lewisburg, Pennsylvania. Preference for the award will be given to students pursuing a degree in the School of Communication & the Arts. However, all graduates of Bucknell with a record of academic excellence are encouraged to apply.

### *John G. C. Miller Scholarship*

A Regent University alumnus who is physically disabled as a quadriplegic, established the John G. C. Miller Scholarship fund to honor her father. The scholarship assists physically disabled Regent students in meeting their tuition costs. The award may not be available every year. Contact Central Financial Aid for more information.

### *The Luther J. Stallings Jr. and Elizabeth A. Stallings Memorial Scholarship*

Friends of the University, in memory of Luther J. Stallings Jr. and Elizabeth A. Stallings, have generously established this scholarship fund to assist students in meeting the tuition costs of attending Regent University. Virginia domiciliary residence is preferred for at least half of the scholarships awarded, while there is also the intent to have at least one recipient who is an international student on an annual basis. Need is a consideration, as derived by the use of the Free Application for Federal Student Aid (FAFSA).

## **Loan Programs**

Regent University students may apply for assistance through the Federal Stafford Loan Program. The University also offers a variety of alternative education loan program options through private lenders.

To have eligibility determined for a Stafford loan, the student must complete a Free Application for Federal Student Aid (FAFSA). Students pursuing a loan for the next academic year (beginning with the fall semester) should submit the FAFSA as close as possible to, but not before, January 1. Submission of the FAFSA by March 15 is recommended for students who will be attending the following fall semester.

Any United States citizen or eligible non-citizen enrolled at least half-time as a regular degree-seeking student may apply for any of the loan programs Regent University offers. Applications for loans should be submitted a minimum of two months prior to your final registration payment deadline to assist in expediting the arrival of funds for disbursement by the first day of classes.

### *Stafford Loan Program*

Eligibility for the Stafford Loan Program is not based on credit history, unless the student has defaulted on a previous federal student loan or owes a repayment for an over-award of an undergraduate federal grant. Stafford loans are made through private lenders who participate in this federal program. The student must be making satisfactory academic progress in order to qualify for this program (see explanation below).

First-time Stafford Loan borrowers at Regent are required to complete an online entrance interview counseling session prior to disbursement of loan funds. In addition, all loan recipients must complete an exit counseling session prior to graduation, withdrawal, or otherwise ceasing to be enrolled on at least a half-time basis.

Disbursement of Stafford loans takes place no sooner than the final payment deadline for the term (if timely application was made and all requirements are met). Loan proceeds must be split into at least two disbursements regardless of the length of the loan period. If a student withdraws from classes, a refund may be due the student, and/or a "return of federal funds" calculation completed that may require some of the loan proceeds to be returned to the lender or paid back by the student. See the University refund policy and Return of Title IV Funds policy for more information. Any student who receives financial aid funds, but does not attend any of the classes (or complete any distance coursework) for which the disbursement was made is required to have the entire amount returned to the funding entity immediately. This is done by returning the payment received to Regent. Regent will, in turn, refund it to the funding entity on the student's behalf. This may result in a balance due the university.

There are two types of Stafford loans available: subsidized and unsubsidized.

### *Subsidized Stafford Loans*

The subsidized Stafford loan is a low-cost loan to help pay education costs. A graduate/professional student may be eligible for up to \$8,500 with the federal subsidized Stafford loan per academic year. Undergraduate

juniors or seniors may be eligible for up to \$5,500 per academic year. Students classified as sophomores may receive \$3,500 and those classified as freshman \$2,625. The amount is based on need. The federal government pays the interest on the loan while the student is enrolled at least half-time and during authorized deferment periods. The interest rate for the 2004-2005 academic year was 2.77 percent while in school and 3.37 percent upon entering repayment. The interest rate may vary each year, but may not exceed 8.25 percent. The student has a six-month grace period after graduation or dropping below half-time status, before entering the 10-year repayment period. (See note in this section below.)

#### *Unsubsidized Stafford Loans*

A graduate/professional student may be eligible for up to \$18,500 per academic year with the Unsubsidized Stafford Loan. If the student is eligible for the maximum subsidized loan (\$8,500), the maximum unsubsidized loan is \$10,000, depending on the cost of attendance less other aid and resources. An independent undergraduate junior or senior may be eligible for up to \$10,500 per academic year with the Unsubsidized Stafford Loan. Independent students classified as freshman may receive a combined \$6,625 while sophomores may receive up to \$7,500. If the student is eligible for the maximum subsidized loan (example: \$5,500), the maximum unsubsidized loan is \$5,000, depending on the cost of attendance less other aid and resources. Unsubsidized loans are not based on need and interest begins to accrue at disbursement. Borrowers may exercise the option of making monthly or quarterly interest payments before the principal repayment period begins, or deferring interest repayment and having the interest capitalized and added on to the principal of the loan. Otherwise, the same rates and terms apply to the unsubsidized Stafford loan as to the subsidized Stafford loan. Students classified as dependent for federal financial aid purposes are not eligible for the unsubsidized Stafford loan program.

Note: Subsidized and unsubsidized federal Stafford loans may be consolidated once you are in the repayment period. Consolidation may extend the length of your repayment period and therefore, lower your monthly payments. However, the amount of interest paid over the life of the loan will increase substantially.

Consolidation may or may not be the best option for you. Contact your lender or the Central Financial Aid Office for more information.

#### *Alternative Education Loan Programs*

For some students, the maximum Stafford Loan is not enough to meet the cost of attendance. For these students, private education loans are available to help bridge this gap. Alternative loans are not guaranteed and lenders will examine your credit history and may utilize a process of "credit scoring" to determine eligibility. Contact the Central Financial Aid Office for more information and applications. Information on loan repayment schedules is available.

#### Estimated Monthly Payments Based on a 10-year Repayment Period

| Amount Borrowed | 7% Interest | 8% Interest | 9% Interest |
|-----------------|-------------|-------------|-------------|
| \$10,000        | \$116       | \$121       | \$126       |
| \$20,000        | \$232       | \$242       | \$253       |
| \$30,000        | \$348       | \$363       | \$380       |
| \$50,000        | \$580       | \$606       | \$633       |
| \$70,000        | \$812       | \$849       | \$886       |
| \$90,000        | \$1,044     | \$1,091     | \$1,140     |

#### **Deferment of Prior Loans**

Students may apply to have their prior student loan payments deferred. It is the responsibility of the student to contact the lending institution and/or loan servicer to obtain the appropriate deferment forms. Students submit these forms to the Registrar's Office for processing.

#### **Federal Pell Grant**

Only regularly enrolled degree-seeking students in an undergraduate program may be considered for eligibility in the Pell Grant Program. Interested individuals must complete the Free Application for Federal Student Aid (FAFSA) available from Central Financial Aid or online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Depending upon need as determined by the results of the FAFSA application, costs and enrollment

status as determined by federal guidelines, a student may qualify for an amount between the following ranges:

- Minimum amount for a full award year = \$400
- Maximum amount for a full award year = \$4,050

The actual amount will vary depending upon each student's application information and enrollment status, etc.

### **Private Grants and Scholarships**

Students are strongly encouraged to research other sources of private grants and scholarships. Visit the Central Financial Aid Office website for more information. Another service is the free "fastWEB Scholarship Search" currently accessible at [www.fastweb.com](http://www.fastweb.com). Research of, and application for, private sources of assistance should be done as early as possible to meet deadlines. More information on private scholarships is available at [www.regent.edu/admin/finaid/privschol.cfm](http://www.regent.edu/admin/finaid/privschol.cfm).

### **Satisfactory Academic Progress**

A student must be in an admitted/enrolled status as a regular student in a degree-seeking program and making satisfactory academic progress toward a degree, in order to be considered for participation in financial aid programs (federal and/or private) administered through the university's Central Financial Aid Office. Making satisfactory academic progress, for these purposes, means that a student must maintain a minimum prescribed cumulative grade point average (GPA) defined by the school, as well as proceed through the program at a pace leading to completion in a specified time frame. Satisfactory progress is measured at the end of each academic semester.

#### **Minimum Requirements**

A student achieving at least the minimums specified below will be considered making satisfactory academic progress.

- Minimum Cumulative GPA of 3.00 in the student's current academic program transcript level (except students in the JD, MDiv, and undergraduate program transcript levels which require a 2.00 minimum).
- Successful completion\* of 50% of all credits attempted at a particular transcript level of graduate and/or professional programs of study (e.g., general graduate, Law, MDiv, etc.), and 67% of all credits attempted at the undergraduate programs transcript level.

\* "Successful completion" is defined as credits finished with grades other than an "F," "I," "IP," "W," "WF," "WX," "FX," "NP," "NG," or "AU" at the time grades are posted for the term being reviewed and/or when the satisfactory academic progress review for the prior term is made.

- For students enrolled in a master's, or the juris doctorate program, the student has been enrolled for no more than five calendar years from the beginning of the semester in which the program was initially begun, including periods of non-enrollment.
- For students enrolled in a doctoral program, the student has been enrolled for no more than seven calendar years from the beginning of the semester in which the program was initially begun (including periods of non-enrollment).
- For students enrolled in an undergraduate degree program the timeframe cannot exceed 150% of the published length of the program, which is measured in attempted credit hours, based upon the number of credits offered at Regent for the program. Therefore, the maximum duration of financial aid eligibility for students in this program is 67 attempted credit hours at Regent counted from the term/period the

student originally begins the program, not to exceed five calendar years from the beginning of the initial term/period (including period of non-enrollment).

- Student must be in otherwise good academic standing with the university (as defined by the university's academic policies). A student placed on academic probation is automatically on financial aid probation.

In the event that a student fails to meet any of the above criteria at the end of an academic semester/term, the student will be placed on "financial aid probation" for the immediately following period of enrollment. That is, a student in this category may receive financial aid for the next term of enrollment, but must meet the above stated minimums by the end of that time period. The second time that a student fails to meet one or more of the requirements, the student will no longer be making satisfactory progress for financial aid purposes. As a result, he or she will be ineligible for financial aid offered through the Central Financial Aid Office, including federal and private loans, scholarships, etc., for the following academic term in which the student may enroll.

#### *Appeal Procedures*

If a student is found to be ineligible for financial aid because satisfactory progress requirements were not met, the student may appeal this decision to the Dean of the School through the school's financial aid representative. Reasons for appeal may include such extenuating circumstances as prolonged illness, hospitalization, death of an immediate family member, etc. The appeal must be in writing and indicate the reasons why the minimum requirements were not met and why aid should not be terminated.

The Dean of the School (or designee) will review the appeal and determine whether suspending aid is justified. The student and Central Financial Aid Office will be advised, in writing, of the decision. The Director of Central Financial Aid may consult with the Dean of the School regarding the decision provided before Central Financial Aid clears an ineligible status.

#### *Reinstatement*

To reestablish satisfactory progress after being terminated from aid eligibility, a student must improve his/her academic standing to meet the designated standards.

#### *Repeated Courses*

When a course is repeated, the last grade points and credit hours earned replace the previous grade points and credit hours in computing the grade point average. Please refer to the university catalog for the method in which repeated courses in the School of Law are calculated.

#### *Transfer Students*

Courses that transfer students took at previous institutions prior to attending Regent are counted only in the number of hours successfully completed, i.e., they do not show up as hours attempted or in the GPA calculation, per the university's academic policy.

#### *Periods of Non-Enrollment*

Periods of non-enrollment in a particular degree program have no effect on a student's satisfactory academic progress upon reentering for these purposes, except that the maximum five- to seven-year time

limit still applies (as described in "*Minimum Requirements*" above). Any exceptions to the time limit due to periods of non-enrollment must be appealed to the Dean of the school through the school's financial aid representative. See "Appeal Procedures" above.

#### *Joint Degrees and/or Multiple Degree Programs*

A joint degree student or student enrolling in multiple degree programs at different academic transcript levels (e.g., Law and Business, or a Master of Divinity degree program and a master's degree program in Counseling, etc.) will be evaluated for SAP based upon each transcript level. Failure to meet the standards on either academic transcript level will classify the student as not making satisfactory academic progress for financial aid purposes.

Students having academic records in multiple programs at the same transcript level will be evaluated based upon all grades at that level, regardless of current enrollment status in any of the programs. It is vital that students monitor their classification in each academic program to ensure accurate representation of their intended degree plans, especially as it relates to satisfactory academic progress for financial aid purposes

The maximum time limits as defined under "*Minimum Requirements*" above are still applicable to students in joint degree and/or concurrent multiple degree programs.

#### *NOTE*

The SAP policies are for financial aid purposes. They are required to ensure that recipients of federal student aid and other aid administered by the Central Financial Aid Office are meeting qualitative and quantitative progress toward their degree as required by program regulations and policies. A particular scholarship, grant, etc., offered through your school might have different individual award eligibility requirements unique to that particular award.

#### **Veterans Benefits**

For information concerning veterans benefits, contact the Registrar's Office at 757-226-4094 or [www.regent.edu/admin/registrar/veteranbenefits.cfm](http://www.regent.edu/admin/registrar/veteranbenefits.cfm). Allow 45 days for paperwork to be processed by the Veterans Administration.

#### **Student Employment**

In addition to awarding scholarships and grants, and administering the various loan programs, the Central Financial Aid Office posts employment opportunities with Regent University, CBN and other employers in the surrounding communities. The Central Financial Aid Office is in no way responsible for placement or student/employer relations. Job postings do not necessarily imply University endorsement of the employer. See [www.regent.edu/admin/finaid/jobs.cfm](http://www.regent.edu/admin/finaid/jobs.cfm) for current job listings.

A limited number of part-time positions are available at the university. These jobs include assistants to individual professors and administrative staff, lab assistants, library workers, etc. Employment is normally limited to 20 hours per week. Applications for posted jobs are available from the Human Resources Department at [www.regent.edu/admin/prsnel](http://www.regent.edu/admin/prsnel) or through Central Financial Aid.

#### **State Assistance for Students from States Other than Virginia**

We suggest students contact the Department of Education in their home state to ask about state-funded financial aid opportunities for students attending school out of state. In some states, the agency/department responsible for higher education financial aid programs may be called the State Board of Higher Education, State Council of Higher Education, State Education Assistance Agency (or Authority), Office of Student Financial Assistance, etc. Generally, the appropriate office/agency/department is located in the state's capital. If students have difficulty locating the address of their state's Department of Education, contact Central

Financial Aid for assistance, or check the Central Financial Aid website at [www.regent.edu/admin/finaid/stateags.cfm](http://www.regent.edu/admin/finaid/stateags.cfm).

### **More Information**

Central Financial Aid's website address is [www.regent.edu/admin/finaid](http://www.regent.edu/admin/finaid). This page is updated regularly and provides the most comprehensive and up-to-date information available regarding financial aid programs at Regent University. We recommend students access it frequently for updated or new information, application dates, and an archive of biweekly electronic newsletters, etc.

A very useful source of information is The Financial Aid Information Page (FINAID). It is one of the most highly accessed websites regarding financial aid, has been written about in numerous publications and has received a number of awards. We recommend students visit [www.finaid.org](http://www.finaid.org) for more information.

### **E-mail Notification and GENISYS®**

The Central Financial Aid Office communicates primarily through electronic mail but also uses paper letters in order to communicate vital information to students. Once a student enrolls at the University, most communication will be made using the Regent University e-mail address assigned to the student. If you do not plan on utilizing this e-mail address as your primary address, please ensure you have made plans to check and/or forward these messages to your preferred e-mail address.

Students must access the online GENISYS® system to see financial aid awards, outstanding document requirements, etc. You will be provided with your login and password shortly after Central Financial Aid receives your first submitted financial aid document. If you do not have access to the GENISYS® system, please contact Central Financial Aid to arrange alternative notification options.

## SCHOOL OF BUSINESS

### DEAN'S MESSAGE

At the Regent University School of Business, our mission is: *To honor God by developing extraordinarily competent, entrepreneurial people who lead with excellence, integrity, and innovation, guided in all things by Jesus Christ.* We graduate students who have the skills expected by the world's leading organizations, who think and act entrepreneurially, and who are empowered by a deep love for God.

Here at Regent, we take seriously our call from God to prepare people for marketplace success. In fact, our students *are* our ministry. And as such, we do something that you won't find in other business schools: We give *personal* attention to students' professional and spiritual needs. Jesus' ministry was to individuals, and so is ours.

I invite you to consider becoming one of the individuals to whom we minister. But, if you do feel called to this place, be prepared to work hard. This is a rigorous program that will stretch you and prepare you to compete with the best B-school grads in the world. We look forward to serving Him by serving you.

Michael Zigarelli, Ph.D.  
Dean

### CONTACT INFORMATION

Application forms may be completed online, downloaded from the website, or obtained by mail. To request an application packet by mail, contact the Office of Central Enrollment Management:

Regent University  
Central Enrollment Management  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
757.226.4127 or 800.373.5504  
Fax: 757.226.4381  
E-mail: [admissions@regent.edu](mailto:admissions@regent.edu)  
Website: [www.regent.edu/admissions](http://www.regent.edu/admissions)

For questions concerning the School of Business, please contact the school directly at:

Regent University  
School of Business  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
757.226.4361 or 800.477.3642  
Fax: 757.226.4823

E-mail: [bizschool@regent.edu](mailto:bizschool@regent.edu)  
Website: [www.regent.edu/business](http://www.regent.edu/business)

### MISSION AND PHILOSOPHY

The Regent University School of Business develops extraordinarily competent, entrepreneurial people who lead with excellence, integrity, and innovation, guided in all things by Jesus Christ. That preparation involves learning the technical skills of business, but it also includes developing students' life-mission statements,

based upon their gifts, talents and interests. With a life mission as a guide, we expect our students to finish well, leaving an eternal legacy that glorifies God.

## **DISTINCTIVES OF THE SCHOOL**

The School of Business distinguishes itself from other graduate business programs by the following characteristics:

- Business Education from a Christian Worldview: Our programs are biblically based and have a people-focused approach to leadership and management, based on the life and teachings of Jesus Christ. By focusing on people skills as well as the hard-skills like finance, accounting, and economics, we equip our students to succeed by serving employees, customers and other organizational stakeholders.
- Entrepreneurial Perspective: Whether our students plan to work for a large company or start their own businesses, our emphasis on creativity, innovation and change will help them develop and implement new ideas to serve changing markets.
- Mentoring: In keeping with 2 Timothy 2:2, the business faculty wants to pass along to our students what God has taught them through their study of Scripture and through their years of business experience. This is done through class discussions, small group meetings and one-on-one mentoring sessions.
- Customer Focus: Based on continuous market scanning and student feedback, we update the curriculum and modify its instructional design and delivery to better serve the needs of students and alumni. Our goal is to remove the barriers between our students and the learning they need to fulfill God's call on their life.

## **PROGRAM OVERVIEW**

The School of Business offers two Master of Business Administration (MBA) degree programs and a Master of Arts (M.A.) in Management. All of our programs teach our students the skills needed to lead and manage organizations in changing times according to Christian values that have stood the test of time. We equip our students with the leadership, teamwork and entrepreneurial skills needed to succeed in today's global marketplace. We offer the following business programs:

- MBA
- Executive MBA
- MA
- Graduate Certificate Programs

## **JOINT DEGREES**

School of Business students have the opportunity to pursue joint degrees between the School of Business and other graduate schools at Regent University. Under a joint degree arrangement, students must apply and be accepted in both schools as a joint degree student. Joint degree students subsequently earn a separate degree from each school at a reduced overall course load and must complete both degree programs before being approved for graduation. Completion of these two degrees usually requires two to three years of full-time study. Joint degree students in the School of Business must complete all core course requirements. The School of Business, however, will waive 9 elective credit hours for the MBA program and 6 elective credit hours for the M.A. in Management program. Thus, the School of Business joint degree requirement is 39 credit hours for the MBA and 24 credit hours for the M.A. Students in the Executive MBA program may also pursue joint degrees, but will receive no course reduction from the School of Business. See the General Information section of the Catalog for a further description of the joint degrees program.

## **FINANCIAL AID**

Regent University offers a limited number of awards on an institution-wide basis. Students are strongly encouraged to apply for these centrally endowed awards. Applications for these awards are due to the Central Financial Aid office by April 1 for consideration for the following academic year. For more information, see the Tuition, Fees and Financial Aid section of the Catalog.

### **Scholarships and Awards**

The School of Business Financial Aid Awards Committee decides all school-based awards. Scholarships and awards are determined at the time of acceptance. All new financial award applications must be received prior to the start of a given semester. The Awards Committee considers many factors when deciding scholarships and awards, including, but not limited to:

1. Undergraduate GPA.
2. Rigor of undergraduate program.
3. GMAT score.
4. Achievement (professional, academic, extracurricular, community)
5. Leadership potential as evidenced by past leadership roles, letters of recommendations, etc.
6. Clarity of professional goals.
7. Life purpose/mission that aligns with the mission of Regent University and the School of Business.
8. Financial need (as indicated by FAFSA and scholarship worksheet).

The following is a list of the scholarships and awards available through the School of Business. You can also visit us at [www.regent.edu/acad/schbus/admissions/financial\\_aid.htm](http://www.regent.edu/acad/schbus/admissions/financial_aid.htm).

#### *School of Business Award*

School of Business Award assists students who demonstrate financial need, perseverance and leadership potential. Recipients must maintain a minimum 3.0 GPA.

#### *Homer Figler Award*

The Homer Figler Award is given in honor of the founding dean of the School of Business. This award recognizes students who have demonstrated excellence in their studies. Academic standards include a 3.25 undergraduate GPA and evidence of leadership potential. Recipients must maintain a minimum 3.25 GPA.

#### *Dean's Scholarship*

The Dean's Scholarship recognizes excellent academic and leadership potential. Academic standards include a minimum 3.5 undergraduate GPA in a rigorous program and a GMAT score in the 70<sup>th</sup> percentile or above. Evidence of leadership potential is also required. Recipients must enroll in a minimum of six School of Business credit hours per semester to be eligible for this award and maintain a minimum 3.5 GPA.

#### *Honors Scholarship*

The Honors Scholarship recognizes outstanding academic accomplishments as well as future management and leadership potential. Academic standards include, but are not limited to, a minimum 3.75 undergraduate GPA in a rigorous program, a GMAT score in the 80<sup>th</sup> percentile or above, and evidence of leadership potential. This award is for the very top students in the fields of management, leadership and entrepreneurship. Recipients must enroll in a minimum of six School of Business credit hours per semester and maintain a minimum 3.75 GPA to be eligible for this award.

#### *Morse Family Scholarship*

Founded in 1994, the Morse Family Scholarship recognizes excellent academic and leadership potential in management students. Academic standards include a minimum 3.25 undergraduate GPA in a rigorous program and a GMAT score in the 60<sup>th</sup> percentile or above. The fund provides one scholarship each to a business student and a communication student. The Morse Family Scholarship Award consists of \$5,000 a year applied to tuition for School of Business courses only. Recipients must enroll in a minimum of nine School of Business credits per term and maintain a minimum 3.25 GPA to be eligible for this award.

#### *Long Award*

The Long Award recognizes excellent academic and leadership potential. Howard Long endowed this award to encourage students to prepare for successful entry into business. Academic standards include a minimum 3.25 GPA. The Long Award consists of \$3,000 applied to School of Business courses only. Recipients must enroll in a minimum of six School of Business credit hours per semester and maintain a minimum 3.25 GPA to be eligible for this award.

#### *Military Award*

All active duty military will receive a military award. The School of Business distance education program is DANTES affiliated. The military award can provide up to 25 percent of tuition. Candidates for this award are required to provide documentation verifying their active military service and must maintain a minimum 3.0 GPA throughout their program to qualify for annual renewal of the award.

Since all School of Business scholarships and awards are awarded for both past performance and future potential, recipients must maintain the standard of excellence set forth by that award to be considered for renewal for another year. GPA for each award will prevent renewal of the award. Other factors associated with each award are also taken under consideration during this annual review. Scholarships and awards are granted for one academic year and are renewable based on academic performance and availability of funds.

## **CAREER DEVELOPMENT SERVICES**

The School of Business provides a Career Development Services Center that links our students to a network of professional contacts and professional development services to enhance their careers—both now and in the future.

Career Development Services exists to equip our students and alumni in positioning themselves for long-term career success as they influence the global marketplace through recognizing and fulfilling their God-given calling. Resources are provided to help students and alumni determine and move forward on a career path best suited to them. Career Development Services provides professional development resources in such areas as job search methods, résumé writing, professional interviewing and networking skills to help equip them to best meet their career goals.

Students can utilize alumni and organizational relationships to support and assist them in the pursuit of God's call on their lives. Our programs prepare and train students for middle- and upper-management, not-for-profit, ministry, government agency and education management positions, and business start-ups.

## **ADMISSIONS REQUIREMENTS**

Applicants to the School of Business must submit the following:

1. Application.
2. \$40 nonrefundable application fee.
3. Signed and dated Community Life Form.
4. Official transcripts from all undergraduate and graduate institutions attended.
5. References – 2 Professional and 2 Personal (excluding immediate family) as outlined in the School of Business Application Form.

6. Résumé.
7. Graduate Management Admissions Test (GMAT). Regent University's GMAT code is 5135. The GMAT is required for all applicants except for qualified candidates of the EMBA program.
8. Writing sample – as described in the School of Business Application Form.

Please also refer to the Admission to Regent University section of the Catalog for additional information regarding admission requirements.

#### Admission for International Students

Please refer to the Admission for International Students section of the Catalog for information regarding admissions procedures and requirements for international students.

While undergraduate GPA and admissions tests help in understanding the student, many factors affect a student's ability to succeed in graduate school. The graduate program emphasizes leadership, an entrepreneurial mindset and people skills in its curriculum. Therefore, the school weighs non-quantitative factors heavily in determining students' admission to the school.

Acceptance is active for two consecutive semesters. Because of the nature of the program, applicants who defer program entrance more than one year must reapply and go through the full application process.

#### TRANSFERS

Graduate courses (with grade of B or better in a 500-level or above course) taken at a regionally accredited university, prior to enrollment at Regent University, may qualify for transfer credit if that course work satisfies the School of Business standards and program requirements and has not been counted as part of a degree already received. A maximum of 9 credit hours may be transferred into the MBA program. A maximum of 6 credit hours may be transferred into the M.A. program. Executive MBA students may replace a maximum of 6 credit hours of core classes with approved transfer courses.

#### Online Worldwide Web

All required courses and electives are available online via the worldwide web allowing students to complete their degree from anywhere in the world. Students in the Hampton Roads and Washington, D.C. area may take a mixture of on-campus and online courses to suit their schedules and learning styles. Students in the MBA and M.A. in Management programs may specialize in e-business, entrepreneurship, finance, human resource management, international business, leadership, marketing, not-for-profit management or organizational change & development.

#### Academic Resources

Online students have access to the full academic resources of Regent University. The syllabus for each course, posted on the School of Business website, lists and locates all the resources needed for that course.

#### Faculty Access

Faculty members are available for in-office visits or telephone contact during scheduled office hours each week and by appointment outside of regular office hours. They are available by e-mail and will respond to inquiries within two business days during the semesters.

#### Computer Requirements

Since the program extensively employs computer-mediated learning, computer literacy and access to an up-to-date computer are required of all students. Given the rapid rate of change in computer technology, please contact the School of Business for the most current information regarding computer requirements and support.

## DEGREE PROGRAMS

### **MBA**

This program includes 39 core and 9 elective credit hours. The MBA is designed with both the full-time residential student and the part-time working professional in mind, and can be completed full-time in as little as 16 months or part-time in as little as 32 months. Students may complete the program 1) at our Virginia Beach Campus; 2) at our Washington, D.C. Campus (through a combination of on-campus and online classes); 3) online via our Worldwide Campus; or 4) by combining on-campus and online learning. Students are required in their first semester to complete the Information Research and Resources (UNIV LIB) course, a non-credit workshop designed to acquaint students with the various services and resources available through the University library. Students residing in the U.S. will also be required to participate in a 5-day residency in their first semester as part of the BUSN 604 Successful Executive Life course. Students with less than 3-5 years of professional business experience may also be required to complete a 3-credit internship as part of their elective requirements.

#### *Non-Credit Courses*

|  |   |
|--|---|
| UNIV LIB Information Research and Resources..... | 0 |
|--|---|

#### *Core Courses (39)*

|  |   |
|--|---|
| BUSN 601 Leading with Excellence and Integrity.....      | 3 |
| BUSN 602 Marketing and Entrepreneurial Thinking.....     | 3 |
| BUSN 603 Financial Reporting and Control.....            | 3 |
| BUSN 604 Successful Executive Life .....                 | 3 |
| BUSN 611 Teamwork and Interpersonal Relations.....       | 3 |
| BUSN 612 From Idea to Market Success.....                | 3 |
| BUSN 613 Corporate Finance .....                         | 3 |
| BUSN 614 Managerial Economics and Decision Analysis..... | 3 |
| BUSN 621 Technology and Operations Management .....      | 3 |
| BUSN 622 Marketing Strategy .....                        | 3 |
| BUSN 623 Managerial Finance .....                        | 3 |
| BUSN 624 Business in the Global Environment .....        | 3 |
| BUSN 630 Strategic Decision-Making .....                 | 3 |

#### *Electives (9)*

|  |   |
|--|---|
| Choice of Nine Elective Specializations.....   | 9 |
| (Students must complete a minimum of 6 elective credit hours in their chosen specialization area to qualify for most specializations.) |   |

|            |    |
|------------|----|
| Total..... | 48 |
|------------|----|

### **Executive MBA**

This 24-month, 33 credit-hour program, is designed for fast-track executives with seven or more years of executive professional experience whom already possess an area of business expertise and are now ready to take on broader management responsibilities. With the exception of a five-day residency at the Virginia Beach Campus in the first semester (for students residing in the United States), students can complete the program entirely online via our Worldwide Campus—allowing students to balance work and education with family life. Students are also required in their first semester to complete the Information Research and Resources (UNIV LIB) course, a non-credit workshop designed to acquaint students with the various services and resources available through the University library. Admission into the Executive MBA program occurs in the fall term only.

*Non-Credit Courses*

|  |   |
|--|---|
| UNIV LIB Information Research and Resources..... | 0 |
|--|---|

*Core Courses (33)*

|  |   |
|--|---|
| EMBA 601 Leading with Excellence and Integrity.....      | 3 |
| EMBA 604 Successful Executive Life .....                 | 3 |
| EMBA 611 Teamwork and Interpersonal Relations.....       | 3 |
| EMBA 612 From Idea to Market Success.....                | 3 |
| EMBA 613 Corporate Finance.....                          | 3 |
| EMBA 614 Managerial Economics and Decision Analysis..... | 3 |
| EMBA 621 Technology and Operations Management.....       | 3 |
| EMBA 622 Marketing Strategy.....                         | 3 |
| EMBA 623 Managerial Finance.....                         | 3 |
| EMBA 624 Business in the Global Environment.....         | 3 |
| EMBA 630 Strategic Decision-Making .....                 | 3 |

|                   |           |
|-------------------|-----------|
| <i>Total.....</i> | <i>33</i> |
|-------------------|-----------|

**M.A. in Management**

This program is designed for professionals desiring to supplement their career with an advanced business degree. The M.A. in Management includes 21 core and 9 elective credit hours and can be completed in 12 months full-time and 20 months part-time. Following the distinctive of our school, this degree program promotes leadership through servanthood. Students may complete the program 1) at our Virginia Beach Campus; 2) at our Washington, D.C. Campus (through a combination of on-campus and online classes); 3) online via our Worldwide Campus; or 4) by combining on-campus and online learning. Students are required in their first semester to complete the Information Research and Resources (UNIV LIB) course, a non-credit workshop designed to acquaint students with the various services and resources available through the University library. Students residing in the U.S. will also be required to participate in a 5-day residency in their first term as part of the BUSN 600 Successful Executive Life course. Students with less than 3-5 years of professional business experience may also be required to complete a 3-credit internship as part of their elective requirements.

*Non-Credit Courses*

|  |   |
|--|---|
| UNIV LIB Information Research and Resources..... | 0 |
|--|---|

*Core Courses (21)*

|  |   |
|--|---|
| BUSN 601 Leading with Excellence and Integrity.....  | 3 |
| BUSN 602 Marketing and Entrepreneurial Thinking..... | 3 |
| BUSN 603 Financial Reporting and Control.....        | 3 |
| BUSN 604 Successful Executive Life .....             | 3 |
| BUSN 611 Teamwork and Interpersonal Relations.....   | 3 |
| BUSN 612 From Idea to Market Success.....            | 3 |
| BUSN 621 Technology and Operations Management .....  | 3 |

*Electives (9)*

|  |   |
|--|---|
| Choice of Nine Elective Specializations..... | 9 |
|--|---|

(Students must complete a minimum of 6 elective credit hours in their chosen specialization area to qualify for most specializations.)

|                   |           |
|-------------------|-----------|
| <i>Total.....</i> | <i>30</i> |
|-------------------|-----------|

## **Specializations**

Elective courses will further prepare students for specialization in the areas of e-business, entrepreneurship, finance, human resource management, international business, leadership, marketing, not-for-profit management and organizational change & development. Graduate certificates can also be earned in certain specializations.

### *e-Business*

The e-business specialization prepares students to transform business processes and entire businesses using information technology. This specialization provides the knowledge and tools to launch a dot-com or to help an existing business use information technology to add value to its customers. The focus is marketing, strategy and execution of business ideas, rather than technical hardware and software details. *Required course: EBUS 615 e-Strategy.*

|   |   |
|---|---|
| EBUS 613 e-Marketing .....                  | 3 |
| EBUS 615 e-Strategy.....                    | 3 |
| EBUS 618 e-Business Implementation .....    | 3 |
| EBUS 619 Special Topics in e-Business ..... | 3 |

### *Entrepreneurship*

Starting and operating a new business involves considerable risk and effort to overcome the inertia against creating something new. The path to entrepreneurship, self-employment and owning and managing a business can begin at any time by happenstance or by design. This specialization provides students with the tools and information required to recognize and evaluate entrepreneurial opportunities. Courses present both the content and the process of entrepreneurship.

|  |   |
|--|---|
| ENTR 661 Entrepreneurial Plan .....                            | 3 |
| ENTR 662 Creative Venture Launch.....                          | 3 |
| ENTR 663 Entrepreneurial Problem-solving & Opportunities ..... | 3 |
| ENTR 664 Servant Leadership & Entrepreneurial Thinking .....   | 3 |
| INTL 671 International Entrepreneurship .....                  | 3 |
| ENTR 665 Small Business Management .....                       | 3 |
| ENTR 669 Special Topics in Entrepreneurship .....              | 3 |

### *Finance*

The finance specialization has two areas of emphasis: financial management and financial planning. The financial management emphasis prepares the student for a career as a financial analyst, project manager or chief financial officer. Students should be able to secure employment in any size corporation and be qualified for a variety of finance-related occupations.

The financial planning emphasis has two concentrations: financial planners and investment analyst. The personal financial planner would probably seek the Certified Financial Planner (CFP) designation. Career opportunities for personal financial planners include working for a small, medium or large company as a financial planner, establishing a client base and having expertise in investments, insurance and estate planning. The investment analyst would probably seek the Chartered Financial Analyst (CFA) designation. Career opportunities include, but are not limited to, working for banks, trust companies or investment firms.

### *Financial Management emphasis*

|  |   |
|--|---|
| FNCL 622 Accounting Applications ..... | 3 |
|--|---|

|  |   |
|--|---|
| FNCL 623 Financial & Accounting Control Systems .....                | 3 |
| FNCL 629 Special Topics in Finance.....                              | 3 |
| BUSN 613 Corporate Finance ( <i>required for MA students</i> ) ..... | 3 |
| BUSN 623 Managerial Finance ( <i>required for MA students</i> )..... | 3 |

#### *Financial Planning emphasis*

|   |   |
|---|---|
| FNCL 625 Financial Planning.....          | 3 |
| FNCL 626 Estate Planning .....            | 3 |
| FNCL 627 Insurance & Risk Management..... | 3 |
| FNCL 628 Portfolio Management .....       | 3 |

#### *Human Resource Management*

Today, human resource (HR) managers are called to be more than an employee's friend, counselor, mediator and reprobate. They are called to be more than a screener of résumés, detailer of company benefits and planner of company activities. They are called to deliver something of value to the organization, something that enhances organizational capability, effects change and generates a sustained competitive advantage for the organization. Stated differently, HR professionals who possess these skills and abilities have the opportunity to become strategic partners in an organization. More so than in any other middle management function, HR professionals can impact the quality of employee lives. This specialization trains students to become both faithful servants of people and effective stewards of corporate resources. *Required course: HRMT 640 Strategic Human Resource Management.*

|  |   |
|--|---|
| HRMT 640 Strategic Human Resource Management .....         | 3 |
| HRMT 641 Labor & Employment Law for Managers.....          | 3 |
| HRMT 649 Special Topics in Human Resource Management ..... | 3 |

#### *International Business*

This specialization prepares students for effectively managing organizations operating in a global business environment. It is designed to equip students with the background and insight needed to analyze opportunities for international expansion, interact effectively with customers and employees in other countries, design effective employee management strategies for international workers and implement appropriate global financial processes.

|  |   |
|--|---|
| INTL 670 Cross-cultural Business.....                  | 3 |
| INTL 671 International Entrepreneurship .....          | 3 |
| INTL 679 Special Topics in International Business..... | 3 |

#### *Leadership*

This specialization is offered in partnership with the School of Leadership Studies and is designed to equip students in foundational principles and skills of organizational leadership. Course scheduling and registration must be coordinated with the School of Leadership Studies. *Required courses: LMOL 601 & 602.*

|   |   |
|---|---|
| LMOL 601 Foundations of Leadership: History, Theory, Application & Development .....      | 3 |
| LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation.....   | 3 |
| LMOL 605 - Organizational Communication, Conflict Resolution & Negotiation.....           | 3 |
| LMOL 607 - Leadership, Technology, Job Design, Socio-technical Systems & Innovation ..... | 3 |

## *Marketing*

The fundamental objectives of most organizations are survival, sustained profits and consistent growth. Success in achieving these objectives requires an in-depth understanding of how to apply marketing concepts and principles to identify, evaluate and, subsequently, take advantage of business opportunities.

This specialization provides a strong, integrated foundation for understanding and addressing such critical business challenges. Courses in this area provide in-depth study in how to: manage, design and conduct marketing research; assess the desires and satisfactions of present and potential customers; design and manage product offerings; determine effective pricing policies; design highly efficient market channels, including the Internet; and develop effective communication and sales strategies and programs.

|  |   |
|--|---|
| MKTG 632 Advertising Management.....       | 3 |
| MKTG 634 Market Research.....              | 3 |
| MKTG 639 Special Topics in Marketing ..... | 3 |
| EBUS 613 e-Marketing .....                 | 3 |

## *Not-for-Profit Management*

Students in not-for-profit management are being prepared for careers in leadership in the not-for-profit sector—churches, parachurch organizations, educational institutions and other private or public human service organizations. This specialization provides the essential foundations necessary for responsible, spiritually sound leadership. The curriculum balances the practical “how to’s” of management, leadership development and organizational skills with the “why’s”—values, ethics and purpose—that direct the servant leader’s efforts. *Required course: NPRF 681 Managing Not-for-Profit Organizations.*

|  |   |
|--|---|
| NPRF 681 Managing Not-for-Profit Organizations.....        | 3 |
| NPRF 682 Not-for-Profit Fundraising/Development .....      | 3 |
| NPRF 689 Special Topics in Not-for-Profit Management ..... | 3 |

## *Organizational Change & Development*

This specialization prepares students for diagnosing problems in organizational performance and for identifying changes that correct these problems. It is designed for students interested in careers in management consulting, internal organizational development or management training. *Required course: ORCD 650 Organizational Diagnosis & Change.*

|   |   |
|---|---|
| ORCD 650 Organizational Diagnosis & Change.....   | 3 |
| ORCD 651 Project Management Skills.....   | 3 |
| ORCD 659 Special Topics in Organizational Change and Development .....                  | 3 |
| LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation..... | 3 |

## **COURSE DESCRIPTIONS**

**UNIV LIB Library Information Research & Resources (0)** Students graduating from Regent University must demonstrate that they possess basic information literacy competencies. It is required that all new students complete this online course during their first two semesters at Regent University. The course is designed to acquaint the students to the electronic reserves and other areas of the library. This is a self-paced, self-directed course that will help prepare you for your other courses in the program. We ask that students complete the course during the semester that they enroll to take it. This is a non-credit course and is graded by pass/fail.

**BUSN 590 Independent Study (1-3)** The independent study affords the student an opportunity for a specialized project or research in an area of relevant professional interest. Students will submit a study proposal for approval to a prospective faculty supervisor. The study will then be administered according to a formal learning contract signed by the student, the faculty supervisor and the Associate Dean. Regularly listed catalog courses are not to be taken as independent studies.

**BUSN 601 Leading with Excellence and Integrity (3)** This course addresses the first principles of effective leadership, as well as its practice, from a faith-based perspective. It examines the practice of leading people (e.g., motivating people, strategic staffing and training, building a culture of trust and commitment, measuring and rewarding performance, negotiation and conflict resolution, obstacles to wise decision-making) as well as leading organizations (e.g., setting vision and mission, strategic planning, organizational change, corporate social responsibility). Throughout the course, the focus is on leadership “with excellence and integrity,” as well as the major obstacles to it.

**BUSN 602 Marketing and Entrepreneurial Thinking (3)** This course addresses innovative marketing concepts, entrepreneurial methods and skill sets, and implementation strategies required for success in a competitive global environment. The course presents the foundational, bedrock concepts of effective marketing, market research, and the analysis of industries, competitors, and customers, with a continual focus on entrepreneurial thinking. This is an experiential, applications-intensive course that permits students’ involvement with real businesses, as well as the opportunity to apply their learning to the development of a marketing plan.

**BUSN 603 Financial Reporting and Control (3)** This course examines how accounting and financial analysis contributes to communicating information about the economics of business, for setting goals, monitoring performance, evaluating management, allocating resources, and gaining a competitive edge. Students achieve mastery of the vocabulary and analysis of financial statements for the purpose of measuring returns, making decisions, managing for profitability, utilizing assets, and identifying liabilities and equity. The course culminates in the development and analysis of financial statements for an existing organization, project, or marketing plan.

**BUSN 604 Successful Executive Life (3)** This course considers how to pursue and achieve life-long success from within a biblical framework. Students will examine foundational concepts of life purpose and vocational planning, of character development and spiritual formation, of worldview and its effect on influence, and of how to continuously develop as a leader. Practical topics of life balance, time management, self-assessment, and personal growth through mentoring will also be addressed. The course culminates in the creation of a comprehensive plan for continuous personal and professional development. (An on-campus residency is required for students residing in the U.S. Students residing outside of the U.S. are encouraged to attend the on-campus residency, but may also fulfill residency learning objectives through comparable alternative coursework at a distance)

**BUSN 611 Teamwork and Interpersonal Relations (3)** Many highly effective organizations empower their employees to work as teams, with a high degree of autonomy. Current business literature reports that this “management style” usually results in high employee morale and job satisfaction, high productivity, and personal growth. This course looks at what makes teams effective. It will be taught through the introduction of literature in this field via the textbook, lectures, team discussions on relevant topics, analysis of cases involving teams both successful and unsuccessful, observation and analysis of a highly successful team in literature, and (most important) the empirical observation of one's own team from within the class: what made your team effective, what diluted its effectiveness.

**BUSN 612 From Idea to Market Success (3)** Students learn to research, plan, articulate, and prepare to successfully achieve major change, growth, or new business initiatives. Students will select a new venture idea, product, or service (or other original initiative or endeavor) and research it in depth, analyzing its plausibility. The course culminates in a major business-planning document suitable for seeking a top management decision or obtaining funding for the project. PREREQUISITE: BUSN 602

**BUSN 613 Corporate Finance (3)** This course examines how financial concepts contribute to making decisions about the economics of business, for establishing plans, determining value, monitoring performance, and stewarding resources. Students will achieve mastery of the financial concepts and tools used for analyzing financial decisions, including capital budgeting, discounted cash flow analysis, valuation, risk analysis, obtaining capital funding, resource utilization, and working capital management. The course is case-based in its approach, focusing on the implementation of practical applications of financial concepts. PREREQUISITES: BUSN 603 and familiarity with writing formulas and using mathematical functions in Excel.

**BUSN 614 Managerial Economics & Decision Analysis (3)** This course explores important concepts of microeconomics and applies them to simple management science models to support strategic decisions in marketing, operations, finance, and human resources. Students should develop useful insights about problems encountered in the economic environments in which businesses operate. By solving practical problems with quantitative tools, students develop understanding of methods and software available, challenges of obtaining relevant data, sensitivities of assumptions, and uses of results for making wise decisions. PREREQUISITES: BUSN 602, BUSN 603, and familiarity with writing formulas and using mathematical functions in Excel.

**BUSN 621 Technology and Operations Management (3)** This course provides a foundation for dealing with technology and organizational operating issues as an organizational leader. The course focuses on the current issues, problems and the analytic approaches involved in designing and evaluating business operations at various types of organizations. A major goal of BUSN 621 is to provide an “applications” approach to help students recognize, design and evaluate businesses using current concepts as well as new and existing tools. Additionally, the course explores the current computer and communication technology trends used in business operations as well as their relationship to organizational design. The course also examines how these elements are reshaping business structures and covers strategic planning issues for implementing information technology enterprise wide. Topics include business process analysis, cross-functional integration, product and service management, and technology and operations strategy. Throughout, BUSN 621 uses case studies and hands-on projects.

**BUSN 622 Marketing Strategy (3)** This course uses the case method to learn how to think strategically in realistic marketing situations. Through extensive practice in the solution of cases, in conjunction with study of the textbook and the classroom lectures, the student will develop a facility with marketing strategy as well as analysis skills useful in all types of business and not-for-profit organizations. PREREQUISITES: BUSN 602 and BUSN 612.

**BUSN 623 Managerial Finance (3)** This course presents a strategic and integrative perspective on how to apply accounting and finance concepts, analytical methods, creative thinking, and negotiating skills. Students learn how economic value is defined, created and enhanced in a business. By applying tools such as advanced valuation techniques, portfolio strategies, capital structures, value management concepts, and incentive systems, the course explores and evaluates opportunistic strategies to improve

business performance or add value. Topics addressed may include refinancing, reorganizations, strategic alliances, outsourcing, mergers & acquisitions, divestitures, distributions to shareholders, or hedging strategies. Throughout, the focus is on how senior management develops policies and makes decisions to intelligently structure and negotiate distributions of risks and rewards inherent in financial transactions.

**PREREQUISITES:** BUSN 603 and BUSN 613.

**BUSN 624 Business in the Global Environment (3)** The purpose of this course is to develop understanding of economic concepts and analytical skills to evaluate the strategic business implications, risks, and opportunities of trends and major events in the global economy. Topics addressed in cases and readings may include national income growth, inflation, capital markets, taxation, monetary policies, currency exchange, international trade, cross-border investments, governmental regulations, political regimes, property rights, environmental issues, imbalances of economic or political power, and social systems. In this course, students will apply knowledge and skills from all disciplines in the core curriculum. **PREREQUISITES:** Successful completion of other required courses at the BUSN 60x, 61x levels. BUSN 622 and 623 are recommended prerequisites, but not required to enroll in this course.

**BUSN 630 Strategic Decision-Making (3)** Building on the foundation of all the courses in the core curriculum, this capstone course challenges students to adopt the perspective of the top management leader to make wise decisions about the business organization. Wise strategic leadership demands an understanding of how to assess relevant issues in the environment, determine strategic direction, develop competitive advantage, balance value among stakeholders, allocate resources, and innovate in the context of a changing marketplace. Students will develop skills of judgment through a wide variety of situations that give them the opportunity to apply knowledge and skills from all disciplines in the core curriculum. **PREREQUISITES:** Successful completion of all required courses at the BUSN 60x, 61x level, as well as BUSN 622. It is recommended that students take this course in their last semester, after having completing as many of their other courses as possible.

**BUSN 670 / 672 / 673 Internship (3-9)** A minimum of three credits of internship is required for students with less than three to five years of full-time professional business experience. In some cases, students may be approved to take additional credits of internship within one or more semesters, up to a maximum of 9 credits total for the program. An internship is a practical work experience normally completed over a period of 10-15 weeks. Interns are required to complete a minimum of 200 work hours with specific objectives established in the initial proposal by both the internship supervisor and the intern, and approved by the Career Development Director. Students may complete up to nine credits of internship/field study. Internships/field studies that are germane to the student's specialization track are counted as credits toward that specialization. **PREREQUISITES:** Successful completion of Career Success Essentials Workshops I and II, Resume Writing, and Interviewing Skills within the first year of study and prior to enrolling in this course. International students studying in the U.S. must initiate approval from the Office of International Student Services (OISS) a minimum of 45 days prior to beginning an internship.

**BUSN 671 Culminating Project (0 to 3)** As a culmination to the MBA or MA program, students with 5 plus years of professional experience can choose one of two options; a project or a thesis. The project should demonstrate application of program content and biblical integration. Projects can take the form of a business plan, marketing plan or feasibility study or the implementation of such plans. A project that will benefit your current employer is certainly encouraged. You should allot approximately 50 hours of on-the-job work for each hour of credit with a project. The thesis is recommended as a culminating project if you are considering the pursuit of a doctoral-level degree. This paper should be similar to a thesis in scope and reflect the culmination of knowledge you have gained through the various courses

you have completed in the master's-level program. You should allot approximately 20 pages of a final paper for each hour of credit.

**EBUS 613 e-Marketing (3)** Concentrates on the key marketing issues in e-business and compares marketing concepts in the traditional marketing environment with that of e-business. Covers marketing research on the Web, personalization/online community, pricing online, customer support and online quality, e-commerce, business to business (B2B) marketing, advertising/brand building and Web promotion.

**EBUS 615 e-Strategy (3)** Examines how to: 1) use information technology to establish a sustainable, strategic and competitive advantage; 2) phase in information technology to improve strategic business models, such as e-commerce; 3) handle the internal obstacles to change, such as e-commerce competing with your existing channels of distribution; and 4) address external challenges through first-mover advantage, fast product development cycles, pricing strategies and strategic alliances.

**EBUS 618 e-Business Implementation (3)** Through the step-by-step process of implementing an e-commerce solution either within a large organization or as a start-up company, assuming that the overall business and marketing strategies have already been developed. Examines each facet of the operation—Web pages, taking orders, databases, procuring products, fulfillment systems, payment systems—in detail, and decides how to structure and deliver it. Solutions may combine building some systems, buying others and acquiring the use of some capabilities through strategic partnerships.

**EBUS 619 Special Topics in e-Business (3)** This course examines some of the contemporary topics in e-business. The course is highly practical and applied in nature, and it invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are cases, experiential exercises, dialogue, and group activities. This course may be repeated upon advisor approval.

**EMBA 601 Leading with Excellence and Integrity (3)** This course is uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. The course addresses the first principles of effective leadership, as well as its practice, from a faith-based perspective. It examines the practice of leading people (e.g., motivating people, strategic staffing and training, building a culture of trust and commitment, measuring and rewarding performance, negotiation and conflict resolution, obstacles to wise decision-making) as well as leading organizations (e.g., setting vision and mission, strategic planning, organizational change, corporate social responsibility). Throughout the course, the focus is on leadership “with excellence and integrity,” as well as the major obstacles to it.

**EMBA 604 Successful Executive Life (3)** This course is uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. The course considers how to pursue and achieve life-long success from within a biblical framework. Students will examine foundational concepts of life purpose and vocational planning, of character development and spiritual formation, of worldview and its effect on influence, and of how to continuously develop as a leader. Practical topics of life balance, time management, self-assessment, and personal growth through mentoring will also be addressed. The course culminates in the creation of a comprehensive plan for continuous personal and professional development. (An on-campus residency is required for students residing in the U.S. Students residing outside of the U.S. are encouraged to attend

the on-campus residency, but may also fulfill residency learning objectives through comparable alternative coursework at a distance)

**EMBA 611 Teamwork and Interpersonal Relations (3)** This course is uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. Many highly effective organizations empower their employees to work as teams, with a high degree of autonomy. Current business literature reports that this “management style” usually results in high employee morale and job satisfaction, high productivity, and personal growth. This course looks at what makes teams effective. It will be taught through the introduction of literature in this field via the textbook, lectures, team discussions on relevant topics, analysis of cases involving teams both successful and unsuccessful, observation and analysis of a highly successful team in literature, and (most important) the empirical observation of one's own team from within the class: what made your team effective, what diluted its effectiveness.

**EMBA 612 From Idea to Market Success (3)** This course is uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. Students learn to research, plan, articulate, and prepare to successfully achieve major change, growth, or new business initiatives. Students will select a new venture idea, product, or service (or other original initiative or endeavor) and research it in depth, analyzing its plausibility. The course culminates in a major business-planning document suitable for seeking a top management decision or obtaining funding for the project.

**EMBA 613 Corporate Finance (3)** This course is uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. The course examines how financial concepts contribute to making decisions about the economics of business, for establishing plans, determining value, monitoring performance, and stewarding resources. Students will achieve mastery of the financial concepts and tools used for analyzing financial decisions, including capital budgeting, discounted cash flow analysis, valuation, risk analysis, obtaining capital funding, resource utilization, and working capital management. The course is case-based in its approach, focusing on the implementation of practical applications of financial concepts. PREREQUISITE: Familiarity with writing formulas and using mathematical functions in Excel.

**EMBA 614 Managerial Economics & Decision Analysis (3)** This course is uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. The course explores important concepts of microeconomics and applies them to simple management science models to support strategic decisions in marketing, operations, finance, and human resources. Students should develop useful insights about problems encountered in the economic environments in which businesses operate. By solving practical problems with quantitative tools, students develop understanding of methods and software available, challenges of obtaining relevant data, sensitivities of assumptions, and uses of results for making wise decisions. PREREQUISITE: Familiarity with writing formulas and using mathematical functions in Excel.

**EMBA 621 Technology and Operations Management (3)** This course is uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. The course provides a foundation for dealing with technology and organizational operating

issues as an organizational leader. The course focuses on the current issues, problems and the analytic approaches involved in designing and evaluating business operations at various types of organizations. A major goal of EMBA 621 is to provide an “applications” approach to help students recognize, design and evaluate businesses using current concepts as well as new and existing tools. Additionally, the course explores the current computer and communication technology trends used in business operations as well as their relationship to organizational design. The course also examines how these elements are reshaping business structures and covers strategic planning issues for implementing information technology enterprise wide. Topics include business process analysis, cross-functional integration, product and service management, and technology and operations strategy. Throughout, EMBA 621 uses case studies and hands-on projects.

**EMBA 622 Marketing Strategy (3)** This course is uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. The course uses the case method to learn how to think strategically in realistic marketing situations. Through extensive practice in the solution of cases, in conjunction with study of the textbook and the classroom lectures, the student will develop a facility with marketing strategy as well as analysis skills useful in all types of business and not-for-profit organizations. PREREQUISITE: EMBA 612.

**EMBA 623 Managerial Finance (3)** This course is uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. The course presents a strategic and integrative perspective on how to apply accounting and finance concepts, analytical methods, creative thinking, and negotiating skills. Students learn how economic value is defined, created and enhanced in a business. By applying tools such as advanced valuation techniques, portfolio strategies, capital structures, value management concepts, and incentive systems, the course explores and evaluates opportunistic strategies to improve business performance or add value. Topics addressed may include refinancing, reorganizations, strategic alliances, outsourcing, mergers & acquisitions, divestitures, distributions to shareholders, or hedging strategies. Throughout, the focus is on how senior management develops policies and makes decisions to intelligently structure and negotiate distributions of risks and rewards inherent in financial transactions. PREREQUISITE: EMBA 613.

**EMBA 624 Business in the Global Environment (3)** This course is uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. The purpose of this course is to develop understanding of economic concepts and analytical skills to evaluate the strategic business implications, risks, and opportunities of trends and major events in the global economy. Topics addressed in cases and readings may include national income growth, inflation, capital markets, taxation, monetary policies, currency exchange, international trade, cross-border investments, governmental regulations, political regimes, property rights, environmental issues, imbalances of economic or political power, and social systems. In this course, students will apply knowledge and skills from all disciplines in the core curriculum. PREREQUISITES: Successful completion of other required courses at the EMBA 60x, 61x levels. EMBA 622 and 623 are recommended prerequisites, but not required to enroll in this course.

**EMBA 630 Strategic Decision-Making (3)** This course is uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. Building on the foundation of all the courses in the core curriculum, this capstone course challenges

students to adopt the perspective of the top management leader to make wise decisions about the business organization. Wise strategic leadership demands an understanding of how to assess relevant issues in the environment, determine strategic direction, develop competitive advantage, balance value among stakeholders, allocate resources, and innovate in the context of a changing marketplace. Students will develop skills of judgment through a wide variety of situations that give them the opportunity to apply knowledge and skills from all disciplines in the core curriculum. PREREQUISITES: Successful completion of all required courses at the EMBA 60x, 61x level, as well as EMBA 622. It is recommended that students take this course in their last semester, after having completing as many of their other courses as possible.

**EMBA/CMBA 665 Business Plan (3)** Presents all aspects of developing and presenting a business plan. With an overview of entrepreneurial principles and processes, teaches planning and innovation techniques useful to the start-up or acquisition of a small business and how to write a comprehensive business plan for such a business. Addresses the requirements for launching a new business.

**ENTR 661 Entrepreneurial Plan (3)** Overview of entrepreneurial principles and processes. Teaches planning and innovation techniques useful to the start-up or acquisition of a small business and writing a comprehensive business plan for such a business.

**ENTR 662 Creative Venture Launch (3)** This course addresses the requirements for launching a creative new business venture to create a competitive advantage or increased social wealth. Course topics include legal forms of business, managing the start-up team, initial capitalization, negotiating equity positions, acquiring facilities and equipment, hiring, managing, and retaining employees, establishing and communicating a vision initiating marketing programs, and establishing supplier and customer contacts. The course examines the issues and intensity associated with getting a new enterprise started along with the multifaceted roles the operational decisions and actions the entrepreneur in such an environment must make. The role of the social entrepreneur who increases "societal wealth" by improving healthcare, education, and cultural institutions such as colleges, museums, orchestras, and welfare organizations is also explored.

**ENTR 663 Entrepreneurial Problem-Solving & Opportunities (3)** Examines processes of creativity, creative problem solving, opportunity finding, discovery, invention, innovation and entrepreneurship in the start-up and small business environment. Cultivates the initial skills required to engage in these activities and make them a part of your daily personal and professional regimen. Work with a real project, business or start-up to demonstrate your ability to cultivate creative and innovative concepts, ideas, methods, processes or devices through a project.

**ENTR 664 Servant Leadership & Entrepreneurial Thinking (3)** Servant leadership and entrepreneurship are closely related concepts with overlapping areas - leader's principles, values, beliefs, ethics, creativity and innovation. Many entrepreneurs possess the potential to transform organizations and cultivate servant leadership characteristics. Examine interrelated characteristics of servant leadership and entrepreneurship to further cultivate and develop servant leadership characteristics and apply them in the daily leadership and management of organizations.

**ENTR 665 Small Business Management (3)** Explores the unique opportunities and challenges of small business management from a hands-on perspective. Introduces the basic processes associated with the delivery of consulting services to a business client. Understand the management and operations of a small business enterprise and have experience as a business researcher, strategic planner and consultant to a small business.

**ENTR 669 Special Topics in Entrepreneurship (3)** This course examines some of the contemporary topics in entrepreneurship. The course is highly practical and applied in nature, and it invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are cases, experiential exercises, dialogue, and group activities. This course may be repeated upon advisor approval.

**FNCL 622 Accounting Applications (3)** Case method course employing accounting concepts and principles and relating them to practical applications. Uses financial statement analysis and accounting information from actual company cases to facilitate complex business decisions.

**FNCL 623 Finance & Accounting Control Systems (3)** Case method course showing use of accounting information for managerial control in for-profit businesses. Design, implement and monitor planning and control systems. Cases cover both management control (e.g., transfer pricing, budgeting and compensation) and management behavioral factors (e.g., motivation, goal congruence and managerial performance).

**FNCL 625 Financial Planning (3)** Planning and management of one's personal finances from the Christian perspective. The study of personal and household budgeting, insurance, investing and estate and retirement planning culminate in the preparation of a detailed individual financial plan.

**FNCL 626 Estate Planning (3)** Detailed discussion of the major trends in risk-shifting strategies in American business, together with their interrelations with personal estate planning concepts vital to the entrepreneur. Gain experience in integrating business risk-shifting devices with personal estate plans.

**FNCL 627 Insurance & Risk Management (3)** Thorough examination of both corporate and personal insurance to facilitate organizational, individual and family financial planning and risk management. Areas of insurance examination include life, casualty, property, home, auto, health and disability. Study consumer behavior and corporate applications of risk management.

**FNCL 628 Portfolio Management (3)** Stewardship of investments for financial growth of both corporate and personal portfolios. Covers a wide range of investment instruments including money markets, mutual funds, stocks, bonds, warrants, options, futures, real estate and collectibles. Develops and manages a theoretical personal and corporate portfolio.

**FNCL 629 Special Topics in Finance (3)** This course examines some of the contemporary topics in finance. The course is highly practical and applied in nature, and it invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are cases, experiential exercises, dialogue, and group activities. This course may be repeated upon advisor approval.

**HRMT 640 Strategic Human Resource Management (3)** Survey course that covers the basics in the functional areas of HR: job analysis, staffing, job design, training, performance appraisal, compensation, work-life balance and termination. Emphasizes the strategic rather than the administrative role of HR and, therefore, its thrust will be HR as a business partner to gain and sustain a competitive advantage. Includes an ongoing simulation that requires student groups to strategically allocate funds to HR functions and programs in order to affect organizational outcomes like quality, productivity, unit cost, turnover and morale.

**HRMT 641 Labor & Employment Law for Managers (3)** Covers federal and state anti-discrimination law, common law exceptions to employment-at-will, wage and benefit law, privacy issues, safety and health law and the law regulating the relationship between unions and management. As we traverse these topics, the dual focus will be on the specifics of the law and on the managerial issues implicated by adhering to the law.

**HRMT 649 Special Topics in Human Resource Management (3)** This course examines some of the contemporary topics in human resource management. The course is highly practical and applied in nature, and it invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are cases, experiential exercises, dialogue, and group activities. This course may be repeated upon advisor approval.

**INTL 670 Cross-Cultural Business (3)** Prepares you to cope with the unique events that can occur when managers from widely divergent cultures transact business. Examines the differing values, beliefs, traditions and attitudes that affect business behavior among the nations. Uses I Corinthians 9:19-23 as a foundational Scripture.

**INTL 671 International Entrepreneurship (3)** Consists of a series of seminars by current importers and/or exporters on how import/export works. Identify an individual international trade opportunity and be personally counseled in applying the skills learned from the seminars to bring that opportunity to fruition.

**INTL 679 Special Topics in International Business (3)** This course examines some of the contemporary topics in international business. The course is highly practical and applied in nature, and it invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are cases, experiential exercises, dialogue, and group activities. This course may be repeated upon advisor approval.

**MKTG 632 Advertising Management (3)** Presents fundamental concepts of advertising strategy, its creation, execution and evaluation, and teaches the technical and relationship skills needed to manage the process within a corporate advertising department or in an advertising agency. Text and lecture provide the fundamental concepts; cases and current marketing journals provide the realistic challenges of advertising today.

**MKTG 634 Market Research (3)** Learn how to manage information systems and the market research function of a business or not-for-profit organization. Covers selection of the most effective research techniques, design and administration of the survey instruments and proper interpretation of results. Through participation in creating a full research proposal or conducting actual research you gain familiarity with market research tools, such as mail surveys, mall intercepts, focus groups and attitudinal studies.

**MKTG 639 Special Topics in Marketing (3)** This course examines some of the contemporary topics in marketing. The course is highly practical and applied in nature, and it invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are cases, experiential exercises, dialogue, and group activities. This course may be repeated upon advisor approval.

**NPRF 681 Managing Not-for-Profit Organizations (3)** From a strategic management perspective, explore principles and practices of management and administration as they apply to not-for-profit organizations. Unique organizational issues covered include board-staff relations; recruiting and motivating volunteers; accountability; organizing for and managing growth; and strategies to respond to changes in the political, economic and cultural environment.

**NPRF 682 Not-for-Profit Fundraising Development (3)** Provides lectures, case studies, outside speakers and class discussion of development and advancement issues in the management of not-for-profit ministries. Explores fundraising, including determining sources of support, planning the campaign and successful

strategies; marketing ministries, including promotional campaigns and public relations; and management issues including recruiting and managing volunteers.

**NPRF 689 Special Topics in Not-for-Profit Management (3)** This course examines some of the contemporary topics in not-for-profit management. The course is highly practical and applied in nature, and it invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are cases, experiential exercises, dialogue, and group activities. This course may be repeated upon advisor approval.

**ORCD 650 Organizational Diagnosis & Change (3)** Introduces methods used to identify organizational problems, understand the underlying causes for these problems, collect information and data about the causes or problems and present diagnostic results to organizational leaders. Covers the major theories explaining organizational practices, application of these theories for diagnosing causes of problems, planning and implementing collection of data, analysis of information collected and methods for communicating the results of diagnostic activities. Applies diagnostic methods to case studies and completes a diagnostic study within a selected organization.

**ORCD 651 Project Management Skills (3)** Focuses on the techniques for project planning (PERT/CPM), project task analysis and budgeting, analysis and evaluation of project plans, assessing alternative actions under uncertainty, project progress reporting and reallocation of resources to meet changing project requirements. Teaches matrix management of project staff including understanding alternative motivation, rewards and project leadership tactics. Prerequisite: knowledge of Microsoft Excel.

**ORCD 659 Special Topics in Organizational Change and Development (3)** This course examines some of the contemporary topics in organizational change and development. The course is highly practical and applied in nature, and it invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are cases, experiential exercises, dialogue, and group activities. This course may be repeated upon advisor approval.

#### **Ph.D. Cognate Courses (For Ph.D. students in the School for Leadership Studies.)**

**BUSN 764 Servant Leadership & Entrepreneurial Thinking (3)** Servant leadership and entrepreneurship are closely related concepts. Servant leadership and entrepreneurship also share overlapping territory regarding the principles, values, beliefs and ethics of the leader and in areas such as creativity and innovation. Many servant leaders transform organizations and possess entrepreneurial characteristics. In this course, select a servant leadership topic of interest, then research, develop and write the article on the topic. Further develop research and writing skills by writing a paper suitable for acceptance as a conference presentation, popular press article or journal article.

**BUSN 765 Small Business Management (3)** This doctoral-level course explores the unique opportunities and challenges of small business management from a hands-on management and leadership perspective. Interact with the processes associated with the delivery of consulting services to a business client through the management and leadership of a consulting team. Understand the management and operations of a small business enterprise, and have experience as a business researcher, strategic planner and manager of a consulting team to a small business.

## FACULTY

Every faculty member of the School of Business has accrued significant real-world experience in positions ranging from the senior executive level with Fortune 100 companies to entrepreneurship and operation of small businesses. They have earned graduate degrees from such highly respected schools as Harvard, Wharton and Cornell, and have taught at colleges and universities throughout the country. Although backgrounds and specialties differ, each shares a dedication to teaching students the latest management theory through the ageless concept of mentoring and personal commitment.

**Bechtel, James** (2003), B.S., Temple University; MBA, Harvard University.

**Case, Randolph H.** (2000), B.S., University of Virginia; MBA, Columbia University; Ph.D., The Wharton School, University of Pennsylvania.

**Chamberlin, Daniel P.** (1985), B.S., Denison University; MBA, Harvard Business School.

**Chandler, Douglas J.** (2005), Elim Bible Institute; MBA, MA, Regent University.

**Mulford, John E.** (1982), B.S., Brown University; Ph.D., Cornell University.

**Natale, Peter J.** (2000), B.A., Kean University; MBA, Ph.D., Regent University.

**Pregitzer, Michael** (2005), B.A., University of Rochester; MS, Rutgers University.

**Redmer, Timothy** (1982), B.S., Florida State University; MBA, Southern Illinois University; Ph.D., Virginia Commonwealth University.

**Roberts, Gary E.** (2003), B.A., Pennsylvania State University; MPA, University of Georgia; Ph.D., University of Pittsburgh.

**Stone, A. Gregory** (1995), A.B., M.S., Ed.S., Ph.D., Indiana University.

**Zigarelli, Michael A.** (1999), B.A., Lafayette College; M.A., Cornell University; Ph.D., Rutgers University.

## SCHOOL OF COMMUNICATION AND THE ARTS

### DEAN'S MESSAGE

Media technologies are altering the ways we live at lightning speed. Who could imagine living in a world without cell phones? Yet, cell phones are no longer just a convenient way to chat. Cell phones also promise web surfing, video-conferencing, photography, geo-positioning and myriad other functions. Yet, do we know how to live with each other any better than we did in the last century? For better or worse, the mass media play a prophetic role in our society. So whether you are a student enrolling for your first semester with us or a student nearing the end of your studies, I hope you will prayerfully seek the Lord about how He would have you use the mass media arts to creatively communicate a redemptive truth to a world that is literally dying to hear it.

Michael Patrick  
Dean

### CONTACT INFORMATION

Application forms may be completed online, downloaded from the School of Communication and the Arts website, or obtained by mail. To request an application packet by mail, contact the Office of Central Enrollment Management:

Central Enrollment Management  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
757.226.4127 or 800.373.5504  
Fax: 757.226.4381  
E-mail: [admissions@regent.edu](mailto:admissions@regent.edu)  
Website: [www.regent.edu/admissions](http://www.regent.edu/admissions)

For questions concerning the School of Communication and the Arts, please contact the school directly at:

Admissions Office  
School of Communication and the Arts  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
757.226.4243  
Fax: 757.226.4394  
E-mail: [comschool@regent.edu](mailto:comschool@regent.edu)  
Website: [www.regent.edu/communication](http://www.regent.edu/communication)

## **MISSION AND PHILOSOPHY**

The school seeks to provide graduate education for aspiring servant leaders seeking to integrate their Christian faith with their communication skills, creative abilities and knowledge of communication and the arts.

Our vision is to manifest the presence of Christ through the inspired communication of our faculty, students and alumni. We seek to empower Christians with a strong voice in society through both print and electronic media, through creative and artistic works and through media professionalism, teaching and academic scholarship.

## **DISTINCTIVES OF THE SCHOOL**

Our school distinguishes itself from other graduate programs in communication and the arts in the following ways:

- Integration of Faith and Learning: Our goal is to provide graduate education for those seeking to integrate their Christian faith with their knowledge of communication and the arts and their communication skills.
- Cultural Relevance and Impact on Society: Our unique focus is to study the influence of communication and the arts on society and to teach Christians how to produce high-quality media.
- International Influence: We actively seek to educate international students who desire to use pro-social entertainment to promote biblical values and beliefs in their home nations.
- Innovation: We pursue innovative learning in communication and the arts through our use of new communication technologies for media production and distance education.
- Reputation and Heritage: As the founding school of Regent University, we have been privileged to benefit from the excellent reputation of CBN and its affiliated ministries for biblically inspired communication, high-production quality and media professionalism.

## **PROGRAM OVERVIEW**

Regent University School of Communication and the Arts offers fully accredited masters and doctoral programs:

- Master of Arts (M.A.). We offer several majors in the M.A., including communication studies; cinema television; media, faith and culture; script and screenwriting; and theatre arts. Students can choose a thesis, portfolio or comprehensive examination option.
- M.A. in Journalism. The Department of Journalism offers a newly updated cohort-style curriculum that includes courses in theory, broadcast, print and the Internet. Students can choose a thesis, portfolio or comprehensive examination option.
- Master of Fine Arts (MFA). The MFA is a terminal degree that places more emphasis on skills and performance than on original research. We offer three majors in script and screenwriting; acting; and acting/directing. The goal of the program is to prepare graduates to become leaders who will be creative communicators or artists. The program provides a select number of students the opportunity to refine their creative abilities as media professionals, as teachers of script and screenwriting or actors and directors. Students must complete a portfolio project or a thesis/creative project.
- Doctor of Philosophy (Ph.D.) in Communication. This program enables students to conduct pure and applied research in all areas of study offered in the school. The strengths and research interests of current faculty determine original research projects. Students develop their coursework in consultation with their doctoral advisor.

The school purposes to create a think-tank environment for aspiring communication scholars and experienced faculty who seek to understand communication and the arts with biblical wisdom and perspective. In communication and the arts, we must increasingly and innovatively elevate Christian values and beliefs on the agenda of public discourse through our speech, scholarship, publications, television programs and films, music videos, theatre performances, print and broadcast news, Internet communication and scripts. Our academic programs are designed to develop the creative potential of developing leaders who seek to serve others through their knowledge and practice of communication and artistic expression.

### **JOINT DEGREES**

Contact the Admissions Office in the School of Communication and the Arts for a listing of joint degrees available through the school. See the General Information section of the Catalog for a description of the joint degrees program.

### **FINANCIAL AID**

Regent University offers a limited number of financial awards on an institution-wide basis. For more information, see the Tuition, Fees and Financial Aid section of the Catalog.

The school offers financial assistance to degree-seeking students who are able to demonstrate academic excellence, leadership potential and need. Financial aid offered by the school is in the form of graduate teaching/research assistantships, endowed scholarships and grants. Contact the Admissions Office for applications and additional information. Contact Central Financial Aid for information regarding private loans, federally guaranteed loans, university-wide scholarships and TGAP. The school assists some doctoral students with both fellowships and scholarships. All doctoral applicants are automatically considered for both fellowships and scholarships, although fellowships are normally reserved for on-campus students.

The online distance education program is approved by DANTES. Military students who receive tuition assistance through DANTES are eligible to receive a tuition discount from Regent University. Once accepted to the program, students receive automatic extensions to complete their coursework as needed. For additional information contact the Admissions Office in the School of Communication and the Arts.

### **CAREER OBJECTIVES**

The school assists students and alumni in their search for internships and placement opportunities. According to the latest Communication alumni survey, 76 percent of our alumni are employed in the field of communication, and most of them hold or have held leadership positions within their organizations. Other alumni hold positions in higher education, business, government, churches and nonprofit organizations.

### **STUDENT PROFILE**

Students of varying ages and nationalities pursue graduate degrees in the School of Communication and the Arts. The average student age is 35, with 16% being international.

### **ADMISSIONS REQUIREMENTS**

See the Admission to Regent University section of the Catalog for admissions requirements. In addition, the School of Communication and the Arts requires applicants to:

Complete and submit the School of Communication and the Arts admission application, Community Life Form, with a \$40 nonrefundable application fee. (Checks or money order drawn on a U.S. bank made payable to Regent University.) The online application is available at [www.regent.edu/acad/schcom/application](http://www.regent.edu/acad/schcom/application). The personal goals statement should include long-

range professional and scholarly interests. Recommendation (general, academic and clergy) forms are included in the application packet and available online. These three should be submitted with admission materials.

Official transcripts from all previous colleges or universities attended at the undergraduate or graduate level, regardless of the number of courses or the nature of the work taken. Photocopies or unofficial student copies of the transcripts are not acceptable.

Recent photograph of the applicant (optional).

Submit official scores from the GRE or MAT. Send directly to the Admissions Office. (Note: GRE required for MFA and Ph.D. applicants.)

Submit Test of English as a Foreign Language (TOEFL) scores for all students whose first language is not English.

All M.A. and MFA applicants must submit a current resume.

Submit a writing sample as follows:

Journalism Applicants: Two to five samples of journalistic writing that were circulated in print publications, broadcast or on the Internet. Also include a sample of creative writing and an extended academic paper, if available.

M. A. and MFA Applicants: A writing sample reflecting research skills.

MFA concentration in Script and Screenwriting Applicants: A completed teleplay, screenplay or stage play.

Ph.D. Applicants: One writing sample reflecting research skills and the ability to utilize a writing style sheet (e.g., APA or MLA) and one writing sample indicating the ability to integrate a Christian worldview within the field of communication and the arts. This writing sample should address a topic in the field of communication and integrate that topic with a biblical worldview. These samples may be contained in one or two papers.

Schedule an admissions interview. M.A. and MFA applicants should call 1-888-777-7729, ext. 4116.

MFA Acting or Acting/Directing applicants must also call the Regent Theatre Manager at 757-226-4298 to arrange for an audition. Questions about the audition process should be directed to Dr. Michael Kirkland at 757-226-4730. Ph.D. applicants will be called to schedule faculty interviews if application materials are received by the program admission deadline.

Complete a Computer Literacy and Technology survey at

[www.regent.edu/acad/schcom/phd/application/compsurvey.html](http://www.regent.edu/acad/schcom/phd/application/compsurvey.html).

Submit a vitae outlining your academic experience (Ph.D. applicants only).

Normally students must have achieved a GPA of 3.0 or higher (3.5 for Ph.D. students) and be in the top 50 percentile in GRE or MAT test scores in order to be considered for admission. However, students who do not meet these qualifications but who demonstrate outstanding Christian leadership potential may be considered for admission on a provisional basis. Such students must obtain a GPA of 3.0 or higher after their first semester in order to continue in the program.

Students are generally not considered for admission until the school has received all their application materials. In special circumstances when the school is waiting for one more application requirement such as an official transcript of a student waiting to graduate, or a test score from the GRE or MAT exam, a student may be admitted conditionally. The conditional status will only be granted for one semester, during which time Regent University must receive the missing credentials needed to complete the application file.

If you are accepted into the M.A., MFA or Ph.D. program, you will be notified by letter and an acceptance packet will be mailed. Some students may be required to take one or more prerequisite courses if their undergraduate degree does not sufficiently prepare them for the graduate program to which they apply.

No more than 25 percent of the total number of credit hours required by a degree program may be transferred from another institution. That institution must be accredited at the graduate level. No units can be applied to more than one degree. Only courses with a letter grade of B or higher will be eligible for transfer of credit. Transfer of credit is based on the following factors:

- The quality of the credit-granting institution.
- The validity of transcripts with grades received for proposed transfer courses.
- The course syllabi and demonstrated student mastery of the course content or demonstration of student competency.
- The comparability of the proposed transfer credit courses with equivalent courses in the school.

Faculty members who teach the courses for which transfer credits are sought are often involved in the decision to accept or reject transfer credit. The dean makes the decision to accept or reject a petition for transfer credit.

## **DISTANCE EDUCATION**

The school offers three degrees online: M.A. (concentration: Communication), M.A. in Journalism and the Ph.D. in Communication. Full documentation of the programs as well as an electronic application form can be obtained at [www.regent.edu/communication](http://www.regent.edu/communication). Students should carefully review specific programs to determine which classes are available online, since some courses are only offered on-campus. The online doctoral program and the online communication studies master's have residency requirements. Doctoral students must complete a two-week, 2-credit-hour seminar the summer before the first fall semester of studies and a one-week seminar that is preceded and followed by on-line course components every summer until coursework is completed. The Media, Faith and Culture program within the Department of Communication Studies is a distinctive on-line and residency program requiring participation in two one-week on-campus residencies each year (August and January).

### **Computer Requirements**

Online students are supposed to meet all the requirements of the Online and Distance section of the Catalog. Beyond those, online students in the School of Communication and the Arts should use Windows based PCs, preferably equipped with the latest operating system and the latest version of Microsoft Office. Recommendations for hardware specifications and other details can be found on this website:

<http://www.regent.edu/it/helpdesk/document/standards.cfm>

We value Apple products but because all Regent academic departments are Windows-based, we do not recommend the use of Mac computers.

All distance students need access to a reliable Internet connection, if at all possible high-speed.

Students receive a university specific email address (xyz@regent.edu). The Regent email account is web based and can be accessed worldwide at <https://webmail.regent.edu/>. Students are encouraged to use the university email account for all correspondence related to their studies.

The School of Communication and the Arts online courses are delivered via the Internet using a web based system called Blackboard® (<http://blackboard.regent.edu>). Additional computer hardware such as web cam, sound card and software such as SPSS Statistical Package® and others may be required for some degree programs and some courses.

More computer support for online students can be found at <http://www.regent.edu/it/>

## **Academic Resources**

Regent University maintains an extensive collection of print and electronic resources designed to support master's degree studies and research requirements of faculty and students. When M.A. students are working online, they have access to academic support and resources through Regent University's distance education library services. Course resources are provided through the U.S. Postal Service or over electronic file transfer. An on-line student guide titled "Getting Connected" is published by the Regent library and accessed as follows: 1) go to the Library homepage at [www.regent.edu/lib](http://www.regent.edu/lib); 2) click on Distance Education in the left column; 3) the guide will be in a .pdf format; and 4) print it.

## **MASTER OF ARTS PROGRAMS**

Thirty-five to 39 credit hours are required depending on the degree program and major pursued, and as delineated in department-specific sections.

### **Department of Communication Studies**

The mission of the Department of Communication Studies is to develop highly versatile Christian scholars and communication professionals who are able to think critically and creatively in light of a biblical worldview and serve in positions of leadership in a wide variety of both business and non-profit organizations and communication roles.

Media, Faith and Culture is a two year, 36 credit-hour program that leads to a Communication Master's of Arts degree. The program reflects the growing awareness that for Christian leaders to excel or even survive in a contemporary and future world that is rapidly changing, diverse, highly mediated and global, they must have an in-depth, broad, and future-oriented perspective of media, the arts, culture, the Christian faith and relationships among them. They also must have special abilities to think, strategize, conduct and evaluate research and become equipped with highly developed communication skills and tools that they can apply to a wide variety of academic or professional leadership roles and settings. The program combines the best of academic theory and research in the communication field, particularly those areas that explore the relationship between media and popular culture, with a high degree of innovative, experiential learning in all coursework. This approach will enable graduates of the program to assume positions of leadership within the field of communication and closely related fields or successfully pursue further graduate study.

### **Program Outcomes**

Graduates of the Media, Faith and Culture program should:

Have the ability to articulate a view of contemporary and future media, their use, their influences on and relationship to faith and culture that extends beyond traditional and even current definitions of these concepts and how they intersect.

Possess the skills to integrate and apply their Christian faith and biblical truth and principles to the study and practice of mediated communication in various types of cultures and professional settings.

Understand and be able to employ analytical tools that will enhance their effectiveness as leaders and communicators in a wide variety of contexts.

Be able to think critically in a mediated cultural environment.

Possess an ability to think creatively.

Possess practical problem-solving skills that can be applied to any leadership role or communication need.

Possess effective writing and presentation skills in a world where these leadership abilities increasingly are prized.

Be able to understand and apply key theories, bodies of research and research methods relevant to media, faith and culture.

Have developed a mentoring relationship with at least one faculty member who has guided and will help guide and encourage the student's academic, professional and spiritual growth.

### **Design of the Program**

The 36 credit-hour program uses a cohort model of instruction in which students join a new class of students who take many of their courses at the same time. This offers them an opportunity to develop relationships and a special sense of community with other Christian students and professionals that can last a lifetime. The program also incorporates the best characteristics of on-line, distance learning and on-campus, face-to-face instruction. A significant portion of the coursework is taken in a vibrant online educational environment that enables students to pursue their Communication Master of Arts degree without having to leave their homes or jobs or without uprooting their families. However, an exciting and highly beneficial part of the program is two one-week residency courses each year (in early August and January) held in our new Communication and the Arts building on the Virginia Beach campus. These courses not only offer a variety of learning experiences, activities and exposure to various faculty members and guest instructors, but they provide special opportunities for building relationships, fostering community and spiritual growth. Students also have the option to relocate to Virginia Beach, take certain core courses and elective courses on-campus, and participate more fully in the Regent University and School of Communication and the Arts communities and various extracurricular activities, while still enrolled in this distinctive on-line and residency program.

### **Course Sequencing**

The Media, Faith and Culture program uses a cohort design to allow students to sequence their coursework in the following order:

#### **Year 1**

##### **Summer Semester**

|         |  |   |
|---------|--|---|
| COM 504 | Introduction to Graduate Communication Studies | 1 |
| COM 621 | Media, Faith and Culture I                     | 2 |

##### **Fall Semester**

|         |                                    |   |
|---------|------------------------------------|---|
| COM 600 | Communication Ethics and Worldview | 3 |
| COM 604 | Beyond Media (or Elective)         | 3 |
| COM 628 | The Articulate Person I            | 1 |

##### **Spring Semester**

|         |                                       |   |
|---------|---------------------------------------|---|
| COM 607 | New Media                             | 3 |
| COM 601 | Research and Writing in Communication | 3 |
| COM 629 | The Articulate Person II              | 1 |
| COM 623 | Media, Faith and Culture              | 1 |

#### **Year 2**

##### **Summer Semester**

|         |                              |   |
|---------|------------------------------|---|
| COM 611 | Media and Social Influence   | 3 |
| COM 630 | The Articulate Person III    | 1 |
| COM 625 | Media, Faith and Culture III | 2 |

##### **Fall Session**

|         |                     |   |
|---------|---------------------|---|
| COM 604 | The Creative Person | 3 |
|---------|---------------------|---|

|         |  |   |
|---------|--|---|
| COM 608 | Critical Approaches to Media and Culture | 3 |
|---------|--|---|

#### Spring Session

|  |                                  |          |
|--|----------------------------------|----------|
| COM 614  | Global Media and Cultural Change | 3        |
| COM 627  | Media, Faith and Culture IV      | 1        |
| <b>Culminating Experience: Thesis, Tutorial, or Elective</b> |                                  | <b>3</b> |

#### Department of Journalism

Students in the Journalism program are pursuing their futures in a wide range of fields such as education, public relations, creative writing, traditional news media roles and full-time ministry work in mass media. The Journalism experience at Regent University desires to help each student combine his or her faith, knowledge and skills in print, broadcast and Internet media while shortening the “real world” learning curve for the job market. Our converged media program is designed to give each student a graduate experience in the different media and enable a student to become a master storyteller along the way. Our students enjoy access to the latest professional technologies in our new integrated journalism classrooms and facilities.

#### Requirements for the Master of Arts in Journalism

The Journalism program requires 39 hours of graduate study. A full-time student may complete the program in two years; however, many students take courses at their own pace. The Master of Arts in journalism may also be earned entirely by distance with no residency required.

The converged media curriculum offers courses in broadcast, print, communication theory and the Internet. It is designed to help prepared multi-skilled journalists for the 21<sup>st</sup> century marketplace. Both on-campus and distance students participate in student media lab experiences that are related to coursework.

The following courses are offered over a two-year period

|         |   |   |
|---------|---|---|
| COM 600 | Communication Ethics and Worldview              | 3 |
| COM 601 | Research and Writing in Communication           | 3 |
| JRN 603 | Mass Media Law and Ethics                       | 3 |
| JRN 610 | Print Press: News Theory, Writing and Reporting | 3 |
| JRN 611 | Converged Media Writing and Editing             | 3 |
| JRN 612 | Editorials, Columns and Essays                  | 2 |
| JRN 613 | Feature Writing for Publications                | 3 |
| JRN 640 | Web Design and Publishing                       | 3 |
| JRN 655 | Journalism History                              | 3 |

On campus students also take

|         |  |   |
|---------|--|---|
| JRN 633 | Broadcast News Field Reporting and Producing | 4 |
|---------|--|---|

Electives currently available include:

|         |   |        |
|---------|---|--------|
| JRN 589 | Workshop: Digital Photojournalism             | 1 to 3 |
| JRN 589 | Workshop: Professional Writing                | 1 to 3 |
| JRN 612 | Advanced News Writing and Reporting           | 3      |
| JRN 630 | Broadcast News Program Producing              | 3      |
| JRN 641 | Advanced Web Design and Publishing            | 3      |
| JRN 650 | Editorial Management                          | 2      |
| JRN 685 | Seminar: Trends and Issues in Converged Media | 1 to 3 |

Electives are variable and subject to change each semester. All students must complete either a thesis, comprehensive examination or a portfolio of journalistic work. An internship is required if a comprehensive exam option is selected. Independent studies, seminars, workshops and internships also may be arranged on an elective basis.

### **Advanced Standing**

Students may be credited with up to 6 hours of advanced standing toward completion of their degree if they can demonstrate extensive professional journalism experience. The dean of the School of Communication and the Arts may grant the advanced standing credits upon recommendation from the journalism faculty at the time of admission. Applicants must request advanced standing consideration when they submit their application. Advanced standing will not be granted to students who are already enrolled in their degree program.

### **Department of Cinema-Television**

The Department of Cinema-Television is dedicated to equipping communication professionals with a biblical perspective on the mass media arts. The program is directed toward those who desire to be actors, directors, producers or other key media professionals. The various programs and courses in the department attempt to balance examination of the content with acquisition of practical production and management skills. The goal of the department is to train media professionals who will act with moral and spiritual integrity while exhibiting excellence in employment production techniques and innovative styles in order to communicate redemptive messages.

The department offers two majors: cinema-television and script and screenwriting with multiple areas of study within the major. The department also offers an MFA concentration in Script and Screenwriting. Production facilities are made available to all cinema-television students. The department is committed to providing ample equipment and facilities for student use as well as an outstanding production experience. Each year the department funds a number of student-led films that have a pro-social theme or redemptive message. Students are welcome to self-fund other projects of their own interest that reflect the mission and vision of the school. The resources of the Department of Cinema-Television include a fully equipped television studio, a film sound stage, non-linear editing suites, an animation lab and fully digital post-production facilities.

All cinema-television students are required to complete a prerequisite course, CTV 502. This course is required for students who will need to check out equipment for media projects. This is a one-credit hour course that is taught in six, two-day intensives and covers video camera, grip/electric, sound basics, laptop proficiency, set operations and film camera. Any student who believes his or her undergraduate or professional experience may serve as an equivalent to this course may take a proficiency exam in any or all of the areas.

*M.A., Major in Cinema-Television*

The cinema-television major requires a minimum of 39 credit hours. All students who are pursuing this major must complete the following:

School prerequisite course: COM 504 (only for students without a B.A. or B.S. in communication or media related discipline such as a B.A. in mass communication). Please note that the credit hour for this course is not applied toward the minimum number of credit hours required for the degree program.

Those students without a sufficient undergraduate background or professional experience in cinema-television must take CTV 502 to qualify them to check out equipment for class projects.

School core courses: COM 600 Communication Ethics & Worldview and COM 601 Research & Writing in Communication.

Department core course: CTV 505 Aesthetics & Techniques for Cinema-Television.

Cinema-Television students not pursuing a critical studies emphasis must take, as electives, at least two courses from the critical studies area, which are the courses numbered CTV 600 to CTV 610.

*Areas of Study*

There are five concentrations for cinema-television majors: 1) critical studies; 2) directing; 3) editing; 4) producing; and 5) script and screenwriting .

As part of their academic plan, students must choose a concentration and complete the three or four required courses in that area. It is recommended, but not required, that students complete two additional courses from the list of recommended courses from that area of study. On-line courses are offered for students majoring in critical studies. Every directing student is strongly encouraged to take at least one writing course.

**Critical Studies in Cinema-Television**

This is the study of classic and current trends in research in cinema-television. This area incorporates the use or creation of theories for the investigation and analysis of the historical, aesthetic and philosophical aspects of cinema and television. Students selecting this area of study will be expected to choose the thesis option.

***Required Courses***

|   |   |
|---|---|
| CTV 600 Theory & Criticism of Cinema-Television | 3 |
| CTV 602 History of American Cinema I            | 3 |
| CTV 604 Redemptive Cinema                       | 3 |

***Recommended Courses***

|  |   |
|--|---|
| CTV 603 History of American Cinema II    | 3 |
| CTV 607 History of American Broadcasting | 3 |

### Directing for Cinema-Television

This concentration is designed to prepare students for careers in the creative process of directing feature films, animation productions and television programming. This concentration offers opportunity to develop a working knowledge of the process and practice of directing actors, as well as the conceptualization of the visuals, blocking, shot execution and creation of a personal directorial style, on-location and in-studio.

#### **Required Courses**

|   |     |
|---|-----|
| CTV 530 Directing for Single-camera Cinema-Television | 3   |
| CTV 531 Directing for Multi-camera Television         | 3   |
| CTV 555 History & Aesthetics of Editing               | 3   |
| CTV 638 Advanced Motion Picture Production            | 1-3 |
| Plus one screenwriting course as an elective.         | 3   |

#### **Recommended Courses**

|  |   |
|--|---|
| CTV 535 Producing & Directing Television Advertising | 3 |
| CTV 546 Motion Picture Cinematography                | 3 |

Note: The above two courses are strongly recommended for students aspiring to a career in television advertising.

|  |   |
|--|---|
| CTV 630 Advanced Directing for Cinema-Television | 3 |
| CTV 635 Producing & Directing the Music Video    | 3 |
| CTV 637 Producing & Directing the Documentary    | 3 |

### Editing for Cinema-Television

This concentration is designed to prepare students for careers as editors of feature films and television programs. Students will develop a comprehensive working knowledge of the process and practice of editing moving pictures and the accompanying audio using nonlinear digital editing applications.

#### **Required Courses**

|  |   |
|--|---|
| CTV 555 History & Aesthetics of Editing    | 3 |
| CTV 556 Nonlinear Video Editing            | 3 |
| CTV 658 Sound Design for Cinema-Television | 3 |

#### **Recommended Courses**

|   |     |
|---|-----|
| CTV 530 Directing for Single-Camera Cinema-Television | 3   |
| CTV 638 Advanced Motion Picture Production            | 1-3 |

### Producing for Cinema-Television

This concentration is designed to prepare students for a career in the various management roles in media productions, such as a producer, production manager, assistant director or production coordinator. Students can learn how to produce film, computer animation productions, and television series.

#### **Required Courses**

|  |     |
|--|-----|
| CTV 525 Producing for Cinema-Television              | 3   |
| CTV 527 The Producer's Unit                          | 3   |
| CTV 528 Leadership Issues in Media                   | 3   |
| CTV 627 Scheduling & Budgeting for Cinema-Television | 3   |
| CTV 638 Advanced Motion Picture Production           | 1-3 |

### ***Recommended Courses***

|   |   |
|---|---|
| CTV 620 Financing, marketing and Distribution for Film and TV | 3 |
| CTV 635 Producing & Directing the Music Video                 | 3 |
| CTV 637 Producing & Directing the Documentary                 | 3 |

### **Script and Screenwriting**

The script and screenwriting concentration is designed for students who want to increase their writing skills to advance their careers as writing professionals for film, television or theatre. Students may take courses focusing on either area, i.e., those interested in writing for the stage are encouraged to develop potential for screenwriting skills and vice versa. This degree track is available at the Virginia Beach campus and online as well.

### **Required Courses**

|   |   |
|---|---|
| CTV 505 Aesthetics and Techniques for Cinema-Television | 3 |
| THE 607 Text Analysis                                   | 3 |
| SSW 510 Story Structure for Stage and Screen            | 3 |
| SSW 514 Writing for Television                          | 3 |
| SSW 612 Feature Film Writing                            | 3 |
| 2 Critical Studies Courses                              | 6 |

In addition to the courses listed above, students may other courses in script and screenwriting or choose independent studies, seminars and workshops to round out their degree program.

### **Master of Fine Arts (Major: Script and Screenwriting)**

The MFA major in Script and Screenwriting program is based on the unique nature of Regent University and its mission. Each student accepted into the MFA Script and Screenwriting major will be challenged to grow academically, professionally and spiritually. Academically, the concentration is devoted to applying current knowledge, research and skills in communication to develop writers who effectively communicate through stage and media productions. Specific areas of writing focus are determined by the strengths of current faculty. The major is administered and shaped to help students integrate the Christian faith with their chosen profession.

### **Requirements for the MFA major in Script and Screenwriting**

All those pursuing the MFA major in script and screenwriting must complete the following:

Completion of a minimum of 58 credit hours beyond the bachelor's degree. While the number of hours is dependent upon a student's individually approved degree program in conjunction with his or her faculty mentor(s), ordinarily no more than 70 credit hours are required of an individual student.

Completion of the 10 (30 credit hours) mandatory courses. These are included in the total hours required. Students who want to emphasize writing for theatre may take THE 632 or THE 633, in lieu of either CTV 602 or CTV 603.

At least 3 credit hours of an approved course with a research methodology component. Students should consult their academic advisor to determine which courses will fulfill this requirement.

Completion of at least 9 credit hours of critical studies courses..

Completion of at least 9 credit hours of elective or seminar courses.

Completion of at least 3, but not more than 6, credit hours of MFA Script and Screenwriting practicum (SSW 680).

Completion of at least 4 credit hours of MFA Portfolio (SSW 698). There is no maximum number of portfolio credit hours that can be taken once all other requirements are met. Student must enroll for portfolio credit over two consecutive semesters for 2 credit hours each semester.

Completion of all requirements associated with the MFA portfolio, including public presentation of the portfolio project. A student may apply a maximum of 6 credit hours of portfolio credit toward the minimum requirement of 58 credit hours. Once a student registered for SSW 698, the student must remain registered for 2 credit hours of SSW 698 each semester until his or her portfolio is completed.

Advanced Standing: applicants who already have an M.A. degree may apply for advanced standing in the MFA degree with approval of the MFA committee and the dean of the school.

### **Course Offerings and Instruction**

Many of the courses offered to students in the MFA program are also available to cinema-television students under the Communication M.A. degree. MFA students who pre-register can expect enrollment preference in script and screenwriting classes over students who are taking such classes as electives. Likewise, MFA students will take a number of courses in cinema-television and/or theatre arts in order to ground them in a thorough understanding of the history, structure and practices of these media. Moreover, the MFA Practicum, the MFA Portfolio and the school core class, COM 600 Communication Ethics & Worldview, are crafted specifically for the needs of the MFA student with a higher degree of faculty mentoring than is typical in the M.A. program.

|         |  |   |
|---------|--|---|
| COM 600 | Communication Ethics & Worldview               | 3 |
| CTV 505 | Aesthetics & Techniques for Cinema-Television  | 3 |
| CTV 602 | History of American Cinema I                   | 3 |
| CTV 603 | History of American Cinema II                  | 3 |
| SSW 510 | Story Structure for Stage & Screen             | 3 |
| SSW 511 | Playwriting                                    | 3 |
| SSW 514 | Writing for Television                         | 3 |
| SSW 612 | Feature Film Scriptwriting                     | 3 |
| SSW 617 | Writing Christian Drama for the Stage & Screen | 3 |
| THE 607 | Text Analysis for Production                   | 3 |

### **Residency**

Residency is considered necessary for building academic fellowship and camaraderie among a community of professionals, and for the successful completion of the MFA degree program. All MFA students must meet a residency requirement of two semesters of study in which they are enrolled in at least 6 credit hours per semester of on-campus courses.

### **Department of Theatre Arts**

The Department of Theatre Arts is dedicated to equipping those who wish to pursue a career in the professional theatre, educational theatre, and church drama with professional and technical skills based on a Judeo-Christian perspective on the theatre arts. One of the primary goals of the department is to train high caliber professionals who will function with moral and spiritual integrity in their chosen field. The various programs and courses the department offers attempt to balance examination of the content with acquisition of practical performance, production and management skills. Overall, then, it is the department's mission to equip theatre artists to practice their discipline with excellence even as they offer redemptive messages creatively expressed through a variety of creative venues.

The Theatre Arts Department offers three (3) separate majors:

The Master of Arts: Major in Educational Theatre and Theatre Ministry

The Master of Fine Arts: Major in Acting  
The Master of Fine Arts: Major in Acting and Directing

## **Theatre Arts Major**

The theatre arts major with emphasis in Educational Theatre and Theatre Ministry requires a minimum of 39 credit hours. All students in the Department of Theatre Arts pursuing the M.A. degree must complete the following:

School prerequisite course: COM 504 (only for students without a B.A. or B.S. in communication or media related discipline). Please note that the credit hours for this course are not applied toward the minimum number of credit hours required for the degree program. If a student already has a degree in theatre or communication that includes some courses in communication, the student may petition to be exempted from COM 504.

School Core Courses: COM 600 Communication Ethics and Worldview and COM 601 Research and Writing in Communication.

Department core courses: THE 607 Test Analysis for Production and, either THE 632 History, Theory, Criticism and Literature of the Theatre 1 or THE 633 History, Theory, Criticism and Literature of the Theatre 2. Students will be required to take a diagnostic exam on entering the program. Students who are not proficient in Theatre History should anticipate being required to take both THE 632 and THE 633.

A minimum of 3 credit hours of THE 680 Theatre Production Practicum. This can be for one credit hour in any three of the four semesters in attendance. THE 680 may be waived through lab participation in various design and technical theatre courses offered.

Students should consult carefully with their advisors to determine their schedule each semester as many courses are in rotation.

All students who are pursuing a theatre arts degree at the M.A. or MFA level must take the Theatre Arts Diagnostic Examination at the scheduled time during the first week of classes to facilitate proper advisement and placement of the student within their chosen degree track. This exam may enable students to waive some courses in favor of electives with faculty mentors. . M.A. and MFA students should contact the Theatre Arts office to schedule their diagnostic exams or auditions. Personal interviews with faculty members, before matriculating, either in person or by telephone is recommended.

### ***Required Courses for Educational Theatre and Theatre Ministry***

|         |  |   |
|---------|--|---|
| COM 600 | Communication Ethics and Worldview       | 3 |
| COM 601 | Research and Writing for Communication   | 3 |
| THE 657 | Writing and Producing Children's Theatre | 3 |
| THE 613 | Text Analysis for Production             | 3 |

### ***Areas of Study***

#### **Master of Fine Arts (MFA): Major in Acting and Acting and Directing**

The Department of Theatre Arts offers two MFA performance degree tracks: an MFA concentration in Acting and an MFA concentration in Acting and Directing. Both degree tracks consist of a 60 credit hour, six-semester (3 academic years) course of studies. Students who already have an M.A. degree may apply for "Advanced Standing."

At Regent, theatre students benefit from the close relationship the Theatre Department enjoys with the departments of Cinema-Television, Communication Studies, and Journalism. Students pursuing the MFA major in Acting or Acting and Directing receive not only a firm grounding in stage acting, but also intensive study in acting for TV and the Cinema (including opportunities to participate in cinema-television productions and to take approved CTV courses as electives). Students also benefit from Society of American Fight Directors stage combat training in a variety of SAFD sanctioned styles. A fringe benefit will be regularly scheduled study trips to major centers of theatrical activity with experienced and knowledgeable faculty serving as guides and on-site seminar leaders. Finally, the department is actively engaged in the Kennedy Center American College Theatre Festival and the Irene Ryan Acting Competition.

#### *MFA Major in Acting*

The MFA major in Acting includes intensive study in stage acting techniques, camera acting technique, voice production, stage dialects, singing, movement, dance, stage combat and script and character analysis. The MFA Acting major culminates in a Thesis/Creative Project requiring the student to perform either a major role in a Regent Theatre Mainstage production or organize and perform a 45-60 minute showcase production consisting of a predetermined list (approved by the student's MFA committee) of scenes and monologues culled from a variety of dramatic genres, periods and styles. The written (or "Thesis") portion of the Creative Project consists of a detailed character analysis, play analysis (including a score of the role, beat by beat), research, a production journal, reviews and whatever appendices the student deems necessary to complete the effort effectively. Each student is required to have a yearly "end-of-year assessment" meeting, with the performance faculty, at which time progress will be discussed in detail. Continuation in the program is by invitation. This degree is primarily designed to prepare actors to enter the marketplace and compete as professional actors.

The MFA major in Acting is a highly structured course of studies totaling 60 credit hours. Many of the courses in the program are on a three-year rotation. It is incumbent on the student to communicate closely with their advisor to insure they take the appropriate courses as they arise in the rotation.

#### **Required Courses**

|         |  |   |
|---------|--|---|
| THE 700 | Intro to Graduate Studies in Theatre                   | 3 |
| THE 710 | Advanced Acting 1: Sandford Meisner Approach           | 3 |
| THE 711 | Advanced Acting 2: Sandford Meisner Approach           | 3 |
| THE 712 | Unarmed Combat for the Stage                           | 3 |
| THE 713 | Textual Analysis for Production                        | 3 |
| THE 720 | Voice and Movement 1: Lessac's Integrated Approach     | 3 |
| THE 721 | Rapier and Dagger for the Stage                        | 3 |
| THE 730 | Screen Acting 1  | 3 |
| THE 731 | Screen Acting 2  | 3 |
| THE 732 | History, Theory, Criticism and Literature of Theatre 1 | 3 |
| THE 733 | History, Theory, Criticism and Literature of Theatre 2 | 3 |
| THE 740 | Advanced Acting 3: Acting Shakespeare                  | 3 |
| THE 741 | Advanced Acting 4: Period and Styles                   | 3 |
| THE 742 | Weapons of the Stage                                   | 3 |
| THE 750 | Auditioning and the Business of Acting                 | 3 |
| THE 799 | MFA Thesis/Creative Project                            | 3 |

A minimum of 12 credit hours may be taken from such courses as the following:

|         |   |   |
|---------|---|---|
| THE 722 | Advanced Directing for the Stage 1                | 3 |
| THE 760 | Special Topics in Theatre (repeatable as offered) | 3 |

|   |   |
|---|---|
| International Phonetic Alphabet and Dialects  | 3 |
| Improvisation   | 3 |
| Singing for the Actor   | 3 |
| Musical Theatre Workshop  | 3 |
| Dance for the Actor   | 3 |
| Theatre Study Trip  | 1 |
| THE 795 Theatre Internship (2 x max for a max of 6 credit hrs)                        | 3 |
| THE 780 MFA Practicum in Theatre Performance<br>(3 x max for a max of 3 credit hours) | 3 |

*MFA Major in Acting and Directing*

The MFA major in Acting and Directing is a hybrid degree focusing on both acting and directing. The student takes a variety of production oriented courses, including: the Meisner Approach to Acting, Acting Shakespeare, Periods and Styles, Voice and Movement, Stage Combat, Directing, Advanced Problems in Directing, Text Analysis, Principles in Design and Stage Management. The MFA Acting and Directing major also culminates in a Thesis/Creative Project requiring the student to direct a full-length, fully produced production to be approved by the student's MFA committee. The written (or "thesis") portion of the project consists of a production book containing a prompt book, detailed character analyses, a detailed play analysis (including a unit breakdown with major beats defined), ground plans, prop lists. Costume plots, lighting and sound plots, research, a production journal, reviews, and whatever appendices the student deems necessary to complete the project effectively. Each student is required to have a "year-end assessment" meeting with the performance faculty at which time progress will be discussed. Continuation in the program is by invitation. This major is designed to prepare the student to enter the marketplace and compete as professional actors and directors. Additionally, this degree is appropriate for those considering a career in educational theatre in that it prepares students to act and direct—a common requirement in most college/university theatre programs.

The MFA major in Acting and Directing is a highly structured course of studies totaling 60 credit hours. Many of the courses in the program are on a three-year rotation. It is incumbent on the student to communicate closely with their advisor to insure that they take the appropriate courses as they occur in the rotation.

*Required Courses (the following 56 hours):*

|  |   |
|--|---|
| THE 700 Intro to Graduate Studies in Theatre                             | 3 |
| THE 710 Advanced Acting 1: Sandford Meisner Approach                     | 3 |
| THE 722 Advanced Directing or the Stage 1                                | 3 |
| THE 740 Advanced Acting 3: Acting Shakespeare                            | 3 |
| THE 741 Advanced Acting 4: Period and Styles                             | 3 |
| THE 724 Stage Management for the Theatre                                 | 3 |
| THE 725 MFA Principles of Design 1                                       | 3 |
| THE 726 MFA Principles of Design 2                                       | 3 |
| THE 720 Voice and Movement for the Actor 1: Lessac's Integrated Approach | 3 |
| THE 732 History, Theory, Criticism and Literature of the Theatre 1       | 3 |
| THE 733 History, Theory, Criticism and Literature of the Theatre 2       | 3 |
| THE 713 Textual Analysis for Production                                  | 3 |
| THE 712 Unarmed Combat for the Stage                                     | 3 |
| THE 721 Rapier and Dagger for the Stage                                  | 3 |
| THE 760 Special Topics in Theatre  | 3 |
| THE 723 Advanced Directing 2: Problems in Directing                      | 3 |

A minimum of 7elective credits may be taken from among such courses as:

|  |   |
|--|---|
| THE 760 Special Topics in Theatre  | 3 |
| International Phonetic Alphabet & Dialects   | 3 |
| Singing for the Actor  | 3 |
| Musical Theatre Workshop   | 3 |
| Voice and Movement 2   | 3 |
| Dance for the Actor  | 3 |
| Theatre Study Trip   | 1 |
| THE 727 Actor Coaching   | 3 |
| CTV 530 Directing Single Camera for Cinema-Television                                    | 3 |
| THE 750 Auditioning and the Business of Acting   | 3 |
| THE 795 Theatre Internship (repeatable for max of 6 credit hours)                        | 3 |
| THE 780 MFA Practicum in Theatre Performance<br>(repeatable for a max of 3 credit hours) | 1 |

## DOCTOR OF PHILOSOPHY PROGRAM

### **Mission and Philosophy**

The doctoral program in communication is designed to prepare a select number of students to enter either the school teaching profession or to fill research and top-level administrative roles in organizations in need of highly educated professionals. The mission involves an intense effort to develop scholars who are able to integrate a Christian worldview with their chosen discipline within communication as they teach, conduct research and practice their professions. A primary goal of the program is to prepare graduates to become Christian leaders who will contribute to communication research, writing, and scholarship.

### **Requirements for Ph.D. in Communication**

All those pursuing the Ph.D. degree in communication must complete the following degree requirements:

The completion of all core courses and additional courses required by the student's doctoral committee. While the number of hours is dependent on a student's individually approved degree program developed in conjunction with his or her doctoral mentor(s), ordinarily no more than 52 cr/hrs and no less than 44 credit hours are required of an individual student.

COM 700 Introduction to Doctoral Studies in Communication, which is offered on campus and is taken the summer before the first full semester of doctoral coursework.

Completion of nine credit hours of doctoral research courses listed below. Students must take all three research courses and must demonstrate their research competence in the methodology they plan to use in their dissertation research.

|   |   |
|---|---|
| COM 701 Communication Research: Historical/Critical Methodologies | 3 |
| COM 702 Communication Research: Qualitative Methodologies         | 3 |
| COM 703 Communication Research: Quantitative Methodologies        | 3 |

Students who have not previously taken a graduate-level research methods course will be required to take COM 601: Research & Writing in Communication. Completion of four additional mandatory doctoral courses listed below:

|                                       |   |
|---------------------------------------|---|
| COM 705 Advanced Communication Theory | 3 |
| COM 707 Philosophy & Communication    | 3 |

|                                  |   |
|----------------------------------|---|
| COM 708 History of Communication | 3 |
| COM 709 Theology & Communication | 3 |

Completion of at least 4 credit hours of doctoral seminar coursework (COM 785). The maximum number of this type of course is dependent upon the student's individual program.

The presentation of two scholarly works during the course of the degree program at regularly scheduled doctoral forums called colloquia. Doctoral students may satisfy presentation requirements by presenting scholarly papers at conventions or conferences in the field.

Attendance at six of these colloquia or academic conferences in the field is required of all doctoral students. Colloquia are held regularly during the academic year and during summer sessions. There are both on-campus and online colloquia.

Successful completion of a two-part qualifying examination following the doctoral student's coursework. The first part examines the student's knowledge of the whole field of communication and the ability to think in broad research terms. It is interdisciplinary in nature and based in part on material covered in the mandatory doctoral courses. The second part of the qualifying examination covers the student's major field of study (and minor area of study if so chosen). The field-specific portion of the qualifying examination will also cover the research methodology area (COM 701, COM 702, COM 703) that the student plans to employ in his or her dissertation research.

### **Design of the Program**

The program emphasizes each student's academic, professional and spiritual growth. It is devoted to pure and applied research in the study areas offered in the school as determined by the strengths of current faculty. Students in the program have concentrated their studies within such areas as interpersonal communication, organizational communication, rhetoric, intercultural/international communication, cinema studies, media effects and new communication technologies, theatre arts studies and journalism studies. Each student encounters both broad interdisciplinary study and very specialized, field-specific coursework and research. The program encourages in-depth study using quantitative, qualitative, and historical-critical approaches. Coursework and research activities are tailored to the expressed interests and goals of the individual student.

Each student's program of study is developed in conjunction with and guided by an individually assigned doctoral advisor/mentor chosen from faculty members whose expertise relates to the student's expressed goals and interests. The structure of the doctoral student's individual program of study will be dependent upon the student's special interest in the communication and arts fields and the topic and research needs relative to writing a dissertation. The dissertation topic normally will be chosen early within the program. Other than the dissertation study area, each student's program will incorporate a combination of the following types of courses:

Mandatory doctoral courses. Seven required courses are designed to expose the doctoral student to the theories and research methodologies common to the communication and arts fields and to the philosophical and theological perspectives of communication, the arts and their sub-disciplines. These courses, though broad and interdisciplinary in scope, provide flexibility in allowing students to undertake course assignments that relate to their specific fields of study. These courses are designed for the first two years or early part of the student's program of study.

Seminars. Special topics seminars are offered every semester and during summer sessions. These seminars are broad in nature and of interest to all students or reflect subject matter in a particular discipline within the field of communication. A visiting professor is often invited to teach a doctoral seminar every summer.

Tutorials. Highly individualized courses called tutorials provide opportunities for students to pursue specialized areas of research and to be mentored by professors on a one-on-one basis. Tutorials are patterned after the Oxford and Cambridge Universities' models of higher learning.

Selected regularly offered graduate courses that are open to both master's and doctoral students. Minor area of study. Up to 12 credit hours of study in a minor area of study from participating school(s) of Regent University are available to doctoral students.

Supporting courses. Graduate courses are available to doctoral students outside the School of Communication and the Arts but in other schools within Regent University, or at graduate institutions outside Regent University that prepare them to complete their specialized program of study.

### **Admission into the Doctoral Program**

Applicants to the program have the choice of one of two tracks within which they may complete their doctoral studies program. The program of study within the tracks is identical except for residency requirements and content delivery systems. The on-campus track reflects the traditional classroom style of learning with its residency requirement. The distance education track reflects innovative learning techniques using a web-based delivery system and alternate residency requirements. Some courses may only be offered online.

### **Admission to Candidacy**

Admission to the doctoral program does not constitute a student's admission to candidacy for the Ph.D. degree. Admission to candidacy is contingent upon: successful completion of all coursework (with at least a B average maintained); successful completion of both portions of the qualifying examinations; meeting the residency requirement for the track in which the student is accepted into the program; fulfillment of the colloquium requirement; the recommendations by the student's doctoral committee/mentor(s); and the approval vote of the doctoral faculty committee and the faculty of the school.

### **Residency**

Residency is a necessary component to building academic fellowship and camaraderie among a community of scholars. On-campus doctoral students meet the residency requirement by completing two consecutive semesters in which they are registered for at least 6 credit hours each semester, excluding summer sessions.

All doctoral students, online as well as on-campus, must attend a 2-credit hour, on-campus seminar, Introduction to Doctoral Studies in Communication (COM 700), scheduled during a two-week summer session preceding the student's first fall term of study. This seminar is a daily, intensive reading/lecture/writing course in the field of communication studies. The course also is designed to orient students to the doctoral program, the school's faculty and doctoral-level study in the communication field.

During each subsequent summer session following any semester until required coursework is completed, the distance education doctoral student takes at least one summer doctoral seminar, which has an on-campus residency component, or other approved on-campus course. This summer residency requirement is also an opportunity to take additional courses advancing academic progress. Residency includes face-to-face defense of the dissertation.

Doctoral students have a five -year limit within which they are normally expected to complete all requirements for the Ph.D. degree. Doctoral coursework is designed for a two-year, full-time commitment. In light of this time frame and degree completion deadline, students may choose to register for part-time coursework any semester.

## COURSE DESCRIPTIONS

The following course offerings are common to all schools within the school for the M.A. programs. The course letter designation will vary with the particular school in which the course is offered. Several seminars/workshops covering specialized areas will be offered during the course of an academic year. Many are listed individually in school sections. An independent study or internship is not usually taken in the first year of study. An M.A. student may count no more than 7 credit hours of independent study and internship toward his or her degree.

**580 Practicum (1-3)** The practicum provides opportunities for practical and hands-on experience in a given area such as magazine, newspaper, public relations, performing arts, cinema arts and television arts. (Pass/No Pass) Note: See listing under specific schools. All MFA or M.A. practicum have the 80 designation.

**589 Workshop (1-3)** The workshop is a directed study combining theory and knowledge with practical application; workshops may present opportunities for hands-on experience. All MFA or M.A. workshops have the 89 designation.

**590 Independent Study (1-3)** The independent study affords the student an opportunity for specialized research or project in an area of interest. An independent study cannot be offered for a course that is already designated and listed. All MFA or M.A. independent studies have the 90 designation.

**595 Internship (1-3)** The internship gives the student an opportunity to apply classroom learning to professional work situations. (Pass/No Pass). All MFA or M.A. internships have the 95 designation.

**597 Comprehensive Examination (1)** The comprehensive exam is a written examination with an oral option that serves as a culminating activity. (Pass/No Pass). All comprehensive examinations for the M.A. are designated COM 597.

**598 M.A. Portfolio (3)** The portfolio is designed to demonstrate professional competence and creativity in the student's specific area of study. Portfolios should be done close to the end of the program of study. (Pass/No Pass) All portfolios, whether MFA or M.A., have the 98 designation

**599 M.A. Thesis (3)** The thesis is valuable for those considering advanced graduate or doctoral studies leading to a career in higher education. Students writing a thesis must demonstrate a good understanding of research methods and the ability to apply those methods to a research project. (Pass/No Pass). All MFA or M.A. theses have the 99 designation.

**685 Seminar (1-3)** A seminar is directed study, research, and discussion in a given area. Topics are offered on demand and/or depending on faculty availability. Available for both master's and doctoral students. All MFA or M.A. seminars have the 85 designation.

Various master's courses are available to doctoral students with appropriate approval. These courses are noted as "may be taken for doctoral credit with approval." Additionally, 700-level doctoral courses and MFA courses are available to master's students with approval.

### Department of Communication Studies

**COM 504 Introduction to Graduate Communication Studies (1)** This on-line self-paced prerequisite course is required of all M.A. students that do not have a bachelor's degree in communication or journalism. The course does not count toward the degree requirements. The course is an overview of the historical roots,

methodological groundings and present state of the communication field with particular attention to its specialized vocabulary, important writers and works and significant scholarly journals.

**COM 600 Communication Ethics & Worldview (3)** The course involves the study of various Christian and other ethical perspectives and their application to the communication field, professions and media. Students will have the opportunity to further develop a biblical basis for communication ethics and the study of communication generally. The course is required for all students in the School of Communication and the Arts seeking a master's of arts degree.

**COM 601 Research & Writing in Communication (3)** This course presents a survey of the research process and research methodologies employed in the discipline of communication, including the full range of qualitative and quantitative approaches. This course is required for all students in the School of Communication and the Arts seeking a master's of arts degree. LIB UNIV prerequisite, can be taken concurrently.

**COM 603 The Creative Person (3)** The course will assist students in learning about creativity within our highly mediated world as well as offer an experiential encounter with its principles to assist in the development of personal creativity. A climate is established where students feel safe to explore their own creativity. At the same time, they are expected to engage in graduate-level academic and philosophical study of the creative process.

**COM 604 Beyond Media (3)** The mass communication phenomenon and its attendant impact on society and the lives of individual members form the basis of this course. Students will engage in analysis of the nature and function of mass communication in ways that move the conceptualization of the process beyond its genesis in the traditional mass media. Theoretical, research and practical value in expanding the concept to areas such as museums, theatre, performing and visual arts, the church, and a variety of other previously unconsidered institutions should provide students with new areas of analysis for old mass communication models. The interdependence of these less-explored avenues of mass communication messages with the more popular and obvious media creates a deeper understanding of the dynamics of social communication. Reading, research and theory-development comprise the main focus of the course.

**COM 608 Critical Approaches to Media and Culture (3)** Students in this course will apply a variety of analytical/critical tools to a range of texts, including, for example, public speeches, broadcast news, television programs, films, public documents, artifacts of popular culture and advertising. The course's purpose is to help students apply the concepts and terminology of rhetorical studies to public discourse and popular media. Students will develop their own critical perspectives integrating their Christian faith and rhetorical approaches applied to appropriate texts.

**COM 611 Media and Social Influence (3)** This course is designed to develop an understanding of important theories of social influence pertinent to media and culture, this course features content including the study of diffusion of innovations, social marketing, entertainment-education, agenda setting, and other communication and development processes. Social change will be studied within the context of Scripture at the individual, organizational, community, national and international levels. This course will benefit anyone who seeks to know how mass media influences people's attitudes, values, beliefs and practices. Students may have the opportunity to get involved in applied research projects that address some of the most significant issues and needs in contemporary society.

**COM 614 Global Media and Cultural Change (3)** Students in this course will examine the kinds of challenges and opportunities encountered in communicating in the current "Global Village." Students are encouraged to creatively develop an understanding of ways of communicating across geographical, religious

and cultural boundaries. Students formulate ideas of what effect the culture of global media has on our understanding of our faith and the faith of others. Critical issues such as the nature of globalization, the role of media in development, global media consumption, cultural imperialism, the flow of ideas and products in a global culture and the influence of a changing global media industry will be addressed.

**COM 621 Media, Faith and Culture I (2)** This course is a one-week intensive residency course taken in August for those beginning the MFC program. Students will study the academic literature that discusses the important intersection of media, faith and culture. They will familiarize themselves with the key journals and books that assess media portrayals of faith in culture, the use of media to influence culture through religious beliefs and practices, an historical perspective on the use of media by Christian churches and organizations, and the cultural influence of other religious belief systems through media.

**COM 623 Media, Faith and Culture II (1)** This course is a five-day residency course offered at the very beginning of the Spring semester in January. Students will be introduced to the major theories that explain the complex and dynamic relationships between media and faith, faith and culture, and media and culture. Students will also spend a large portion of time interacting with faculty to discuss current faculty research of media, faith and culture issues. As a part of the residency, students will be organized into research teams with faculty to study specific issues during their degree program.

**COM 625 Media, Faith and Culture III (2)** This course is a one-week intense residency course that will be offered in August to those students in the second year of the MFC program. During this time the students will study contemporary ethical and worldview issues that are at the forefront of the intersection of media, faith and culture. Students will also present the research results of their research team projects during the past year. Students will have multi-faceted opportunities to engage in face-to-face and group learning experiences, community building, spiritual growth, social activities, experiential learning activities, mentoring, interactions with faculty in the Communication Studies area and other faculty members in the School and with guest instructors or speakers.

**COM 627 Media, Faith and Culture IV (1)** This course is the last residency requirement for MFC students and will be offered over a five-day period at the beginning of the Spring semester in January. Students will be taught how to use their research and study to write academic papers, academic publications, and popular publications for mass markets. Faculty will also help students to develop effective strategies to influence culture and produce positive social change.

**COM 628 The Articulate Person I: Public Speaking (1)** This course is designed to provide students with advanced knowledge of public speaking and afford the opportunity to develop refined presentation skills. Topics will include the study of effective nonverbal communication, varying the stimulus, vocalics, kinesic communication, behavior, proxemics, and oculistics, and the communication environment.

**COM 629 The Articulate Person II: Oral Interpretation (1)** This course is designed to provide students with advanced knowledge of oral interpretation and enable students to develop their oral interpretation skills. Students will be taught strategies to develop poise, rhetorical sensitivity, confidence, self-control, persuasive ability, and strategic effort.

**COM 630 The Articulate Person III: Communicating through Media (1)** This course is designed to provide students with advanced knowledge of using mass media as an individual to communicate public messages. Students will study the principles of speaking on radio, television, film or video, and via the Internet in a variety of communication settings, including interviews, speeches, news conferences, special events and public service announcements.

**COM 700 Introduction to Doctoral Studies in Communication (2)** Online and on-campus students are introduced to the communication discipline and the doctoral program. The course is an overview of the historical roots, methodological grounding and present state of and trends in the communication field with particular attention to its specialized vocabulary, important writers and works, and significant scholarly journals. Computer literacy sessions for distance learning, library resources for distance learning and graduate-level writing style forms are included. This course is designed both for doctoral students with a background in communication and those relatively new to the field. Offered on campus only in the summer. Fee.

**COM 701 Communication Research: Historical/Critical Methodologies (3)** This course provides an in-depth survey, analysis and practice of current humanities and arts research approaches and methodologies used in the study of communication and the arts.

**COM 702 Communication Research: Quantitative Methodologies (3)** This course is an advanced study of classic and contemporary social science research methodologies and statistics utilized in the study of communication. Students must have previously had a graduate-level social science methods course at another institution, COM 601 or another equivalent experience.

**COM 703 Communication Research: Qualitative Methodologies (3)** This course provides an advanced study of ethnography, focus group interview techniques, participant observation, in-depth personal interview and other methodologies currently employed in the communication field.

**COM 705 Advanced Communication Theory (3)** This course presents an interdisciplinary examination of the most current theories, scholarship, published research and trends and issues in all areas within the communication and arts fields.

**COM 707 Philosophy & Communication (3)** This course affords a broad, yet intensive, study of the philosophical underpinnings of the communication and arts fields. The history of ideas, comparative worldviews, ethical issues and other philosophical concerns will be addressed from a biblical perspective.

**COM 708 History of Communication (3)** This course provides an historical and interdisciplinary analysis of the development of communication and arts theories, concepts and practices from the classical rhetorical tradition to the present.

**COM 709 Theology & Communication (3)** This course presents an analysis and evaluation from the Word of God for the purpose and practice of communication.

**COM 785 Doctoral Seminar (1-3)** Seminars are special topics courses focusing on specific subdisciplines or involving broad interdisciplinary study. May be taken more than once under varying titles. May be taken by master's students with permission of instructor. Some seminars are taught on campus only.

**COM 788 Tutorial in Communication & the Arts (1-3)** Tutorials afford doctoral students the opportunity to do special research, projects and readings under the direction of and in conjunction with a faculty member in the School of Communication and the Arts. Tutorials are not independent studies—they are courses with syllabi and structured meeting times—and are normally tailored to student's specialized academic and professional interests and/or dissertation area.

**COM 797 Qualifying Examination (1)** This course is required of all doctoral students in preparation for doctoral qualifying exams. All doctoral students will register for COM 797 in the semester in which they are actually taking both the written and oral portions of the qualifying examination within the School of Communication and the Arts. This 1 credit will not be permitted to apply to the coursework (pre-qualifying

examination) aspect of the individual degree program. The grading option for the course is pass/no pass. Students who do not initially pass all questions of the qualifying examination will be allowed with the approval of the chair of the doctoral program to register for COM 797 a second time in any subsequent semester in which they re-take the qualifying examination or portions of the exam.

**COM 798 Doctoral Colloquium (1)** The doctoral colloquium is a required credit offered for the presentation of two scholarly works during doctoral coursework and the attendance of six doctoral colloquia. Critical written responses to faculty advisors/mentors for colloquia attended are required. The presentation of a scholarly paper at a convention or conference may count for one of the two required works. Students are automatically registered for the doctoral colloquium the first semester of enrollment.

**COM 799 Doctoral Dissertation Research (variable credit; 4 maximum applied to degree program)**

The doctoral dissertation is a specialized study in the doctoral student's special field of interest. After successfully passing the qualifying examination, the doctoral candidate must remain registered with 3 dissertation research credits every academic semester until the dissertation manuscript is successfully defended. Doctoral candidates must register for 1 credit hour each semester (excluding summer) after the successful defense of their dissertation until the final, revised manuscript has been approved and signed by the doctoral committee members and processed for binding. See doctoral handbook for on-campus, online and fellowship student requirements.

## **Department of Journalism**

**JRN 540 Converged Media Technologies (2)** The course enables students to gain advanced experience and understanding of the latest emerging hardware and software technologies that are critical to the study and practice of news journalism for print, broadcast and the Internet. The course enables students to integrate their graduate-level journalism studies with laboratory and multimedia journalism experiences. The semester is divided into several modules to provide students with theoretical and aesthetic concepts as well as hands-on learning. Each module includes field experience in applying the hardware or software in practical situations.

**JRN 580 Journalism Practicum (1)** The practicum experience is designed to provide students with a practical workplace lab experience to augment their course of journalism study. A practicum may be offered in broadcast, print or Internet, with faculty oversight of the journalism experience. The course is appropriate for returning students only.

**JRN 589 Journalism Workshop (1-3)** Workshops are offered to provide specialized knowledge and skills in the journalism field.

**JRN 603 Mass Media Law and Ethics (3)** This course provides an analysis of legal principles related to journalism practices, including the implications of freedom of the press, First Amendment guarantees, libel, contempt, obscenity, privacy and right-to-know. Also, the course includes an in-depth examination of journalism ethics. This course may be taken for doctoral credit with approval.

**JRN 611 Converged Media Writing and Editing (3)** This course examines the principles, aesthetics and practices of television and online news and feature story writing and copy-editing from the perspectives of reporter, writer and copy editor. Students will study the theory, principles and practices of effectively communicating in a converged media environment, with special emphasis on the art of compelling broadcast writing and storytelling in hard news and feature formats. The course will also address editorial issues related to Internet news, research, advanced copy-editing concepts across media platforms and applied ethics in newsgathering as they relate to the news writing process. A 45-hour lab experience in broadcast and website media is also included in the course.

**JRN 612 Advanced Writing and Reporting (3)** This course examines the gathering and reporting process for the advanced student in journalism, with special attention paid to investigative journalism, Internet research and the in-depth reporting process.

**JRN 613 Feature Writing for Publications (3)** This course is designed to acquaint the student with the varieties of feature articles used by both secular and Christian magazines and newspapers and to help develop skills in producing these articles. Students will write feature stories and research scholarly articles on the topics covered during the course. A 45-hour lab experience in magazine and newspaper media is also included in this course.

**JRN 615 Editorials, Columns and Essays (2)** The course acquaints students with the area of personal journalism, i.e., those forms of journalism that serve as forums for the expression of opinion and personal views. The course will examine the style and tone of editorials, columns and essays, giving special attention to some of the nation's leading journalists and publications. The course is intended to help the student marshal ideas and write compelling pieces for publication.

**JRN 630 Broadcast News Program Producing (3)** This course presents a study of the editorial, managerial, aesthetic and production aspects of producing live or live-to-tape broadcast news in-studio programs. Through classroom study and practical studio experiences, students will study and engage in a variety of formats, from varied daily hard news program to the news/talk program. Prerequisite: JRN 611.

**JRN 633 Broadcast News Field Reporting and Producing (3)** This course provides an exploration of the editorial issues, aesthetics, principles and professional standards and practices of broadcast news field producing and reporting. Students will apply journalistic principles studied in the classroom during field and project exercises. Prerequisite: JRN 611

**JRN 634 Journalism as Literature (3)** This course is a comprehensive study of engaging works of journalism that deserve to be classified as literature because they contain all of the same elements (plot, theme, characterization, setting, tension and narrative techniques) found in the genres of fiction and drama. The course will examine literary criticism from Aristotle to the present to establish a list of criteria for evaluating journalistic prose as literature. Stories by journalists during the past two centuries will be examined, including Dickens, Twain, Crane, Churchill, London, Steinbeck, Orwell, Dos Passos, Parker, Hemingway, Pyle, Mailer, Vidal, Bragg, Moehringer and other Pulitzer Prize laureates. This course will be taught the same term as JRN 633: Broadcast News Field Reporting and Producing; this course is required for distance students and is taught only on-line. It may be an elective for on-campus students.

**JRN 640 Web Design and Publishing (3)** This course is a study of the theory and practice of working on the Internet, including accessing the Internet, research, creation of websites, as well as linking or promoting the site online. Students will prepare homepages by using FrontPage 2000 and Paint Shop Pro 6.

**JRN 641 Advanced Web Design and Publishing (3)** This course presents the advanced theory and practice of Internet page design and concepts. Students will learn how to create and maintain websites with tools such as Dreamweaver 3.0, Flash 4.0 and Fireworks 3.0. Students will also learn the latest strategies and technologies to develop websites that are highly functional and user-friendly. The course focuses on theory, design, web construction and performance evaluation.

**JRN 650 Editorial Management (2)** Students explore the editorial, managerial and industry-specific trends and challenges that are associated with leading and editorial team at a mass media outlet. The course will explore these dynamics at a television network or station, a daily or weekly newspaper and an Internet

Website editorial team. Students will meet with industry leaders to gain greater insights into the editorial decision-making processes and specific managerial issues that confront leaders within each discipline. Students will also study how the best practices of servant leadership may be applied in coaching an editorial team to achieve excellence.

**JRN 655 Journalism History (3)** This course is a study of the historical development and practice of journalism in the United States. Special emphasis is given to the leading figures and ideas that influenced the emergence, growth and influence of the news media in American culture. This course may be taken for doctoral credit with approval.

**JRN 685 Journalism Seminars (1-3)** Seminars are courses offered on a variety of current journalism-related topics. Upon faculty approval, students may also enroll in seminars offered by other departments in the School of Communication and the Arts.

### **Department of Cinema-Television**

**CTV 502 Cinema-Television Equipment Workshop (1)** The course is required for those who plan to check-out equipment for media projects and is counted toward required degree hours. The course covers in an intensive time frame: video camera, grip/electric, sound basics, set operations, laptop proficiency and film camera. Any student who believes his undergraduate or professional experience may serve as an equivalent to this requirement may, upon request, take a proficiency exam in any of the six areas.

**CTV 505 Aesthetics & Techniques for Cinema-Television (3)** This course is a study of the aesthetic and technical storytelling tools available to the filmmaker or television director. Strong emphasis is given to film grammar, the aesthetics of picture composition and audio design as it applies to motion pictures and narrative television. Required for all cinema-television majors.

**CTV 525 Producing for Cinema (3)** This course focuses on two aspects of the motion picture industry, proposing a project through a prospectus and designing and creating a film production company. Emphasis is placed on the role of the producer in these endeavors in the independent film market as well as productions involving participation of major Hollywood entities.

**CTV 526 Producing for Television (3)** This course is designed as an advanced level study of the business side of the Television industry integrating programming content strategies to effectively communicate the powerful Truths of the Gospel of Jesus Christ to a postmodern audience. This is not a “Christian TV” course, but rather an effort to provide an apologetic for the integration of the praxis of excellence and innovation into the converged world of Television production and programming.

**CTV 527 The Producer’s Unit (3)** This course provides a survey of the work of the organizational core of production crew, including the unit production manager, the first and second assistant directors, the production office coordinator and the production auditor. Learn how a film is managed from producing and logistical point of view during production.

**CTV 528 Leadership Issues in Media (3)** This course is a requirement for all students in the producing track, and it is an elective for students in the directing and editing tracks. Regent University graduates Christian leaders whose professional and spiritual motivations are to change the world in which they serve. This course prepares the future media leader for success. Leadership and communication theory are specifically applied to television and film industry environments in an effort to prepare students for executive and management positions upon graduation.

**CTV 530 Directing Single Camera for Cinema-Television (3)** This course provides a hands-on course in directing narrative feature film and television, using single-camera style shooting. Master the aesthetics, theory and practice of camera placement, shot execution, and directing the actor. The course allows students to create and develop their directing style. Pre- or co-requisite CTV 505.

**CTV 531 Directing Multi-Camera Television (3)** This course provides the students an opportunity for learning preproduction, production and postproduction of television programs using the multi-camera production techniques typical in half-hour episodic television, soap operas, game shows and talk shows. Student scripts are selected competitively from appropriate genres. Qualifications for crew positions based on experience and level of completed coursework. Pre- or co-requisite CTV 505.

**CTV 535 Producing & Directing Television Advertising (3)** This course provides an examination of the process of creating, writing and producing television advertising spots, particularly national ads shot on film and mastered on video. Careful attention is paid to the discipline of storyboarding and storytelling with a rigid time format, as well as relations with ad agencies.

**CTV 541 Screen Acting (3)** This course focuses on the application of acting and performance skills for single-camera film and video presentations. Development of theatrical characterizations, as well as “commercial” and on-camera spokesperson performances are presented and analyzed in a workshop environment.

**CTV 545 Lighting Aesthetics & Design for Cinema-Television (3)** This course provides a study of the aesthetic and technical aspects of lighting in television and film. Students will become familiar with various lighting styles and important types of equipment used to implement them, as well as with the grip and electrical areas of motion picture production. The course is recommended for aspiring cinematographers.

**CTV 546 Motion Picture Cinematography (3)** This course is a study of the aesthetics and practice of motion picture cinematography. Positions of the cinematographer and camera operator, as well as first and second assistant camera operators examined. Recommended for aspiring cinematographers.

**CTV 555 History & Aesthetics of Editing (3)** This course offers an advanced study of the development and practice of editing theory and style, including the practical impact on filmmaking. The course centers on an analysis of the evolution of editing aesthetics in the planning and visualization of moving pictures by the director in preproduction. Pre- or co-requisite CTV 505.

**CTV 556 Nonlinear Video Editing (3)** This course is a study of nonlinear editing technologies used in the television and video industries. Primarily concerned with the editing process insofar as it concerns projects, which regardless of the origination format will be finished on a videotape format. Pre- or co-requisite CTV 555.

**CTV 600 Theory & Criticism of Cinema-Television (3)** This course provides a general analysis of cinema and television; from the early realists-formalist analysis, then moves on to examine auteur, genre, reception, semiotic, feminist, psycho-analytic, Marxist and deconstructive theories as they apply to both film and television research. Students will complete the course with the understanding of how to apply these theories to all types of television and cinematic texts.

**CTV 602 History of American Cinema I (3)** This course presents an historical survey of the development of narrative American cinema from the early days to the denouement of silent film in the late 1920s, followed by the development of sound and the Golden Age of the studio system in the 1930s through the 1950s.

Investigate the aesthetic, technological, economic and sound dimensions of the classical Hollywood narrative film. May be taken online if student can verify access to the required films.

**CTV 603 History of American Cinema II (3)** This course presents an historical survey of narrative American cinema from the decline of the studio system and the abolition of the production code through the turbulent 1960s, the complacent 1970s and the conservative 1980s. The rise of the new independents and the reliance on blockbuster movies is studied in the context of the continuing revolution in delivery systems including made-for-cable movies, pay-per-view, home video rentals and international markets. May be taken online if student can verify access to the films required.

**CTV 604 Redemptive Cinema (3)** This course presents an historical/critical investigation of the production of religious films both for specialized evangelistic and didactic purposes, as well as the religious dimensions of the secular film industry. Study for the latter will be focused on the works of such international directors as Bergman, Bresson and Dryer and modern ethical Hollywood directors such as Allen, Spielberg and Beresford. May be taken online if student can verify access to the films required.

**CTV 607 History of American Broadcasting (3)** This course provides a critical examination of the great cultural producers for our times: television and radio. Proceeds from the early days of radio, through the creation of the television networks, the wiring of America to the history of broadcast programming and the impact of new technologies, such as DVD, direct broadcast, cable and the Internet. Consider the impact of “human” agency vs. market forces in the development of these media.

**CTV 609 Topics in the Critical Study of Cinema-Television (3)** This course provides a critical and historical study of film and television with a topical focus. Different areas of scholarly study will be examined each time the course is offered; may be retaken for the study of a new topic. Some of the recent areas studied include: Film and Television Comedy, the Western, Film Noir, African-Americans and Women and Hollywood. May also be offered online depending on topic offered.

**CTV 627 Scheduling & Budgeting for Cinema-Television (3)** This course is an in-depth study of the process of computerized scheduling and budgeting as applied to the motion picture and television. Emphasizes techniques of efficient scheduling, real-world cost estimation and other issues of motion picture preproduction. Assumes a working understanding of MS Word and computer literacy. Permission of Instructor is required.

**CTV 630 Advanced Directing for Cinema-Television (3)** This course builds on CTV 530, focusing on refining the use of the technical storytelling tools available to the director, as well as techniques of staging shots, directing the actor and developing a personal directorial style. Due to a limited class size permission of instructor is required. Prerequisites: CTV 530 and CTV 555. Permission of Instructor is required.

**CTV 635 Producing & Directing the Music Video (3)** This course is a study of the phenomenon, form and design of music television, followed by the development and production of music videos for Christian musicians. Represents the intersecting of several mass media: music industry (content), film (origination format) and television (exhibition).

**CTV 637 Producing & Directing the Documentary (3)** This course is an investigation of history, theory and style of documentaries, culminating in production experience based on techniques studied in class. These class documentaries may be studied for issues-based content and/or viewed as exercises in visual persuasion.

**CTV 638 Advanced Motion Picture Production (1-3)** This course affords the student an opportunity for participation in the production of a 16mm film, shot feature-style and adhering to Hollywood customs and conventions. Student scripts selected competitively from all genres. Normally offered during the summer with the expectation that students will work on location for two or three weeks with shoot-days averaging 10-12 hours. Qualification for crew positions based on experience and level of completed coursework. Permission of instructor is required.

**CTV 641 Advanced Screen Acting (3)** The course builds in intensity and focus on CTV 541. It is designed to help sharpen and energize acting skills in front of the camera. Emphasis is placed on professional development. Prerequisite CTV 541.

**CTV 645 Tools of the Trade (3)** This course focuses on the working knowledge of vector scopes, waveform monitors, cameras, lights, VTRs, DDRs, basics of editing/compositing, creation, use and importance of mattes, file formats, file translations devices, basic file structures in UNIX, DOX and Macintosh operating systems and simple UNIX scripting.

**CTV 647 Animation Production I (3)** The course allows students to work in tandem with Southerland Studios staff in the production of real world animation projects, ranging in scope from Web production to commercial application to film and series work.

**CTV 657 Nonlinear Editing for Feature Film (3)** This course is an advanced study of the various tools and techniques used in editing on nonlinear systems for feature films with a theatrical release and for any project in which film negative is conformed. All aspects of this process are covered from the initial telecine through the answer print. Prerequisite CTV 555 and CTV 556.

**CTV 658 Sound Design for Cinema-Television (3)** This course examines the role of the sound crew in production and post-production. The course covers sound theory as well as applied practices with location sound recording and the process of audio post-production. Topics include editing dialogue, sound effects, ADR, and creating a final sound mix with Regent's Pro Tools editing and mixing system.

#### Script and Screenwriting

**SSW 510 Story Structure for Stage & Screen (3)** The course thoroughly examines the structural components of plays and film scripts. Character development studied in relation to structure. Scenarios, treatments and a substantial amount of creative writing realized as the students work toward the development of a full-length work.

**SSW 511 Playwriting (3)** This course provides an exploration of the structural, thematic and character techniques in writing plays for the stage from the sketch to the full-length play. Emphasis is placed on developing a "theatrical" knowledge of conventions and imagery that is the exclusive realm of the live theatre experience from a writing standpoint.

**SSW 512 Writing the Short Film (3)** This course is an examination of the special circumstance of the short film script (less than 45 minutes running time). Students learn the narrative conventions of this format and write two film scripts through multiple drafts.

**SSW 514 Writing for Television (3)** This course is an analysis of the structural components of a variety of TV narrative program forms, such as situation comedies and hour-long dramas. Includes survey of markets and pitching techniques.

**SSW 516 Writing for Children: Stage & Screen (3)** Students learn to adapt children's literature and how to critique children's programming in the media and create an original play or film script. Students examine story structure, characterization, motifs in children's literature and the developmental stages of children to help form an understanding of effective dramatic writing for children.

**SSW 612 Feature Film Scriptwriting (3)** The course builds upon the skills of SSW 510 Story Structure for Stage and Screen. Skills course that guides from the idea through treatment and step-outline to a finished first draft and the marketing of both the script and the writer. Special consideration given to format, story narration and dialogue polishing.

**SSW 613 Writing Comedy (3)** This course offers students both a theoretical and practical approach to the craft of writing for comedy. Students are required to write for a variety of comic venues, including jokes, stand-up routines, sketches, plays and films. The final project will be the completion of a one-act play or short film script.

**SSW 617 Writing Christian Drama for Stage & Screen (3)** The course covers critiques of contemporary media and stage scripts and productions, as well as the aesthetics of artistic expressions as applicable to the Christian worldview. The objective is to learn how to write from biblical narrative and create a contemporary script that incorporates some aspect of transcendent values.

**SSW 680 MFA Practicum (1)** All MFA students are required to complete a minimum of 3 credit hours of SSW 680. The practicum consists of regular meetings with a faculty mentor to work on script and screenwriting projects. A maximum of credit hours of SSW 680 can be applied to the minimum 58 credit hours needed to complete the MFA program.

**SSW 698 MFA Portfolio (2)** All MFA students are required to complete a minimum of 4 credit hours of SSW 698. This practicum consists of a specialized script and screenwriting project in your area of interest. After successfully completing all required coursework, enroll in one credit hour of SSW 698 each semester until completion the program. A maximum of 6 credit hours of SSW 698 can be applied to the minimum 58 credit hours needed to complete the MFA program.

## Theatre Arts

**THE 531 Acting/Directing for Theatre (3)** This course requires that all students direct and act in several scenes and learn the basic language and techniques of acting and directing. (Note: requires four contact hours per week.)

**CTV 541 Screen Acting (3)** This course allows students to learn the techniques and methods of screen acting for single-camera production. The content focuses on scene study and spokesperson presentations.

**THE 542 Acting Comedy (3)** This is a performance workshop focusing on the stylistic genre of "comedy." While a variety of theoretical techniques will be addressed and discussed during the class, the majority of time will be dedicated to the performing of comic roles.

**THE 545 Lighting Aesthetics & Design for Theatre (3)** This course provides an overview to the tools and equipment for stage lighting, as well as offering an opportunity to engage in designing theatrical lighting.

**THE 548 Rendering and Painting (3)** This course provides an overview of the materials and methods used to create painted effects for theatre, television and film scenery.

**THE 549 Sound Design for Theatre (3)** This is a study of the tools and techniques required to produce soundtracks and provide sound reinforcement for the theatre.

**THE 550 Set Design for Directors (3)** This course allows students to study the visual elements required to mount a stage production.

**THE 552 Scene Design & Construction (3)** This course allows students to study the theatrical scenery styles and their uses. The course entails the application of construction techniques for stage scenery.

**THE 555 Costume Construction and Design (3)** This course presents the study of the research methods, materials and techniques used in the making of costumes for theatre, television and film.

**THE 589 Theatre Workshop (1-3)** The workshop is offered based on student demand and faculty availability. Some of the regularly offered workshops may include dance, voice, improvisation and creative drama.

**THE 600 Theatre History & Literature I (3)** This course provides an intensive and comprehensive overview of theatre history and dramatic literature. Emphasis is placed on understanding the artistic, political and sociological contexts of different periods and their effects on the theatre world.

**THE 601 Theatre History & Literature II (3)** This course provides an intensive and comprehensive overview of theatre history and dramatic literature from the Restoration through Contemporary periods, with emphasis on British and American historical and modern theatre. Emphasis is placed on understanding the artistic, political and religious contexts of different periods and their effects on the theatre world. (Required for students participating in the annual theatre trip.)

**THE 604 Theories of Acting & Directing (3)** This course offers an historical overview of theories and perspectives on acting and directing, ranging from the early Greeks through post-modernism. Although some non-Western styles will be covered, primary emphasis will be on Western methods.

**THE 606 Theatre Production (3)** This course presents an overview of technical theatre systems, production staff organization and methods of presenting scenic design ideas. (Note: requires four contact hours per week.)

**THE 614 Creative Drama (3)** Students will examine techniques and strategies for making use of drama in non-theatre related situations such as counseling, education, role playing, problem solving and rehabilitation.

**THE 620 Theatre Management & Production (3)** This course is a survey of management tools, techniques and planning methods for productions in the performing arts.

**THE 627 Makeup for the Theatre (3)** This course will afford the student the opportunity to gain expertise in designing and applying a variety of stage make ups including: corrective, fantasy, animal, special effects, old age and will culminate in the introduction of latex prosthetic pieces. Student will be required to purchase a personal makeup kit.

**THE 630 Advanced Directing for Theatre (3)** The course deals with contemporary and period dramatic analysis, especially with realization of the concept of central image. The student is prepared for both the practical and visionary aspects of the art of directing. Prerequisite: THE 530.

**THE 631 Actor Coaching for Stage & Screen (3)** The course focuses on the process of evaluating, coaching and directing actors by providing an acting “vocabulary.” Intensive work in audition techniques, cold readings, blocking, improvisations, physicalization and prop work for both “live” and video performance is prepared.

**THE 635 Theatre in Ministry (3)** This course will examine strategies and techniques for integrating various forms and types of theatre into the Christian church setting. Examples include, but are not limited to: children’s theatre, puppetry, masks, sketch drama, drama in counseling, drama for seniors, prison ministry, Christmas and Easter cantata’s.

**THE 640 Advanced Acting for Theatre (3)** The course provides students intensive training in acting styles and techniques ranging from Shakespeare to Commedia del’ Arte. An emphasis is placed on the application of theory to performance or presentation. Prerequisite: THE 540.

**CTV 641 Advanced Screen Acting (3)** An advanced-level acting class for on-screen performance, the course concentrates on intense scene study, spokesperson and commercial acting techniques. The primary goal is to help prepare students to enter the professional acting arena.

**THE 650 History & Style of Theatrical Design (3)** This course provides an examination of the locations for the presentations of plays from Greek antiquity to the modern day, including evolution of stage mechanisms and scenery.

**THE 652 Costume History (3)** This course explores the evolution of clothing styles from ancient Egyptian to contemporary times with an emphasis on the definitive silhouette for each period and the manner it can be adapted for theatrical use.

**THE 657 Writing and Producing Children’s Theatre (3)** In this course students will have the opportunity to adapt children’s literature, learn how to critique children’s programming in the media and create an original play or film script. Story structure, characterization, motifs in children’s literature and the developmental stages in children are examined as effective tools in writing and producing for children. Students will also be afforded the opportunity to direct and produce theatre for children.

**THE 700 Introduction to Graduate Studies (3)** The course is designed to introduce students to the philosophical and methodological strategies of graduate study within the field of the theatrical arts. Emphasis will be placed on historical/critical research methods, principles of formalist analysis, aesthetics and the completion of individual research projects.

**THE 710 Advanced Acting 1: The Sandford Meisner Approach (3)** Meisner’s approach trains actors to get out of their own heads and into reading the behavior generated by their scene partners. It accepts as a basic premise that actors build each others’ characters, moment by moment, together. The course will explore, in some depth, such Meisner exercises as: “The Reality of Doing”, “Point of View”, “Pinch and Ouch”, “What’s Happening”, “Working Off”, “Coming to the Door”, “Doing Fully”, “In the Extreme”, “Taking It Personally”, “In Relationship” and “Raising the Stakes.” This course will take as its focal point exercise work as opposed to intense scene study. Any scene work will be drawn from contemporary dramatic literature.

**THE 711 Advanced Acting 2: The Meisner Approach Applied (3)** The course is a continuing study of Sandford Meisner’s Approach to actor training. It takes as its focal point preparing the actor to access and control release of emotion. Exercise work includes: “Setting the Stage”, “Emotional Preparation”, “Coming Home to Be Alone”, “Coming Home to Do”, “Roommates”, and “The Highest Stakes.”

Acting 2 has a more demanding scene study component than Acting 1. Scene work will draw upon the dramatic works of Henrik Ibsen and Anton Chekhov.

**THE 712 Unarmed Combat for the Stage (3)** The course introduces a variety of aesthetic/safety principles and practical techniques utilized in the staging of unarmed combat for the stage. Principles covered include: distance/measure, partnering, cue-reaction-action, masking, reversal of energy, the pyramid of safety, victim controlled techniques, and making friends with the floor. Techniques covered will be drawn from the following categories: rolls, falls, lifts, carries, throws, punches, blocks, kicks, and specialty moves.

**THE 713 Text Analysis for Production (3)** The course is designed to familiarize students with the principles, methods, and procedures involved in the analysis of written dramatic texts intended for film, television, or theatrical production. The course is intended to help students identify the different elements contained within a script and to understand how each of these relate to one another and work together in creating the overall impression as a work of art. This course also examines the numerous devices used by artists and technicians in production to communicate their ideas about the written text and how these devices can affect interpretation and realization of the text in production. This course will focus primarily on the examination and analysis of dramatic texts for the purpose of script, character and artistic interpretation

**THE 720 Voice & Movement 1: Lessac's Integrated Approach (3)** Well-trained actors have voices and bodies that register the subtlest of thoughts and emotions generated by the actor while in character. Voice and Movement for the Actor 1 will be a process-oriented course with two distinctly different yet integrated goals: 1.) Exploration of the vocal mechanism intended to increase flexibility (range), standard (pronunciation and articulation), tone (vocal production), and resonance (volume and vocal quality); in essence, to train the actor's voice so as to be an organically integrated and healthy instrument, responsive to the demands of each role 2.) To train the actor's body to be equally responsive to the demands of physical characterization. Arthur Lessac's Integrated Approach to voice and movement training will supply the foundation for the course.

**THE 721 Rapier and Dagger for the Stage (3)** This course introduces a variety of safety/aesthetic principles as well as practical techniques utilized in staging Renaissance sword fights for the stage. Principles covered include: distance/measure, partnering, cue-reaction-action, masking, reversal of energy, and the pyramid of safety. Techniques covered will be drawn from the following categories: footwork, cuts, thrusts, parries, cross parries, hand parries, reinforced parries, direct and complex attacks, prise de fer (taking of the blade) attacks, avoidances, dagger attacks, combining unarmed techniques with blade work.

**THE 722 Advanced Directing for the Stage 1 (3)** Students will review the basics of composition, text analysis, ground plan development, moving on to Central Image Concept and advanced Actor Coaching techniques in directing for the theatre. This course deals with contemporary and period dramatic analysis. Students will be prepared for both the practical and visionary aspects of the art of directing.

**THE 723 Seminar: Advanced Directing for the Stage 2 (3)** Students examine the contributions of a variety of innovative directors of the 20<sup>th</sup> and 21<sup>st</sup> centuries. Research application and a variety of dramaturgical techniques are examined. The course is an in-depth examination of the role and function of the director as visionary, artist, craftsman, team leader, dramaturge, scholar, and practitioner. The course is a blend of scholarly research and practical application via selected scene work.

**THE 724 Stage Management for the Theatre (3)** This course covers the duties and responsibilities of a production stage manager. An emphasis is placed on honing organizational skills and in communication with all members of a production team. Working with and adapting to Actors Equity Regulations is included. Students are expected to create a prompt book as a project as well as participate in departmental productions.

**THE 725 The Theatrical Design Process 1 (3)** This course provides the intellectual study from a practical and emotional perspective of the process of creating a scenic, costume, lighting or audio design. An emphasis is placed on script analysis, research methods, implementation and evaluation. Students investigate the impact of resources on the creation of a work of art.

**THE 726 The Theatrical Design Process 2 (3)** The tools and techniques utilized by theatrical designers to bring their work to the stage will be presented and explored in depth. Students produce designs for creating scenery, costuming and lighting for a production.

**THE 730 Screen Acting 1 (3)** The course is designed to teach the techniques and methods of screen acting for single-camera productions (although multiple-camera productions are also addressed). Students are required to prepare and perform scenes for presentation in class, to actively participate in classroom exercises and discussions, and to perform as on-camera talent for student productions outside of class in conjunction with other Film and/or Television classes taking place at Regent University.

**THE 731 Screen Acting 2 (3)** The course is designed as an advanced-level acting class for on-camera performance. Students are expected to already have a basic knowledge of and experience with the unique requirements of screen acting. Students should already be able to adapt the level of performance to various types of camera shots. The class builds on this base knowledge and concentrates on intense scene study to isolate and target those specific moments that define and shape believable, artistically appropriate on-screen performances. The course also focuses on commercial and professional scenes.

**THE 732 History, Theory, Criticism, and Literature of the Theatre 1 (3)** The course provides an intensive study of History, Theory, Criticism, and Literature of the Theatre from the Greeks through seventeenth century Neoclassicism. An introduction to classical forms of Asian drama is also included.

**THE 733 History, Theory, Criticism, and Literature of the Theatre 2 (3)** The course is a continuation of the History, Theory, Criticism and Literature 1. It is designed as a critical survey of the history and theoretical foundations of dramatic literature and performance from the eighteenth century to the present. The primary focus of the class is on the reading of primary sources and discussion of the ideas and concepts presented through the material

**THE 740 Acting 3: Acting Shakespeare (3)** The course provides the advanced actor with the various facets of approaching Shakespearean dramatic texts. An emphasis is placed on scansion, voice quality, builds, playing through lines, and finding a physical and emotional subtext for the language. Work is memorized from Sonnets, soliloquies, and dramatic scenes both serious and comic. An ensemble and individual work in vocal dexterity and sensitivity is also applied.

**THE 741 Acting 4: Periods and Styles (3)** Periods and Styles will focus on the drama and performance styles of the theatre of Ancient Greece, Neoclassical France and England, the Commedia dell'arte of Renaissance Italy, and Theatre of the Absurd. Students are introduced to the cultural milieu of each of the above-mentioned historical periods and the theatrical conventions in force at that time; and participate in a variety of exercises designed to immerse him/her in that particular period or style of theatre. Each student performs scene-work drawn from dramatic literature written during each of the abovementioned periods or styles of theatre or drama. Work with Greek and Commedia dell'arte mask is also included.

**THE 742 Weapons of the Stage (3)** Weapons of the Stage introduces a variety of safety and aesthetic principles, as well as a substantive number of techniques utilized in staging scenes of violence for

multiple periods and styles. Principles covered include: distance/measure, partnering, cue-reaction-action, masking, reversal of energy, and the pyramid of safety. Techniques covered are drawn from the following weapons/styles: 18<sup>th</sup> century smallsword, medieval broadsword, medieval quarterstaff, sword and buckler, singlesword, and knife fighting.

**THE 750 Auditioning and the Business of Acting (3)** A variety of approaches to auditioning are examined including: the prepared audition, cold reading, and improvisation. Students work on a series of audition pieces so as to have a polished repertoire available upon completion of their degree. The course covers the tools necessary for an actor to market themselves, including head shots, resumes, cover letters, interview technique, and finding “survival” jobs while maintaining a career as an actor.

**THE 760 Special Topics in Theatre (1-3)** A variety of special areas of study are offered on a rotating basis. Additional topics may be added as they become available. THE 760 may be repeated to fulfill elective requirements. **Topics are drawn from (but are not limited to) the following:**

**Stage Dialects (3)** Students study the International Phonetic Alphabet and a variety of commonly used stage dialects for stage, including (but not limited to): English (both Received Pronunciation and working class/cockney), Irish, French, German, Russian, Scottish, and New York (Brooklynese).

**Voice and Movement for the Actor (3)** This course provides continued work on Arthur Lessac’s approach to voice and movement for the actor with added emphasis on physical characterization, physicalizing the objective, exploration of transitive verbs, intensified neutral mask work, and integration of technique into textual work.

**Dance for the Actor (3)** Students receive instruction in a variety of dance styles intended to improve grace, agility, coordination, stamina, strength, flexibility; and instill technique in the most common styles required of an actor. Styles covered may include (but are not limited to): modern, jazz, ballet, and tap.

**Singing for the Actor (3)** An emphasis is placed on developing the voice for the demands placed on it by musical theatre. Students develop three audition pieces during the semester: an up-tempo Broadway number, a ballad, and a specialty number (e.g. rock, country, legitimate).

**Musical Theatre Workshop (3)** This team-taught class allows students to develop solo pieces, small group pieces, and provides experience working on ensemble pieces drawn from established works from the musical theatre. Students complete work toward having a polished audition piece that includes a monologue and a song from a musical.

**Improvisation (3)** Building on the work of Viola Spolin, Paul Sills, The Second City Theatre Company, and others, this class examines the performance strategies and principles of improvisation as a tool for actor training and development. While the class includes work in comedic “improv,” the course also goes beyond this to explore improvisation as a technique for actor training in understanding and developing characters within scripted performances.

**Modern and Contemporary British Theatre (1)** The course is a survey of the trends, playwrights, and theatres that have contributed to the phenomenal growth of Modern British Theatre since the mid-1950’s. Students travel to London, England to experience, first hand, London’s professional theatre scene. Any student registering for this course should be prepared for the costs associated with this trip abroad.

**Modern and Contemporary New York Theatre (1)** The course surveys many of the significant trends, playwrights, and producers of theatre that have contributed to the contemporary Broadway, Off Broadway, and Off-Off Broadway Theatre scene. Students travel to New York City to experience, first hand, New York's professional theatre. Any student registering for this course should be prepared for the costs associated with the trip.

**THE 795 Theatre Internship (3)** Students may fulfill elective requirements by being engaged to act with a professional or semi-professional company. The number of credits available to the student is determined based upon the student's contracted responsibilities, but no more than three credits per academic term may be earned. Students may earn a maximum of six credit hours of THE 770 to be applied to fulfilling degree elective requirements.

**THE 780 MFA Practicum in Theatre Performance (1)** The course affords students the opportunity to accrue academic credit for acting in mainstage and/or studio productions. Acting/Directing students may earn these credits for directing mainstage and/or studio productions. Students may register for this course to fulfill elective requirements. A letter grade is assigned at the completion of the course.

**THE 781 MFA Practicum in Theatre Production (1)** The course affords the student the opportunity to explore the design/technical aspects of production, as many companies require actors to serve on running crews. All acting students are required to register for this course three times over six semesters of residency for a total of 3 credit hours. If the student accrues more than three credit hours in THE 781 these additional credits may be applied to fulfilling elective requirements. Crew assignments may be drawn from a variety of production opportunities in the areas of scenery, costume, makeup, sound, lights, and props. A letter grade is assigned at the completion of the course.

**THE 799 MFA Creative/Thesis Project (3)** MFA Acting students perform a major role in a mainstage production during one of their final two semesters in residence. MFA Acting/Directing students direct a full-length production. This creative project includes a written component, or thesis, requiring research, analysis, and clear evidence of application. A comprehensive examination including objective (multiple choice/true-false questions), essay questions, and an oral defense of the project and it's written component is required.

## FACULTY

Regent University School of Communication and the Arts has an active, distinguished faculty of published scholars, playwrights and media professionals.

**Black, Jay R.** (2003), B.A. Georgia State University; M.A., Regent University

**Bounds, J. Dennis** (1993), B.A., Baylor University; Ph.D., M.A., University of Texas-Austin.

**Brown, William J.** (1992), B.S., Purdue University; Ph.D., M.A., University of Southern California.

**Elvgren, Gillette** (1990), B.A., M.A., Tulane University; Ph.D., Florida State University.

**Fraser, Benson P.** (1986), B.A., Southern California School; M.A., California State Fullerton; M.A., Pepperdine University; M.Div., Fuller Theological Seminary; Ph.D., University of Washington.

**Harrell, Eric** (2005), B.A., Abilene Christian University; MFA, University of Nebraska.

**Holland-Geary, Judith** (2005), B.F.A. University of Maryland; MFA, Brooklyn College.

**Keeler, John D.** (1978), B.A., Allegheny School; B.J., M.A., Ph.D., University of Texas-Austin.

**Kirkland, Michael**, (2002), B.A., California State University at Fullerton; MFA, University of Southern Mississippi; Ph.D., University of Utah.

**Miller, Douglas** (2004), B.A., State University of New York at Buffalo

**Mintle, Norman** (2001), B.A., Evangel University; M.A., Western Michigan University; Ph.D., Regent University.

**Paladini, Mark T.** (2005), B.A. University of Washington

**Patrick, Michael** (2003), A.A., Central Oregon Community School; B.S., B.S., Southern Oregon State School; M.A., Regent University.

**Quicke, Andrew C.** (1986), B.A., M.A., Oxford University.

**Schihl, Robert J.** (1978), B.A., St. Bonaventure University; STL, STB, Gregorian University, Rome, Italy; M.A., Ph.D., State University of New York at Buffalo.

**Shuhy, David** (2005), B.A. Salisbury State University; M.A., University of Maine; Ph.D. Union Institute and University.

**Steiner, Mark A.** (2005). B.A., Willamette University; M.A., Texas A&M University; Ph.D., Indiana University.

**Southerland, Peggy** (2005), B.A., University of Maryland.

**Swaffield, Bruce C.** (2003), B.S., Kent State University; M.A., University of Miami; Ph.D., University of Miami

**Wilkinson, Jeffrey** (2004), B.S., University of Florida; M.A., University of Georgia; Ph.D., University of Georgia

**Wales, Lorene D.** (1998), B.A., Pennsylvania State University; M.A., Ph.D., Regent University.

#### **ADJUNCT FACULTY**

Senior Consultant

**Engel, Peter** (2003), B.S., New York University

**Armstrong, Kevin**, B.J. University of Missouri.

**Bocarnea, Mihai**, Ph.D. Regent University

**Cate, John**, M.A. Regent University

**Kapp, Eugene**, B.S. West Virginia University.

**Watkins-Westebbe, Karen**, B.A., Howard University.

**Wilson, Kathi-Lee**, B.A., University of Montavello; B.S., Old Dominion University

#### **EMERITUS FACULTY**

**Budd, Richard W.** (2000), B.A., Bowling Green University; Ph.D., M.A., University of Iowa.

**Clark, David**, Ph.D., Bowling Green University; Founding Dean of the School of Communication and the Arts.

**Lawing, John V.** (1978), B.A., Columbia Bible School; M.Div., Gordon-Conwell Theological Seminary.

## SCHOOL OF DIVINITY

### DEAN'S MESSAGE

The call for Christian leadership training is becoming increasingly urgent at the beginning of the 21<sup>st</sup> Century, whether the focus is on the United States and its urban centers, or on developing nations abroad. Time spent in preparation is never wasted. Whether we think of the ancient Yeshiva schools of the prophets and wisdom writers or Paul's preparatory years of biblical training under Gamaliel, the goal is the same. The Scriptures emphasize the essential role that careful training plays in the development of godly character and skillful ministry. As a team of scholars, we have given ourselves to the equipping of the saints for the work of such ministry (Eph. 4:11-12).

As you sense God giving you a vision for this kind of ministry impact, we invite you to join us, through our Virginia Beach, distance education, or Washington, D.C. programs, for a season of preparation in a scholarly community of believers who truly desire to change their world. May God bless you as you follow His call.

Vinson Synan

Dean

### CONTACT INFORMATION

Application forms may be downloaded from the website, or obtained by mail. To request your application packet, contact:

Enrollment Services

School of Divinity

Regent University

1000 Regent University Drive RH 2473

Virginia Beach, VA 23464-9800

757-226-4016 or 800-723-6162 (Option #1, followed by option #1)

Fax: 757-226-4534

E-mail: [divschool@regent.edu](mailto:divschool@regent.edu)

Website: [www.regent.edu/applydivinity](http://www.regent.edu/applydivinity)

### MISSION AND PHILOSOPHY

The School of Divinity serves students from many church traditions and backgrounds (denominational and independent). We desire to assist students, within their own ministry and church tradition, to become more effective in their various spheres of influence. In particular, we seek to serve students and churches within the spiritual renewal movement. As an educational and faith community we assume that students are active and experienced in ministry. Correspondingly, we seek to encourage growth in: spiritual formation, theological and biblical integrity, fruit and gifts of the Spirit, a commitment to the Church and the outward thrust of the Church in evangelism and missions.

### DISTINCTIVES OF THE SCHOOL

The School of Divinity is committed to providing biblical and theological education and training from a renewal perspective for the spiritual equipping of men and women who will contribute to the renewal of the Church and the evangelization of the world. The school is committed to the following core values:

- Sound biblical, theological and hermeneutical competence that prioritizes the authority of the Bible as the inspired Word of God and results in “rightly dividing” biblical text and sound theology;
- The renewal movement that recognizes and encourages the expression of the gifts of the Holy Spirit in personal experience, ministry and missions today;

- Practical training and leadership development of men and women that translates classroom experience into real-life ministry application;
- World evangelization that, as a primary biblical mandate, is at the very core of the Christian mission;
- Students' spiritual formation, which acknowledges that the student's character and personal integrity formulate the primary building block of all Christian ministry and service.
- Providing quality delivery systems that optimize the theological education experience through both on-campus and online formats;
- Preparing students to be future leaders in the various roles to which they are called.

## **PROGRAM OVERVIEW**

The School of Divinity has both non-degree and degree programs. The School of Divinity has the following non-degree programs: A.C.T.S.; Spouse Observer's Program; Local Pastors' Program; and Continuing Education Program. The School of Divinity grants the following degree programs: Master of Arts (M.A.) [in a variety of academic concentrations]; Master of Arts (M.A.) in Missiology [Professional]; Master of Arts (M.A.) in Practical Theology [Professional]; Master of Divinity (M.Div.), Concentrations in Missiology and Practical Theology [Professional]; Doctor of Ministry (D.Min.), Concentrations primarily in Leadership; and Doctor of Philosophy (Ph.D.) in Renewal Studies.

### ***Non-Degree Programs and Partnerships/Affiliations Overview***

#### **Advanced Courses in Theological Studies (A.C.T.S.)**

The A.C.T.S is a non-degree program of up to 36 credit hours. It is designed to assist applicants who possess a masters degree in a theological discipline and three or more years of full-time ministry experience, and wish to become academically eligible to apply to a Doctor of Ministry (D. Min.) program [those wishing to apply to a seminary Doctor of Philosophy (Ph.D.) program might also be accommodated]. Normally, applicants to D.Min. programs must possess the Master of Divinity (M.Div.) or its academic equivalency to be eligible to apply for admission. The A.C.T.S. builds upon a student's academic experience to provide the academic equivalent of the M.Div. (normally considered to be 72 hours).

The primary objective of the program is to offer the student theological education as enrichment for professional development, while serving as a prerequisite for applying for admission to a D.Min. [or seminary Ph.D. program].

The Advanced Courses in Theological Studies, although a non-degree program, is graduate level, theological study. To be eligible for the A.C.T.S., applicants must possess an ATS accredited master's degree in a theological discipline, with no less than 36 credit hours of academic work. The certificate is awarded upon successful completion of all course work. Courses are offered in the areas of Bible, theology, Church history, biblical Greek and Hebrew, and a ministry specialization, depending on the student's individual needs regarding M.Div. equivalency. Courses required for the A.C.T.S. are individualized according to the student's needs and previous work reflected on graduate transcripts. A variety of venues for completing the A.C.T.S. are available, including on-campus courses, one-week intensive courses (modular), online courses, and independent studies.

#### **Spouse Observer's Program**

The commitment of the School of Divinity does not end with its students, but extends to their families also. In many instances after graduation, a student spouse may share in considerable ministry responsibilities. The Spouse Observer's Program allows spouses the opportunity to experience some of the spiritual, academic and professional development opportunities alongside the seminarian. With the permission of the instructor of the course, spouses may join Divinity students in class as a nonparticipating observer. While credit is not granted

for the experience, the perspectives and skills gained result in stronger seminary families and, eventually, ministry families. Participation is contingent upon space availability and the permission of the instructor.

### **Local Pastors' Program**

The Local Pastors' Program is designed for full-time, paid, pastoral staff members serving in churches located in Hampton Roads, Northeastern North Carolina, and Washington, D.C. area. To be eligible, pastors must have a four-year degree from an accredited undergraduate institution. Pastors who do not meet the minimum requirements and do not wish to receive credit of any sort, may take courses through our Continuing Education Program.

Regent students in auxiliary pastoral roles are not eligible, nor are pastors who are current Regent students and receiving financial aid awards. Pastors seeking a degree should apply through the normal admissions process and ask about the local pastors' *tuition discount* (not the Local Pastors' Program). Due to the current INS regulations for International students, this program only applies to U.S. citizens and Permanent Residents of the U.S.

Area pastors may enroll in one course per academic year for \$50, (plus a \$6 service fee). Pastors may take advantage of this benefit each academic year without ever having to reapply. *Only graduate-level, Divinity courses* are offered under the Local Pastors' Program. This program only applies to the Master's-level on-campus and modular courses; Distance Education, Doctor of Ministry, and Ph.D. courses are exempt from the program (as well as some Master's courses with prerequisites).

A pastor wanting to enter the program must download, complete, and submit the Divinity Pastors' Program Application Package from the School of Divinity website. If accepted, he/she will be contacted by the Divinity Registration Representative to facilitate registration for the first course. A "pastor's hold" will also be placed upon the student's account, meaning that he/she will be unable to register for another course until the next academic year. The next time the pastor wishes to register for a course, he/she will need to contact the Divinity Registration Representative.

### **Missions Equipping Program**

This non-degree program, which is under development, is designed for students who desire to pursue in-depth missions training within a compact time frame. The training may be pursued at a variety of both academic and non-academic levels.

### **Continuing Education Program**

For a list of courses in the School of Divinity which may be taken for Continuing Education Credit download this file: CEU Courses (PDF File, 100K). To apply to take a course for Continuing Education Credit complete this form: CEU Registration Form (PDF File, 52K).

For more information about the CEU Program, please contact the Divinity Registration Representative.

### **Partnerships and Affiliations**

The School of Divinity is one of the Associated Schools of Jerusalem University College (formerly the Institute of Holy Land Studies), and is recognized by the Association of Clinical Pastoral Education as providing academic certification requirements. The School of Divinity is a charter member of the Pentecostal Research and Preservation Consortium along with Asbury College, Billy Graham Center at Wheaton College and Oral Roberts University. These partnerships are in keeping with the mission and expanding impact of the School of Divinity and Regent University.

## **Degree Programs Overview**

### **FINANCIAL AID**

Regent University offers a limited number of awards on an institution-wide basis. For more information, see the Tuition, Fees and Financial Aid section of the Catalog.

#### **Awards**

The School of Divinity reviews financial aid applications after students have been accepted. Several financial aid options are available to eligible students. To be eligible, students must be enrolled at least full or part time (depending on the financial award), be in good academic standing (i.e., cannot be on academic probation), be able to meet minimum cost-of-living expenses and demonstrate personal initiative through savings, personal support or other income. Following is a list of the various Divinity financial awards. For more information, application deadlines or a financial aid application, contact the School of Divinity Enrollment Services Office.

#### *Divinity Incentive Awards*

Divinity Incentive Awards are merit-based awards that seek to provide incentive for: 1) previous academic achievement (cumulative GPA and entrance test scores); 2) professional excellence; and 3) ministry/leadership potential. This category includes the Dean's Leadership Incentive Award, the Harvey Memorial Scholarship, the J. Rodman Williams Scholars Award and the Wright Scholarship for Preaching.

#### *Divinity Investment Grants*

Divinity Investment Grants are awards that are investments into the lives of students who demonstrate potential for ministry and are in financial need. These awards are designed to encourage students to complete studies as rapidly as possible and to assume active ministry roles. This category includes the Church and Seminary Matching Grant, the Ministry Partnership Award, the Seminarian Investment Grant (for part-time students), the Seymour/Mason Diversity Award, the Divinity Women in Ministry Award, the Field-based Ministry Context Award and the Benny Hinn Endowment for World Evangelization.

#### *Grants for International Students*

International students may qualify for one of three awards based on academic merit, ministry/leadership potential and demonstrated financial need. These awards are the International Ambassadors Grant, the International Student Fund and the Benny Hinn Scholarship for World Evangelism.

#### **Tuition Discount**

The online distance education program is approved by DANTES. Military students who receive tuition assistance through DANTES are eligible to receive a tuition discount from Regent University. Once accepted to the program, students receive automatic extensions to complete their coursework as needed. Students must be in good academic standing (i.e., cannot be on academic probation). For additional information, contact the Enrollment Services Office.

#### **Additional overview matters:**

##### **Spiritual Formation**

All incoming students, through the process of Spiritual Formation 1 (SFRM 501), focus on spiritual, intellectual, emotional and relational preparation towards fulfilling their vocational calling in a professional context. Students are encouraged to develop Christ-like character, relational qualities and professional preparedness toward the achievement of God-directed vision and mission goals in career ministry.

Specifically, students explore the meaning of vocation from a biblical perspective; investigate the meaning of leadership; discover their own leadership profile, ministry giftings, strengths and weaknesses in relation to personal needs for growth and maturity; examine basic life and faith questions that impact their career choices; develop a written vision and mission statement relevant to their vocational calling and professional goals; and begin a professional portfolio and resource network to assist in future career placement.

## **Attendance**

In order to receive credit for a course, students must attend a minimum of 70% of courses which have a residency or an on-campus requirement. Whether the course is standard, modular or hybrid in type, residency is an essential component of the requirements for these courses. Merely completing the assigned work is not sufficient to receive a grade for courses that have a residency requirement. This applies to masters and doctoral courses in the School of Divinity. NOTE: particular courses may assign credit for attendance and discount the final grade for a lack of attendance, even above 70% (see a courses syllabus for particular procedures and requirements).

## **MASTER'S DEGREE REQUIREMENTS**

The School of Divinity requires incoming students to take placement examinations in Old Testament and New Testament or complete survey courses. The exams must be passed and/or the student must register for the survey courses during the first year of study. Students may choose one of the following options:

- Pass Old Testament and New Testament placement examinations. Students are given one opportunity to pass the biblical knowledge placement examinations.
- Take the survey course(s) if they have not successfully passed placement examinations. The prerequisite courses are fee-based, three (3) undergraduate credit hours each, and are not counted towards the total required credit hours for the degree, but do count toward financial aid totals and the student's enrollment status. The survey courses are taken in the School of Undergraduate Studies.
- In preparation for examinations and/or the courses, the following texts are recommended: *A Survey of the Old Testament* by Hill and Walton in conjunction with the Old Testament; and *A Survey of the New Testament* by Robert H. Gundry, along with the New Testament.
- If students have taken an adequate survey of the Old Testament and/or the New Testament a waiver of either or both surveys may be requested. The acceptability of the undergrad survey course(s) is determined by the Academic Dean. The course(s) must be at least three semester-credit hours for each survey, the grade must be at least C (C- and below or no grade, pass/fail are not acceptable), and the course(s) must cover a survey of the entire "contents" (i.e., not "history" or "introduction," but *content* survey) of each testament to be considered for waiver.
- Academic Writing, unless an exemption is issued. This exemption is based solely on the writing sample submitted in the admissions process.
- Students who plan to graduate in a given year must fulfill the requirements and timetable on a clearance sheet available from their advisor and the dean's office. Items that must be met include:
  1. Completion of prerequisites (BOTB 303/BOTB 502 (undergraduate Old Testament Survey); BNTB 304/BNTB 502 (undergraduate New Testament Survey) or passing score on Biblical Knowledge Placement Exams;
  2. Completion of core courses for the degree plan;
  3. Completion of elective hours;
  4. Completion of internship or culminating experience (thesis, or comprehensive exam\*\* and independent academic study);  
[\*\* The Comprehensive Exam is to be equally divided between 10 ½ hour units from the student's core courses and 10 ½ hour units from cognate subjects.]
  5. Exit survey.
- 6. NOTE: A student in the LAST TERM of a master's program may apply for an exemption to the final exam(s) in any or all courses taken during the final term. The conditions of an exemption include ALL of the following: (1) a 3.5 average in the class; (2) a 3.5 CGPA in the student's overall program; AND (3) if the professor agrees and concurs that the final exam is not "essential" to the course material and content [i.e., an exemption from final exam will not unduly penalize the student's learning of the course material and content]. The application for exemption is not automatic. The professor is not obligated to grant the request.

Students who choose the internship must follow the procedures in the *Internship Manual* Practical or Missions). Students who opt for the thesis must follow the procedures and timetable in the *Thesis Manual*. These manuals are available online (<http://www.regent.edu/acad/schdiv/resources/home.cfm>).

## CAREER OBJECTIVES

### Master of Arts (Academic)

The purpose of the Master of Arts (M.A.) degree is to provide a basic understanding of theological disciplines for further graduate study or for general educational purposes. In theological and ministerial careers, the degree is ideal for those interested in academic and research pursuits leading to academic doctoral work. The School of Divinity offers five concentrations of this academic M.A.: English Bible; Old Testament; New Testament; Christian Doctrine & History; and Biblical Interpretation, Pre-doctoral Studies.

### M.A. (Specialized Ministry)

The primary purpose of degrees that ATS designates as M.A. (Specialized Ministry) is to equip persons for competent leadership in some form of specialized ministry in congregations and other settings. Although the M.Div. is the standard degree for ordination, this type of M.A. is often sufficient for those interested in ordination within some ministry contexts. The School of Divinity offers two M.A.'s of this type: M.A. in Missiology and M.A. in Practical Theology.

### Master of Divinity (M.Div.)

The M.Div. is considered by ATS the “normative” professional degree for ministry careers, especially those that focus on congregational ministries wherein ordination is desired. Foundations for sound ministerial philosophy and practice are laid through the in-depth study of biblical interpretation, biblical languages, church history and doctrine. Practical skills and values are emphasized in practical theology, church leadership and missions-related courses. Students are offered opportunities to specialize in professional concentrations designed with the needs of the Church and society in mind. Patterns of ministerial practice are encouraged and confirmed in spiritual formation groups, fieldwork and internships in the areas related to students’ vocational interests. The M.Div. is configured with emphases in Missiology or Practical Theology. Each of these offers a variety of professional concentrations. According to ATS standards, it is the required degree for admission to the Doctor of Ministry program and the recommended first theological degree for admission to advanced programs oriented to theological research and teaching.

### Doctor of Ministry (D.Min.)

According to ATS standards, the purpose of the D.Min. is to enhance the practice of ministry for persons who hold the M.Div. and have engaged in ministerial leadership. The D.Min. is a terminal professional degree primarily for leaders in the Church and its various agencies who desire to build upon the foundation of a M.Div. degree. It is a blend of academic coursework and practical training by online distance education. The degree is ideal for those who serve the Church in congregational ministries, institutional chaplaincies, counseling ministries, parachurch organizations, missions agencies and any other ministry setting wherein advanced leadership skills and training would make a difference. The D.Min. is a foundational teaching degree in some seminaries. The associated study period can also serve as a mid-career sabbatical or retooling for career changes in ministry.

### Doctor of Philosophy (Ph.D.) in Renewal Studies

According to ATS standards, the purpose of the Ph.D. is to prepare a student to become a scholar, that is, to discover, integrate, and apply knowledge, as well as communicate and disseminate it. The Ph.D. program emphasizes the development of a student’s capacity to make significant original contributions to knowledge in a context of freedom of inquiry and expression. The School of Divinity’s Ph.D. in Renewal Studies program is designed to provide training for teachers and researchers in theological schools, colleges, and universities,

and for the scholarly enhancement of ministerial practice for persons serving the Renewal Movement worldwide. Graduates of this program will be expected to produce landmark original research in Renewal Studies, write authoritative histories of this movement, and become world-class educators specializing in Renewal Studies.

## **ADMISSIONS REQUIREMENTS for the Masters Programs**

The School of Divinity does not require students to have undergraduate courses or degrees in Bible, theology, religion or philosophy. However, the school does expect students to possess knowledge of the Bible as a basis for seminary study. Students may either pass a Biblical Knowledge Placement Exam or take the Bible survey courses in the University's School of Undergraduate Studies. Admission to degree programs is a competitive process and is based on academic achievement as evidenced by college grades (minimum 2.75 GPA; 3.00 GPA preferred), an extemporaneous writing sample, maturity in spiritual and character qualities and personal goals consistent with the mission of Regent University. The School of Divinity encourages applications from men and women of all Christian church traditions, denominations and national and ethnic origins.

**M.A.** (academic) [several concentrations], **M.A. in Missiology** (professional), **M.A. in Practical Theology** (professional), and **M.Div.** [concentrations in Practical Theology & Missions] are degrees offered at the Virginia Beach campus. The degrees offered via online distance education are: **M.A. in Practical Theology**; **M.A. [concentration: English Bible]**; and **M.Div. [concentration: Practical Theology]**. The **M.A. in Practical Theology** is offered at the Washington, D.C. campus. See the "Admission to Regent University" section of the Catalog for admissions requirements.

## **Korean Program International Students**

See the Admission to Regent University section of the Catalog for general admissions requirements and international student admission requirements. For Korean international students, the GRE or MAT will be waived. Instead, successful work done at a school accredited by the Korean Association of Theological Schools will be accepted in lieu of the GRE or MAT.

Korean students who receive instruction through Korean translation will receive diplomas with the words "Degree Requirements Completed in the Korean Language." Korean students who can demonstrate English competency through a TOFEL score of 550 or above must submit this test score at the time of initial application for admissions.

Diplomas issued to students who demonstrate English competency will not make reference to the Korean language.

## **ADMISSIONS REQUIREMENTS for the Doctor of Ministry (D.Min.)**

See the Admission to Regent University section of the Catalog for admissions requirements. In addition, the School of Divinity requires applicants to submit the following:

- M.Div. transcript (minimum 3.00 GPA) from an ATS-approved seminary or an *M.Div. equivalency* (ordinarily a *seminary* master's degree [e.g., M.A., MRE, MACE], enhanced by additional credits in biblical, theological/historical and pastoral/practical studies, bringing the transcript total to 72 credit hours);
- A signed D.Min. Study Agreement;
- A D.Min.-specific résumé reflecting at least three years of significant ministry leadership experience subsequent to completion of an M.Div. (ordination is desirable);
- A five-page writing sample reflecting on the Student Entrance Profile (in admissions packet);
- The D.Min. program has been designed within a "cohort" framework. The "cohort" system refers to the process of tracking through the program with other D.Min. students in a consistent, relational format. D.Min. students may only enter the program during the fall semester. As cohorts, students will take classes and "track" together throughout core courses, creating a sense

of synergy and mutual support. Applicants should be aware that each D.Min. course requires students to complete substantial pre-session assignments. D.Min. courses are offered during the fall, spring and summer semesters.

### **ADMISSIONS REQUIREMENTS for the Doctor of Philosophy (Ph.D.) in Renewal Studies**

Admission will be selective and offered only to students who have demonstrated the intellectual ability, preparation, and motivation for this program. See the Admission to Regent University section of the Catalog for admissions requirements. In addition, the School of Divinity requires the following of applicants:

- Based on ATS standards, admission requires the M.Div. (minimum 3.50 GPA), or first graduate theological degree providing equivalent theological background, or its educational equivalent (ordinarily a *seminary/theological* master's degree [e.g., M.A., MRE, MACE], enhanced by additional credits in biblical, theological/historical and pastoral/practical studies, bringing the transcript total to 72 credit hours);
- Normally a GPA of 3.5 on a 4.00 grading scale in previous graduate work will be required;
- A writing sample in the form of an academic paper (a minimum of 3000 words). This paper should demonstrate scholarly capacity in the field selected. It will be evaluated by the following standards as evidence of the applicant's ability to work on the doctoral level: (1) understanding of the subject treated and the materials used; (2) knowledge of relevant bibliography; (3) cogency and clarity of argument; and (4) constructive originality of thought. It may be a published work, Master's thesis, or a substantial graduate-level research paper;
- An autobiographical essay of the applicant's intellectual and professional history and goals (750 - 1000 words) indicating the factors that have brought them to their present focus of intellectual interests, spiritual formation and vocational objectives. The essay should also address the applicant's goals and expectations for doctoral study;
- All students shall be required to fulfill the following language requirements. (1) Students are required to demonstrate the appropriate levels of competence needed to read the language(s) in which relevant primary texts are written, as well as the ability to read important secondary material. Normally, this would include at least one ancient and one or more modern languages. (2) Students will concentrate on either History or Theology. Those concentrating on History with a dissertation in that field, will not be required to have Greek on their transcript. However, they will be expected to take an introduction to New Testament Greek course, which will be offered by Regent University. Those concentrating on Theology, with a dissertation in that field, will be required to have completed eight semester hours of Greek before being admitted to the program.  
(3) By the time students reach the dissertation phase (the last two years of the program), they will be required to demonstrate the ability to read a modern European language (the choice of this language is determined by the dissertation topic);
- Three letters of recommendation (faculty, clergy, supervisory);
- The GRE, especially the writing skills test. [Note: this is pending]

[The Admissions Team will apply the above admissions criteria and recommend final approval to the Dean.]

### **ADDITIONAL Requirements:**

**Once you have been admitted to the program, the following information will become relevant:**

- This program intends to make full use of the internet, computer technologies, multi-media and other delivery systems to support the residential program of theological research and educational experience. Through Regent's online course management system, *Blackboard®*, students will be guided in an overview study of the prescribed material before the on-campus residential period.

Thus a student must have access to the internet through an Internet Service Provider (ISP) that has the necessary capabilities to function within this online environment;

- Residency requirements. The goal of Ph.D. coursework is to develop preeminent leaders, researchers, and teachers. Our integrative, contextually focused program was specifically designed to allow you to stay in your present teaching and ministry context and still have all the benefits and advantages that a quality Ph.D. program should provide. To accomplish this goal, short, intensive, residencies at our Virginia Beach campus (four weeks in the summer, two weeks in the fall and two weeks in the spring) are combined with state-of-the-art online learning. We attempt to schedule these residencies in such a way that they suit your program best, as we acknowledge the fact that our students are either teaching or involved in ministry;
- Ongoing Teaching or Ministry Involvement. Students seeking admission to the Ph.D. program must evidence involvement in higher education or in active ministry. The level of involvement can range from adjunct to full-time teaching (or church ministry), but should be ongoing during the course work phase of the program (i.e., a little over three years).

**You will also have access to our student support program. An important part of this program is an agreement with the sending institution or sending ministry in which you are presently involved.**

- Sending Institution Support Structures and Relationships

Once accepted into this program Regent University School of Divinity will assist students to establish an agreement with their institution (school or ministry) to provide relevant support and supervision while they pursue Ph.D. studies. This represents a significant commitment to support the faculty member in her/his growth as a researcher, teacher, and writer. As much as available resources make it possible, it should include some combination of the following:

1. Institutional Support

- a. Released time to attend intensive doctoral courses held during the month of June and two-week periods in October and early February (mandatory). We attempt to schedule these residencies in such a way as to suit our students as best as possible.
- b. A reduced workload for the first three years of the program. This will enable the doctoral student to focus more time and effort on their studies during the course work phase of their program (mandatory).
- c. A “research leave” or sabbatical during a portion of the time the student is working on the dissertation phase of the program. This will enable the student to give focused effort to this important part of their studies (highly recommended). We will provide the student with an appropriate sabbatical request form to present to their institution.
- d. Encouragement and financial support to attend professional association meetings within their academic discipline (highly recommended)

2. Mentoring Support. Identification by the student [to be approved by the program] of a “Doctoral Mentor”—a scholar in the same (or related) discipline with an earned Ph.D. and a strong research publishing and/or professional presentation record who is able to function in the following ways (mandatory):

- a. Meet monthly with the doctoral student to review progress, provide support and encouragement as needed, discuss assignments, and help the student reflect on what is being learned through the doctoral program. During the dissertation phase of study, this person can serve as a mentor in the research process and fourth reader on the dissertation committee.
- b. Serve as an advocate with the “sending institution” to ensure that student needs are being addressed and proper support given to ensure success both within expected work at the school and in doctoral studies.
- c. Serve as an advocate with the school offering the doctoral degree to ensure that student needs are being properly addressed from that side.

- d. Serve as a proctor for any exams or other evaluative components to the program that the student is to complete while away from the Regent University main campus.
- e. Encourage participation in professional association meetings, and assist where possible in helping the student prepare to share research papers in that venue.

NOTE also:

- **Matriculation Examinations.** Each student admitted to the program will be required to write two papers of approximately fifteen pages each on topics that will be given to them one month before the June residential period.

## **Advanced Standing**

Advanced standing may be granted to students as follows:

- Graduates with an M.A. from Regent University who wish to be readmitted as M.Div. students must submit an application to the M.Div. program. No more than one-half of the M.A. degree can be used to give advanced standing for the M.Div. program. This petition is subject to formal review by the Associate Dean for Academics, Admissions Committee and faculty. The formal review will include evaluation of leadership merit, student performance and clarity of professional goals. Applicants are not re-admitted into a degree program nor are eligible to take classes until they have received positive notification from the dean's office;
- Students applying to Regent from **an accredited institution** (usually an ATS accredited institution) must demonstrate through examination and/or through sufficient evidence a professional or academic proficiency equivalent to the coursework in the School of Divinity. In this case, the duration of the degree may be shortened. A maximum of 15 credit hours can be allowed toward Advanced Standing for the M.A. and 22 credit hours toward the M.Div;
- Students applying to Regent from a **non-accredited institution** must demonstrate through examination and/or through sufficient evidence a professional or academic proficiency equivalent to the coursework in the School of Divinity. In this case, the duration of the degree may be shortened. A maximum of 10 credit hours may be allowed toward Advanced Standing for the M.A. and 15 credit hours toward the M.Div.

## **ONLINE DISTANCE EDUCATION (DE)**

While the content of the online distance education program is the same as that of the residential degree, the delivery system is different. Without relocating to Regent, students can complete their degree by taking a combination of online courses (30 credits in the M.A. and 60 credits in the M.Div.) and modular (hybrid) courses at the Virginia Beach campus (30 credits in the M.A. and M.Div.). The program requires attendance at the Spiritual Formation Seminar, a one-week residency on the Virginia Beach Campus in the first term of work. The degrees available through online distance education are: M.A. (concentration: Biblical Studies: English Bible); M.A. in Practical Theology; and M.Div. (concentration: Practical Theology).

At the Washington, D.C. Graduate Center, students can complete ONLY an M.A. in Practical Theology by taking 30 credits of online courses and 30 credits of modular (hybrid) courses at the Virginia Beach campus and/or weekend modularity at the Washington, D.C. Graduate Center, Alexandria, VA. For Washington, D.C. area students, any other of the available masters degrees have to be completed by distance education.

Residence courses in all degrees but the M.A. in Practical Theology must be completed at the Virginia Beach Campus. The M.A. in Practical Theology residence courses may also be completed at the Washington, D.C. Graduate Center.

## MASTERS GRADING: PHILOSOPHY and CRITERIA

The following evaluation rubric is employed in the Masters programs of the School of Divinity and is in keeping with grading policies at most U.S. graduate schools.

### A A-

Work of superior quality in all areas. Work displays an outstanding mastering of the facts, a creative and critical use of the data, and an analysis or evaluation of facts, research, and trends, that shows real scholarship and talent for graduate work at the highest level. Practical or formational implications of work are included, as appropriate.

### B+ B B-

Good grasp of facts, creativity and analysis, showing good comprehension of the subject. Practical or formational implications of work are included, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

### C+ C C-

The student has shown a minimal grasp of the facts of the course, and does not demonstrate the desired level of creativity, analytical performance, or comprehension. Practical or formational implications of work are included, as appropriate. The grade will vary from C+-C- (As the minimum GPA for the Academic M.A. is 3.0, students in these degrees who receive a grade below a C (i.e. C-) in any course must repeat that course in order to graduate. As the minimum GPA for M.Div., M.A. in Practical Theology, and M.A. in Missiology is 2.0, students who receive a grade of C- in these degrees need not repeat the course in order to graduate).

### D+ D D-

Below minimal understanding and ability to handle the subject material of the course, but not requiring the course to be repeated. Practical or formational implications of work are included, as appropriate. The grade will vary from D+ to D- (As the minimum GPA for the Academic M.A. is 3.0, students in these degrees who receive a grade of D+ D D- in any course must repeat that course in order to graduate. As the minimum GPA for M.Div., M.A. in Practical Theology, and M.A. in Missiology is 2.0, students who receive a grade of D+ D D- in these degrees need not repeat the course in order to graduate).

### F

Not acceptable for graduate level study. The student's work indicated major deficiencies both in routine learning and in use of data. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.

## MASTERS GRADING SYSTEM

| GRADE | PERCENTAGE | QUALITY POINTS | MEANING OF GRADE  |
|-------|------------|----------------|---|
| A     | 94–100     | 4.00           | Superior  |
| A-    | 90-93      | 3.67           |   |
| B+    | 87-89      | 3.33           | Very Good   |
| B     | 83-86      | 3.00           | Good  |
| B-    | 80-82      | 2.67           |   |
| C+    | 77-79      | 2.33           |   |
| C     | 73-76      | 2.00           | Minimal   |
| C-    | 70-72      | 1.67           | Unsatisfactory<br>M.A.<br>[Academic]<br>must repeat<br>course |
| D+    | 67-69      | 1.33           |   |
| D     | 63-66      | 1.00           |   |
| D-    | 60-62      | .67            |   |
| F     | 0-59       | 0.00           | Failing   |

## **THE MASTERS DEGREE PROGRAMS**

### **M.A., Biblical Studies**

The M.A., Biblical Studies is an academic degree available in five concentrations: English Bible; Old Testament; New Testament; Christian Doctrine & History; and Biblical Interpretation, Pre-doctoral Studies. Graduates of this program will be able to:

- Explain historical and religious backgrounds of the biblical books and how the leading biblical themes relate to each other in the unfolding of salvation history.
- Apply sound inductive hermeneutics to the interpretation of the English Bible including the proper use of such resources as lexicons, Bible dictionaries and commentaries in the broader context of spiritual development, preaching and teaching.
- Articulate major doctrines, historical perspectives and theological issues, including those related to spiritual renewal as these bear on Christian life and mission.
- Articulate contemporary intellectual issues and how the Church at home and abroad can penetrate societies with a Christian worldview.
- Express a breadth of knowledge of critical, biblical and theological issues in ways supported by biblical reasoning.
- Apply spiritual formation practices to one's personal life, appropriate professional behavior and the broader context of the Church.
- Identify healthy church characteristics and articulate church growth principles to turn declining churches into growing churches, and establish successful church plants.
- Apply a biblical theology of mission for effective strategies to fulfill the Great Commission, focusing on unreached people groups.

#### **M.A. (concentration: English Bible)**

The M.A. (concentration: English Bible) is available on the Virginia Beach campus and through online distance education. It is a 60-credit-hour degree program designed to impart a working knowledge of English translations of the Scriptures. Basic interpretation skills, outlay of the Bible's essential unity and survey of scriptural themes represent the main features of this degree plan. In addition to the core biblical studies courses, English Bible students receive program exposure to all other parts of the Divinity course selections, including course choices from doctrine and history, missiology and practical theology.

The English Bible concentration is ideal for those planning to teach biblical studies in a church-related secondary school or a church educational program, and also for those desiring biblical studies enrichment while pursuing a profession or vocation other than Christian ministry.

Graduates with this concentration will be able to:

- Explain historical and religious backgrounds of the biblical books and how the leading biblical themes relate to each other in the unfolding of salvation history.
- Apply sound inductive hermeneutics to the interpretation of the English Bible including the proper use of such resources as lexicons, Bible dictionaries and commentaries in the broader context of spiritual development, preaching and teaching.
- Articulate major doctrines, historical perspectives and theological issues, including those related to spiritual renewal as these bear on Christian life and mission.
- Articulate contemporary intellectual issues and how the Church at home and abroad can penetrate societies with a Christian worldview.
- Express a breadth of knowledge of critical, biblical and theological issues in ways that are supported by biblical reasoning.

#### *Location of Instruction*

The M.A. (concentration: English Bible) is offered in two venues: on the Virginia Beach Campus and online via the Worldwide Campus. The online version requires that at least 50 percent of the coursework (i.e. 30 credits) be completed on the Virginia Beach Campus, while up to 50 percent of the coursework (i.e. 30 credits) may be completed online.

For the Approved Degree Plan (ADP) for the M.A. (concentration: English Bible), see  
<http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MA-Academic-EB.xls>

For the JOINT ADP, M.A. (concentration: English Bible), see  
<http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MA-Academic-EB-JOINT.xls>

Total Degree ..... 60  
(2-3 years)

\* If applicable, the Comprehensive Exam is to be equally divided between 10 half-hour units from the student's core courses and 10 half-hour units from cognate subjects.

### **M.A. (concentration: Old Testament)**

The M.A. (concentration: Old Testament) is designed to ground the student in an academic understanding of the biblical history, chronology, language and culture of the Old Testament (OT) Scriptures. Students are challenged to understand the essential unity of the Scriptures, as well as the progressive and practical nature of the biblical record. To this end, students will sample classes from New Testament and Practical Theology areas, as well as cultivate a broad working knowledge of OT Hebrew. Elective hours offer OT students an opportunity for intensive and directed study of OT books or themes and interpretational issues.

The concentration provides an extensive exegetical exposure to OT studies for those students whose career focuses may require an expositional treatment of the Scriptures, or the need for specialized academic research skills. The program in OT is an ideal academic foundation for post-graduate work, as well as a foundational teaching degree at the Bible college and Bible institute level. The literary and spiritual richness of this portion of the Bible supplies a wealth of study and ministry resources—whether one studies for personal enrichment or for Christian educational and/or pastoral leadership.

Graduates with this concentration will be able to:

- Explain historical and religious backgrounds of the biblical books—especially those of the Old Testament—and how the leading biblical themes relate to each other in the unfolding of salvation history.
- Apply sound inductive hermeneutics to the interpretation of the Bible including the proper use of such resources as lexicons, Bible dictionaries and commentaries in the broader context of spiritual development, preaching and teaching.
- Articulate major doctrines, historical perspectives and theological issues, including those related to spiritual renewal as these bear on Christian life and mission.

### *Location of Instruction*

The M.A. (concentration: Old Testament) degree program is offered only on the Virginia Beach Campus.

For the Approved Degree Plan (ADP) for the M.A. (concentration: Old Testament), see  
<http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MA-Academic-OT.xls>

For the JOINT ADP, M.A. (concentration: Old Testament), see  
<http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MA-Academic-OT-JOINT.xls>

Total Degree ..... 60  
(2-3 years)

\* If applicable, the Comprehensive Exam is to be equally divided between 10 half-hour units from the student's core courses and 10 half-hour units from cognate subjects.

### **M.A. (concentration: New Testament)**

The M.A. (concentration: New Testament) provides an academic understanding of the chronology, culture and language of New Testament (NT) Scriptures. It is ideal for students seeking to cultivate accurate interpretative tools for exegetical and expositional work in NT Bible, theology or Greek.

The NT concentration is distinguished by the use of the patented Greek Memory System, popularized in the widely used grammar system, *Greek to Me*. This system of language learning—taught by its author/designer—cultivates biblical Greek proficiency in the same way spoken languages are learned, emphasizing the progression from basic understanding to practical use. Greek learned this way is better appreciated for all its devotional, academic and expositional value.

The NT concentration is an ideal research foundation for doctoral work leading to careers in research, scholarly writing or teaching at the seminary and Bible college level. Students who plan such careers should choose—with the mentorship of NT faculty—an area of textual research in the earliest part of their seminary studies. Whether studying for an academic career, pastoral leadership or for personal growth, the NT degree offers tools for a life-long literary and spiritual appreciation of this portion of the Bible.

Graduates with this concentration will be able to:

- Explain historical and religious backgrounds of the biblical books—especially those of the NT—and how the leading themes relate to each other in the progressive unfolding of salvation history.
- Apply sound inductive hermeneutics to the interpretation of the Bible including the proper use of such resources as lexicons, Bible dictionaries and commentaries in the broader context of spiritual development, preaching and teaching.
- Articulate major doctrines, historical perspectives and theological issues, including those related to spiritual renewal as these bear on the Christian life and mission.

### *Location of Instruction*

The M.A. (concentration: New Testament) degree program is offered on the Virginia Beach Campus only.

For the Approved Degree Plan (ADP) for the M.A. (concentration: New Testament), see  
<http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MA-Academic-NT.xls>

For the JOINT ADP, M.A. (concentration: New Testament), see  
<http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MA-Academic-NT-JOINT.xls>

Total Degree ..... 60  
(2-3 years)

\* If applicable, the Comprehensive Exam is to be equally divided between 10 half-hour units from the student's core courses and 10 half-hour units from cognate subjects.

### **M.A. (concentration: Christian Doctrine & History)**

The M.A. (concentration: Christian Doctrine & History) is designed to cultivate a mature understanding of the Christian faith, and the Church and society from biblical and theological perspectives. Church history and the theological enterprise have much to offer Christians in our day—the faithfulness of church fathers and martyrs, the devotional legacy of classical spiritual disciplines, the expanding testimony of the church and mission through the ages, the recurrent theme of spiritual awakenings and renewal—these concepts, and more, make up this academic program.

Regent Divinity students in this concentration have unparalleled opportunity for mentorship and specialization in renewal theology and renewal church history. The program is distinguished by world-renowned, in-residence experts in Pentecostal/Charismatic church history and theology. Elective hours may be used for faculty-directed research or for personalized study in an area of interest.

A degree in theological or historical studies may provide the knowledge base needed by Christians seeking to engage the thought structures of society in such careers as educational and governmental policy advocates, responsible media managers, journalists and textbook writers. The program provides the ideal foundation for teachers of theology/church history in the seminary, Bible college, Bible institute and church/mission school settings.

Graduates with this concentration will be able to:

- Express a sound theological reasoning on contemporary societal issues by cultivating knowledge of historical, critical, biblical and theological themes.
- Understand classical principles of spiritual formation and be able to apply them to their own lives, as well as to those lives within the church to which they are called to serve in Christian ministry.
- Sensitively respond to the implications of a biblical and Christian worldview in ways that are consistent with the Church through the ages.

#### *Location of Instruction*

The M.A. (concentration: Christian Doctrine & History) degree program is offered on the Virginia Beach Campus only.

For the Approved Degree Plan (ADP) for the M.A. (concentration: Christian Doctrine & History), see  
<http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MA-Academic-CDH.xls>

For the JOINT ADP, M.A. (concentration: Christian Doctrine & History), see  
<http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MA-Academic-CDH-JOINT.xls>

Total Degree ..... 60  
(2-3 years)

\* If applicable, the Comprehensive Exam is to be equally divided between 10 half-hour units from the student's core courses and 10 half-hour units from cognate subjects.

### **M.A. (concentration: Biblical Interpretation, Pre-doctoral Studies)**

The M.A. (concentration: Biblical Interpretation, Pre-doctoral Studies) is a comprehensive academic degree allowing exposure to the entire seminary program, while providing the pre-doctoral student opportunities to hone specialized interpretational language and analytic writing skills through the direction of Ph.D. mentors on the faculty.

The concentration supplies the research foundation for doctoral work leading to career paths in scholarly research, textbook writing or teaching at the seminary, Bible college and missions school level. Usually an academic degree (with thesis) is sufficient for the pursuit of a research Ph.D. in the context of a university,

while the professional M.Div. degree is often prerequisite when a seminary offers the Ph.D. This particular degree meets the criteria for the ATS prerequisite of “an educational equivalency” of an M.Div. for purposes of admissions into ATS accredited D.Min. and Ph.D. degrees. NOTE: Students should determine the requirements of the post-Regent institution before deciding whether to pursue the M.A. or M.Div. degree.

Graduates with this concentration will be able to:

- Express through a demonstration of scholarly writing a broad knowledge of critical, biblical and theological issues that prepares one for doctoral work.
- Apply sound inductive hermeneutics to the interpretation of the Scriptures including the original languages and the proper use of such resources as lexicons, Bible dictionaries and commentaries in the broader context of spiritual formation, preaching and teaching.
- Articulate major doctrines, historical perspectives and theological issues, including those related to spiritual renewal as these bear on Christian life and mission.

#### *Location of Instruction*

The M.A. (concentration: Biblical Interpretation, Pre-doctoral Studies) is offered on the Virginia Beach Campus only.

For the Approved Degree Plan (ADP) for the M.A. (concentration: Biblical Interpretation, Pre-doctoral Studies), see <http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MA-Academic-BIPD.xls>

The M.A. (concentration: Biblical Interpretation, Pre-doctoral Studies) is NOT AVAILABLE as a JOINT degree.

Total Degree ..... 72  
(3+ years)

\* If applicable, the Comprehensive Exam is to be equally divided between 10 half-hour units from the student’s core courses and 10 half-hour units from cognate subjects.

#### **M.A. in Missiology and M.A. in Practical Theology**

These two *professional* degrees may be sufficient for those interested in ordination within some ministerial contexts. The standard, and usually preferred degree for ordination, is the Master of Divinity (see below). Both the M.A. in Missiology and the M.A. in Practical Theology are essentially two thirds of the two concentrations we have in our Master of Divinity degree presented below. These two professional M.A. degrees have the same grade-point average requirements as the M.Div. degree.

#### **M.A. in Missiology**

The M.A. in Missiology is a professional degree that prepares short-term career missionaries for evangelism, church planting and discipleship and leadership training for churches and parachurch ministries in cross-cultural contexts. This degree is ideally suited for those going out with mission-sending agencies not requiring extensive ordination prerequisites. Several areas of missions specialization are offered.

This degree prepares a student for a career-level calling to cross-cultural ministry from the mission fields of North America to the most unreached regions of the world. The particular focus on missiology and strategy development in this program prepares students to assume executive and organizational leadership roles in mission and parachurch ministries. The professional concentration provides technical skills that lead to competence and confidence in situations in which the gospel message must be preceded by addressing human quality of life needs. Our graduates will assume leadership in strategy planning, church planting and

expanding the base of national leaders who can lead their own evangelization movements and holistic responses of compassion, mercy and community development.

#### *Program Competencies*

Graduates of this program will be able to:

- Articulate strategies for effective leadership and discipleship training in the local church;
- Identify and implement key principles to establish dynamic worship, spiritual warfare, intercession and the release of gifts in the context of church corporate life;
- Lead a local congregation or network of churches in effective mobilization and sending of missionaries in closure-oriented objectives;
- Apply a biblical theology of mission for effective strategies to fulfill the Great Commission, focusing on unreached people groups;
- Identify healthy church characteristics and articulate church growth principles to turn declining churches into growing churches, and establish successful church plants;
- Apply spiritual formation practices to one's personal life, professional behavior and the broader context of the Church;
- Interpret and articulate doctrines, history and traditions of the Church and ethical issues in a compelling way, including those relative to the spiritual renewal as these bear on the Christian life and mission;
- Articulate contemporary intellectual issues and how the Church at home and abroad can penetrate societies with a Christian worldview;
- Explain historical and religious backgrounds of the biblical books and how the leading biblical themes relate to each other in the unfolding of salvation history.

#### *Program Length*

For a student who has no undergraduate background in the biblical and theological disciplines, the M.A. in Missiology will take two years of full-time study to complete. Other students who have undergraduate coursework in Bible, theology, biblical languages and religion may be granted advanced standing (subject to proficiency examinations), thus shortening the length of the degree. In this case, students are expected to possess an intellectual maturity clearly above the undergraduate level. Students who take part-time course loads will need more time to complete the M.A. degree.

#### *Location of Instruction*

The M.A. in Missiology is intended to be a residential program and is available at the Virginia Beach campus only. However, since the degree is intended to prepare students for cross-cultural ministry, some of the courses may be practical, onsite educational experiences in another culture and under supervision of the School of Divinity's faculty. All such learning programs must be pre-approved. Mission students are encouraged to plan practical application experiences into their program that are cross-cultural in nature and allow students the possibility of developing a database of financial and prayer supporters.

For the Approved Degree Plan (ADP) for the M.A. in Missiology, see  
<http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MA-Missiology.xls>

For the JOINT ADP, M.A. in Missiology, see  
<http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MA-Missiology-JOINT.xls>

## *Professional Concentrations*

### **Islamic Studies (15)**

|   |   |
|---|---|
| PMIS 569 Church Planting Among Muslims .....                  | 3 |
| PMIS 570 Introduction to Muslim Worldviews.....               | 3 |
| PMIS 571 The Qur'an .....                                     | 3 |
| PMIS 572 Islamic Politics & Global Mission .....              | 3 |
| PMIS 595 Professional Internship within a Muslim Context..... | 3 |
| (Electives)   |   |
| PMIS 568 Training for Evangelization among Muslims .....      | 3 |
| PPI 503 Middle East Politics .....                            | 3 |
| PMIS 574 Folk Islam and Sufism .....                          | 3 |

### **Missions Management (12)**

|  |   |
|--|---|
| NPRF 516 Accounting & Finance for Nonprofit Managers.....    | 3 |
| NPRF 646 Managing Nonprofit Organizations .....              | 3 |
| NPRF 647 Leadership .....                                    | 3 |
| NPRF 648 Topics in Nonprofit Development (Fundraising) ..... | 3 |

### *Other Concentrations:*

- Teaching English to Speakers of Other Languages (TESOL)  
Interdisciplinary Studies

### **M.A. in Practical Theology**

The M.A. in Practical Theology, available at the Virginia Beach campus, online via the Worldwide Campus, and at the Washington, D.C. Graduate Center, is a 60-credit-hour professional degree for those who have been called to specialized ministry settings. The heart of this program is the biblical understanding that theology is intensely practical in its application. Further, this program underscores the importance of balanced biblical reasoning, which precedes and inspires works of effective ministry. Spiritual formation, coursework, research, internship and practicums are directed toward the development of practical solutions to ministry challenges.

This degree is intended to provide biblical studies and ministry foundations for pastors, staff ministers, missionaries, military personnel and other professionals pursuing further graduate work. It is an excellent preparation for anyone aspiring to leadership-service positions within the church, the church staff or within nonprofit organizations, e.g., Christian education director, minister to youth, staff pastoral counselor. Also, the program is ideal for ordination preparation for some churches and denominations.

The M.A. in Practical Theology is a professional degree related to and carrying the same GPA requirements as the M.Div. degree. The M.A. in Practical Theology is designed to prepare church leaders and Christian workers in foundational biblical studies and ministry skills. Ideal for ministry specialists, it prepares one for roles and tasks that might differ from those expected of senior pastors or other traditional church leadership roles.

Ministry specialists such as pastors to youth, evangelists, discipleship instructors and support-role missionaries may find this degree perfect for their individualized training needs. It provides the biblical and ministerial foundations for those called to bi-vocational ministries, i.e., one pastoring a newly planted church while employing professional skills in the marketplace for financial support. The M.A. in Practical Theology is well-suited for ministers at the entry-level stage of development seeking the clarifying input of mentors and faculty. It is just as appropriate for senior ministry staff desiring a sabbatical or refresher experience. This program is the suggested degree plan for those on campus seeking a joint degrees option with one of the other colleges or schools at Regent University.

Graduates of this program will be able to:

- Understand and apply classical principles of spiritual formation and be able to apply them to their own lives, as well as to those whom they are called to serve in Christian ministry.
- Identify, evaluate and design effective strategies for leadership and discipleship training, and spiritual nurturing for the local church and its surrounding communities.
- Select and implement principles of dynamic worship, spiritual warfare, intercession and the release of gifts in the context of the corporate life of the Church.
- Identify healthy characteristics of church growth and renewal for the purposes of starting new churches or revitalizing declining ones into growing ones.
- Apply sound inductive hermeneutics to derive biblical theologies of ministry and mission for effective strategies in the broader context of spiritual development, preaching and teaching.

*Location of Instruction*

The M.A. in Practical Theology degree program is offered on the Virginia Beach Campus, online via the Worldwide Campus and at the Washington, D.C. Graduate Center, Alexandria, Va.

The online and Washington, D.C. Graduate Center programs require that at least 50 percent of the coursework (30 credits) be completed either on the Virginia Beach Campus or the Washington, D.C. Graduate Center, while up to 50 percent of the coursework (30 credits) may be completed online.

For the Approved Degree Plan (ADP) for the M.A. in Practical Theology, see  
<http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MA-PracticalTheology.xls>

For the JOINT ADP, M.A. in Practical Theology, see <http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MA-PracticalTheology-JOINT.xls>

Professional Concentrations

Cell Church Leadership (10)

|   |   |
|---|---|
| PMIN 502 Birthing the Cell Church .....   | 4 |
| PMIN 503 Developing the Cell Church ..... | 3 |
| PMIN 504 Maturing the Cell Church .....   | 3 |

Church and Ministry (9)

|  |   |
|--|---|
| Coursework from Practical Theology Electives ..... | 9 |
|--|---|

Interdisciplinary Studies (12)

|  |    |
|--|----|
| Integrative Coursework from Other Regent Schools ..... | 12 |
|--|----|

Ministry Coaching Studies (9-12)

|  |   |
|--|---|
| PMIN 574 Foundations for Ministry Coaching .....                 | 3 |
| PMIN 578 Ministry Life Coaching: Clinical Unit 2 .....           | 3 |
| PMIN 577 Ministry Gifting/Design Coaching: Clinical Unit 2 ..... | 3 |
| PMIN 578 Ministry Certification Coaching: Clinical Unit 3 .....  | 3 |
| PMIN 578 Ministry Coach Trainer: Clinical Unit 4 .....           | 3 |

Worship and Renewal (9-15)

|   |   |
|---|---|
| PMIN 527 Developing a Biblical View of Worship .....                    | 3 |
| PMIN 528 Examining Relational Issues Affecting the Worship Leader ..... | 3 |
| PMIN 529 Growing in Leadership Skills .....                             | 3 |

|  |                |
|--|----------------|
| PMIN 530 Exploring Historic & Current Worship Paradigms .....    | 3              |
| PMIN 531 Equipping the Worship Leader with Practical Skills..... | 3              |
| Total.....   | 60 (2-3 years) |

### **The Master of Divinity (M.Div.)**

The M.Div. is the traditional 90-credit-hour seminary degree that prepares men and women for professional church leadership roles. The M.Div. is a degree available in two concentrations: Missiology and Practical Theology.

The Regent M.Div. focuses on traditional and professional ministry skills orientation by giving special concentration to New Testament ministry emphases such as: skillfulness at evangelism, church planting, making disciples and leadership training for churches and parachurch ministries throughout the world, equipping believers for the work of the ministry and selecting reliable leaders who can finish well and pass on gifts and perspectives to others. This demands that faculty and students interact on a personal level with issues of personal integrity and spiritual formation, while probing the corporate and global levels of church-wide revitalization principles and strategies for the establishment of Spirit-empowered churches and ministries around the world.

#### **M.Div. (concentration: Missiology)**

The M.Div. (concentration: Missiology) is designed to lead to ordination with a full-time, cross-cultural ministry in view. The degree concentration prepares students in evangelism, church planting, discipleship and leadership training for churches and parachurch ministries throughout the world. Students will be equipped to train and mentor leaders in a cross-cultural context and to lead the local church in its role in world evangelization. The purpose of this concentration is to produce dynamic, “master builder” leaders who can help mobilize the global Church for the strategic completion of the Great Commission. Several areas of missions specialization are offered. The School of Divinity offers this as a concentration of its primary professional degree.

The M.Div. (concentration: Missiology) prepares students for a career-level calling to cross-cultural ministry either on the mission fields of North America or the most unreached regions of the world. The particular focus on missiology and strategy development in this program prepares students to assume executive and organizational leadership roles in mission and parachurch ministries. The professional concentration provides technical skills that lead to competence and confidence in situations in which the Gospel message must be preceded by addressing human quality of life needs. Our graduates will assume leadership in strategy planning, church planting and expanding the base of national leaders who can lead their own evangelization movements and holistic responses of compassion, mercy and community development.

Graduates of this concentration will be able to:

- Articulate strategies for effective leadership and discipleship training in the local church.
- Identify and implement key principles to establish dynamic worship, spiritual warfare, intercession and the release of gifts in the context of church corporate life.
- Lead a local congregation or network of churches in effective mobilization and sending of missionaries in closure-oriented objectives.
- Apply a biblical theology of mission for effective strategies to fulfill the Great Commission, focusing on unreached people groups.
- Identify healthy church characteristics and articulate church growth principles to turn declining churches into growing churches, and establish successful church plants.

- Apply spiritual formation practices to one's personal life, appropriate professional behavior and the broader context of the Church.
- Interpret and articulate doctrines, history and traditions of the Church and ethical issues in a compelling way, including those relative to the spiritual renewal as these bear on the Christian life and mission.
- Articulate contemporary intellectual issues and how the Church at home and abroad can penetrate societies with a Christian worldview.
- Explain historical and religious backgrounds of the biblical books and how the leading biblical themes relate to each other in the unfolding of salvation history.
- Apply sound inductive hermeneutics to the interpretation of the Bible including the proper use of such resources as lexicons, Bible dictionaries and commentaries in the broader context of spiritual development, preaching and teaching.

#### *Program Length*

For a student who has no undergraduate background in the biblical and theological disciplines, the M.Div. will take three years of full-time study to complete. Other students who have undergraduate coursework in Bible, theology, biblical languages and religion may be granted advanced standing (subject to proficiency examinations) thus shortening the length of the degree. In this case students are expected to possess an intellectual maturity clearly above the undergraduate level. Students who take part-time course loads will need more time to complete the M.Div. degree.

#### *Location of Instruction*

The Regent M.Div. (concentration: Missiology) is intended to be a residential program; however, since the degree is intended to prepare students for cross-cultural ministry, some of the courses may be practicums—onsite educational experiences in another culture and under supervision of the divinity faculty. All such learning programs must be pre-approved. Missions students are encouraged to plan practical application experiences into their program that are cross-cultural in nature and that allow students the possibility of developing a database of financial and prayer supporters.

For the Approved Degree Plan (ADP) for the M.Div. (concentration: Missiology), see  
<http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MDIV-Missiology.xls>

For the JOINT ADP, M.Div. (concentration: Missiology), see  
<http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MDIV-Missiology-JOINT.xls>

#### Professional Concentrations:

##### Islamic Studies (15)

|   |   |
|---|---|
| PMIS 569 Church Planting Among Muslims .....                  | 3 |
| PMIS 570 Introduction to Muslim Worldviews.....               | 3 |
| PMIS 571 The Qur'an .....                                     | 3 |
| PMIS 572 Islamic Politics & Global Mission .....              | 3 |
| PMIS 595 Professional Internship within a Muslim Context..... | 3 |
| (Electives)   |   |
| PMIS 568 Training for Evangelization among Muslims.....       | 3 |
| PPI 503 Middle East Politics .....                            | 3 |
| PMIS 574 Folk Islam and Sufism.....                           | 3 |

## Missions Management (12)

|  |   |
|--|---|
| NPRF 516 Accounting & Finance for Nonprofit Managers.....    | 3 |
| NPRF 646 Managing Nonprofit Organizations .....              | 3 |
| NPRF 647 Leadership .....                                    | 3 |
| NPRF 648 Topics in Nonprofit Development (Fundraising) ..... | 3 |

### *Other Concentrations:*

Teaching English to Speakers of Other Languages (TESOL)

Interdisciplinary Studies

## **M.Div. (concentration: Practical Theology)**

The M.Div. (concentration: Practical Theology)—available online—prepares students for full-time Christian service leading to ordination by providing training and mentoring for the general pastorate of a church or a specialized ministry as a staff minister. This M.Div. concentration provides the broad theological and ministry perspectives required by most ordaining bodies, and is the standard prerequisite for the D.Min. and other terminal degrees. Students planning to pursue ordination or terminal degrees should consult those bodies to determine specific requirements. The practical theology concentration is particularly designed to orient seminary students in traditional and classical church leadership skills and responsibilities—biblical interpretation, pastoral care, pulpit ministry and church and ministry administration.

Graduates of this concentration will be able to:

- Understand and apply classical principles of spiritual formation and be able to apply them to their own lives, as well as to those lives within the church to whom they are called to serve in Christian ministry and nurture.
- Demonstrate a facility with professional competencies for traditional church ministry and pastoral responsibility, while also being able to foster church growth through principles of corporate evangelism, discipleship and leadership development.
- Identify and implement key principles to establish dynamic worship, spiritual warfare, intercession and the release of gifts in the context of the Church's life.
- Demonstrate a commitment to unity within the body of Christ by modeling respectful appreciation of cultural, ethnic, denominational and traditional distinctives.
- To so understand healthy church characteristics as to be able to apply church growth principles in the establishing of successful church plants or to turn declining churches into growing ones.
- Apply a biblical theology of mission for the development of effective strategies to fulfill the Great Commission, focusing on unreached people groups.
- Demonstrate the ability to promote revitalization principles in church and ministry through consulting and problem-solving strategies.
- Interact with a denomination or ordaining body to satisfy their ordination requirements.
- Articulate contemporary intellectual issues and how the Church at home and abroad can penetrate societies with a Christian worldview.
- Explain historical and religious backgrounds of the biblical books and how the leading biblical themes relate to each other in the unfolding of salvation history—revealed through Israel, fulfilled in Christ and yet to be consummated.
- Apply sound inductive hermeneutics to derive biblical theologies of ministry and mission for effective strategies in the broader context of spiritual development, preaching and teaching.
- Articulate major doctrines, historical perspectives and theological issues, including those relative to the spiritual renewal as these bear on the Christian life and mission.

### *Location of Instruction*

The M.Div. on-campus degree program normally requires students to be in residence for most courses except internship and similar practical courses. The M.Div. degree can also be taken with up to two-thirds of the course material completed online, while at least one-third is completed at the Virginia Beach Campus.

For the Approved Degree Plan (ADP) for the M.Div. (concentration: Practical Theology), see  
<http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MDIV-PracticalTheology.xls>

For the JOINT ADP, M.Div. (concentration: Practical Theology), see  
<http://www.regent.edu/acad/schdiv/assets/students/docs/ADP-MDIV-PracticalTheology-JOINT.xls>

### Professional Concentrations

#### Cell Church Leadership (10)

|   |   |
|---|---|
| PMIN 502 Birthing the Cell Church .....   | 4 |
| PMIN 503 Developing the Cell Church ..... | 3 |
| PMIN 504 Maturing the Cell Church .....   | 3 |

#### Church and Ministry (9)

|   |   |
|---|---|
| Coursework from Practical Theology Electives..... | 9 |
|---|---|

#### Interdisciplinary Studies (12)

|  |    |
|--|----|
| Integrative Coursework from Other Regent Schools ..... | 12 |
|--|----|

#### Non-Profit Management (14)

|   |   |
|---|---|
| PMIN 519 Church Administration.....               | 2 |
| BUSN 631 Principles of Accounting & Finance ..... | 3 |
| BUSN 632 Principles of Marketing .....            | 3 |
| NPRF 681 Managing Nonprofit Organizations .....   | 3 |
| One of two:                                       |   |
| BUSN 640 Leading and Managing People .....        | 3 |
| NPRF 682 Nonprofit Fundraising/Development .....  | 3 |

#### Ministry Coaching Studies (9-12)

|  |   |
|--|---|
| PMIN 574 Foundations for Ministry Coaching .....                 | 3 |
| PMIN 576 Ministry Life Coaching: Clinical Unit 1 .....           | 3 |
| PMIN 577 Ministry Gifting/Design Coaching: Clinical Unit 2 ..... | 3 |
| PMIN 578 Ministry Certification Coaching: Clinical Unit 3 .....  | 3 |
| PMIN 579 Ministry Coach Trainer: Clinical Unit 4 .....           | 3 |

#### Worship and Renewal (9-15)

|  |   |
|--|---|
| PMIN 527 Developing a Biblical View of Worship.....                    | 3 |
| PMIN 528 Examining Relations Issues Affecting the Worship Leader ..... | 3 |
| PMIN 529 Growing in Leadership Skills .....                            | 3 |
| PMIN 530 Exploring Historic & Current Worship Paradigms .....          | 3 |
| PMIN 531 Equipping the Worship Leader with Practical Skills.....       | 3 |

## THE DOCTORAL PROGRAMS

### Doctor of Ministry (D.Min.)

This advanced professional degree enhances and builds upon the M.Div. degree for those involved in ministry leadership. The D.Min. degree requires an M.Div. or its educational equivalent (ordinarily a *seminary/theological* master's degree [e.g., M.A., MRE, MACE] enhanced by additional credits in biblical, theological/historical and pastoral/practical studies bringing the transcript total to 72 credit hours).

This equivalency *must* be satisfied completely before application can be made. The successful completion of the equivalency in no way guarantees admittance into the D.Min. program. Accordingly, specific goals have been established for the School of Divinity D.Min. degree:

- Foster continued growth in spiritual maturity;
- Build advanced understanding of the nature and purposes of ministry;
- Enhance competencies in ministerial analysis and skills;
- Explore and present new knowledge about the practice of ministry;
- Foster integration of these dimensions into the theologically reflective practice of ministry.

Through practical reflection, graduates deepen their knowledge and practice of leadership, enabling them to engage in fruitful ministry for Christ with increased intellectual and spiritual integrity. For some, the D.Min. degree serves as a life-long learning experience, while others use the frequent breaks the program provides for time to reflect and rebuild personal, spiritual and professional resources.

#### ***Career and Life Focus***

The D.Min. is a terminal professional degree primarily for leaders in the Church and its various agencies who desire to build upon the foundation of a M.Div. degree. It is a blend of academic coursework and practical training through distance education. The degree is ideal for those who serve the Church in congregational/pulpit ministries, institutional chaplaincies, counseling ministries, parachurch organizations, missions agencies and any other ministry settings wherein advanced leadership skills and training would make a difference. The D.Min. is a foundational teaching degree in some seminaries. The associated study period can also serve as a mid-career sabbatical or retooling for career changes in ministry.

#### ***Course Requirements***

|                                 |    |
|---------------------------------|----|
| Divinity Core Courses .....     | 18 |
| Professional Concentration..... | 9  |
| Integrative Examination.....    | 3  |
| D.Min. Project.....             | 3  |
| D.Min. Dissertation.....        | 3  |
| Total.....                      | 36 |

#### ***Doctor of Ministry Learning Process***

The D.Min. is based on the adult learning model requiring students to attend a one-week seminar for each course, while completing pre and post-session assignments at home. This model significantly affects the manner in which doctoral seminars are conducted. The professor's role is less of a lecturer and presenter and more of a facilitator. Students accepted into the program are expected to approach this level of learning from perspectives that are scholarly, professional, practical, solution-oriented and self-directed.

#### ***The Regent Leadership Profile***

A fundamental principle in strategic planning is “beginning with the end result in view.” As we designed the Regent D. Min. in Leadership & Renewal, we envisioned a degree that anticipates skills and perspectives needed in most ministry contexts on a daily basis. We coupled this with Regent Divinity’s unique theological

vision for spiritual revitalization of leaders and the expansion of the Church at home and abroad. Lastly, we configured every instructional experience—course selection, faculty teams, textbook choices, assignments and dissertations—to foster deep personal and professional transformation, spiritual renewal and ministerial effectiveness. We pledge to produce the following eight leadership capacities in each successful graduate. At the completion of the degree, students will have gained a greater capacity to:

- Foster Spiritual Health in Self, Others and Ministry—A profile ministry leader displays self-awareness, self-directedness and self-improvement toward growth goals on personal, spiritual and professional levels in ways that honor God through service to family, ministry, community and world. Such a leader also replicates healthy growth patterns in the lives of others by capitalizing upon opportunities to be an improving influence. Such a leader seeks to appropriate and engender spiritual renewal in self, others and groups in which they are affiliated (2 Timothy 4: 11-16).
- Merge Biblical and Theoretical Solutions to Problems—A profile ministry leader applies sound exegetical method and hermeneutical sense to contemporary life-circumstances that ministry leaders encounter. Such a leader draws on the resources, foundations and skills of biblical, historical and theological studies for the development of relevant faith perspectives, the fostering of spiritual growth in self and others and the praxis of faithful ministries in various settings (1 Timothy 2:15; 2 Timothy 3:16).
- Manage Vision, People, Processes and Resources—A profile ministry leader consistently and skillfully directs ministry structures toward the fulfillment of biblically derived ministry objectives. They have an experiential command on the nature, philosophy, contexts and conditions affecting the provision of ministry support in situations to which they are called. They express leadership in God's church as servants to Him and His people. The profile ministry leader prayerfully gauges ministry situations through strategic planning and decision-making, fosters clear direction for ministry teams, manages organizational structures, delegates team ministry, directs financial/personnel resources, collects and interprets feedback. Such a leader expresses prayerful dependence upon God in all phases of strategic planning, implementation, evaluation and refinement (Acts 11: 25-26).
- Reckon Prophetically with Local and Global Ministry Call—A profile ministry leader understands the ministerial call, with its implied aptitudes and abilities. Such a leader knows his or her giftedness and its implications at personal, family, church, community and societal and global levels. One's ministry can be related to the completion of the cultural and redemptive mandates of Scriptures. (1 Timothy 3: 1-15; Titus 1: 5-9; 1 Peter 5: 1-11; Matthew 24:14; Matthew 28:18-20).
- Critique and Adapt to Leadership-Needs Situations—A profile ministry leader applies critical thinking and skills to practical problems related to life and ministry with the result that innovative programs are formulated and implemented. Such a leader is grounded in biblical, theological and philosophical ministry values and discerns, processes, integrates, facilitates, designs and implements God-honoring and people-serving responses to needs (Acts 6:2-4).
- Fulfill Aims by Mobilizing and Empowering Others—A profile ministry leader consistently displays a quality of interactional skill between leaders and constituents that expresses itself in sensitivity, clarity, confidence and conviction. Such a leader facilitates change by effectively serving individuals and teams in ways that result in the achievement of ministry objectives; this involves efforts to motivate, organize, instruct, nurture, promote and empower others to fulfill ministry corporate plans. This also implies relational and communicational style, which affirms and cultivates biblically-derived values of human dignity, diversity, justice and integrity (Colossians 4:7-18).
- Catalyze Innovations and Change in Ministry—A profile ministry leader is solution-oriented in ministry contexts wherein challenges and opportunities demand a creative response. Such ministry situations are met with decisiveness, resourcefulness, innovation and resolution. Basic to this aptitude is the incorporation of input, skill and creativity from others (Philemon).

- Promote Spiritual Renewal in Self and the Church—A profile ministry leader practices awareness, promotion and assessment of historical and contemporary spiritual renewal movements. Such a leader does so with the intention of being prophetically relevant to one's times, people and ministry. Advocating spiritual renewal, the profile ministry leader also advocates the advancement of truth, soundness, judgment, wisdom and balance as renewal is appropriated among God's people. (Romans 12: 1,2; Acts 3:19; Acts 17:11; 2 Timothy 1:6).

### ***Phase I: Seminar Phase***

The program begins each fall with a cluster of students attending courses that build upon one another sequentially throughout the year. Five core courses (listed below) are offered annually. Various elective track courses are also offered, making it possible for students to select enough courses to complete this phase in one year. Students select all core courses and three additional elective courses—total of eight courses—to complete the coursework in the seminar phase. The core courses are listed below:

|   |   |
|---|---|
| DCOR 700 D.Min. Leadership Profile (Orientation).....                                 | 2 |
| DCOR 701 Leader's Life & Values.....  | 4 |
| DCOR 702 Vision, Mobilization & Management .....                                      | 4 |
| DCOR 703 Leading Spiritual Formation & Renewal (Retreat) .....                        | 4 |
| DCOR 704 Prophetic Leadership & Redemptive Focus .....                                | 4 |
| Select Elective/Professional Concentration Courses Credits in Year 1 or Year II ..... | 9 |

### **Professional Concentrations**

#### *Leadership & Renewal*

Leadership & Renewal concentrates on issues affecting ministry leaders in church ministry, both traditional congregational and nontraditional parachurch settings. Employing case studies, selected reading and practical projects, participants are challenged to align their lives and ministries with transformative, innovative and relevant approaches to solution-oriented management, organization, planning and service. Sample course titles include: Executive Leadership Confidence, Leading Generation NeXt, Developing the Leaders Around You, and Leading Community Transformation.

#### *Advanced Cell Leadership Training*

The Advanced Cell Training track is designed as an orientation process in Cell Church transitioning principles. Ministry leaders learn how to decentralize pastoral ministry by developing values of prayer, spiritual warfare, lifestyle evangelism and shared leadership in small group settings within their congregations. The desired result is a church more capable to edify, equip and release members as ministers in their community. Students attend three sequential seminars over a single year. Courses include: Birthing the Cell Church, Developing the Cell Church and Maturing the Cell Church.

#### *Clinical Pastoral Education (CPE)*

The School of Divinity is a member seminary of the Association of Clinical Pastoral Education (ACPE). D.Min. students may transfer completed CPE units as elective hours, reducing the time and cost of their degree by one-third. Additional leveling work may be required to prepare CPE students for their dissertation project. Clinical Pastoral Education transfer students are expected to pursue a ministry project and dissertation direction that incorporates leadership and renewal within the clinical context. Transfers are conducted with the director after acceptance.

#### *Independent Study and Flexibility Plans*

It may be necessary to modify the program's design in order to accommodate the special needs of students, especially military chaplains, missionaries on furlough, international students and pastors on call. In the event

of scheduling conflicts or course cancellations, students have the option of remaining on schedule through a maximum of six (6) credit hours of independent study or directed field research. Requests must be submitted in writing for approval.

### ***Phase II: Doctoral Candidacy Phase***

After all seminar coursework is completed, students synthesize the learning experience in a required integrative essay. This essay forms the basis of an oral examination conducted by a faculty committee. After passing integrative essays and oral examinations, students enter D.Min. candidacy. In this status they develop and complete the D.Min. project and dissertation, generally a one-year experience. This portion of the program requires no campus visits for coursework—only for the dissertation defense and graduation. The stages of this phase are as follows:

|   |   |
|---|---|
| Integrative Examination/Ministry Project Proposal ..... | 3 |
| Ministry Project.....                                   | 3 |
| Ministry Dissertation .....                             | 3 |

#### Pre-Session Preparation

Students prepare for courses by conducting a series of pre-reading and reflection exercises. Each core course is supplemented by a D.Min. Course Manual that is keyed to the D.Min. Leadership Profile. The manuals contain course syllabi, a pre and post-reading list (approximately 1,300 pages per course), self-reflection probes and self-administered ministry audits.

#### In-Session Interaction

The on-campus sessions are designed to facilitate faculty and peer-minister interaction. They are designed to be retreat-like, fostering spiritual refreshment, personal growth and new learning. We seek to bridge gaps between theory, practice and relevance through small group interaction, student case presentations, guest experts, self-reflection and local/regional field trips. A Leadership and Renewal Resource Table of recently published resources from national publishers is on hand during each session to allow students to review current resources in the field. Every effort is made to infuse each visit with innovative learning experiences and strategies that allow students to apply course principles immediately to their ministry situations.

#### Post-session Reflection

Upon the completion of on-campus sessions, students begin the work of post-session reflection and integration. The D.Min. Course Manual contains post-session probes and exercises that integrate readings, class lectures and case study feedback in a highly practical application. Instructional teams encourage students to complete work in ways that fulfill problem-solving objectives in one's ministry context. The course manuals allow students to conduct work that can be used in the development and completion of the final ministry project/dissertation design.

### ***D.Min. Culminating Experiences***

#### Integrative Examination

The integrative examination is a culminating two-part exercise wherein the students demonstrate scholarly, professional, practical and spiritual integration of the D.Min. experience. The student writes both a response to the Mid-Course Student Profile and a ministry project/dissertation proposal. In part one, the student submits and defends the Mid-Course Profile, integrating themes in the seminar phase of the program. Students are encouraged to reflect how achievement of the leadership profile has been facilitated during the program. The examination is a discussion interview based on the content of the profile. A passing grade on the exam marks the beginning of doctoral candidacy.

In part two, the student submits and defends a ministry project/dissertation proposal according to guidelines outlined in the D.Min. Ministry Project/Dissertation Research Guidebook. The proposal is equal to

chapter one of the dissertation. After approval of the proposal from the dissertation committee, the research and writing phase is conducted under the close supervision of the faculty. Major portions of the ministry project and dissertation have been planned into the development of the D.Min. course sequence.

### Ministry Project and Dissertation

The final experience of the D.Min. Program is a two-step, in-ministry reflection process. The first step is a ministry project. A student identifies a problem in ministry and proposes solutions. The ministry project is a specialized application of the curriculum to the student's ministry context. The project may be scheduled to occur over several months after the student's coursework is completed. After the student has collected, interpreted and evaluated his or her ministry projects sufficiently, the second step begins—writing dissertation reports. Using the skills and materials provided in the prerequisite training component of the D.Min. Orientation, the student write a publishable, multi-chapter report about his or her ministry project.

### ***Visiting the Campus for In-Residence Seminars***

D.Min. sessions are configured as five-day modular seminars. D.Min. classes are available each term. Students complete in-residence requirements with several visits over a one- to two-year period. All post-session coursework is due for evaluation by the deadline published in individual syllabi.

### **Ph.D. in Renewal Studies**

This advanced academic degree builds upon the M.Div. degree for those involved in scholarship and advanced theological education. The Ph.D. in Renewal Studies degree requires an M.Div. or its educational equivalent (a *seminary* master's degree [e.g., M.A., MRE, MACE] enhanced by additional credits in biblical, theological/historical and pastoral/practical studies). The purpose of this degree is to provide training for teachers and researchers in theological schools, colleges, and universities, and for the scholarly enhancement of ministerial practice for persons serving the Renewal movement worldwide. Graduates of this program will be expected to produce landmark original research in Renewal Studies, write authoritative histories of this movement, and become world-class educators specializing in Renewal Studies.

Accordingly, specific goals have been established for the School of Divinity Ph.D. in Renewal Studies degree:

- To equip learners with a *comprehensive knowledge* of the history, theology, and praxis of Renewal Studies;
- To enable them to engage in *original research* and writing that *advance theological understanding* for the sake of academy, church, and society;
- To study at a doctoral level the broad spectrum of theological traditions, as well as all periods of Church history, with special attention given to the Renewal dimensions of each subject area;
- To enable the student to develop a *commitment to the vocation of theological scholarship* in its dimensions of *teaching, learning, and research*.

The Ph.D. in Renewal Studies program with concentrations in Theology and History includes a curriculum to equip doctoral students with the appropriate breadth of academic learning and practical skills needed to perform theological research and instruction of the highest order. The following outcomes may be formulated as responses to three question areas: (1) What will our students *know*? (2) What will our students *experience* (in terms of values clarification)? (3) What will our students *be able to do* with their knowledge at the end of the program?

*What will our students know?* After completing this program, students will be able to:

Demonstrate a comprehensive knowledge of the history of Christianity, especially the roots and modern history of the Pentecostal/Charismatic Renewal;

Demonstrate an understanding of the spectrum of theological traditions, the nature of theological and doctrinal statements *per se*, and the major issues in contemporary theology, particularly from a Renewal perspective;

**Demonstrate awareness of the contemporary conventions of advanced academic research and communication, including newly emerging possibilities for framing inquiries and organizing and examining data;**

**Express facility with research methods and approaches in history and theology, with special reference to Renewal Studies;**

Identify the major issues of biblical interpretation and demonstrate an in-depth knowledge of pneumatology in biblical theology;

Demonstrate the ability to teach and communicate with skill and exhibit familiarity with instructional planning, learner needs, teaching strategies, and assessment techniques through readings, discussions, and field-based activities.

*What will our students experience?* After completing this program, students will be able to:

**Appreciate the authority of the Bible as the inspired Word of God, which is the final arbiter of faith and practice.**

Understand the importance of the Holy Spirit, the living reality of God with us, in every theological enterprise.

Know the empowering, renewing, and sanctifying work of the Holy Spirit in their lives.

Comprehend that a godly character and personal integrity are primary building blocks of all Christian scholarship, ministry, and service.

Come to appreciate and facilitate the ecumenical renewing work of the Spirit as it works across denominational borders.

Value academic excellence as part of their service in the Kingdom.

**What will our students be able to do? After completing this program, students will be able to:**

Serve as leading researchers, teachers, and administrators in a renewed Christianity in the 21<sup>st</sup> century.

Teach in universities, seminaries, and Bible colleges.

Perform original research and participate in theological discussions on the highest level from a Renewal perspective.

Publish dissertations, books, and articles in scholarly series, and contribute to the international theological discourse on the highest level.

### A Contextual Program to Reflect the Renewal Ethos

*The Ph.D. in Renewal Studies program addresses both the development of the specialized theological competencies appropriate to the scholarly study of Renewal Theology and the particular needs of most students in the program. Of central concern is a higher educational program that breathes the ethos of the Pentecostal/Charismatic Renewal. As the name of the movement suggests, Renewal theology is characterized by an emphasis on the experiential and transformational context of Christian thought and activity.*

This degree is a **contextual program**. It satisfies the demands of Renewal pedagogy by allowing students to remain *in situ* within their teaching and ministry contexts as an integral part of their learning experience. This goal will be achieved by combining intensive residential periods of instruction with course content and instructor mentoring facilitated via modern educational technology.

### Residential Requirements

The Ph.D. program has been designed within a “modular” framework. Each course of the curriculum will be completed during an intensive residential period (“modular”) on Regent’s campus in Virginia Beach. Residential periods will be held in one month during the summer (late June/early July), two weeks in the fall (September/October), and two weeks in the winter/early spring (late January).

There is a compulsory residency period of six months during the dissertation phase of the program. Students will be required to spend a six months sabbatical in residence near the source of best information appropriate for their dissertation research. (In many cases, this research arena will be the Regent main campus.)

## Online Course Management

This program utilizes the Internet, computer technologies, multi-media and other delivery systems to support the residential program of theological research and educational experience. Through Regent’s online course management system, *Blackboard®* (Bb) students will be guided in an overview study of the prescribed material before the on-campus residential period. Thus a student must have access to the internet through an Internet Service Provider (ISP) that has the necessary capabilities to function within this online environment.

These technologies allow professors to actively guide learners to reflect on their educational experiences, as well as address the appropriate application of program content in their individual professional contexts. This allows learners to make authentic connections between the formal curriculum and the realities of the workplace.

Each course in the curriculum will have both pre-residential and post-residential assignments which are often delivered and submitted within Bb.

There will be required weekly communication between professor and students, as well as between students themselves, using both asynchronous and synchronous features within Bb. Telephone conferencing will also be used. Personal interaction will occur continually in a variety of ways. These methodologies enable frequent and meaningful contact between professor and students regardless of geographical location. This arrangement creates an enhanced opportunity for mentoring, allowing professors to be in regular communication with students in order to guide them in their courses, as well as in the challenges and issues of contextual application. These technologies and methodologies make high quality instruction possible, while honoring the contextual values of the Renewal tradition.

## Program Requirements

Students will be required to use the language(s) competently in which relevant primary texts are written, as well as those in which there is important secondary material during both their course of studies and their dissertation research. This includes at least one ancient and one or more modern languages.

The degree has two concentrations, Theology and History, and requires 48 units of classes plus the Comprehensive Examinations and dissertation. This course work deals with different aspects of Renewal Studies, such as Renewal Theology and understanding the history of the Renewal movement, as well as skill-building courses in research and academic writing, communication and teaching, and spiritual formation. The Ph.D. Program Director serves as the students’ advisor, who assists in planning the schedule of courses and supervises the students’ progress.

*Advising and Mentoring.* During the first residential period, each student will be required to schedule an interview with the Program Director, who will provide initial orientation and advice about course work and examinations. Students will be encouraged to begin thinking about a

dissertation topic. This will be an opportunity for students with special needs and interests to communicate them to the Program Director. The responsibilities of the doctoral mentor will also be discussed with the student. The doctoral mentor has to send in a report on the student's progress to the Program Director every year.

*Comprehensive Examinations.* Upon completion of all course work, the student completes Comprehensive Examinations before engaging in formal work on the dissertation. The Comprehensive Examinations evaluate the student's attainment of program study objectives. The examinations include both written and oral exams. Detailed information will be available in the Doctoral Handbook. Throughout their course work students will be required to perform activities that will enable both formative and summative assessment. Each student will have developed his/her own personal portfolio. Students will, therefore, have undergone substantial assessment by the time they enter the comprehensive examinations phase.

*Advancement to Candidacy.* Official candidacy for the doctorate signifies an advanced stage in the student's progress and is characterized by self-directed research in the completion of a dissertation under the direction of a faculty dissertation advisor. In order to be admitted to candidacy, the student must have successfully:

1. Passed the Comprehensive Examination,
2. Received approval of a dissertation proposal by the students' dissertation committee.

*Dissertation.* After passing the Comprehensive Examinations, the student will enroll for the dissertation for up to four semesters (3 units per semester). A student must enroll for a minimum of two terms and must be enrolled for the dissertation the semester of graduation. Dissertation students are considered full-time for a maximum of four semesters. Doctoral students must submit a dissertation evidencing high attainment in original scholarship. Dissertations must be of a quality to be publishable in respected refereed scholarly series.

*Time Limit for Completion of the Degree.* Students have a maximum of seven years from the date of entry into the Ph.D. program—i.e., the first day of the first term in which the student begins his/her work—to fulfill all degree requirements. During this seven-year period, a continuous acceptable registration status must be maintained. Active registration requires a minimum registration of three credits per term (part-time) and five credits per term (full-time). The only other acceptable status is a leave of absence which must be approved by the Ph.D. Director. Only students who have been approved for formal leaves of absence may extend beyond the seven-year limit. Exceptions to the time limit other than the approved leave of absence are granted only in extraordinary circumstances (e.g., a medical emergency, or unexpected active duty service in the United States military). Exceptions to the time limit must be approved by the Program Director.

*Residential Requirement During Dissertation Phase.* In order to support students in the dissertation phase, sending institutions are *required* to grant students a six-month sabbatical upon entrance into the dissertation phase. The site of the sabbatical should coincide with the location of the pertinent resources needed for the writing of the dissertation. Should this not be possible, a student may spend two three-month periods, or three two-month periods at this research location.

*Doctoral Seminar.* Within a collegial environment students have the opportunity to present their research and take part in the discussion on an appropriate level for Ph.D. students. There will be ongoing communication between professor and students, as well as between students themselves, using both asynchronous and synchronous features within Bb. Telephone conferencing may also be used. The seminar will be structured in such a way that both on and off campus students will be

able to participate. This seminar will fulfill an important supporting and mentoring function throughout the Ph.D. program.

*Colloquia and Seminar Series.* Lecture series and/or seminars are planned in order for doctoral students to interact with distinguished scholars. This type of forum includes the present Azusa Street Lecture series. The Azusa Street Lectures have been presented annually by the Regent University School of Divinity since 1995.

*Final Oral Examination.* Upon passing the defense, the candidate must submit an original and five copies of the dissertation signed by the dissertation committee to the program assistant two weeks prior to expected graduation. The final examination is an oral defense of the dissertation before the student's dissertation committee and other invited guests.

*Graduation Requirements.* All students must present an acceptable dissertation, have satisfactorily passed their comprehensive examinations, and have completed all required coursework with a minimum 3.25 GPA to qualify for graduation.

## **Academic Schedule**

Students will be required to attend intensive on-campus residential weeks for *four weeks* in the summer, *two weeks* during the fall, and *two weeks* during the spring.

## **COURSE DESCRIPTIONS**

The course descriptions are divided into the graduate (Old Testament, New Testament, Biblical Interpretation, Christian Doctrine and History, Practical Theology, Missiology) and doctoral (D.Min., and Divinity Cognates in the Ph.D. in Organizational Leadership and Ph.D. in Communication) program areas. Core courses are offered at least once every two years.

### **Biblical Interpretation (BINT)**

**BINT 500 Principles of Bible Study 1 (3)** Inductive approach to Bible study method that teaches skills for observing, interpreting and applying Scripture. Fundamental hermeneutical principles are set forth while doing exegesis. Prerequisites: ACAD WRIT (or concurrent); BNTB 304 (undergraduate New Testament Survey) (or concurrent).

**BINT 501 Masters Research & Writing (1)** As writing is an essential part of masters, graduate work, this course is required for all masters students. A guide to effective writing at the masters level. For research papers, students will learn to choose a topic, to do research, to utilize correctly the research in the presentation, to structure and complete the research paper. Students will also become familiar with the School of Divinity style manual which prescribes the form of writing papers, especially the standard footnote/endnote form. Other types of required masters papers and exercises, such as journaling and reporting, will also be covered. It is expected, when possible, that students will take this course in their first term of graduate work. This course builds on components of the University Library course (UNIV LIB) and the University Academic Writing course (ACAD WRIT). (Pass/No Pass)

**BINT 502 Principles of Bible Study 2 (2)** Detailed inductive study of a biblical book (other than Mark). Attention to proper use of various English versions of the Bible, concordances, commentaries, word studies and other study aids. Includes outlining for sermons or lessons. May be taken again with a different biblical book and applied for BOTB or BNTB credit. Prerequisites: BINT 500, BOTB 303 (undergraduate Old Testament Survey).

**BINT 504 Biblical Hermeneutics (3)** Introduction to distinctives of various types of biblical literature, with an emphasis upon resultant considerations for interpretation and contemporary application. Topics: historical narrative, psalm, wisdom, parable, epistle, prophecy and apocalypse. Prerequisites: BINT 500, BOTB 303 (undergraduate Old Testament Survey), BNTB 304 (undergraduate New Testament Survey) .

**BINT 506 Introduction to Biblical Languages (2)** Introduction to the basic features of Hebrew and Greek and to available study aids such as lexicons, concordances, commentaries, etc. Enables those with little or no prior knowledge of the biblical languages to engage in basic word studies and grammatical exercises. Prerequisites: BOTB 303 (undergraduate Old Testament Survey); BINT 500 or concurrent.

**BINT 510 Unity of the Bible (3)** A study tracing the unfolding of biblical revelation in its historical context, resulting in a broad overview of the message of the Bible. Considers the role of the Intertestamental period. Prerequisites: BNTB 304 (undergraduate New Testament Survey) and one of the following: BOTB 501 or 502.

**BINT 520 Hermeneutics & Criticism (2)** A consideration of contemporary issues in biblical criticism in relation to the interpretation of Scripture. Topics include historical criticism, form criticism, redaction criticism and insight on how the New Testament uses the Old Testament. Attention given to criticism and the evangelical scholar. Prerequisites: BOTB 303 (undergraduate Old Testament Survey), BNTB 304 (undergraduate New Testament Survey), BNTB 541 (or concurrent) and one of the following: BINT 500, BOTB 542 or BNTB 542.

**BINT 524 Pauline Theology (3)** A study of the discipline of biblical theology using the Pauline correspondence within its historical context. Deals with the leading themes of Pauline theology that can be drawn from Paul's writings. Prerequisites: BNTB 304 (undergraduate New Testament Survey), completion of BINT 500.

**BINT 530 Biblical Law (3)** This is an exegetical course in the laws of the Bible, using the Decalogue as its own principle of organization. Develops the meaning of the laws in context and their appropriate applications, with emphasis on the nature of their applicability to policy issues such as pluralism, penology, lawful oaths, blue laws, church and state jurisdiction, gender roles, marriage, capital punishment and other topics (crosslisted: LAW 811 [School of Law]; MPP 663 [Robertson School of Government]).

**BINT 597 Advanced Graduate Research (1-4)** Designed for those who are preparing for advanced graduate study and a teaching career, whose preparations for doctoral work are better served by an advanced graduate research project instead of a thesis. This project will incorporate original study and research using historical, critical, biblical and theological tools and analysis. The focus will be on an issue or topic in a biblical, historical, or theological discipline. This project must be approved by the academic dean's office. Prerequisites: UNIV LIB, completion of BINT 598 and one year of a degree program. (Pass/No Pass)

**BINT 598 Thesis Research & Writing (1)** Required for those writing a thesis. A guide to effective thesis research and writing, from choosing a topic to structuring and completing the thesis. First four weeks allocated to library research methods with the remainder devoted to acquiring critical competencies in reading and writing academic literature in one's thesis area. Requires an official Thesis Proposal that is to follow the *Thesis Manual*. Prerequisites: UNIV LIB, second-year status and permission of instructor. (Pass/No Pass)

**BINT 599 Thesis (2)** Designed for those who are preparing for advanced graduate study and a teaching career. The thesis is a document that incorporates original study and research using historical, critical, biblical and theological tools and analysis, following the structure and timetable in the *Thesis Manual*. Focuses on an issue or topic in a biblical or theological discipline. Prerequisites: UNIV LIB, completion of BINT 598 and one year of a degree program. (Pass/No Pass)

### New Testament (BNTB)

**BNTB 304 Survey of the New Testament (3)** Formerly BNTB 502, this course is required for M.A. and M.Div. programs (or completion of the Biblical Knowledge Placement Exam). It does not fulfill credit requirements for the degree plan. This course is taught within the School of Undergraduate Studies as UGN 304 and provides an overview of the background and key themes of the nature, contents and history of the OT examined from within their own context and from the perspective of their NT fulfillment. A passing grade in the course is required. Prerequisites: ACAD WRIT (or concurrent).

**BNTB 501 New Testament 1: Jesus and the Gospels (3)** An examination of the theologies of the four Gospels and a study of Jesus and the critical events of his life in the context of first-century Palestinian Judaism. Prerequisites: BNTB 304 (undergraduate New Testament Survey), BINT 500.

**BNTB 502 New Testament 2: Acts to Revelation (3)** Taking into account the religious and social context of the period, this course discusses major voices of the New Testament, particularly in relation to the birth, development and expansion of the church. Prerequisites: BNTB 304 (undergraduate New Testament Survey), BINT 500 (concurrent).

**BNTB 506 Synoptic Gospels (2)** Exploration of the origin, nature and purpose of the first three Gospels in relation to contemporary research, including the synoptic problem, form criticism and redaction criticism. Discusses the contemporary relevance of each Gospel message. Prerequisites BNTB 304 (undergraduate New Testament Survey), BINT 500. (Offered on demand.)

**BNTB 535 The Parables of Jesus (3)** Introduction to the parables of Jesus. Attention to the history, methodology, structure, content, exegesis and theological shaping of parable interpretation. Prerequisites: BNTB 304 (undergraduate New Testament Survey), completion of BINT 500.

**BNTB 540 New Testament Greek 1 (4)** Beginning course that covers the indicative and subjunctive moods, participles, infinitives, pronouns, contract and liquid verbs. Prerequisites: BNTB 304 (undergraduate New Testament Survey) (or concurrent). Pass/No Pass for M.A. students; however, students may petition to receive a letter grade.

**BNTB 541 New Testament Greek 2 (1)** Studies of the mi-verbs, imperative and optative moods and further work with pronouns. Includes translation and exegesis of 1 John. Offered during the first five weeks of the spring semester. Prerequisite: BNTB 540.

**BNTB 542 Greek Exegesis (3)** Develops reading vocabulary and exegetical skills through intensive study of 1 and 2 Thessalonians in the Greek text. May be offered using another books of the Greek NT. Offered the last 10 weeks during the spring semester. Prerequisite: BNTB 541 (or concurrent).

**BNTB 543 Readings in the Greek New Testament (2)** Exercises in translation, vocabulary building and exegesis of select portions of the Greek NT and LXX. Prerequisites: BNTB 542, BINT 500.

**BNTB 544 Intermediate Greek (2)** Detailed overview of the leading Greek grammars using the software programs that assist in the research of the Greek NT. Prerequisites: BNTB 542 or equivalent.

**BNTB 545 The Geographical & Historical Setting of the Bible (4)** Offered either through the Jerusalem University College (formerly the Institute of Holy Land Studies), or through American Christian Trust in affiliation with The Hebrew University of Jerusalem as a summer course. May replace a 3-credit-hour BOTB or BNTB course and 1-credit-hour Bible Elective course.

**BNTB 546 Literary Background to the New Testament (2)** Readings from a variety of literature from the Intertestamental period that cast light on the NT. Readings are taken from the Apocrypha, the Pseudepigrapha, the Dead Sea Scrolls and various Hellenistic works. Attention given to rabbinic tradition from the Mishnah. (Offered on demand.) Prerequisites: BOTB 303 (undergraduate Old Testament Survey), BNTB 304 (undergraduate New Testament Survey), BINT 500, and one of the following: BOTB 501 or 502.

**BNTB 585 Early Christian & Jewish Views of Jesus (2)** Study of the discipline of biblical theology using the Gospels and the Pauline correspondence within their historical context. Deals with the early Christian and Jewish understandings of Jesus drawn from the interplay between the NT writings and Jewish writings. Follows a format of a Jewish-Christian dialogue on Christianity and rabbinic Judaism of the first century with particular emphasis on the various affirmations concerning Jesus' identity. Offered every two years. Prerequisites: BINT 500; BINT 502.

#### **Old Testament (BOTB)**

**BOTB 303 Survey of the Old Testament (3)** Formerly BOTB 502, this course is required for M.A. and M.Div. programs (or completion of the Biblical Knowledge Placement Exam). It does not fulfill credit requirements for the degree plan. This course is taught within the School of Undergraduate Studies as UGN 303 and provides an overview of the background and key themes of the nature, contents and history of the OT examined from within their own context and from the perspective of their NT fulfillment. A passing grade in the course is required. Prerequisites: ACAD WRIT (or concurrent).

**BOTB 501 Old Testament 1 (3)** Introduces the OT against its ancient Near Eastern background. Using the order of the Tanakh (Hebrew Bible) this course provides a critical and historical overview of the Pentateuch, Joshua through 2 Kings and Isaiah. The significant theological themes, events and personalities of these books will be considered. Prerequisites: BOTB 303 (undergraduate Old Testament Survey), completion of BINT 500.

**BOTB 502 Old Testament 2 (3)** Using the order of the Tanakh (Hebrew Bible) this course focuses on the prophetic books of Jeremiah through Malachi, along with Psalms, the Wisdom Literature, and Daniel. Prerequisites: BOTB 303 (undergraduate Old Testament Survey), completion of BINT 500.

**BOTB 503 Introduction to Old Testament Theology (3)** Directed reading and research into the nature, history and method of Old Testament theology with an examination of the major theological concepts / themes in the Old Testament. Understanding of the current debate, familiarity with significant Old Testament scholars and research on a particular topic / issue in O.T. theology will be emphasized. Prerequisites: BOTB 501 or 502.

**BOTB 540 Biblical Hebrew 1 (4)** Gives a basic knowledge of the phonology, morphology and syntax of biblical Hebrew in order to begin reading and interpreting the Hebrew Bible with the help of basic lexical and exegetical tools. Introduces all the linguistic tools needed to begin reading and interpreting the Hebrew Bible. Prerequisite: BOTB 303 (undergraduate Old Testament Survey), BINT 500 (or concurrent).

**BOTB 541 Biblical Hebrew 2 (1)** Continues the purposes of biblical Hebrew 1, with special concentration on the weak (irregular) Hebrew verbs. Offered the first five weeks of the spring semester. Prerequisite: BOTB 540.

**BOTB 542 Hebrew Exegesis (3)** Introduces the basic methodology of Hebrew exegesis and covers a select book of Hebrew OT or select representative passages (e.g., narrative, law, psalms, prophecy/poetry) of the Hebrew OT. Analysis of the text with a view toward preparation for biblical exposition, preaching or further academic study. Offered the last 10 weeks of the spring semester. Prerequisite: BOTB 541 (or concurrent).

**BOTB 543 Readings in the Hebrew Old Testament (2)** Exercises in translation, vocabulary building and exegesis of select portions of the Hebrew OT. Prerequisite: BOTB 542.

**BOTB 544 The Psalms (2)** This course is an examination and exegesis of the Psalms within the Hebrew canon and within Israel's worshipping community. Attention is given to the history, methodology, structure, content, exegesis and theological shaping of psalm interpretation. Prerequisites: BOTB 303 (undergraduate Old Testament Survey), BINT 500.

**BOTB 545 Geographical & Historical Setting of the Bible (4)** Offered either through the Jerusalem University College (formerly the Institute of Holy Land Studies) or through American Christian Trust in affiliation with The Hebrew University of Jerusalem as a summer course, this may replace a 3-credit-hour BOTB or BNTB course and 1-credit-hour Bible elective course.

**BOTB 550 Biblical Aramaic & Other Semitic Languages (2)** Introduction to the basic features of the Semitic languages. Study of the basic elements of biblical Aramaic grammar and syntax, including phonology, the strong and weak verbs, basic vocabulary and an ability to read biblical Aramaic sentences, which also focuses on basic, biblical Aramaic vocabulary, including Hebrew, Akkadian, Persian and Greek loan words. Attention given to the primary Aramaic texts in the OT: Ezra 4:8-6:18; 7:12-26; Daniel 2:4-7:28. By special arrangement, can be adapted to similar studies of the Semitic languages of Ugaritic or Akkadian. Prerequisite: completion of BOTB 542.

### **Practical Theology (PMIN)**

**PMIN 501 Church & Ministry (3)** Presents biblical principles of church leadership and life with an emphasis on team ministry. Examines key ministry practices as foundations for church renewal and revitalization. Recommended as a prerequisite to other ministry courses.

**PMIN 502 Birthing the Cell Church (4)** Overview of the theology, structure and function of the cell church movement. Provides the basic components found in every cell church and identifies the variations found in the cell model as exemplified in key churches. Explains the nurture, evangelism and discipleship functions of the cell group. Focuses on discerning a church's readiness for the cell model and how to begin implementing cell groups.

**PMIN 503 Developing the Cell Church (3)** Overview of the total process that a church goes through in implementing a thorough and healthy cell system, including: how to begin and supervise the initial cell groups, how to introduce the values, as well as the vision for cells, how to gain the ownership of key leaders for change; and how to communicate fresh vision to church members. Prerequisite: PMIN 502.

**PMIN 504 Maturing the Cell Church (3)** Explains how to effectively coordinate key dimensions of church life to have an expanding base of cell groups. Teaches how to train members in relational evangelism and how to identify and equip a growing number of cell leaders. Teaches how to plan an

integrated church calendar that allows evangelism, discipleship and training to flow together smoothly. Prerequisite: PMIN 503.

**PMIN 506 Surveying the Cell Church (3)** This course will orient leaders to the cell model, its biblical basis, historical roots, and practical application, providing an overview of the theology, structure and function of the cell movement. The emphasis is on the basic components found in every cell church and the key variations in the model as exemplified in key cell churches. A special focus is on how a cell church answers the questions regarding effective Edification, Equipping, Empowering, Evangelism, and Every Member Ministry. (This course is not a part of the “Cell Church” track. It is designed as an overview and, as such, is suitable as an elective course.)

**PMIN 507 Evangelism Explosion (3)** This course seeks to equip students in relational evangelism through the *Evangelism Explosion International* model and methodology. The format will combine classroom instruction, demonstrations, memorization and actual outreach through door to door visitation, known as ON-THE-JOB-TRAINING (OJT). The students will be taught through the training lectures and demonstrations by certified EE Trainers and OJT visitation when the EE Gospel Presentation will be shared in actual life situations. Emphasis is given to the state of the unevangelized world and how to strategically complete the Great Commission through local churches. This course will be held on-site at an existing EE church.

**PMIN 508 Implementing Contemporary Evangelism (2)** Seeks to equip students with the means of personal evangelism and leading a ministry or a church to implement a evangelistic ministry in order to reach the unevangelized and participate in the Great Commission mandate of Jesus.

**PMIN 509 Models of Biblical Discipleship (2)** Seeks to equip students to be growing disciples of the Lord Jesus Christ and introduce them to biblical models of reproducing and multiplying disciples. Since making disciples is the ultimate goal of the Great Commission, and local churches represent "the seedbed" for discipleship training, emphasis is given to acclimatizing the local church for discipleship and designing a plan for discipleship.

**PMIN 511 Pastoral Care, Counseling & Conflict (3)** Teaches how to develop strategies for effective emotional and spiritual healing in the unique context of the church. Presents models for biblically based, spiritually gifted strategies for key issues as an integrated part of the mentoring and making disciples process.

**PMIN 513 Church Planting Models & Methods (2)** Analysis of historical and contemporary church planting case studies from various church traditions, demographic settings and cultural contexts. Develop a particular strategy in consultation with active church-planting efforts across the country.

**PMIN 514 Christian Leadership Development (3)** Study of biblical principles concerning the development and exercise of Christian leadership. Consideration is given to mobilizing the laity for service in the local church by using the spiritual gifts.

**PMIN 515 The Ministry Leader: Lifestyle & Skills (3)** Based on a survey of critical works by adult and leadership formation authorities, emphasis is placed on key life-focus tasks for career ministry leaders. Explore biographical method as a means of conducting personal, theological and professional reflection. Special emphasis given to the following life focus process items: sovereign foundations, character formation experiences, early leadership formation influences, current ministry/internship options and lifelong vocational selection.

**PMIN 516 Evangelism Strategies for New and Established Churches (2)** Develops evangelism as a lifestyle and examines how to maximize relational sharing in the lives of leaders and members. Time sensitive

harvesting events are examined as specific peoples in a strategic plan development are identified. Participate in hands-on involvement and analysis of regional church planting and evangelism efforts.

**PMIN 517 Church Growth & Revitalization (3)** Survey of the present spiritual condition of the American church and an evaluation of why local churches plateau, decline and die. In contrast, identify specific church renewal characteristics that are essential for future church health, growth and revitalization. Prerequisites: either SFRM 501, and PMIN 501.

**PMIN 518 Christian Education (3)** Looks at the teaching office in the church and home by examining biblical principles to teach and train adults, youth and children. Presents models of effective strategies in such critical areas as singles discipleship and other culturally current issues.

**PMIN 519 Church Administration (2)** Examination of effective ways to administrate the local church, including the role of lay leadership. Attention will be given to budgets and facilities, with a view to ministry opportunities. Prerequisite: SFRM 501.

**PMIN 520 Youth Ministry Philosophy, Ethics & Issues (2)** Develop effective approaches to youth and family in the context of specific social, cultural and ethnic dynamics. Addresses issues such as family life, communication, sex and dating, teen cells, leadership development, substance abuse, violence and gangs in terms of a biblically based and culturally-current methodology. Offered on demand.

**PMIN 523 Youth Ministry Conference (2)** Presentation of training principles, models and materials to aid youth pastors and workers in leading and revitalizing ministry to youth. Offers exposure to various youth ministry experts with an emphasis upon future directions of youth ministry.

**PMIN 524 Preparation of Biblical Messages (3)** Systematic approach to developing biblical messages (sermons or lectures) that are driven by genuine human need, by the results of sound biblical exegesis and by clear, specific application of that biblical truth to the lives of the hearers. Requires the mastery of a 17-step procedure of moving from congregational need to a biblically grounded message requiring specific changes in the hearers. Should be taken as late as possible in the M.Div. or M.A. program, since it builds on courses in ministry, Bible, biblical languages and interpretation and involves some laboratory presentation and evaluation by instructor and students. Prerequisite: BINT 500, Greek/Hebrew preferred.

**PMIN 525 Pulpit Ministry (2)** Study of the theology, theory and practice of preaching with emphasis on expository, narrative and topical forms of sermons. Mainly consists of laboratory preaching experiences and evaluation by instructor and students. Prerequisites: BOTB 303 (undergraduate Old Testament Survey), BNTB 304 (undergraduate New Testament Survey), BINT 500 (or all concurrent), PMIN 524 preferred.

**PMIN 527 Developing a Biblical View of Worship (3)** Study of the principles of worship as found in the OT and NT. Includes study of the Tabernacle as a model of worship, worship in the lives of biblical characters and the biblical roots of worship practices developed in the early church. (Recommend: BINT 506 before or concurrent.)

**PMIN 528 Examining Relational Issues Affecting the Worship Leader (3)** Study of the many and varied roles and relationships of the worship leader. Emphasis on the relationship between the worship leader and the pastor. Considers the relationships between the worship leader and other staff members, singers/instrumentalists and the congregation.

**PMIN 529 Growing in Leadership Skills (3)** Study of the characteristics and responsibilities of a good leader as they relate to the worship leader. Planning, organizing, staff development and decision making are topics of consideration.

**PMIN 530 Exploring Historic & Current Worship Paradigms (3)** Study of the current trends and issues related to contemporary worship. Consideration is given to various worship models, worship evangelism, cross-cultural issues and church worship transition.

**PMIN 531 Equipping the Worship Leader with Practical Skills (3)** Study of the current available resources and techniques employed by contemporary worship leaders. Consideration is given to practical issues related to rehearsal techniques, programming, mini-technology, sound re-enforcement, use of drama and worship events.

**PMIN 533 Women & Men in Ministry: A Biblical Paradigm (2)** Examination and analysis of the history, theology and contemporary issues relating to women and ministry in the Church. Attention devoted to interpretive issues that help define the theological and practical aspects of women's ministries in the local church context. Prerequisites: BNTB 304 (undergraduate New Testament Survey), BOTB 303 (undergraduate Old Testament Survey) (or both concurrent).

**PMIN 534 Mentoring for Women in Ministry (2)** Specialized concentration on the nature and dynamics of Christ-centered service as related to women in ministry and mission. Consists of an interactive, relationally based format that allows women preparing for ministry-related careers to be mentored in the contexts of lecture and small-group discussion by women of distinction currently active in diverse ethnic, cultural and denominational settings. Prerequisites: BNTB 304 (undergraduate New Testament Survey), BOTB 303 (undergraduate Old Testament Survey) (or both concurrent).

**PMIN 538 Strategic Prayer Movements for Cities (2)** Focuses on the biblical, historical and current role of prayer as it affects church life, city outreach and world missions. An integration of personal and corporate prayer is developed and practiced in the classroom setting.

**PMIN 541 Pentecostal Holiness Polity (2)** Detailed, non-apologetic and non-proselytizing overview of the history, values, mission and practices of the Pentecostal Holiness Church. (on demand)

**PMIN 542 Assemblies of God Polity (2)** Detailed, non-apologetic and non-proselytizing overview of the history, values, mission and practices of the Assemblies of God Church. (on demand)

**PMIN 543 International Church of the Four Square Gospel Polity (2)** Detailed, non-apologetic and non-proselytizing overview of the history, values, mission and practices of the Four Square Church. (on demand)

**PMIN 544 Association of Vineyard Churches Polity (2)** Detailed, non-apologetic and non-proselytizing overview of the history, values, mission and practices of the Vineyard Church. (on demand)

**PMIN 545 Roman Catholic Church Polity (2)** Detailed, non-apologetic and non-proselytizing overview of the history, values, mission and practices of the Roman Catholic Church. (on demand)

**PMIN 550 Pastoral Theology (3)** Develops an integrated perspective of the pastoral functions, practices and offices in the local church, e.g., sacraments, funerals and weddings. Critical issues in pastoral leadership are examined with an emphasis on avoiding pastoral pitfalls and fulfilling your calling with integrity.

**PMIN 553 Intercession as Ministry: Principles & Practice (3)** Formational, experiential approach to principles and practices related to the ministry of intercession. Examines biblical and historical models defining the ministry of intercession and how these models relate to the individual and corporate intercessor ministry in the contemporary Church. Emphasizes addressing each individual's need for spiritual development in understanding and practicing intercessory prayer. Prerequisites: BNTB 304 (undergraduate New Testament Survey) (or concurrent); recommended: PMIN 500 or PMIN 505 and SFRM 501.

**PMIN 554: Christian Pilgrimage (3)** Experiential, formational approach to exploring the Christian Pilgrimage of faith by analyzing the developing traditions of spiritual direction and the classic spiritual disciplines: how the synthesis of spiritual direction and disciplines may be appropriately integrated into therapeutic processes and holistic healing. Prerequisite: PMIN 500 or PMIN 505.

**PMIN 560 Urban Ethnic Ministry Strategies (2)** Exploration of the unique dynamics and opportunities for ministry in the African-American, Hispanic, Asian, etc., urban contexts. Urban cultures are studied as phenomena of historic, social and economic transformation within and about cities in the U.S. and abroad. Exercises cultural awareness perspectives and appropriate ministry skills. Addresses specific critical issues and analyze successful models.

**PMIN 561 Reconciliation Ministry Issues & Strategies (2)** Addresses the racial and ethnic tensions in the church and community, including its sources, effects and projected impact on the gospel witness. Examines various models of reconciliation with strategies that impact both urban/suburban and cross-cultural ministry.

**PMIN 562 Building Coalitions for Urban Ministries (2)** Examines strategic models that partner churches, community organizations, social agencies, schools and businesses for the purpose of restoring at-risk communities. Develops innovative methods that encourage 21<sup>st</sup>-century roles for evangelism and compassion ministries.

**PMIN 571 Clinical Pastoral Education (6)** Clinical Pastoral Education (CPE) provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: (1) gain permission from the dean's office; and (2) apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive 6 credit hours, the CPE unit must include at least 400 hours of supervised experience.

**PMIN 572 Clinical Pastoral Education (6)** This course is for those who need a second CPE course (i.e. "unit"). Clinical Pastoral Education (CPE) provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: (1) gain permission from the dean's office; and (2) apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive 6 credit hours, the CPE unit must include at least 400 hours of supervised experience. Prerequisite: PMIN 571.

**PMIN 574 Foundations for Ministry Coaching (3)** This course is designed to give ministry leaders the academic and philosophical coaching foundations for a sustainable development of workers and leaders who will relate to one another, and their culture, in an authentic and supportive manner. Current research on emotional and relational competence, expressed in coaching methodologies, and its impact on leadership effectiveness will be examined. Peer coaching assignments research the ethics and competencies of the emerging professional coaching industry. Ministry leaders that go on to develop these foundations in additional supervised coach certification will discover expanding opportunities for intergenerational ministry in the emerging culture. This course is required before PMIN 576-579 can be taken and transferred into Regent School of Divinity. Prerequisite: NONE

**PMIN 576 Ministry Life Coaching: Clinical Unit 1 (3)** This class will develop greater clarity and focus on how to integrate key past, present and future leadership development issues for maximized leadership influence for yourself and those you coach/mentor. Coaching and peer co-mentoring sessions help identify a leader's values, key leadership transition points, principles and patterns of how God uniquely works through individual leaders, and a personal plan for healthy stewardship and balance in a leader's life. This course must be taken in an off-campus, clinical context from a certified coaching organization approved in advance by the Academic Dean's office. In order to receive 3 credit hours credit, the clinical life-focus experience must include an approved combination of at least 150 hours of supervised activities, including coaching experience, peer and small group reflections, and academic work. Prerequisites: PMIN 574.

**PMIN 577 Ministry Gifting/Design Coaching: Clinical Unit 2 (3)** Exploring the impact of our unique design and gifting on communication, conflict, teambuilding, empowerment and decision-making, this course focuses on personal and corporate transformation through clinical profiles in coaching. Resources and tools needed to coach individuals or groups (even an entire congregation) through the process of gift implementation are both learned and passed on to others in supervised ministry settings. This course must be taken in an off-campus, clinical context from a certified coaching organization approved in advance by the Academic Dean's office. In order to receive 3 credit hours credit, the clinical life-focus experience must include an approved combination of at least 150 hours of supervised activities, including coaching experience, peer and small group reflections, academic work, and presenting a workshop in a ministry setting. Prerequisites: PMIN 574.

**PMIN 578 Ministry Certification Coaching: Clinical Unit 3 (3)** Combining the previous expertise from PMIN 575, 576, and 577, this course integrates all of the resources and feedback to coach others in most all ministry settings. Expert supervision is provided as students coach utilizing case studies, role-plays, real-life issues, and continually updated web resources to assist them in bringing lasting transformation to others. Mastery of designing and activating personal and group growth plans are developed as reference for future work in churches and ministry organizations. This course must be taken in an off-campus, clinical context from a certified coaching organization approved in advance by the Academic Dean's office. In order to receive 3 credit hours credit, the clinical life-focus experience must include an approved combination of at least 150 hours of supervised activities, including coaching experience, peer and small group reflections, academic work, and coaching successfully through supervised feedback and exam. Prerequisites: PMIN 574, and PMIN 576 OR PMIN 577.

**PMIN 579 Ministry Coach Trainer: Clinical Unit 4 (3)** This course is designed for those who have proven competency and calling to train others in Transformational Leadership Coaching. Students are supervised in training others to become coaches, bringing accelerated coach training into churches and ministry organizations, and developing their own coaching niches as part of their ministry calling. Students must be recommended by supervisors from previous courses and must make application for approval to a certified coaching organization approved in advance by the Academic Dean's office in

order to take this course. (Only certified coaching organizations will be considered.) In order to receive 3 credit hours credit, the clinical certification coaching must include at least 150 hours of supervised activities, including coaching experience, peer and small group reflections, academic work, and training coaches successfully through supervised feedback and exam. Prerequisites: PMIN 574, PMIN 576, PMIN 577, AND PMIN 578.

**PMIN 585: Ministry Seminar (1-4)** In-depth study and discussion of various specific topics related to the practical ministry curriculum of the School of Divinity. It may include faculty presentations, dialogues, student presentations, outside speakers or a combination of these.

**PMIN 595 Internship (1-6)** Supervised ministry experience during the program that applies the practical theology curriculum in a ministry setting. Includes an orientation seminar, practical ministry, weekly supervisor sessions, field evaluations and a final report. May be done in any ministry track. Prerequisites: UNIV LIB, SFRM 501.

#### **Missiology (PMIS)**

**PMIS 500 World Christian Perspectives (3)** Multifaceted integrative course that focuses on the biblical, historical and cultural dimensions of world evangelization. Emphasis is given to the state of the unevangelized world and how to strategically complete the Great Commission.

**PMIS 502 Missions & the Local Church (2)** Overview of the local church and its relationship to the mission mandate. Topics of study will include missions education, the role of church leadership in missions and developing the local church into a sending church.

**PMIS 506 Multiplying Missions in the Local Church (3)** Overview of the local church and its relationship to the mission mandate. Topics of study will include missions mobilization, missions education, the role of church leadership in missions and the development of the local church into a sending church. For those wanting to receive complete training in the AIMS seminars, strategic alliances and products, it provides new information and certification. Can be taken in place of PMIS 502.

**PMIS 509 Culture: Entry & Adaptation (2)** Study of current communication theories as they relate to barriers in effective missionary communication in non-Western settings. A missiological view of human cultures with special attention given to the influence of culture on the theology and practice of Christian witness.

**PMIS 510 Training Intercultural Leadership (3)** This integrative course focuses on the theological and historical basis for intercultural training, whereby the student will be exposed to a larger definition and approach to intercultural missiology. The course will also emphasize the importance of training intercultural personnel through cooperative efforts within the larger Christian community. The purpose of this course is for the leader (1) to be able to commit to intercultural training as a natural discipline and responsibility of the church, and (2) to learn from the functional structures (or networks) that facilitate fellowship, idea exchange, and resources with other members from the larger intercultural community. Students will also learn to contribute and to multiply themselves by equipping new trainers.

**PMIS 515 Contemporary Tentmaking (2)** Examination of the biblical and missiological definition of tentmaking. Presents views of various missions leaders regarding this “bi-vocational approach” to missions. Strategic planning concerning the role of tentmaking is considered in the overall plan of God for fulfillment of the Great Commission. Offered alternate years.

**PMIS 518 Signs & Wonders at Home & Abroad (2)** Study of the working of the Holy Spirit in signs and wonders on the mission field today. Relationship of the person and work of the Holy Spirit to church growth, evangelism and leadership training in light of diverse cultural and religious contexts.

**PMIS 520 World Religions & Religious Movements (2)** Presented in two sections: 1) survey the historical origin, development and beliefs of the major religions of the world, excluding Christianity; and 2) explores the way in which salvation is presented in contemporary cults such as Mormonism, Jehovah's Witnesses, Christian Science, Sun Myung Moon's Unification Church, Eckankar, The Way, Free-masonry and the New Age Movement.

**PMIS 522 Missions Conference (2)** Annual missions conference for the university community and Hampton Roads area. Includes special guests, missions speakers, chapel services and workshops. Participation in conference workshops and completing relevant assignments may earn graduate credit.

**PMIS 523 Unreached Peoples Consultation (2)** Annual event that develops viable strategies for closure among specific peoples from each of the five mega-spheres of the unreached. Opportunity to experience and participate in foundational frontier missions planning with leading missiologists from around the world.

**PMIS 524 Nonresidential Missions - Key Contact Training (2)** Integrative course that focuses on the mobilization, coordination, facilitation and enabling role across the full spectrum of the Great Commission Christian World. Emphasis on unevangelized people groups in the "10/40 Window." Designed to train missionaries to be key contacts, advocates, facilitators, mobilizers and coordinators for an unevangelized people group in the 10/40 Window.

**PMIS 530 World Evangelization Strategy (2)** Survey of evangelistic approaches being used around the world, with emphasis given to the development of practical, strategic approaches to world evangelism. Prerequisite: PMIS 500 (or concurrent).

**PMIS 533 Mission Principles & Practices (2)** Study of the person, role and responsibilities of the modern missionary, including an overview of the potential opportunities and difficulties one will meet on the field. Prerequisite: PMIS 500 (or concurrent).

**PMIS 534 Evangelism & Church Growth in Contemporary China (3)** Presents the growth and development of the Church in the People's Republic of China from 1949 to the present, as viewed against a backdrop of widespread social and political change. Includes the impact of the Gospel on China's minority nationalities and current opportunities for ministry among Chinese in China, as well as those in Diaspora.

**PMIS 545 Cross-Cultural Communication on the Mission Field (2)** Study of current communication theories as they bear upon barriers to effectual communication by persons from Western cultures in non-western settings; verbal and nonverbal communication; role and status as culturally prescribed communication factors; and perception as culturally structured.

**PMIS 555 Field Work (1)** Provides the practical application of missions principles, preferably within a cross-cultural ministry opportunity. Conducted under the supervision of a missions faculty member and a field representative. Prerequisite: PMIS 500.

**PMIS 560 Humanitarian Aid in Developing Nations (3)** Demonstrates how humanitarian aid fits into the Great Commission and emphasizes the development of practical tools of humanitarian aid for global evangelization and discipleship.

**PMIS 568 Training for Evangelization among Muslims (3)** Seeks to evaluate and provide resources addressing the content, form and style of Christian evangelization of Muslims. Guidelines for evangelizing Muslims are derived from Scripture and history, and the process of conversion and power encounter are analyzed in Muslim contexts. Specific attention is given to the aspects of Muslim evangelism—people movements, contextualization, theological harmony and dissonance, felt needs and the sensitivities required by special groups such as Sufis and Folk Muslims. Prerequisite: PMIS 570.

**PMIS 569 Church Planting Among Muslims (3)** Deals with the crucial question of how church planting can be faithful to biblical patterns while being relevant to local and modern Muslim cultures. Consideration is given to creating a sound, practical church-planting methodology while exploring cell models, case studies, contextual strategies and the importance of signs and wonders.

**PMIS 570 Introduction to Muslim Worldviews (3)** A survey from a Christian perspective of key elements that give shape to the Muslim worldview with the aim of preparing Christians for ministry to Muslims. Special attention is given to the role of Muhammad, the Qur'an, diversity within Islam, Islamic values, thought, social structure and theology. Implications for cross-cultural communication are analyzed along with questions of contextualization.

**PMIS 571: The Qur'an (3)** A survey of the text of the Arabic Qur'an [Koran] in English, and the three kinds of commentary on it by Muslims: Islamists, Centrists, and Reformists. The students will compare the translation and commentary of three published Qur'ans, respectively those of Hilali & Khan, Abdullah Yusuf Ali, and Maulana Muhammad Ali. Lectures and assignments will seek to understand the Qur'anic basis of these three expressions of Islamic religion, and Christian conceptual strategies to challenge them.

**PMIS 572: Islamic Politics & Global Mission (3)** A survey of the kinds of Islam in regard to the relationship between religion and state, Islam and the West, law and human rights, jurisdiction and terrorism, as well as the Qur'an and the Bible, with special emphasis on the Qur'anic doctrines of Ummah (global religio-civil Islamic community), martial Jihad (holy war against infidels), Dhimma (a concessionary charter of alienable rights for Jews and Christians in a Muslim regime) and Shari'a (canonical Muslim law). The focus of these themes throughout will be the contrast between the global mission strategies of Islam and Christianity. *Crosslisted with Law (LAW 812) and Government (GOV 659).*

**PMIS 574: Folk Islam and Sufism (3)** Folk Islam and Sufism will be studied with a view to discovering their power and appeal. Students will study Folk Islam and Sufism to get an overview of different types of Muslim practices so that the student can apply the biblical missiological principles of the power encounter to proclaim the gospel among animistic and mystical Muslims.

**PMIS 580 Missions Practicum (2-3)** Opportunity to gain practical experience by working with Hampton Roads-based mission agencies. Prerequisite: UNIV LIB, PMIS 500 or PMIS 502.

**PMIS 580 Teaching Practicum (1-4)** Opportunity to gain practical experience in an area of ministry or missions. As it pertains to students in the cooperative program with Old Dominion University, the practicum experience is a TESOL teaching situation supervised by a Regent faculty member and is expected to occur in a non-English speaking context.

**PMIS 585 Missions Seminar (1-4)** In-depth study and discussion of various specific topics related to the missions curriculum of the School of Divinity. It may include faculty presentations, dialogues, student presentations, outside speakers or a combination of these. Several guest and faculty lectures dealing with various aspects of mission work are on videotape; may be used for credit in areas of specialization: Asia: A

Christian Perspective; Cross-cultural Communication on the Mission Field; Cultural Aspects of Missions; Muslim Awareness; Muslim Evangelization; and Strategic Power Shifts in Missions, etc.

**PMIS 595 Missions Internship (1-6)** Supervised, cross-cultural experience during the program that applies academic curriculum to practical mission experience. The components include an orientation seminar, practical ministry, weekly supervisor sessions, field evaluations and a final report. Prerequisites: UNIV LIB, SFRM 501, PMIS 500, PMIS 502, PMIS 533.

### **Spiritual Formation (SFRM)**

**SFRM 501 Spiritual Formation 1 (3)** Foundational process in discovering personal leadership profile and spiritual giftings; assessing maturity and professional competency; and developing a vision, mission and practical strategies applicable to career development. Prerequisites: ACAD WRIT (or concurrent); BNTB 304 (undergraduate New Testament Survey) (or concurrent).

**SFRM 502 Spiritual Formation 2 (3)** Spiritual formation issues in relationship to ministerial internship. This course includes the student internship experience which serves as the basis for the continuation of the spiritual formation of the student. Assessing spiritual progress within the professional context. It is expected that students will take this course midway in their degree program, usually the second year. Prerequisite: SFRM 501; BINT 501.

**SFRM 503 Spiritual Formation 3 (3)** Final assessment of student spiritual progress within the personal and professional contexts with a view to a recommendation for ministerial fitness. It is expected that students will take this course in the final year of their degree program. Assessment of vision, mission and practical strategies applicable to professional development. Prerequisite: SFRM 502.

**SFRM 510 Christian Spirituality (3)** A comprehensive, integrated study of the biblical meaning and theology of spirituality; the historical development of and the contemporary practice of the spirituality that encompasses Christian faith, life and ministry. The traditional "streams" of Christian spirituality: "contemplative, holiness, charismatic, evangelical, social justice and incarnational" will be carefully examined from a context that allows students to explore these streams biblically, historically and contextually. These streams of faith will also be explored by reading, reflection and discussion of the Christian classic writings: the faith and practice of the classics' authors. Various assessments, practice in Christian disciplines, small group discussion, group prayer retreats and a culminating small group project in social justice/compassion ministry affords each student continuing formation in faith and equipping for ministry. Prerequisites: SFRM 501.

### **Christian Doctrine, History, and Philosophy (TCDH)**

**TCDH 501 Systematic Theology 1 (3)** This course, the first of two in systematic theology, endeavors to familiarize students with the doctrines of the Christian faith from a biblical perspective, while engaging the historical tradition of the Church. This first course will address the nature and importance of theology, theological method, the nature and attributes of God, including the Trinity, Christology, soteriology, and introduce the subject of pneumatology. Prerequisites: BINT 500, BOTB 303, BNTB 304.

**TCDH 502 Systematic Theology 2 (3)** This course, the second of two in systematic theology, endeavors to familiarize students with the doctrines of the Christian faith from a biblical perspective, while engaging the historical tradition of the Church. This second course will address pneumatology, Christian life and experience, ecclesiology, and eschatology. Prerequisites: BINT 500, BOTB 303, BNTB 304.

**TCDH 504 Angelology & Demonology (2)** A biblical, theological and historical study of the nature, functions and activity of angels and demons. Explores the whole realm of the supernatural in our time. Prerequisites: BOTB 303 (undergraduate Old Testament Survey), BNTB 304 (undergraduate New Testament Survey) .

**TCDH 522 Christian Ethics (3)** Studies theological and biblical foundations that determine the formation of Christian moral decision-making and shape a personal lifestyle. Examines selected contemporary moral issues in the light of biblical teachings. Includes an overview of the prophetic call to the community and nation to mobilize the church in addressing crucial social issues.

**TCDH 523 Christian Apologetics (3)** A survey of the philosophical methodologies used in the defense of the Christian faith, especially evidentialism (facts to faith) and presuppositionalism (faith to facts), focusing on the relationship between faith and reason in current Catholic and Protestant defenses, and with biblical applications to modern and postmodern challenges. No former training in philosophy is required.

**TCDH 524 Philosophy of Religion (3)** A survey and exploration of some of the most profound and exciting questions that one meets in the study of religion. For example: What is the nature of faith? Of reason? How do they relate? What is the nature of religious experience, and what does it tell us? Can the existence of God be reasonably proven? How do we understand the problem of suffering and of evil from a theistic perspective? How does a timeless God relate to a temporal world? What is the relationship between revelation and language, and between religion and science? How are we, as Christians, to understand and evaluate the faiths of the other world religions? Can one talk rationally of ethics without God?

**TCDH 540 Church History & Renewal 1 (3)** Concentrated study of key historical movements in the history of the Church, with special emphasis on renewal movements such as the Montanists, Monasticism, the Franciscans and the Reformation.

**TCDH 541 Church History & Renewal 2 (3)** Concentrated study of Pietism, the Moravian Revival, the missionary movements, John Wesley and the Methodists, the Holiness movement, Pentecostalism and the modern Charismatic movement. Emphasizes the key elements of revival in each movement.

**TCDH 542 Charismatic Renewal Theology (2)** Examines cutting-edge trends in Pentecostal/ Charismatic thought, e.g., examinations of: hermeneutics, cessationism, classical Pentecostal distinctives, contemporary charismatic aberrations, Spirit Christology, and a *revisioned* biblical theology of the Holy Spirit, the kingdom of God, faith, prayer, mission and Christian existence. Prerequisite: TCDH 501 or 502.

**TCDH 543 Survey of Contemporary Theology (3)** Covers the last 400 years of major movements in theological thought and their continuing influence, e.g., the Enlightenment, the Romantic movement, Liberalism, Neo-Orthodoxy, Fundamentalism, Evangelicalism, Roman Catholic Theology, Pentecostalism, the Liberation Theologies and a special section on biblical criticism and theology. Involves extensive reading and examinations. Required for pre-doctoral M.A. Prerequisite: the core TCDH courses (i.e. TCDH 501 & 502).

**TCDH 544 The Holiness-Pentecostal Movement (3)** Survey of the beginnings of the holiness movement, both in Britain and America, and the origins of the Pentecostal movement from its inception to the present time. Attention on specific Wesleyan teachings and experience that were carried over into Pentecostalism. Evaluates the beginnings and development of Pentecostalism as a unique movement, both in America and throughout the world. Focuses on the formation and development of the major Pentecostal denominations. In addition to contributing theological and ecclesiastical influences, the social and cultural origins of Pentecostalism will be studied in detail.

**TCDH 545 The Charismatic Movement Today (3)** Surveys the beginnings, growth and current developments in the 20<sup>th</sup> century charismatic movement. Covers the antecedents of the various charismatic movements, is international in scope, covering both mainline and independent churches.

### **Intercultural Studies (ILDR)**

Elective courses for the Masters in Organizational Leadership (MOL), Intercultural Studies concentration in through the School of Leadership Studies (SLS). (For additional information, refer to the SLS portion of the University catalog.)

**ILDR 500 World Leadership Perspectives (3)** Multifaceted integrative course that focuses on the ancient, historical and cultural dimensions of world leadership perspectives. Emphasis is given to the state of the world and how to strategically serve.

**ILDR 502 Leadership through Groups (2)** Overview of local groups and their relationships to the mandate to serve. Topics of study will include multi-cultural education, the role of leadership in developing local groups.

**ILDR 509 Cross-Cultural Leadership (2)** Study of current communication theories as they relate to barriers in effective communication in non-Western settings. A servant view of human cultures with special attention given to the influence of culture on effective servant leadership.

**ILDR 514 Leadership Development (3)** Study of time-proven principles concerning the development and exercise of leadership. Consideration is given to mobilizing people for service by using the personal gifts.

**ILDR 515 The Leader: Lifestyle & Skills (3)** Based on a survey of critical works by adult and leadership formation authorities, emphasis is placed on key life-focus tasks for career leaders. Explore biographical method as a means of conducting personal, philosophical and professional reflection. Special emphasis given to the following life focus process items: sovereign foundations, character formation experiences, early leadership formation influences, current service/internship options, and lifelong vocational selection.

**590 Field Experience (varies [1-4])** Research special projects that will enrich your program of study. This is to be a truly independent process with only preliminary guidance and final evaluation from the sponsoring faculty member. Regarded as a rigorous undertaking with attendant discipline and accountability. Agree upon with your professor and complete a formal Learning Contract outlining details of the Independent Study. Regularly listed catalog courses are not to be taken as Independent Studies. Prerequisite: UNIV LIB, completion of 15 credit hours.

**591 Field Experience 2 (varies [1-4])** Research special projects that will enrich your program of study. This is to be a truly independent process with only preliminary guidance and final evaluation from the sponsoring faculty member. Regarded as a rigorous undertaking with attendant discipline and accountability. Agree upon with your professor and complete a formal Learning Contract outlining details of the Independent Study. Regularly listed catalog courses are not to be taken as Independent Studies. Prerequisite: completion of 15 credit hours. Prerequisites: UNIV LIB

**ILDR 595 Internship (1-6)** Supervised, cross-cultural experience at the culmination of the program that applies academic curriculum to practical multi-cultural experience. The components include an orientation seminar, practical service, weekly supervisor sessions, field evaluations and a final report. Prerequisites: UNIV LIB.

## **General Academic Support Courses**

The following academic experiences are available to students in all of the course areas in the School of Divinity, subject to the academic dean's approval.

**UNIV LIB Library Information, Research and Resources Workshop (0)** For those who have not had prior experience in formal biblical and theological studies. Basic instruction in biblical and theological research methods at the beginning of your course of study. Offered through the library's biblical and theological librarian.

**575 Special Topics Course (1-4)** Special interest courses offered only once.

**580 Practicum (maximum 6)** Gain practical experience in an area of ministry or missions. Approval for a practicum is granted only if there is evidence of significant learning opportunities. Prerequisites: UNIV LIB

**585 Seminar (1-4)** In-depth study and discussion of various specific topics related to the curriculum of the School of Divinity. It may include faculty presentations, dialogues, student presentations, outside speakers or a combination of these.

**590 Independent Study (varies [1-4])** Research special projects that will enrich your program of study. This is to be a truly independent process with only preliminary guidance and final evaluation from the sponsoring faculty member. Regarded as a rigorous undertaking with attendant discipline and accountability. Agree upon with your professor and complete a formal Learning Contract outlining details of the Independent Study. Regularly listed catalog courses are not to be taken as Independent Studies. Prerequisite: completion of 15 credit hours. Prerequisites: UNIV LIB

**595 Internship (1-6)** Supervised ministry and/or ministry experience at the culmination of the program in your major area of concentration. It is expected that you will follow the appropriate plan and steps outlined in the *Internship Manual*. Prerequisites: UNIV LIB, SFRM 501

**598 Thesis Research & Writing (1)** Required of all writing a thesis. This is a guide to effective thesis research and writing—from choosing a topic to structuring to completion. First four weeks allocated to library research methods, while the remainder is devoted to acquiring critical competencies in reading and writing academic literature in one's thesis area. As an aid to the thesis process, the final requirement is the official Thesis Proposal. Requires following the form and timetable outlined in the *Thesis Manual* for 598 and 599. Prerequisite: UNIV LIB. (Pass/No Pass)

**599 Thesis (2)** Document that incorporates original study and research using historical, critical, biblical and theological tools and analysis. Focuses on an issue or topic in a biblical or theological discipline. Designed for those preparing for advanced graduate study and a teaching career. Prerequisites: UNIV LIB, completion of 598 and one year of the student's program. (Pass/No Pass)

**Tutorial** Course listed in the catalog taken by special arrangement in order to finish a degree plan; should not be treated as a matter of convenience. Students and advisors need to give careful attention to course scheduling in order to avoid such tutorials. Requires consulting and following the regular course syllabus and the Syllabus and General Guide for Tutorials.

## **D.Min. Core Courses**

**DCOR 700 D.Min. Orientation (2)** Foundational course orients new participants to the D.Min experience. As the introductory step into the program, this course strives to bring spiritual refreshment and revitalization to each student in the context of retreat-oriented as well as peer-interactional learning. During this time, the

adult-learning instructional approach is explained and modeled. Special emphasis is given to the Regent D.Min. philosophy of leadership development and its relevance to personal growth and the practice of ministry. Also introduces the biblical/theological reflection and research skills techniques necessary for the completion of D.Min. seminars and the final ministry dissertation. Mandatory course offered once annually.

**DCOR 701 Leader's Life & Values (4)** Grapples with ethical and integrity issues affecting the lives of leaders today. Offers a unique experience for personal assessment, refocusing and growth. With emphasis on core values, spiritual formation and relational development, designed to enhance leadership competence and confidence for a lifetime. Mandatory course offered once annually.

**DCOR 702 Vision, Mobilization & Management (4)** Skill-enhancement course addresses the leader's ability to catalyze change by casting vision, conduct strategic planning and manage multiphased projects and processes. Be oriented to the use of interactional software systems designed for ministry strategic planning and management. Special attention is given to people skills related to: recruiting, assimilating, retaining, mobilizing and managing volunteer and staff resources for the achievement of organizational mission. Mandatory course offered once annually.

**DCOR 703 Leading Spiritual Formation & Renewal (4)** Ministry leaders must be able to influence—in cooperation with the Holy Spirit—conditions of spiritual growth and renewal in their own lives and in the lives of the people they serve. Looking at the topic as a ministry leadership practice, proven principles of spiritual formation will be examined for personal growth and the equipping of disciples. Special emphasis is given to the design and implementation of spiritual formation and renewal practices and strategies for daily spiritual exercise, congregational renewal and retreat programming. Mandatory course offered once annually.

**DCOR 704 Prophetic Leadership & Redemptive Focus (4)** Prophetic and redemptive leaders are people who have discerned God's agenda for His world and made it their own lifestyle and ministry agendas. Like the prophetic leaders and reformers of Scripture and church history, they have considered the following as their sources for discernment: the pursuit of God's glory, obedience to Scriptural mandates, the progress of redemptive history, moral urgencies within the Church/society and the advancement of the Christian movement at home and abroad. They believe that whatever God is doing in the world He is bringing about the realization of His redemptive kingdom; these leaders want to be vitally aligned with God's redemptive plan for the world.

#### **D.Min. Professional Concentrations (Electives)**

##### **Leadership & Renewal (DLDR)**

**DLDR 701 Seminar in Transformative Preaching & Teaching (3)** Preaching and teaching is rediscovered as a leadership art, as a soul-care craft and as a means of engendering spiritual transformation. Considers selected biblical and contemporary ministries as powerful personal and social ministry models with the intent of understanding their transformative and transferable dynamics. Be challenged to evaluate your own pulpit and didactic ministries by the evidences of transformational and transgenerational impact (2 Tim. 2:2). Refine and develop understanding of course principles through immediate field-learning situations of ministry communication in progress.

**DLDR 702 Innovative Church/Ministry Models: Change & Transitioning Principles (3)** Examines contemporary ministry paradigms as to their effectiveness in changing church culture and community values. Special emphasis on the integrative processes needed for overcoming resistance and conflicts during key transition periods.

**DLDR 703 Successful Ministry Management & Consulting (3)** Explore and examine the role, thinking processes, decision-making and advice-giving strategies from the perspective of ministry management and

consulting to a variety of organizational stakeholders. Emphasis on acquiring/refining skills from both the ministry manager/leader, as well as ministry consultant. Course scope includes both personal/professional, as well as management/organizational processes.

**DLLDR 705 Christian Leadership for a Multi-ethnic Society (3)** Examines key approaches to ministry leadership development that address the challenge of racial and ethnic tensions in the church and community. Special emphasis is given to the role of today's leaders in developing effective models of reconciliation, healing and unity.

**DLLDR 706 Leading Spiritual Transformation (3)** Re-evaluate your life as a minister and model of spiritual awareness, growth and health. Reconsider the doctrine of sanctification and prominent Scriptures defining one's identity in Christ as a means to build strong, healthy lives. Synthesize biblically sound plans to lead others in resolving personal and spiritual conflict and in experiencing freedom and maturity in Christ.

**DLLDR 707 Leading Community Transformation (3)** Be exposed to critical trends, issues and methods related to leading community transformation. Building on the supposition that the physical world and its realities are inextricably linked with unseen spiritual realities, provides case study explorations and models wherein spiritual engagement (united prayer, repentance, unity/community-building and spiritual warfare) have made significant differences in the outcome of the communities.

**DLLDR 708 Pentecostalism: Origin & Pastoral Issues (3)** Serves as a broad survey of Pentecostalism and Charismatic history with a special focus on the theological and pastoral issues raised by the movement. Attention will be given to the background issues that preceded the birth of the movement and how the mainline churches responded to the challenges of a new and dynamic religious force. Examines the pastoral issues within the Pentecostal movement.

**DLLDR 709 Ministry & Leadership Development for the Local Church: Principles & Strategies (3)** Explores and facilitates theological reflection of leadership and ministry, identifies major issues and trends affecting leadership and ministry in a changing society and develops an activation plan for personal and ministry development.

**DLLDR 710 Developing the Leaders around You (3)** Covers how to deepen your level of influence through developing both principles and passion. Learn to unlock your leadership potential in the following ways: understand how God builds a person into a leader; unleash one's own leadership identity; recognize the proving ground of leadership in one's life; develop strategic leadership skills and habits; and become a passionate equipper of other leaders.

**DLLDR 711 Revival Strategies: Sustaining Spiritual Momentum (3)** Study of revival in context of its impact upon the spiritual life of a local church congregation. Focus will be on the necessary spiritual ingredients of revival leadership and revival churches. Some core issues to be developed are revival myths and errors, revival foundations, spiritually pacing revival, revival leading and feeding, longevity principles of revival and sustaining spiritual momentum.

**DLLDR 712 Executive Leadership Confidence (3)** Introduces to the practical frameworks, principles and tools for gaining leadership confidence. Major emphasis on personal confidence, church confidence, team confidence and leadership in general. Strengthens the leadership confidence of participants. Be targeted to grow into mature, confident and wise leaders.

**DLLDR 713 Evangelism Explosion (3)** Be equipped in relational evangelism through the Evangelism Explosion International model and methodology. Combines classroom instruction, demonstrations,

memorization and actual outreach through door-to-door visitation, known as on-the-job training (OJT). Be taught through the Senior Clinic Teacher's classroom lectures and demonstrations and certified EE Trainers' OJT visitation when the EE Gospel Presentation is shared in actual life situations. Emphasis is given to the state of the unevangelized world and how to strategically complete the Great Commission through the local churches.

**DLDR 714 Leading Ministries that Last (3)** Utilizes many of the leadership perspectives that have emerged in recent studies. Biblical insights, examples and illustrations will help dissect these various leadership perspectives (such as leadership elements, leadership styles, philosophical models, leadership emergence theory, mentoring, change dynamics, etc.).

### **Advanced Cell Leadership Training (DCEL)**

**DCEL 701 Birthing the Cell Church (3)** Gives an overview of the theology, structure and function of the cell movement. Teaches the basic components found in every cell church and identifies key variations in the model as exemplified in key cell churches. Special focus on how to discern a church's readiness for the cell model and how to begin implementing cell groups when a church is ready.

**DCEL 702 Developing the Cell Church (3)** Orient students to key components of effective cell church development, including the preparation of church members for transition into cell life and movement toward New Testament living patterns, the effective use of weekend training events and basic cell leadership training. Effective cell church leadership will focus on cell leader training, coach training and commitment to a specific values discipline. A special focus of the class will be on the development and employment of cells specifically targeting teenagers and college students. Prerequisite: DCEL 701

**DCEL 703 Maturing the Cell Church (3)** Be oriented to key components of three major areas of ministry in a cell church: leadership development, the celebration service and advanced evangelism strategies. Effective cell church leadership will focus on zone pastor training. A focus on the corporate wing of a maturing cell church explores corporate worship, gift-based ministry, the development of a counseling ministry and coordination of the celebration service with children's cells and the cell agenda. Prerequisite: DCEL 702

### **Clinical Pastoral Education (DCPE) [no more than 9 hours allowed]**

**DCPE 701 Clinical Pastoral Education 1 (3)** This course is for the first unit of Clinical Pastoral Education (CPE) course. CPE provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: (1) gain permission from the dean's office;(2) apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive three credit hours, the CPE unit must include at least 400 hours of supervised experience. Students who have received academic credit for this unit of CPE at a masters level may not receive doctoral credit for this course.

**DCPE 702 Clinical Pastoral Education 2 (3)** This course is for the second unit of Clinical Pastoral Education (CPE) course. CPE provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as

some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: (1) gain permission from the dean's office; (2) apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive three credit hours, the CPE unit must include at least 400 hours of supervised experience. Students who have received academic credit for this unit of CPE at a masters level may not receive doctoral credit for this course. Prerequisite: DCPE 701 or Unit 1 of CPE.

**DCPE 703 Clinical Pastoral Education 3 (3)** This course is for the third unit of Clinical Pastoral Education (CPE) course. CPE provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: first, gain permission from the dean's office; next, apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive three credit hours, the CPE unit must include at least 400 hours of supervised experience. Students who have received academic credit for this unit of CPE at a masters level may not receive doctoral credit for this course. Prerequisite: DCPE 701 & 702 or Units 1 & 2 of CPE.

**DCPE 704 Clinical Pastoral Education 4 (3)** This course is for the fourth unit of Clinical Pastoral Education (CPE) course. CPE provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: first, gain permission from the dean's office; next, apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive three credit hours, the CPE unit must include at least 400 hours of supervised experience. Students who have received academic credit for this unit of CPE at a masters level may not receive doctoral credit for this course. Prerequisite: DCPE 701, 702 & 703 or Units 1, 2 & 3 of CPE.

### **Ministry Coaching (DMCH)**

**DMCH 701 Foundations for Leadership Ministry Coaching (3)** This course, designed for those doctoral students who have not had the masters-level coaching course work, gives leaders the academic and philosophical coaching foundations for bringing leadership coaching into their ministry. In this doctoral level course, particular emphasis is made to integrate coaching values and skills into existing training strategies in a leader's ministry context. Current research on emotional and relational competence, expressed in coaching methodologies, and its impact on leadership effectiveness will be examined. Peer coaching assignments research the ethics and competencies of the emerging professional coaching industry. Ministry leaders that go on to develop these foundations in additional supervised coach certification will find a new meaning and appreciation for the leadership community that makes up their ministry team. This course is required before DMCH 702, 703 can be taken and transferred into Regent School of Divinity. NOTE: The following D.Min. courses, DMCH, 701, 702, 703, are unavailable to those who have already taken PMIN 574, 576, 577, and 578. Prerequisite: NONE

**DMCH 702 Leadership Ministry Life Coaching: Clinical Unit 1 (3)** This class will develop greater clarity and focus on how to integrate key past, present and future leadership development issues for maximized leadership influence for yourself and those you coach/mentor. Doctoral students will learn

to integrate this course in the specific ministry context in which they give leadership. Coaching and peer co-mentoring sessions help identify a leader's values, key leadership transition points, principles and patterns of how God uniquely works through individual leaders, and a personal plan for healthy stewardship and balance in a leader's life and ministry organization. This course must be taken in an off-campus, clinical context from a certified coaching organization approved in advance by the Academic Dean's office. In order to receive 3 credit hours on a doctoral level, the clinical life-focus experience must include an approved combination of at least 300 hours of activities, including supervised coaching experience, peer and small group reflections, and academic work, some of which will be carried over two semesters. NOTE: The following D.Min. courses, DMCH, 701, 702, 703, are unavailable to those who have already taken PMIN 574, 576, 577, and 578. Prerequisites: DMCH 701.

**DMCH 703 Leadership Ministry Certification Coaching: Clinical Unit 2 (3)** Combining the previous expertise from DMCH 701 and 702, this course integrates all of the resources and feedback to coach others in the student's own ministry setting. Expert supervision is provided as students coach utilizing case studies, role-plays, real-life issues, and continually updated web resources to assist them in bringing lasting transformation to others. Mastery of designing and activating personal and group growth plans are developed as a resource for their present work in churches and ministry organizations. This course must be taken in an off-campus, clinical context from a certified coaching organization approved in advance by the Academic Dean's office. In order to receive 3 credit hours on a doctoral level, the clinical life-focus experience must include an approved combination of at least 300 hours of activities, including supervised coaching experience, peer and small group reflections, and academic work, some of which will be carried over two semesters. NOTE: The following D.Min. courses, DMCH, 701, 702, 703, are unavailable to those who have already taken PMIN 574, 576, 577, and 578. Prerequisites: DMCH 701, 702.

**DMCH 704 Leadership Ministry Coaching Specialty I (3)** Integrating Psychological and Business research and trends in coaching, doctoral students will interact with presenters from these disciplines, as well as dialogue on the current publications and future trends in coaching from their perspectives. Position papers and issues presented at international coaching conferences will be examined in preparation for students submitting their own papers for presentation at these conferences. Students will also monitor and dialogue on the role of coaching in the international scene through research for the Transform World conferences scheduled through 2015. NOTE: This course replaces DMCH 701 if students took PMIN 574 at the masters level. This course must also be taken on campus as an academic version under Regent University guidelines.

**DMCH 705 Leadership Ministry Coaching Specialty II: Clinical Unit 3 (3)** This course is available only to those students who have taken PMIN 574, 576, 577, and 578 at the Masters Level and is a replacement for DMCH 701, 702, and 703. Students will research the strengths and weaknesses of assessment instruments and tools available for the coaching profession, culminating with the implementation of combinations of these in the specific fields in which they sense their calling. In addition to verbatim reporting to student teams on these tools, students will also write articles for leading ministry publications on how these assessments can effectively integrate coaching in ministry settings. This course must be taken in an off-campus, clinical context from a certified coaching organization and must be approved in advance by the Academic Dean's office. In order to receive 3 credit hours on a doctoral level, this certification process must include an approved combination of at least 300 hours of activities, including supervised coaching experience, peer and small group reflections, and academic work, some of which will be carried over two semesters. Prerequisites: DMCH 704. NOTE: This course replaces DMCH 702 or 703 if students already took PMIN 576 or 578 at Masters level.

**DMCH 706 Leadership Ministry Coach Trainer: Clinical Unit 4 (3)** This course is designed for those who have proven competency and calling to train others in Transformational Leadership Coaching. Students are supervised in training others to become coaches, bringing accelerated coach training into their own churches and ministry organizations, and developing their own coaching niches as part of their ministry calling. Students must be recommended by supervisors from previous courses and must make application for approval to a certified coaching organization approved in advance by the Academic Dean's office. In order to receive 3 credit hours on a doctoral level, this certification process must include an approved combination of at least 300 hours of activities, including supervised coaching experience, peer and small group reflections, and academic work, some of which will be carried over two semesters. Prerequisites: DMCH 701, 702, and 703 or their equivalents (704, 705, 706). NOTE: This course replaces DMCH 703 if students already took PMIN 578 at Masters level.

### **General D.Min. Academic Support Courses**

The following academic experiences are available to D.Min. students, subject to the academic dean's approval.

**D.Min. Tutorial (3-4)** Course listed in the catalog taken by special arrangement in order to finish a degree plan; should not be treated as a matter of convenience. Requires consulting and following the regular course syllabus and the Syllabus and General Guide for Tutorials. The number of credit hours is determined by the catalog listed course credit hours.

**DLDR 775 D.Min. Special Topics Course (3)** Special interest courses will be offered only once. Usually organized by the Divinity faculty, but may also be proposed by students according to special interest or program needs. May replace core or specialty track courses when warranted. Prerequisite: permission of the academic dean in collaboration with the D.Min. director.

**DLDR 780 D.Min. Practicum (1-6)** Acquire hands-on experience in a variety of field ministry areas, locally and cross-culturally. Workshops contain regular academic content with the normal ratio of professor-student contact hours and outside assignments. Faculty will combine theory and knowledge of a particular ministry area with practical application of that theory in a field setting.

**DLDR 785 D.Min. Seminar (3-4)** In-depth study and discussion of various specific topics related to the D.Min. course of study. It may include faculty presentations, dialogues, student presentations, guest speakers or a combination of these. Considered an elective course and not related to any particular specialty track.

**DLDR 790 D.Min. Independent Study (1-4)** Research special projects and readings that will enrich your program. This is to be a truly independent process with only preliminary guidance and final evaluation from the sponsoring faculty member. Regarded as a rigorous undertaking with attendant discipline and accountability. Regularly listed catalog courses are not to be taken as independent studies. Prerequisite: permission of the academic dean in collaboration with the D.Min. director.

**DDSS 798 D.Min. Integrative Examination (3)** Culminating exercise to demonstrate scholarly, professional, practical and spiritual integration of the D.Min. experience. Write both an integrative essay and a ministry project/dissertation proposal. The examination is a discussion interview based on the content of the integrative essay. (Pass/No Pass)

**DDSS 799A (01) D.Min. Ministry Project (3)** An identified problem in ministry that needs solving. It is a specialized application of the curriculum to your ministry context. Prerequisites: fulfillment of all D.Min. course requirements (core and specialty track), submission of an integration essay and successful completion of an oral examination. (Pass/No Pass)

**DDSS 799 (01) D.Min. Ministry Dissertation (3)** Document that incorporates original study and research using historical, critical, biblical and theological tools and analysis. Focuses on an issue or topic in a biblical or theological discipline. Prerequisites: fulfillment of all D.Min. course requirements (core and specialty track), submission of an integration essay and successful completion of an oral examination. (Pass/No Pass)

**DDSS 799B (01) D.Min. Ministry Continuing Dissertation (3)** This course is for those working on DDSS 799 who need additional time beyond the dissertation course to complete the dissertation. This course cannot be repeated. Prerequisites: DDSS 799; permission of program director. (Pass/No Pass)

## **Doctoral Offerings**

### **Divinity Cognates in other Regent programs**

**PMIS 801 World Evangelization (3)** Covers biblical foundations, theology, missiology, mobilization, global missions strategies and familiarity with global scholarship on the subject. Dr. Howard Foltz, Professor.

**PMIS 802 Global Christianity (3)** Covers the history of modern missions, global resources for evangelization, agencies of evangelization, and the whole range of current Pentecostal/ Charismatic agencies and phenomena.

**PMIS 803 Missiometrics (3)** This subject, the science of missions properly so called, examines the whole range of application of the scientific method to the Great Commission, world missions, monitoring of the missionary enterprise and how to utilize this science to originate ground-breaking doctoral research and publication.

**PMIS 804 Futuristics (3)** Takes doctoral research students through the subject that is also termed futurism, futurology, futures research or the scientific study of the future. First describes the prehistoric and historical origins of futurism; then the biblical origins, the subject throughout Christianity's 20 centuries to the present day; and finally, current secular futurism and their use in analyzing the future of world mission. Emphasis on how doctoral research dissertations can utilize this discipline to generate completely new analyses of Christianity today and its future prospects.

## **Ph.D. in Renewal Studies Courses**

**RTCH 701 Critical Methods for Theological Inquiry (3)** The purpose of this course is to help you develop a better understanding of a broad range of critical theological methods in order to articulate your own theological method more effectively, and to develop your skills in theological research. In line with the nature of this program, you will be encouraged to consider methods that enable you to engage effectively your own context of Christian experience and ministry, while reflecting a theology of Renewal.

**RTCH 711 Church History in Pneumatological Perspective 1 (3)** The first of three historical courses on Pentecostal/Charismatic movements dealing with Renewal movements from CE 100 to the Reformation with emphasis upon the person and work of the Holy Spirit in the Church, both Eastern and Western. Broader historical and contextual issues will be considered in depth.

**RTCH 712 Church History in Pneumatological Perspective 2 (6)** The second historical course which focuses on Renewal movements within the context of Church history since the Reformation to the present, with an emphasis on the person and work of the Holy Spirit in the Church. Broader historical

and contextual issues will be considered in depth. Close attention will be given to Holiness antecedents in Britain and the United States, the American social and cultural context in which the Pentecostal movement emerged, the variety of radical evangelical teachings and practices that informed its world view, the formation and development of its main denominations, and its continuing impact on American Christian life. Major attention is given to the post WWII healing and Latter Rain movements and 1950's neo-Pentecostalism, as well as the independent Charismatic movement and the so-called "third wave" movements. Major personalities, teachings, and contemporary developments will be studied. The broader contextual, sociological, cultural, and historical influences affecting the Renewal movements will be assessed. Particular focus will be given to the current and future importance of the Renewal movements in World Christianity.

**RTCH 713 The Theory and Art of Historiography (6)** A seminar studying the principles and methods of historiography. This course will survey the various historic and contemporary theories of historiography and critically examine them from a Renewal perspective. Particular focus will be given to developing the practical research skills of historical method as well as the process of writing history. The seminar will focus students on specific competencies necessary for completing their dissertations in the area of history and biography.

**RTCH 720 Contemporary Theologies (3)** The detailed study of the key theological thinkers and movements of the modern era as the background for evaluating contemporary theological options, including those implied among Pentecostal and Charismatic movements. These thinkers and movements will be studied in their historical and cultural contexts, as well as for their contemporary relevance for Christian life and ministry.

**RTCH 721 Historical Theology 1 (3)** A course focusing on the development of Renewal theology from the post-apostolic period to the Reformation (i.e. CE 100–1500). An emphasis will be placed upon the diverse Pneumatologies of both the Eastern and Western churches. Broader theological and contextual issues will also be considered.

**RTCH 722 Historical Theology 2 (6)** A course focusing upon the development of Renewal theology from the Reformation to the present. Emphasis will be placed on the progression of pneumatological thought during the period. Careful analysis and attention of the following is also offered: the British and American Holiness foundations of modern Pentecostal and charismatic doctrinal distinctives; the social and ecclesiastical conditions contributing to the maturing of Renewal theology; the divine healing movement and its relationship to theories of the atonement; the Latter Rain and so-called "third wave" movements and their distinctive theological contributions; major contemporary leaders and their theological contributions; and the future of Renewal theology within a global context.

**RTCH 725 The Holy Spirit in the Biblical Tradition (3)** This course is a comprehensive investigation of the Holy Spirit in the biblical tradition. Beginning with the Old Testament and concluding with the Apocalypse, the major portion of the study is given to a careful examination of the testimony the diverse voices of Scripture bear. Special attention is given to the distinctive contributions made by Pentecostal and Charismatic scholars to this area of study. The course concludes with a session devoted to the construction of the canonical choir in the attempt to hear its rich, textured, and dissonant sound on the role and function of the Holy Spirit.

**RTCH 730 Faith Seeking Understanding (3)** This advanced course focuses on the nature of Christian doctrine and its historical development from a renewal perspective. Particular emphasis is made of the deep roots of renewal theology within the history of Christian theology, and the theological foundations of the Christian faith, with special reference to the Renewal Movement.

**RTCH 741 Spirit, Christ, and Church in a Renewal Perspective (3)** This course is designed to study key developments in historical (including biblical traditions) and contemporary fields of pneumatology, Christology, and ecclesiology as well as the manifold and often complicated ways these three key theological loci interrelate and inform each other. A special goal is to work towards constructing a healthy Trinitarian Spirit-Christology/Christological pneumatology that provides resources for thinking about the church and its ministry in a renewal, missional perspective. Depending on their specific aims, in their research project the students may engage either in one of these three areas or focus on the way they relate to each other.

**RTCH 751 Interpreting Scripture (6)** This course examines the ways the Bible can be understood and interpreted in a Renewal community of faith, focusing on the hermeneutical challenges of the diversity of the canon, the plurality of interpretative methods and theories in relation to language and text, as well as the perceived nature of contemporary society.

**RTCH 752 Understanding the Biblical Message (3)** An in-depth exploration of the nature of biblical theology and its implications for Renewal Theology. Particular attention will be given to the relation between the Old and the New Testament, as well as to the relation between the theologies of the different biblical writers, with special emphasis on pneumatology in different books of the Bible and the contribution of Renewal theology to biblical theology.

**RTCH 753 Hermeneutical Philosophy and Its Implications for Renewal Theology (6)** The purpose of this course is to guide students through key proponents of hermeneutical philosophy (Heidegger, Bultmann, Gadamer, Paul Ricoeur and Wittgenstein) who had an important influence on contemporary theology. Special attention will be given to an analysis of the nature of understanding per se and the role of the Holy Spirit and faith in the interpretation process. Within this context the distinctives of Renewal Theology will be investigated.

**RTCH 763 Hermeneutical Philosophy and Its Implications for Renewal Historiography (6)** The purpose of this course is to guide students through key proponents of hermeneutical philosophy (Heidegger, Bultmann, Gadamer, Paul Ricoeur and Wittgenstein) who had an important influence on contemporary historical and theological research. Special attention will be given to an analysis of the nature of understanding per se and the role of the Holy Spirit and faith in the interpretation process. Within this context the distinctives of Renewal Theology and historiography will be investigated.

**RTCH 781 Guided Research (6)** The research of topics of particular interest for research, with a view toward the presentation of the results at an academic forum or by publication in a scholarly journal. This research can be related to the dissertation topic and must be arranged with the academic advisor.

**RTCH 788 Literature Review (3)** A review of the literature on the dissertation topic under the guidance of the dissertation director(s).

**RTCH 799 Dissertation (3)** Document that incorporates original study and research using historical, critical, biblical and theological tools and analysis. Focuses on an issue or topic in a biblical or theological discipline. Prerequisites: fulfillment of all Ph.D. course requirements and successful completion of an oral examination. (Pass/No Pass)

#### **General Ph.D. Academic Support Courses**

The following academic experiences are available to Ph.D. students, subject to the academic dean's approval, and in collaboration with the Ph.D. director.

**Ph.D. Tutorial (3 or 6)** Course listed in the catalog taken by special arrangement in order to finish a degree plan; should not be treated as a matter of convenience. Requires consulting and following the regular course syllabus and the Syllabus and General Guide for Tutorials. The number of credit hours is determined by the catalog listed course credit hours.

**RTCH 775 Ph.D. Special Topics Course (3 or 6)** Special interest courses will be offered only once. Usually organized by the Divinity faculty, but may also be proposed by students according to special interest or program needs. May replace core or specialty track courses when warranted. Prerequisite: permission of the academic dean in collaboration with the Ph.D. director.

**RTCH 785 Ph.D. Seminar (3 or 6)** In-depth study and discussion of various specific topics related to the Ph.D. course of study. It may include faculty presentations, dialogues, student presentations, guest speakers or a combination of these. Considered an elective course and not related to any particular specialty track.

**RTCH 790 Ph.D. Independent Study (1-4)** Research special projects and readings that will enrich your program. This is to be a truly independent process with only preliminary guidance and final evaluation from the academic advisor. Regarded as a rigorous undertaking with attendant discipline and accountability. Regularly listed catalog courses are not to be taken as independent studies.

## THE FACULTY

### **Resident Faculty**

Resident Divinity faculty members (instructors and professors) teach masters courses. Senior faculty members (professors) teach doctoral courses. Members and their credentials are listed below. (The date in which the faculty member began to teach full time in the School of Divinity is listed in parentheses.)

**Synan, Vinson** (1994), B.A., University of Richmond; M.A., Ph.D., University of Georgia.

**Alexander, Estrelida** (2003), B.A., Howard University; M.A., Sociology, Columbia University; M.Div., Wesley Theological Seminary; Ph.D., Catholic University of America.

**Burgess, Stanley M.** (2004), B.A., University of Michigan; M.A., University of Michigan; Ph.D., University of Missouri.

**Chandler, Diane** (2003), B.A., Hiram College; M.S., Canisius College; M.Div., Regent University..

**Crabtree, Mara L.** (1992), B.A., Baptist Christian College;; M.A., Regent University School of Divinity; D.Min., Wesley Theological Seminary.

**Flynn, James T., Jr.** (2002), B.A., Geneva College; M.Div., Reformed Presbyterian Theological Seminary, Pittsburgh; D.Min., School of Divinity, Regent University.

**Foltz, Howard L.** (1985), B.S., Southwestern Assemblies of God College; M.A., Assemblies of God Graduate School; D.Min., Denver Theological Seminary.

**Gräbe, Peter** (2002), B.D., B.A., Doctor Divinitatis, University of Pretoria, South Africa.

**Holman, Charles L.** (1982), B.A., Westmont College; B.D., Th.M., Fuller Theological Seminary; Ph.D., University of Nottingham, England.

**Horton-Parker, Horace "Skip"** (2003), B.A., Randolph Macon College; M.A., School of Divinity, Regent University.

**Kickasola, Joseph N.** (2002), B.A., Houghton College; Th.M., B.D., Westminster Theological Seminary; M.A., Ph.D., Brandeis University.

**Massey, David J.** (2002), B.S., Regents College, University of New York; M.Div., Regent University School of Divinity; M.B.A., Regent University School of Business.

**Moore, David S.**, 2005), Th.B., Pacific Coast Bible College; M.A., Oral Roberts University; D.Min., School of Divinity, D.Min., Regent University.

**Mun, Paul Shinkyu** (1998), B.A., M.Div., Ph.D., Southern Baptist Theological Seminary.

**Pannell, Randall J.** (1998), B.A., Baylor University; M.Div., Ph.D., Southwestern Baptist Theological Seminary.

**Prosser, Peter E.** (1983), B.A., Bethel College (Quebec); B.Th., M.A., Ph.D., University of Montreal.

**Rea, John** (1982; retired 1990), B.S., Princeton University; M.A., Wheaton College; M.Div., Th.M., Th.D., Grace Theological Seminary.

**Ruthven, Jon M.** (1988), B.A., Central Bible College; B.D., Trinity Evangelical Divinity School; M.A., Central Bible College; Ph.D., Marquette University. Further study, Institute of Holy Land Studies, Hebrew University, Jerusalem.

**Sivigny, Robert** (1983), B.A., Barrington College; M.Div., Gordon-Conwell Theological Seminary; MLS, Simmons College.

**Stekl, Kristina** (2003), B.S., Messiah College; M.A., School of Divinity, Regent University;.

**Story, J. Lyle** (1984), B.A., Sterling College; M.Div., Ph.D., Fuller Theological Seminary.

**Tjiong, Wie Liang** (2000), B.A., Southeastern College; M.A., Wheaton College Graduate School; M.Div., D.Min., Midwestern Baptist Theological Seminary.

**Twelftree, Graham** (2002), B.A., University of Adelaide; M.A., University of Oxford; Ph.D., University of Nottingham.

**Umidi, Joseph L.** (1985), B.A., Kalamazoo College; M.Div., Acadia Divinity College; D.Min., Trinity Evangelical Divinity School.

**Williams, Martha S.** (2003), B.A., University of Alabama in Huntsville; M.Div., Southwestern Baptist Theological Seminary.

**Williams, J. Rodman** (1982; retired 2001), A.B., Davidson College; B.D., Th.M., Union Theological Seminary, Virginia; Ph.D., Columbia University.

## **Visiting Faculty**

The following are a listing of faculty members who teach on a regular basis within the various degree programs of the School of Divinity.

**Brickman, Les**, B.A., University of Arizona; M.Div., Southwestern Baptist Theological Seminary; D.Min., Regent University.

**Donald W. Dayton** (Ph.D., University of Chicago)

**Dale T. Irvin** (Ph.D., Union Theological Seminary)

**Veli-Matti Kärkkäinen** (Th.D., University of Helsinki; Th.D., Habil. University of Helsinki)

**Steven Land** (Ph.D., Emory University)

**Frank Macchia** (Ph.D., University of Basel, Switzerland)

**Clark H. Pinnock** (Ph.D., University of Manchester)

**Robinson, Dow F.**, M.Div., Fuller Theological Seminary; Ph.D., Hartford Seminary.

**Sanchez, Pete**, B.S., Houston Baptist University; M.Div., D.Min., Southwestern Baptist Theological Seminary.

**Russell P. Spittler** (Ph.D., Harvard University)

**John Christopher Thomas** (Ph.D., University of Sheffield)

**Grant A. Wacker** (Ph.D., Harvard University)

**West, Russell W.** B.A., Southeastern College; M.A., Cert., Applied Linguistics, Old Dominion University; M.A., School of Divinity, Regent University; Ph.D., School of Communication and the Arts, Regent University.

## **SCHOOL OF EDUCATION**

### **DEAN'S MESSAGE**

The issue of quality education is a growing concern in today's culture. The Bible and professional literature agree on one key solution: teachers, administrators, scholars, policy-makers and support personnel who are excellent leaders. A higher caliber of leader than ever before is needed to meet the kaleidoscope of challenges in public and private schools from the classroom to the policy level. The Regent University School of Education offers masters, specialist and doctoral programs to develop such leaders.

Regent students learn how to integrate research-supported concepts and skills with a biblical worldview. Thus, Regent graduates are prepared to make a difference by bringing academic excellence, moral character and standards of learning into our educational systems.

You can join the growing number of education professionals who are changing our world by taking part in a Regent School of Education graduate or doctoral degree program.

Alan A. Arroyo, Ed.D.

Dean

### **CONTACT INFORMATION**

Application forms may be downloaded from the website, obtained by mail, or completed online. To request your application packet, contact:

Central Enrollment Management

Regent University

1000 Regent University Drive

Virginia Beach, VA 23464-9800

800.373.5504

E-mail: [admissions@regent.edu](mailto:admissions@regent.edu)

Website: [www.regent.edu/education](http://www.regent.edu/education)

### **MISSION AND VISION**

The School of Education, through its commitment to excellence in teaching, research and service, provides a biblically based, Christian education to equip men and women in mind, heart and character for lives of educational and transformational leadership.

The Regent University School of Education, affirming the University mission and acknowledging its call to be a distinctive school of graduate education, commits itself to innovative and excellent academic programs; to unique and exemplary program delivery both on-campus and at a distance; to depth and breadth of faculty teaching, research and service; and to preparation and empowerment of graduates who actively embrace the challenge of transforming education through practice and example.

We pledge ourselves to transforming education worldwide by promoting biblically compatible, research-based solutions to challenges in education through bridging theory and practice, and by building effective partnerships with schools and community agencies. We are committed to building and maintaining an outstanding faculty and a diverse student body consistent with the mission of the university.

## **DISTINCTIVES OF THE SCHOOL**

- 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.
- Applied Educational Policy: The Institute for Educational Policy, in partnership with the Robertson School of Government, will develop position papers and sponsor conferences and lobbying activities to be used in an effort to generate and influence educational policy decisions in the United States and abroad.
- 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. A worldview based upon a core of biblical beliefs is shared by the entire faculty, creating a Spirit-led environment of collaboration and consensus.

## **PROGRAM OVERVIEW**

The School of Education offers degree, non-degree and certificate programs as follows:

- Master of Education (M.Ed.)
- Educational Specialist (Ed.S.)
- Doctorate of Education (Ed.D.)
- Joint Degrees: Joint degrees with the M.Ed. and a degree with the schools of Business, Communication and the Arts, Divinity, Government, Leadership or Psychology & Counseling are available. See the M.Ed. programs listed below and the General Information section of the Catalog for more information.
- Career Switcher Certificate
- Certificate in Autism
- Certificate in Classroom Management Specialist
- Certificate in Curriculum, Instruction and Assessment
- Certificate in Teaching English to Speakers of Other Languages (TESOL)
- Certificate of Advanced Graduate Studies (CAGS)
- Center for Career Advancement and Training (CCAT)

## **FINANCIAL AID**

Regent University offers a number of awards on an institution-wide basis. For more information, see the Tuition, Fees and Financial Aid section of the Catalog.

The School of Education offers several forms of financial assistance. The priority deadline for consideration is April 1. After July 15, financial assistance is awarded on a funds-available basis only. Applicants are encouraged to apply as early as possible. Decisions about financial assistance can be made when an applicant's admissions file is complete. Following is a list of some of the assistance available from the School of Education. For more information or application forms, please contact the School of Education Admissions Office.

### **Church Matching Scholarship**

The School of Education will match a contribution to a student's tuition by a recognized church or ministry. The maximum amount that the School of Education will match per semester is \$750.

### **Dean's Scholarship**

This scholarship is awarded to applicants who have demonstrated leadership within their field and community and have achieved a high undergraduate GPA. The scholarship provides a percentage of tuition and will be automatically renewed for the first three semesters of a student's program. The Dean's scholarship cannot be awarded in conjunction with a cohort discount.

### **Graduate Assistant Positions**

Students are encouraged to apply for graduate assistant positions in the School of Education or other schools. These part-time positions can help defray the cost of tuition. Visit <http://www.regent.edu/admin/finaid/jobs.cfm> for more information.

## **CAREER OBJECTIVES**

The School of Education graduates hold a variety of positions that include teachers, administrators and superintendents in public, private and Christian schools. Our alumni are involved in educational policy, developing curricula for localities and setting standards of learning. Graduates have experienced career advancement locally, nationally and internationally.

Students are able to focus their educational experience around their personal goals. Some students are called to careers as missionary teachers or international school planters. Other students and alumni are called to teach adults at the community college or college level. Our programs provide the necessary skills and training to pursue any of these or other avenues.

## **STUDENT PROFILE**

Regent education students are diverse in religious, national and ethnic origins. Over 90 percent of our students are working teachers or administrators. Most students with full time careers are still able to complete their education on a full-time basis since the programs are designed to meet the needs of educational professionals. The average student age is 37.2 and approximately 37 percent of our students are minorities.

## **ADMISSIONS REQUIREMENTS**

### **Master of Education Admission Requirements**

1. Completed application forms
2. A minimum of two recommendations (one of which must be from a current employer)
3. Official transcripts from all previous institutions
4. A writing sample (topic in admission packet)
5. Résumé of employment, accomplishments & education, including copies of published materials
6. Signed Community Life Form
7. Application fee

8. Interview (to be determined once the rest of the file is complete—you will be contacted by the School of Education)
9. Qualifying Praxis I and Praxis II scores for teacher licensure programs. See below notes for more details. Qualifying SAT or ACT scores may be submitted as a substitute assessment for Praxis I. For more information, visit <http://www.pen.k12.va.us/VDOE/suptsmemos/2004/inf074.html>

Applicants for the Cross-Categorical Special Education major or the Elementary Education major must have taken and passed the Praxis I assessment (reading, writing, and math) prior to admission into the program.

Applicants for the Career Switcher program are required to take and pass the Praxis I assessment (reading, writing, and math) and Praxis II assessment prior to admission into the program. Career Switcher applicants must also complete the Virginia Department of Education's state application.

Applicants for the Educational Leadership major, who are seeking the Administration and Supervision PreK-12 add-on endorsement from the Virginia Department of Education, should have a minimum of three years teaching experience upon program completion. A submitted copy of the current teaching license is required along with the admissions application.

Applicants for the TESOL major, who are seeking the English as a Second Language PreK-12 add-on endorsement from the Virginia Department of Education, are required to have a minimum of 6 hours of foreign language at the undergraduate or graduate level. A submitted copy of the current teaching license is required along with the admissions application.

Applicants for the Master Teacher Program major must have a minimum of 10 hours of classroom access per week.

Applicants for the Student Affairs major; they must be currently employed as a student affairs professional in an institution of higher education.

Applicants for the Reading Specialist track of the Individualized Degree Program, who are seeking the Reading Specialist add-on endorsement from the Virginia Department of Education, are required to have a minimum of 3 years of teaching reading experience. A submitted copy of the current teaching license is required along with the admissions application.

Applicants to the M.Ed. program, who received their undergraduate degree from an unaccredited college or university, are required to take the Graduate Record Exam (GRE) and submit official scores as part of their application packet.

## **Educational Specialist Admissions Requirements**

All application pieces listed above are required in addition to those listed below.

1. At least three years of relevant professional experience in Special Education, Administration or a related area.
2. Evidence of reasonable potential to successfully complete the specialist program, including a comfortable working knowledge of electronic communication. If computer expertise is lacking, taking a course on personal computer basics, the Internet or other computer areas at a local community college or library is suggested.
3. Official GRE test scores (quantitative, verbal and analytical writing).
4. A scholarly or published writing sample that demonstrates the applicant's research, writing, analytical and problem-solving skills. This writing sample may include either a copy of the applicant's master's thesis (or a portion of it, plus bibliography) or a formal paper or report. Research skills mean both the skill to utilize a writing style manual (e.g., APA or MLA) and the skill of integrating published research into an academic paper or report.

Applicants will be notified if additional requirements are needed. The school maintains accepted applications for one year from the applicant's initial enrollment semester as noted on the application. After the one year anyone wishing to re-apply may be asked to re-submit parts or all of the application materials.

Depending upon the area of concentration, e.g., administration and supervision endorsement, special education licensure, the student must complete an internship or its equivalent to earn endorsement. Exact guidelines for a specific endorsement area will be supplied upon request.

### **Doctor of Education Admissions Requirements**

All application pieces listed above are required in addition to those listed below.

At least three years of relevant professional experience.

Evidence of reasonable potential to successfully complete the doctoral program, including a comfortable working knowledge of electronic communication. If computer expertise is lacking, taking a course on personal computer basics, the Internet or other computer areas at a local community college or library is suggested.

Official GRE test scores (quantitative, verbal and analytical writing).

A scholarly or published writing sample that demonstrates the applicant's research, writing, analytical and problem-solving skills. This writing sample may include either a copy of the applicant's master's thesis (or a portion of it, plus bibliography) or a formal paper or report. Research skills means both the skill to utilize the APA writing style manual and the skill of integrating published research into an academic paper or report.

Evidence of successful completion of a graduate level research and/or statistics course.

Applicants will be notified if additional requirements are needed. The school maintains accepted applications for one year from the applicant's initial enrollment semester as noted on the application. After the one year anyone wishing to re-apply may be asked to re-submit parts or all of the application materials. Due to the high number of qualified applicants and the competitive nature of entry into the doctoral program, automatic deferral of entry is not permitted. However, accepted applicants who defer entrance into the doctoral program must apply for readmission.

Depending upon cognates, e.g., principal/supervisor/superintendent endorsements, the student must complete an internship or its equivalent to earn endorsement. Exact guidelines for a specific endorsement area will be supplied upon request.

### **CAMPUSES**

The School of Education offers programs at the Virginia Beach Campus and at the Washington D.C. Campus in Alexandria, Virginia, as well as online via Worldwide Campus.

### **Online Worldwide Campus**

The School of Education offers programs through distance education primarily online via the Regent Worldwide Campus and other various media. The Christian School Program is delivered totally online, although there may be some on campus options. Cross Categorical Special Education, Educational Leadership, Educational Doctorate, TESOL and Individualized Degree Plan include online courses with residency requirements.

Students around the world have access to the library resources through the use of technology. We continue to improve the facilities and support available to students involved in distance education.

Faculty and staff are available via e-mail or through the Regent University website. Each faculty member has a homepage that links to important course information and to the faculty member's e-mail address. Online distance students have access to their professors and classmates through asynchronous discussions.

Since many programs are delivered with online learning, computer literacy is required of all students. Contact the School of Education for more information.

## **DEGREE PROGRAMS**

### **MASTER OF EDUCATION (M.Ed.)**

The M.Ed. requires a completion of a minimum of 32 credit hours in a span of 5 years or less with a cumulative GPA of 3.0 or higher. All students are required to complete a culminating experience. The M.Ed. degree offers ten majors: Elementary Education Initial Licensure, Master Teacher Program, Master Teacher Program with English as a Second Language, Christian School Program, Educational Leadership, Student Affairs, Cross-Categorical Special Education, Individualized Degree Plan, Teaching English to Speakers of Other Languages, and Joint Degrees with the M.Ed. and a degree with the schools of Business, Communication and the Arts, Divinity, Government, Leadership or Psychology & Counseling.

#### ***Elementary Education Initial Licensure (39 credit hours)***

The Elementary Education Licensure Program is a state approved teacher preparation program that leads to teacher certification in the state of Virginia in Elementary Education (pre K–6) upon the successful completion of all program requirements. Students are required to complete a minimum of 39 credit hours toward the master's degree (M.Ed.). Courses must be taken either at the main campus in Virginia Beach, Virginia or the Washington, D.C. campus in Alexandria, Virginia. The courses are in a hybrid format, meaning they are completed both online and face-to-face. Depending on the needs of the individual student, some students may be required to complete more than the required 39 hours in order to be eligible for the initial teaching license. Applicants are required to have completed a bachelor's degree from an accredited college or university. Applicants are required to have successfully passed the Praxis I assessment (reading, writing, and math) prior to admission into the program with a composite score of 532. Students in this program are also required to have successfully passed the Praxis II assessment in Elementary Education Content Knowledge prior to student teaching and the Virginia Reading Assessment prior to having degree posted and being recommended by the institution to the state for licensure.

For more information on the licensure regulations governing Elementary Education preK-6, please visit the Virginia Department of Education website.

#### **Required Courses**

Must be completed in the first semester

#### **EDUC 500: ONLINE**

| <b>ORIENTATION.....</b>                                     | <b>0</b> |
|---|----------|
| EFND 500 Orientation/Professional Concerns (on campus)..... | 0        |
| ACAD WRIT Academic Writing Seminar (if not exempt).....     | 0        |
| UNIV LIB Information Research & Resources .....             | 0        |
| ECUR 500 Curriculum Design and Assessment Techniques* ..... | 3        |
| EDIP 543 Technology in Education .....                      | 3        |
| EFND 501 Teaching Math & Science .....                      | 3        |

|  |   |
|--|---|
| EFND 504 Character Education .....   | 3 |
| EFND 505 Teaching Reading and Language Arts across the Curriculum* .....                 | 3 |
| EFND 506 Classroom Management & Instructional Strategies*.....                           | 3 |
| EFND 508 Teaching Reading in the Elementary Grades* .....                                | 3 |
| EFND 595 Field Experience/Student Teaching (cannot be taken during summer semester) .... | 6 |
| ETLC 541 Child & Adolescent Growth & Development* .....                                  | 3 |
| ETLC 542 Foundations in Education* .....   | 3 |
| ETSP 551 Characteristics of Students with Disabilities* .....                            | 3 |

**Electives (Choose one of the following.)**

|  |   |
|--|---|
| EDUC 506 Probability & Statistics for Teachers .....               | 3 |
| ETSL 505 Serving English Language Learners in K-12 Classrooms..... | 3 |
| ETSL 540 Multi-Cultural Education .....                            | 3 |
| ETSL 560 First and Second Language Acquisition .....               | 3 |

\*These courses (indicated with an asterisk\*) include as competencies a classroom observation and/or practicum experience. These placements must be in an accredited private or public school and must be set up through the field placement coordinator in the School of Education. A negative TB test result is required and a practicum orientation must be completed before an observation/practicum experience can be started. More information concerning the requirements and details for practicum and internship placements is available in the Field Placement Handbook.

NOTE: Praxis I must be passed before entering the program, Praxis II must be passed before student teaching, and the Virginia Reading Assessment (VRA) must be taken before graduating AND before one can be recommended by the institution to the state for licensure.

**Attendance Policy:** Due to the accelerated structure of these courses, attendance and participation are significant portions of your grade. This includes the online portions as well as the face-to-face meetings.

*Professional Liability Insurance*

Teacher candidates are strongly encouraged to show proof of professional liability insurance coverage for a minimum of \$100,000. An economical option is membership in the Christian Educators Association International ([www.ceai.org](http://www.ceai.org)) for an annual student fee of \$20. As a member of CEAI you are automatically insured up to \$100,000 for legal actions filed against you arising out of your educational duties (in the United States only, no overseas coverage). CEAI membership also includes a subscription to Teachers of Vision.

*Criminal Background Check*

All Virginia school divisions are now required by state code to obtain background checks on their employees. The School of Education also requires background checks for their teacher candidates. Please see the following website, <http://www.doj.state.wi.us/dles/cib/sclist.asp#V>, for more information on background checks.

**Policy on Criminal Background History in States That, By Law, Prohibit Such Checks:**

If the state does not provide a state-wide criminal background check because of the law, the student must obtain checks from every county/parish in which they have resided for at least 6 months since the age of 18 or for the past 10 years, whichever is less.

If the student is unable to obtain the county/parish checks because it is prohibited by state law, they must sign and have notarized the "Criminal Background History Statement", which will go into their permanent student file. They must also provide documentation of their good faith efforts to obtain the state and county/parish checks.

### ***Master Teacher (MTP) (32 credit hours)***

This major is designed for existing public and private school teachers who want to improve their skills in areas crucial to classroom success. This application-oriented, hands-on program focuses on the needs of working teachers and on improving teaching skills in areas such as character development, classroom management, effective instruction and assessment in diverse classroom environments and identifying at-risk learners. Course delivery is accelerated and allows working teachers to complete the program in approximately 10-11 months, starting in the fall or spring semester. In order to integrate theory with practice, students are required to maintain at least 10 hours of classroom access each week. Although the program is designed for those who are already licensed or not seeking traditional state licensure, some courses may fulfill state requirements.

#### **Required Courses**

Must be completed in the first semester

|  |   |
|--|---|
| EFND 500 Orientation/Professional Concerns (on campus).....    | 0 |
| ACAD WRIT Academic Writing Seminar (if not exempt).....        | 0 |
| UNIV LIB Information Research & Resources .....                | 0 |
| EMTP 501 Introduction into Action Research.....                | 1 |
| EMTP 502 Teaching, Thinking & Learning .....                   | 3 |
| EMTP 503 Character Development & Classroom Management.....     | 3 |
| EMTP 504 Effective Curriculum & Instruction.....               | 3 |
| EMTP 505 Character Development Lab .....                       | 4 |
| EMTP 506 Teaching At-risk Students.....                        | 3 |
| EMTP 507 Identifying & Assessing At-risk Students .....        | 3 |
| EMTP 508 Assessment & Evaluation .....                         | 3 |
| EMTP 509 Curriculum, Instruction & Assessment in Practice..... | 4 |
| EMTP 510 Program Integration.....                              | 1 |
| EFND 598 Professional Project .....                            | 4 |

### ***Master Teacher with English as a Second Language (MTP/ESL) (32 credit hours)***

This major follows much the same format as the traditional Master Teacher Program, but incorporates five courses from the TESOL major, which may provide an add-on endorsement in English as a Second Language (ESL) and English as a Foreign Language (EFL). Students seeking the English as a Second Language PreK-12 add-on endorsement from the Virginia Department of Education are required to have a minimum of 6 hours of foreign language at the undergraduate or graduate level. A submitted copy of the current teaching license is required along with the admissions application. This application-oriented, hands-on major focuses on the needs of working teachers and on improving teaching skills in areas such as character development, classroom management, effective instruction and assessment in diverse classroom environments and identifying at-risk learners.

Offered at the Washington Campus, Alexandria, Va., course delivery is accelerated and the major can be completed in 10-11 months and starts in the fall and spring semesters. Students must have a minimum of 10 hours per week of classroom access to be in this program. Although the major is designed for those who are already licensed or not seeking traditional state licensure, some courses may fulfill state requirements.

#### **Required Courses**

Must be completed in first semester

|   |   |
|---|---|
| EFND 500 Orientation/Professional Concerns (on campus).....           | 0 |
| ACAD WRIT Academic Writing Seminar (if not exempt).....               | 0 |
| UNIV LIB Information Research & Resources .....                       | 0 |
| <br>EMTP 501 Introduction to Action Research .....                    | 1 |
| EMTP 502 Teaching, Thinking & Learning .....                          | 3 |
| EMTP 503 Character Development & Classroom Management.....            | 3 |
| EMTP 504 Effective Curriculum & Instruction.....                      | 3 |
| EMTP 508 Assessment & Evaluation .....                                | 3 |
| ETSL 510 Linguistics .....  | 3 |
| ETSL 520 Methods of TESOL .....                                       | 3 |
| ETSL 530 Teaching Grammar, Reading, Writing & Oral Communication..... | 3 |
| ETSL 560 First & Second Language Acquisition.....                     | 3 |
| ETSL 570 Teaching Reading .....                                       | 3 |
| EFND 598 Professional Project .....                                   | 4 |

### ***Christian School (32 credit hours)***

The purpose of the Christian School major is to equip teachers, administrators and parents to prepare their students to live as God's holy people. The focus is on ardent and obedient discipleship to Christ for the purpose of building His body of believers worldwide. The motto of the Christian School major is the same as that of St. Francis of Assisi, "Preach the Gospel always, and if necessary, use words." ***Its slogan is "The heart of education is the education of the heart."*** Major areas of emphasis include restoring parental educational responsibility, promoting bibliocentric curricula, and building loving relationships and forming distinctly Christian character. Courses are taught primarily online via the Worldwide Campus with audio, video and personal meeting supplements. The major can be completed in four or five semesters. The Christian School program has also been approved by the Association of Christian Schools International (ACSI) for accreditation and the required number of credits in biblical studies, educational philosophy and educational administration are available for ACSI endorsement. Beyond the required coursework, the major allows elective courses both within and across the various schools of the university. The address for the Christian School web site is [www.regent.edu/acad/schedu/csp.html](http://www.regent.edu/acad/schedu/csp.html).

### **Required Courses**

Must be completed the first semester

|  |   |
|--|---|
| EDUC 500 Online Orientation.....   | 0 |
| EFND 500 Orientation/ Professional Concerns (optional – on campus) ..... | 0 |
| ACAD WRIT Academic Writing Seminar (if not exempt).....                  | 0 |
| UNIV LIB Information, Research & Resources .....                         | 0 |

|   |     |
|---|-----|
| EBIB 516 Hermeneutics for Education .....               | 3   |
| EBIB 517 Biblical Integration/Apologetics.....          | 3   |
| EBIB 521 Christian Heritage.....                        | 3   |
| EBIB 523 Christian Character Formation .....            | 4   |
| EBIB 530 Foundations of Biblically Based Education..... | 3   |
| EDCS 505 Philosophy of Christian Education.....         | 3   |
| EDCS 522 Foundations of Teaching & Learning .....       | 3   |
| EDCS 591 Culminating Internship.....                    | 1-4 |
| EFND 598 Professional Project.....                      | 1-3 |

### **Curriculum Emphasis Elective Courses**

|   |   |
|---|---|
| EDCS 542 Curriculum Unit Development..... | 3 |
|---|---|

#### Teaching Emphasis Elective Courses

|   |   |
|---|---|
| EDCS 521 Research on Effective Christian Education .....    | 3 |
| EDCS 523 Effective Teaching Practices .....                 | 3 |
| EDCS 520 Individual Differences & Classroom Management..... | 3 |
| EDCS 532 Assessing & Teaching Language Arts.....            | 3 |

#### Leadership Emphasis Elective Courses

|  |   |
|--|---|
| EDCS 551 Funds Development for Christian Schools ..... | 3 |
| EDCS 552 Starting & Operating a Christian School ..... | 3 |
| EDCS 553 Staff Development for Christian Schools ..... | 3 |

#### At-risk Emphasis Elective Courses

|  |   |
|--|---|
| EDCS 563 Instructional Strategies for Students Who Are At-Risk .....         | 3 |
| EMEP 504 Developing Learning Opportunities for Students Who Are At-Risk..... | 3 |

#### Cross-Cultural Elective Courses

|  |   |
|--|---|
| <u>ILDR 501 World Leadership Perspectives (required)</u> ..... | 3 |
| <u>ILDR 502 Leadership through Groups.....</u>                 | 3 |
| <u>ILDR 509 Cross-Cultural Leadership.....</u>                 | 3 |
| <u>ILDR 515 The Leaders: Lifestyles and Skills.....</u>        | 3 |

#### ***Any other approved relevant courses in the School of Education or the University.***

#### *Educational Leadership (33-37 credit hours)*

Educational leadership encompasses school administration and other leadership roles within schools. This major develops administrators and teacher leaders who convey a spirit of unity, cooperation, caring and excellence. Students attend classes during intensive on-campus summer semesters and online to complete the fall and spring semesters. The major is completed in as fast as one academic year of full-time study, including a four-week summer residency at the Virginia Beach campus. This program is approved by the Commonwealth of Virginia Department of Education to provide the Administration and Supervision preK-12 add-on endorsement for individuals who already hold a teaching license. Students seeking this endorsement for the purpose of obtaining principal or assistant principal positions are required to complete the School Leaders Licensure Assessment (SLLA). Program adjustments are made accordingly as the Virginia Department of Education's licensure regulations are subject to change. Requirements for endorsement or licensure are different in every state. Students should contact the Department of Education in their state of interest for administrator licensure requirements.

For more information on the licensure regulations governing the Administration and Supervision preK-12 endorsement, please visit the Virginia Department of Education website.

Applicants for the Educational Leadership major, who are seeking the Administration and Supervision preK-12 add-on endorsement, should have a minimum of three years teaching experience upon program completion. A submitted copy of the current teaching license is required along with the admissions application.

## **Required Courses**

Must be completed in the first semester

|  |   |
|--|---|
| EDUC 500 Online Orientation.....   | 0 |
| EFND 500 Orientation/Professional Concerns (required if taking on campus classes)..... | 0 |
| ACAD WRIT Academic Writing Seminar (if not exempt).....                                | 0 |
| UNIV LIB Information Research & Resources .....  | 0 |

|   |   |
|---|---|
| EADM 511 Leadership, Organization & Administration.....                           | 3 |
| EADM 512 Human Learning & Motivational Development: Educational Applications..... | 2 |
| EADM 513 School Finance, Management of Resources & Facilities.....                | 3 |
| EADM 515 Research Design.....   | 3 |
| EADM 524 Supervision of Teaching Methods/Classroom Management .....               | 2 |
| EADM 532 Supervision of Instructional Design/Technology .....                     | 3 |
| EADM 536 Personnel Management/Development .....                                   | 2 |
| EADM 538 School Law .....   | 2 |
| EADM 540 School & Community Relations.....  | 3 |
| EADM 585 Field Study/Practicum.....   | 1 |
| EADM 595 Principal Internship (if needed) .....                                   | 4 |
| EADM 596 School Leaders Licensure Assessment Preparation (if needed).....         | 2 |
| ECUR 540 Curriculum NK-12 .....   | 2 |
| EFND 503 Character Development Curricula .....                                    | 3 |
| EFND 570 Philosophy & Issues of Education .....                                   | 2 |
| EFND 598 Professional Project (if needed) .....                                   | 2 |

## ***Student Affairs (37 credit hours)***

Student affairs professionals administer programs affecting the social development of college students that influence their academic success and future success after graduation. Career counseling, residence life, orientation, admissions, financial aid, and the Dean of Students office represent some of the many areas where student affairs administrators are to be found. Because there are no undergraduate programs that prepare professionals to work in college student affairs, the master's degree represents the initial academic credential for those interested in pursuing a student affairs career. The curriculum for this degree typically focuses on the unique developmental issues relevant to the college student (e.g., psychology and moral development), the business aspects of higher education (e.g., law, governance, and administration), and field experiences that provide authentic indicants of work in this field. The mission of the Regent University M.Ed. in Student Affairs is to provide Christ-centered, professional preparation for student affairs administrators working in higher education. Because the objective of the student affairs professional is to attend to the developmental needs of the student that influence maturation and academic achievement, this program will focus on fostering an understanding of the student as a person, the higher education landscape, and processes important in building successful student service programs.

## **Required Courses**

Must be completed in the first semester

|   |   |
|---|---|
| EDUC 500 Online Orientation.....                            | 0 |
| EFND 500 Orientation/Professional Concerns (optional) ..... | 0 |
| ACAD WRIT Academic Writing Seminar (if not exempt).....     | 0 |

|  |   |
|--|---|
| UNIV LIB Information Research & Resources .....                            | 0 |
| EADM 515 Research Design .....   | 3 |
| EBIB 523 Christian Character Formation .....                               | 4 |
| EBIB 530 Foundations of Biblically Based Education.....                    | 3 |
| EDCO 501 Strategic Planning and Program Evaluation .....                   | 3 |
| EFND 523 History and Contemporary Issues of American Higher Education..... | 3 |
| EHEA 501 The College and the Student .....                                 | 3 |
| EHEA 502 Higher Education Finance: Strategy, Cost and Value .....          | 3 |
| EHEA 503 The Law and Governance of Higher Education .....                  | 3 |
| EHEA 504 Student Services Administration .....                             | 3 |
| EHEA 595 Professional Field Experience.....                                | 6 |
| ESCP 505 Psychology and Development of the Learner .....                   | 3 |

#### *Cross-categorical Special Education (35-62 credit hours)*

Today's schools are looking for general and special educators who can address a wide range of student needs. In the cross-categorical program, students can complete a master's degree with endorsement in learning disabilities, mild mental retardation, emotional/behavior disorders and/or reading specialist. Acceptance into the major requires completion of the Praxis I assessment (reading, writing and math). In addition, students will be required to take the Virginia Reading Assessment (VRA) prior to receiving their degree or being recommended for their initial license. Students attend classes during an intensive on-campus summer residency and online. The major can be completed in as little as 4 semesters. Participation in field experiences and final projects is contingent upon successfully demonstrating key competencies, which will be outlined during student orientation. The State of Virginia requires a minimum of three years of general teaching experience in which reading is of primary importance in order to earn the reading specialist endorsement.

#### Required Courses

Must be completed in the first semester

|   |   |
|---|---|
| EDUC 500 Online Orientation.....                        | 0 |
| EFND 500 Orientation/professional Concerns.....         | 0 |
| ACAD WRIT Academic Writing Seminar (if not exempt)..... | 0 |
| UNIV LIB Information Research & Resources .....         | 0 |

|   |   |
|---|---|
| ETSP 550 Legal & Ethical Aspects Associated with Students with Disabilities ..... | 3 |
| ETSP 551 Characteristics of Students with Disabilities .....                      | 3 |
| ETSP 552 Behavior Management & Social Skills Training .....                       | 3 |
| ETSP 553 Language Acquisition & the Communicative Arts .....                      | 3 |
| ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts.....        | 4 |
| ETSP 555 Collaboration & Consultation .....                                       | 2 |
| ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs .....    | 3 |
| ETSP 557 Field Experience I – Reading & Math (LD, MR, BD) .....                   | 1 |
| ETSP 558 Behavior Disorders .....   | 2 |
| ETSP 559 Technology & Special Education .....                                     | 3 |
| ETSP 560 Learning Disabilities & Mental Retardation – Methods .....               | 3 |
| ETSP 561LD Field Experience III (LD) Student Teaching.....                        | 3 |
| ETSP 561MR Field Experience III (MR,) Student Teaching .....                      | 3 |
| ETSP 561ED Field Experience III (ED/BD) Student Teaching .....                    | 3 |
| ETSP 562 Field Experience II – Classroom & Behavior Management .....              | 1 |

|                                    |   |
|------------------------------------|---|
| EFND 598 Professional Project..... | 1 |
|------------------------------------|---|

**Additional Required courses for the Reading Specialist Endorsement:**

|  |     |
|--|-----|
| ETSP 584 Reading Service Delivery: Supervision & Current Trends..... | 3   |
| ETSP 585 Reading Research, Curriculum & Technology .....             | 3   |
| ETSP 596 Reading Internship.....                                     | 3-6 |

**Additional Required courses for the “Working with Autistic Children” Certificate:**

|  |   |
|--|---|
| ETSP 600 Autism Overview.....  | 3 |
| (**Required for those that do not complete the Regent Cross-Cat masters program.**)      |   |
| ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders..... | 3 |
| ETSP 620 Methods for Students with Autism Spectrum Disorders.....                        | 3 |
| ETSP 630 Autism Practicum Project.....   | 3 |

***Individualized Degree Plan (32 credit hours)***

The Individualized Degree Plan allows the greatest flexibility of course selection and rate of completion of any of our majors. The major requires 13-14 hours of core classes. The remainder of the courses can be pulled from other School of Education majors or taken in any school at Regent University (except Law) with their permission. On-campus or online courses are available. Elective courses can be combined in a multidisciplinary grouping to meet the student’s interests. Although the program is designed for those who are already licensed or not seeking traditional state licensure, some courses may fulfill state requirements. The average completion time is 18 months.

**Required Courses**

Must be completed the first semester

|   |     |
|---|-----|
| EDUC 500 Online Orientation.....                        | 0   |
| EFND 500 Orientation/Professional Concerns .....        | 0   |
| ACAD WRIT Academic Writing Seminar (if not exempt)..... | 0   |
| UNIV LIB Information Research & Resources .....         | 0   |
| EDIP 540 Philosophy & Issues of Education.....          | 3   |
| EDIP 541 Developmental Leadership .....                 | 3   |
| EDIP 542 Introduction to Curriculum & Instruction ..... | 3   |
| EDIP 543 Technology in Education .....                  | 3   |
| EFND 598 Professional Project.....                      | 1-2 |

**Electives – Choose from the following possible tracks**

***Leadership***

|  |   |
|--|---|
| EADM 511 Leadership, Organization & Administration.....                      | 3 |
| EDIP 544 Effective Communication, Conflict Resolution, and Negotiation ..... | 3 |
| EFND 510 Leadership & Biblical Integration.....                              | 3 |
| EMEP 505 Models of Leadership & Related Issues.....                          | 3 |
| EDCS 551 Funds Development for Christian Schools .....                       | 3 |
| EDCS 552 Starting & Operating a Christian School .....                       | 3 |
| EDCS 553 Staff Development for Christian Schools .....                       | 3 |

***Curriculum***

|  |   |
|--|---|
| EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques ..... | 3 |
| ECUR 540 Curriculum NK-12 .....  | 2 |
| ECUR 511 Curriculum, Methods & Assessment.....                                     | 3 |

|   |   |
|---|---|
| EDCS 542 Curriculum Unit Development..... | 3 |
|---|---|

### ***Character Development/Classroom Management***

|   |   |
|---|---|
| EBIB 523 Christian Character Formation .....                        | 4 |
| EADM 524 Supervision of Teaching Methods/Classroom Management ..... | 2 |
| EFND 503 Character Development Curricula .....                      | 3 |
| EMTP 503 Character Development & Classroom Management.....          | 3 |
| EMEP 502 Fostering Character Development & Self Discipline .....    | 3 |

### ***Technology & Research***

|   |   |
|---|---|
| EADM 532 Supervision of Instructional Design/Technology ..... | 3 |
| EADM 515 Research Design .....                                | 3 |

### ***Teaching English to Speakers of Other Languages***

|  |   |
|--|---|
| ETSL 505 Serving English Language Learners in K-12 Classrooms..... | 3 |
| ETSL 510 Linguistics .....   | 3 |
| ETSL 525 Language Teaching Approaches and Practices.....           | 3 |
| ETSL 560 First & Second Language Acquisition.....                  | 3 |
| ETSL 570 Teaching Reading .....                                    | 3 |
| ETSL 540 Multi-Cultural Education .....                            | 3 |

\*(IDP students may choose **no more than 9** credits from the TESOL program.)

### ***Christian School***

\*\*Students may choose **no more than 12** credits from the Christian School major.

### ***At-Risk***

|  |   |
|--|---|
| EMEP 504 Developing Learning Opportunities for Students At-Risk..... | 3 |
| EDCS 563 Instructional Strategies for Students who are At-Risk ..... | 3 |
| EMTP 506 Teaching At-Risk Students .....                             | 3 |
| EMTP 507 Identifying & Assessing At-Risk Students.....               | 3 |

### ***Human Development/Psychology***

|   |   |
|---|---|
| EADM 512 Human Learning & Motivational Development.....     | 2 |
| ETLC 541 Child & Adolescent Growth & Development .....      | 3 |
| EDCS 520 Individual Differences & Classroom Management..... | 3 |

### ***Reading Specialist***

|  |   |
|--|---|
| ETSP 553 Language Acquisition & the Communicative Arts .....                 | 3 |
| ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts .....  | 4 |
| ETSP 510R Field Experience I-Reading .....                                   | 1 |
| ETSP 555 Collaboration & Consultation .....                                  | 2 |
| ETSP 585 Reading Research, Curriculum & Technology .....                     | 3 |
| ETSP 584 Reading Service Delivery: Supervision & Current Trends Seminar..... | 3 |
| ETSP 596 Reading Internship .....  | 3 |

Students following the Reading Specialist track of the Individualized Degree Program, who are seeking the Reading Specialist add-on endorsement from the Virginia Department of Education, are required to have a master's degree, a minimum of 3 years of teaching reading experience, and a current teaching license. A submitted copy of the current teaching license is required along with the admissions application.

### ***Autism***

|  |   |
|--|---|
| ETSP 600 Autism Overview.....  | 3 |
| (**Required for those that do not complete the Regent Cross-Cat masters program.**)      |   |
| ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders..... | 3 |
| ETSP 620 Methods for Students with Autism Spectrum Disorders.....                        | 3 |
| ETSP 630 Autism Practicum Project.....   | 3 |

### ***Career Switcher***

#### **Level I**

|  |   |
|--|---|
| ETLC 541 Child & Adolescent Growth & Development.....      | 3 |
| EMTP 502 Teaching, Thinking, & Learning.....               | 3 |
| EMTP 503 Character Development & Classroom Management..... | 3 |
| EMTP 504 Effective Curriculum & Instruction.....           | 3 |

#### **Level II-Seminars**

The level II courses for the Career Switcher Program will include six 1-credit seminars in the areas of diversity, direct instruction, classroom management, reading in the content area, and technology.

### ***Joint Degrees (26 credit hours)***

A joint degree with the M.Ed. and another master's degree from the Graduate School of Business, School for Leadership Studies, School of Communication and the Arts, School of Divinity, Robertson School of Government or the School of Psychology and Counseling may be earned simultaneously at a reduced number of credits, resulting in a substantial cost reduction. This major is designed to meet the needs of traditional teachers, as well as those who are committed to being educators in other settings.

The 26-credit-hour minimum M.Ed. may be completed in as little as 12 months; the total completion time for both degrees will vary depending upon the other degree requirements. The program is offered on our Virginia Beach Campus and online, and it may be started in any semester.

#### **Required Core Courses**

Must be completed the first semester

|  |     |
|--|-----|
| EFND 500 Orientation/Professional Concerns .....             | 0   |
| EDUC 500 Online Orientation.....                             | 0   |
| ACAD WRIT 500 Academic Writing Seminar (if not exempt) ..... | 0   |
| UNIV LIB Information Research & Resources .....              | 0   |
| EDIP 540 Philosophy & Issues of Education.....               | 3   |
| EDIP 541 Developmental Leadership .....                      | 3   |
| EDIP 542 Introduction to Curriculum & Instruction .....      | 3   |
| EDIP 543 Technology in Education .....                       | 3   |
| EFND 598 Professional Project.....                           | 1-2 |

#### **Electives – Choose from the Following Possible Tracks**

#### ***Leadership***

|   |   |
|---|---|
| EADM 511 Leadership, Organization & Administration..... | 3 |
| EFND 510 Leadership & Biblical Integration.....         | 3 |
| EMEP 505 Models of Leadership & Related Issues.....     | 3 |
| EDCS 551 Funds Development for Christian Schools .....  | 3 |
| EDCS 552 Starting & Operating a Christian School .....  | 3 |

|  |   |
|--|---|
| EDCS 553 Staff Development for Christian Schools ..... | 3 |
|--|---|

### ***Curriculum***

|  |   |
|--|---|
| EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques ..... | 3 |
| ECUR 540 Curriculum NK-12 .....  | 2 |
| ECUR 511 Curriculum, Methods & Assessment.....                                     | 3 |
| EDCS 542 Curriculum Unit Development.....  | 3 |

### ***Character Development/Classroom Management***

|   |   |
|---|---|
| EBIB 523 Christian Character Formation .....                        | 4 |
| EADM 524 Supervision of Teaching Methods/Classroom Management ..... | 2 |
| EFND 503 Character Development Curricula .....                      | 3 |
| EMTP 503 Character Development & Classroom Management.....          | 3 |
| EMEP 502 Fostering Character Development & Self Discipline .....    | 3 |

### ***Technology & Research***

|   |   |
|---|---|
| EADM 532 Supervision of Instructional Design/Technology ..... | 3 |
| EFND 515 Research Design .....                                | 3 |

### ***Teaching English to Speakers of Other Languages***

|   |   |
|---|---|
| ETSL 505 Serving English Language Learners in K-12 Classrooms ..... | 3 |
| ETSL 510 Linguistics .....  | 3 |
| ETSL 525 Language Teaching Approaches and Practices.....            | 3 |
| ETSL 560 First & Second Language Acquisition.....                   | 3 |
| ETSL 570 Teaching Reading .....                                     | 3 |
| ETSL 540 Multi-Cultural Education .....                             | 3 |

\*(Joint Degree students may choose **no more than 9** credits from the TESOL program.)

### ***Christian School***

\*\* Student may choose **no more than 12** credits from the Christian School major.

### ***At-Risk***

|  |   |
|--|---|
| EMEP 504 Developing Learning Opportunities for Students At-Risk..... | 3 |
| EDCS 563 Instructional Strategies for Students Who Are At-Risk ..... | 3 |
| EMTP 506 Teaching At-Risk Students .....                             | 3 |
| EMTP 507 Identifying & Assessing At-Risk Students.....               | 3 |

### ***Human Development/Psychology***

|   |   |
|---|---|
| EADM 512 Human Learning & Motivational Development.....     | 2 |
| ETLC 541 Child & Adolescent Growth & Development .....      | 3 |
| EDCS 520 Individual Differences & Classroom Management..... | 3 |

### ***Reading Specialist***

|  |   |
|--|---|
| ETSP 553 Language Acquisition & the Communicative Arts .....                 | 3 |
| ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts.....   | 4 |
| ETSP 510R Field Experience I-Reading .....                                   | 1 |
| ETSP 555 Collaboration & Consultation .....                                  | 2 |
| ETSP 585 Reading Research, Curriculum & Technology .....                     | 3 |
| ETSP 584 Reading Service Delivery: Supervision & Current Trends Seminar..... | 3 |
| ETSP 596 Reading Internship .....  | 3 |

Students following the Reading Specialist track of the Individualized Degree Program, who are seeking the Reading Specialist add-on endorsement from the Virginia Department of Education, are required to have a master's degree, a minimum of 3 years of teaching reading experience, and a current teaching license. A submitted copy of the current teaching license is required along with the admissions application.

### ***Autism***

|  |   |
|--|---|
| ETSP 600 Autism Overview.....  | 3 |
| (**Required for those that do not complete the Regent Cross-Cat masters program.**)      |   |
| ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders..... | 3 |
| ETSP 620 Methods for Students with Autism Spectrum Disorders.....                        | 3 |
| ETSP 630 Autism Practicum Project.....   | 3 |

### ***Career Switcher***

#### **Level I**

|  |   |
|--|---|
| ETLC 541 Child & Adolescent Growth & Development.....      | 3 |
| EMTP 502 Teaching, Thinking, & Learning.....               | 3 |
| EMTP 503 Character Development & Classroom Management..... | 3 |
| EMTP 504 Effective Curriculum & Instruction.....           | 3 |

#### **Level II-Seminars**

The level II courses for the Career Switcher Program will include six 1-credit seminars in the areas of diversity, direct instruction, classroom management, reading in the content area, and technology.

### ***TESOL (32 credit hours)***

Teaching English to Speakers of Other Languages (TESOL) and delivering quality reading instruction are two major concerns in today's schools. The TESOL major is designed to equip educators to address the growing needs for service delivery in these critical areas. The following options are available through this major:

1. English as a Second Language (ESL) preK-12 add-on endorsement with master's degree (one week required summer residency)
2. English as a Second Language (ESL) preK-12 add-on endorsement with certificate only (one week required summer residency)
3. Adult Education/Collegiate track with master's degree (one week required summer residency)
4. Adult Education/Collegiate track Certificate (one week required summer residency)

Students seeking the English as a Second Language preK-12 add-on endorsement from the Virginia Department of Education are required to have a minimum of 6 hours of foreign language at the undergraduate or graduate level. A submitted copy of the current teaching license is required along with the admissions application.

#### **Required Core Courses (must be completed the first semester)**

|  |   |
|--|---|
| EFND 500 Orientation/Professional Concerns .....       | 0 |
| EDUC 500 Online Orientation.....                       | 0 |
| UNIV LIB Library Information Research & Resources..... | 0 |
| ACAD WRIT Academic Writing Seminar .....               | 0 |

### ***ESL PreK-12 add-on endorsement with master's degree***

|   |   |
|---|---|
| ECUR 511 Curriculum, Methods, & Assessment.....                           | 3 |
| EDIP 541 Developmental Leadership .....                                   | 3 |
| EDIP 542 Introduction to Curriculum and Instruction.....                  | 3 |
| EDIP 543 Technology for Education.....                                    | 3 |
| EFND 598 Professional Project .....                                       | 2 |
| *ETSL 505 Serving English Language Learners in PreK-12 Classrooms .....   | 3 |
| ETSL 510 Linguistics .....  | 3 |
| ETSL 520 Methods of Teaching English to Speakers of Other Languages ..... | 3 |
| ETSL 530 Teaching Grammar, Writing & Oral Communication.....              | 3 |
| ETSL 540 Multi-Cultural Education .....                                   | 3 |
| ETSL 560 First and Second Language Acquisition.....                       | 3 |
| ETSL 570 Teaching Reading .....   | 3 |
| ETSL 590 Roles and Responsibilities of the ESL Specialist.....            | 3 |

*ESL PreK-12 add-on endorsement with certificate only*

Required

|   |   |
|---|---|
| ETSL 510 Linguistics .....  | 3 |
| ETSL 520 Methods of Teaching English to Speakers of Other Languages ..... | 3 |
| ETSL 530 Teaching Grammar, Writing & Oral Communication .....             | 3 |
| ETSL 560 First and Second Language Acquisition .....                      | 3 |
| ETSL 570 Teaching Reading.....  | 3 |

Optional Electives

|   |   |
|---|---|
| *ETSL 505 Serving English Language Learners in PreK-12 Classrooms ..... | 3 |
| *ETSL 540 Multi-Cultural Education .....                                | 3 |
| *ETSL 590 Roles and Responsibilities of the ESL Specialist .....        | 3 |

\*Note: Although the certificate can be completed in 15 hours, individuals seeking to teach at the collegiate level should complete a minimum of 18 hours of TESOL coursework (ETSL).

*Adult Education/Collegiate track with master's degree*

|   |   |
|---|---|
| ECUR 511 Curriculum, Methods, & Assessment.....                                     | 3 |
| EDIP 541 Developmental Leadership .....   | 3 |
| EDIP 542 Introduction to Curriculum and Instruction.....                            | 3 |
| EDIP 543 Technology for Education.....  | 3 |
| EFND 598 Professional Project .....   | 2 |
| ETLC 541 Foundation of Education OR EDIP 540 Philosophy & Issues of Education ..... | 3 |
| ETSL 510 Linguistics .....  | 3 |
| ETSL 525 Language Teaching Approaches and Practices.....                            | 3 |
| ETSL 540 Multi-Cultural Education .....   | 3 |
| ETSL 550 Teaching English as a Second or Foreign Language to Adults.....            | 3 |
| ETSL 560 First and Second Language Acquisition .....                                | 3 |
| ETSL 570 Teaching Reading .....   | 3 |

*Adult Education/Collegiate track with certificate only*

Required

|  |   |
|--|---|
| ETSL 510 Linguistics .....                               | 3 |
| ETSL 525 Language Teaching Approaches and Practices..... | 3 |

|  |   |
|--|---|
| ETSL 550 Teaching English as a Second or Foreign Language to Adults..... | 3 |
| ETSL 560 First and Second Language Acquisition.....                      | 3 |
| ETSL 570 Teaching Reading .....  | 3 |

#### Optional Electives

|   |   |
|---|---|
| *ETSL 505 Serving English Language Learners in PreK-12 Classrooms ..... | 3 |
| *ETSL 540 Multi-Cultural Education .....                                | 3 |

\*Note: Although the certificate can be completed in 15 hours, individuals seeking to teach at the collegiate level should complete a minimum of 18 hours of TESOL coursework (ETSL).

#### ***Career Switcher with M.Ed. Option***

The Career Switcher Alternative Route to Licensure Program is designed to enable individuals from various occupational and life experiences to become classroom teachers, thereby increasing the quantity and diversity of applicants to the profession. The Career Switcher certificate program is NOT a degree seeking program. The program alone will lead to licensure. However, if an applicant wishes to pursue a Master's degree, he or she may do so by applying to that program upon completing the Career Switcher requirements and taking an additional 14 credit hours from the Master Teacher Program, Christian School Program or the Individualized Degree Program, that includes a Career Switcher track.

The Career Switcher program leads to teacher certification in the state of Virginia upon the successful completion of all program requirements. Courses must be taken either at the main campus in Virginia Beach, Virginia or the Washington, DC campus in Alexandria, Virginia. The courses are in a hybrid format, meaning they are completed both online and face-to-face.

#### **Level I**

|  |   |
|--|---|
| ETLC 541 Child & Adolescent Growth & Development.....      | 3 |
| EMTP 502 Teaching, Thinking, & Learning.....               | 3 |
| EMTP 503 Character Development & Classroom Management..... | 3 |
| EMTP 504 Effective Curriculum & Instruction.....           | 3 |

#### **Level II-Seminars**

The level II courses for the Career Switcher Program will include six 1-credit seminars in the areas of diversity, direct instruction, classroom management, reading in the content area, and technology.

#### **EDUCATIONAL SPECIALIST (Ed.S.)**

The Ed.S. requires a completion of a minimum of 32 - 53 credit hours in a span of 2 to 3 years depending on the optional track for the Administration and Supervision preK-12 endorsement, special education licensure, or courses needed to prepare for the Ed.D. Programs are designed to meet individual needs. Those wishing to add the Administration and Supervision endorsement to their license must meet all current state requirements, including any testing or experiences required by the state. All students are required to pass Comprehensive Exams in order to accomplish this degree. Course toward the Ed.S. in Special Education Leadership will be offered online as well as during an intensive on-campus summer residency. Plans to offer other areas of emphasis are in the near future.

Students seeking initial teacher licensure in special education will be required to complete the Praxis I assessment (reading, writing and math) and the Praxis II assessment (content knowledge). In addition,

students will be required to take the Virginia Reading Assessment (VRA) prior to receiving their degree or being recommended for their initial license.

Students seeking the Administration and Supervision preK-12 add-on endorsement must already hold a teaching license. Students seeking this endorsement for the purpose of obtaining principal or assistant principal positions are required to complete the School Leaders Licensure Assessment (SLLA). Program adjustments are made accordingly as the Virginia Department of Education's licensure regulations are subject to change. Requirements for endorsement or licensure are different in every state. Students should contact the Department of Education in their state of interest for administrator licensure requirements.

For more information on the licensure regulations governing the Administration and Supervision preK-12 endorsement, please visit the Virginia Department of Education website.

Applicants, who are seeking the Administration and Supervision preK-12 add-on endorsement, should have a minimum of three years teaching experience upon program completion. A submitted copy of the current teaching license is required along with the admissions application.

Students who are interested in completing the Ed.D. program must apply to that program and complete all application requirements accordingly.

#### Required Courses (All Tracks)

Must be completed in the first semester

|   |   |
|---|---|
| EDUC 500 Online Orientation.....                        | 0 |
| EFND 500 Orientation/professional Concerns.....         | 0 |
| UNIV LIB Information Research & Resources .....         | 0 |
| ACAD WRIT Academic Writing Seminar (if not exempt)..... | 0 |

#### *Special Education Leadership/Non-Licensure Track*

|  |   |
|--|---|
| EADM 613 School Finance, Management of Resources & Facilities.....               | 3 |
| EADM 615 Research Design.....  | 3 |
| EADM 705 Effective Communication & Conflict Resolution.....                      | 3 |
| ETSP 650 Legal & Ethical Aspects Associated with Students with Disabilities..... | 3 |
| ETSP 651 Characteristics of Students with Disabilities.....                      | 3 |
| ETSP 652 Behavior Management & Social Skills Training.....                       | 3 |
| ETSP 655 Collaboration & Consultation.....                                       | 2 |
| ETSP 670 Special Education Supervision of Programs and Instruction .....         | 3 |
| ETSP 671 Research and Assessment to Inform Practice in Special Education.....    | 3 |

#### Electives

Choose two 3-credit elective courses from the existing Ed.D program.....6  
(Approved by Advisor)

Those students applying to the Ed.D. must take 9 credits of Ed.D. research & statistics courses (approved by the advisor) and pass the research and statistics Comprehensive Exam question.

#### *Special Education Leadership/Administration and Supervision preK-12 Certification*

|   |   |
|---|---|
| EADM 611 Leadership, Organization & Administration..... | 3 |
|---|---|

|   |   |
|---|---|
| EADM 612 Human Learning & Motivational Development: Educational Applications..... | 3 |
| EADM 613 School Finance, Management of Resources & Facilities.....                | 3 |
| EADM 615 Research Design.....   | 3 |
| EADM 632 Supervision of Instructional Design/Technology.....                      | 3 |
| EADM 636 Personnel Management/Development.....                                    | 2 |
| EADM 638 School Law.....  | 2 |
| EADM 640 School & Community Relations.....  | 3 |
| EADM 705 Effective Communication & Conflict Resolution.....                       | 3 |
| ETSP 670 Special Education Supervision of Programs and Instruction .....          | 3 |
| ETSP 671 Research and Assessment to Inform Practice in Special Education.....     | 3 |

#### **Electives**

|  |   |
|--|---|
| Choose one 3-credit elective courses from the existing Ed.D program..... | 3 |
| (Approved by Advisor)  |   |

Those students applying to the Ed.D. must take 9 credits of Ed.D. research & statistics courses (approved by the advisor) and pass the research and statistics Comprehensive Exam question.

#### *Special Education Leadership/Special Education Teacher Certification K-12*

|  |   |
|--|---|
| EADM 640 School & Community Relations.....   | 3 |
| ETSP 553 Language Acquisition & the Communicative Arts .....                           | 3 |
| ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts.....             | 4 |
| ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs .....         | 3 |
| ETSP 558 Behavior Disorders .....  | 2 |
| ETSP 559 Technology & Special Education .....  | 3 |
| ETSP 560 Learning Disabilities & Mental Retardation – Methods .....                    | 3 |
| ETSP 561 Field Experience III Student Teaching (At least one area—LD, MR, or ED) ..... | 3 |
| ETSP 650 Legal & Ethical Aspects Associated with Students with Disabilities.....       | 3 |
| ETSP 651 Characteristics of Students with Disabilities.....                            | 3 |
| ETSP 652 Behavior Management & Social Skills Training.....                             | 3 |
| ETSP 655 Collaboration & Consultation.....   | 2 |
| ETSP 670 Special Education Supervision of Programs and Instruction .....               | 3 |
| ETSP 671 Research and Assessment to Inform Practice in Special Education.....          | 3 |

#### **Electives**

|  |   |
|--|---|
| Choose one 3-credit elective courses from the existing Ed.D program..... | 3 |
| (Approved by Advisor)  |   |

Those students applying to the Ed.D. must take 9 credits of Ed.D. research & statistics courses (approved by the advisor) and pass the research and statistics Comprehensive Exam question.

#### **DOCTOR OF EDUCATION (Ed.D.)**

Doctoral students have seven years to complete the program. All students are required to complete a culminating experience. 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-based curriculum, applied dissertation projects and individually designed cognates allow for a tailor-made program. Under girding 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 project.

Each student will designate a cognate from one of seven concentration areas: K-12 School Leadership, Higher Education, Staff Development/Adult Education, Educational Psychology, Special Education, Christian Education Leadership or Distance Education. 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.

## Courses

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.

### Core Courses

|   |   |
|---|---|
| EDUC 700 Online Orientation.....  | 0 |
| UNIV LIB Information, Research, and Resources .....   | 0 |
| ACAD WRIT Academic Writing Seminar (if not exempt).....   | 0 |
| EADM 703 Advanced Theory & Practice of Leadership, Organizational Development & Educational Administration..... | 3 |
| EADM 705 Effective Communication & Conflict Resolution .....  | 3 |
| EFND 701 Advanced Human Learning & Motivational Development .....   | 3 |
| EFND 702 Research Design & Analysis.....  | 3 |
| EFND 707 Advanced Study of Worldview.....   | 3 |
| EFND 722 Educational Statistics.....  | 3 |

### Cognate Courses

Complete 18 credit hours within one of the following cognates:

#### *K-12 Leadership*

The K-12 School Leadership cognate focuses upon preparation for the position of principal, superintendent or other executive leadership and supervisory positions in educational organizations. To complement the preparation in K-12 Leadership, the cognate offers a concentration in curriculum and instruction. The knowledge for this cognate has been organized around the endorsement competencies for administration and supervision K-12 as issued by the Virginia Department of Education.

Students seeking the Administration and Supervision preK-12 add-on endorsement must already hold a teaching license. Students seeking this endorsement for the purpose of obtaining principal or assistant principal positions are required to complete the School Leaders Licensure Assessment (SLLA). Program

adjustments are made accordingly as the Virginia Department of Education's licensure regulations are subject to change. Requirements for endorsement or licensure are different in every state. Students should contact the Department of Education in their state of interest for administrator licensure requirements.

For more information on the licensure regulations governing the Administration and Supervision preK-12 endorsement, please visit the Virginia Department of Education website.

Applicants, who are seeking the Administration and Supervision preK-12 add-on endorsement, should have a minimum of three years teaching experience upon program completion. A submitted copy of the current teaching license is required along with the admissions application.

The core of the K-12 Leadership cognate focuses upon: leadership in educational organizations; student growth and development; systems and organizations; conditions and dynamics of the diverse school community; the purpose and role of education in modern society; representative governance that under girds the system of American schools; and the use of technology in administration and supervision.

#### **EADM 704 Advanced Supervision, Design, & Implementation of Education Programs,**

|  |   |
|--|---|
| Curriculum & Technology .....  | 3 |
| EADM 706 Legal, Ethical & Professional Issues in Education .....                         | 3 |
| EADM 720 Advanced Practices of School Finance, Management of Resources & Facilities..... | 3 |
| EADM 721 School & Community Relations.....   | 3 |
| EDCO 801 Strategic Planning & Program Evaluation .....                                   | 3 |
| EDCO 802 Analysis of Variance .....  | 1 |
| EDCO 803 Regression & Correlation .....  | 1 |
| EDCO 804 Structure & Reliability Analysis.....   | 1 |
| EDSL 807 Organizational & Instructional Change .....                                     | 3 |
| EEDD 800 The Principalship .....   | 3 |
| EEDD 810 Advanced Practices in Personnel Administration.....                             | 3 |
| EEDD 850 The Superintendency .....   | 3 |
| EFND 727 Supervision & Staff Development Training.....                                   | 3 |
| EFND 806 Assessment and Evaluation of Students .....                                     | 3 |
| ESAE 820 Research & Special Topics in Curriculum.....                                    | 3 |

#### *Higher Education*

The Higher Education cognate is designed to prepare emergent doctors for leadership and faculty roles within community colleges, proprietary institutions, higher education associations, corporations and government entities. This cognate offers three areas of distinct learning; Administration, Teaching and Research and Institutional Planning

#### Administration Emphasis

|   |   |
|---|---|
| EDCO 801 Strategic Planning & Program Evaluation .....                    | 3 |
| EDSL 710 Adult Learning/Design of Adult Learning.....                     | 3 |
| EHEA 802 Higher Education Finance: Strategy, Costs & Value .....          | 3 |
| EHEA 803 The Law & Governance of Higher Education .....                   | 3 |
| EHEA 890 Higher Education Administration Internship .....                 | 3 |
| EFND 723 History & Contemporary Issues of American Higher Education ..... | 3 |

#### Teaching Emphasis

|   |   |
|---|---|
| EDSL 710 Adult Learning/Design of Adult Learning..... | 3 |
|---|---|

|   |   |
|---|---|
| EFND 723 History & Contemporary Issues of American Higher Education .....   | 3 |
| EHEA 804 Teaching on a College or University Level: Effective Teaching Strategies for Multiple Constituencies ..... | 3 |
| EHEA 807 Curriculum and Assessment for College/University Teaching.....   | 3 |
| EHEA 810 The Community College & Proprietary Schools.....   | 3 |
| EHEA 890 Higher Education Administration Internship .....   | 3 |

#### Research and Institutional Planning Emphasis

|   |   |
|---|---|
| EDCO 801 Strategic Planning & Program Evaluation .....                    | 3 |
| EFND 723 History & Contemporary Issues of American Higher Education ..... | 3 |
| EHEA 803 Law & Governance of Higher Education.....                        | 3 |
| EHEA 805 Advanced Research Design and Analysis .....                      | 3 |

#### *Adult Education*

The Adult Education cognate is designed to prepare students for careers and leadership in programs and organizations involved in the education of adults. This program will equip organizational and institutional decision makers with the knowledge and skills to design, implement and evaluate professional development programs for adult populations. Decision makers in the areas of higher education, K-12 public and private education, business, government, and corporate settings will be prepared to effectively deliver results-based programs that will further the professional practice of adult learners within their domain.

This cognate emphasizes theory and research of teaching and learning, motivational aspects, self-efficacy, supervision, organizational and institutional change, design, delivery and evaluation issues in teaching and learning, and curriculum design for the adult learner.

|   |   |
|---|---|
| EADM 706 Legal, Ethical & Professional Issues in Education .....            | 3 |
| EDCO 801 Strategic Planning & Program Evaluation .....                      | 3 |
| EDSL 727 Supervision & Professional Development .....                       | 3 |
| EDSL 710 The Adult Learner .....  | 3 |
| ESAE 810 Teaching & Learning: Theory and Research in Adult Development..... | 3 |
| ESAE 820 Program Planning for Adult Learners .....                          | 3 |

#### *Educational Psychology*

The Educational Psychology cognate includes three tracks: research and evaluation, learning and development and school psychology. The research and evaluation track allows one to specialize in testing and program assessment at the school district level. A heavy emphasis will be placed on quantitative analysis. The learning and development track equips school professionals to utilize the most appropriate theories and research to improve the chances of academic and behavioral success for students. The study of brain research in relationship to learning will be emphasized. The school psychology track is offered in conjunction with the School of Psychology and Counseling at Regent University. The courses in individual testing, counseling and family systems lead to a school psychologist endorsement. Currently, all of the school psychology courses are offered on the Virginia Beach Campus or at the Graduate Center, Alexandria, VA.

#### Learning and Development Emphasis

|  |   |
|--|---|
| EDCO 802 Analysis of Variance .....            | 1 |
| EDCO 803 Regression & Correlation .....        | 1 |
| EDCO 804 Structure & Reliability Analysis..... | 1 |

|   |   |
|---|---|
| EFND 724 Advanced Study of Theories in Learning & Development .....                 | 3 |
| EPSY 820 Problem-based Project in Learning & Development.....                       | 3 |
| EPSY 830 Advanced Study of Personality.....   | 3 |
| EPSY 850 Advanced Study in Educational Psychology .....                             | 3 |
| EPSY 870 Advanced Study of Brain Research in Cognitive & Language Development ..... | 3 |

#### Research and Evaluation Emphasis

|   |   |
|---|---|
| EDCO 801 Strategic Planning & Program Evaluation .....        | 3 |
| EDCO 802 Analysis of Variance .....                           | 1 |
| EDCO 803 Regression & Correlation .....                       | 1 |
| EDCO 804 Structure & Reliability Analysis.....                | 1 |
| SPSY 625 Advanced Testing .....                               | 4 |
| EPSY 805 Advanced Study of Test & Measurements .....          | 3 |
| EPSY 821 Problem-Based Project in Research & Evaluation ..... | 3 |

#### *Special Education*

The Special Education cognate is designed to equip the professional with advanced skills and knowledge in the area of creating learning opportunities for students with disabilities. Program evaluation, current best practice and legal issues will be emphasized.

|   |   |
|---|---|
| EDCO 801 Strategic Planning & Program Evaluation .....                            | 3 |
| EDCO 802 Analysis of Variance .....   | 1 |
| EDCO 803 Regression & Correlation .....   | 1 |
| EDCO 804 Structure & Reliability Analysis.....                                    | 1 |
| EDSL 727 Supervision & Staff Development & Training .....                         | 3 |
| EFND 725 Advanced Study of Best Practices in Special Education .....              | 3 |
| EPSY 870 Advanced Study of Brain Research in Cognitive & Language Development ... | 3 |
| EPSY 850 Administration of Special Education.....                                 | 3 |
| ESPC 705 History of Special Education.....  | 3 |
| ESPC 710 Advanced Study of High-Incidence Disabilities.....                       | 3 |
| ESPC 720 Seminar: Current Research Issues in Special Education .....              | 3 |
| ESPC 730 Meta-Analysis in the Social Sciences .....                               | 3 |
| ESPC 800 Doctoral Seminar: The Editorial and Review Process.....                  | 3 |
| ESPC 820 Problem-Based Projects in Special Education .....                        | 3 |
| ESPC 830 Policies, Laws & Regulations Affecting Special Education .....           | 3 |
| ESPC 840 Grant Seeking Skills for Special Educators.....                          | 3 |
| ESPC 890 Internship.....  | 3 |

#### *Distance Education*

This cognate is designed for K-12, higher education and corporate educators and trainers who desire to take advantage of opportunities to provide educational programs at a distance in an evolving educational marketplace. It builds upon the principles of curriculum, instruction, assessment and evaluation provided in the core courses by applying these principles to a distance education setting with emphasis on development of practical skills using a hands-on approach. This cognate blends didactic and Socratic instruction, practicum, independent study and research related to the delivery of educational content via a continuum of distance education models including use of communication satellites, compressed interactive video and the Internet. The emphasis is online delivery. The research done by students is usually applied research, that is, searching for solutions to distance education problems or seeking ways to deliver new research-based educational concepts or services to individuals, organizations, families or groups at a distance.

|   |     |
|---|-----|
| EDCO 801 Strategic Planning & Program Evaluation .....    | 3   |
| EDCO 802 Analysis of Variance .....                       | 1   |
| EDCO 803 Regression & Correlation .....                   | 1   |
| EDCO 804 Structure & Reliability Analysis.....            | 1   |
| EDDE 820 Instructional Design for Distance Education..... | 3   |
| EDDE 825 Special Topics in Distance Education .....       | 3   |
| EDDE 830 New Media in Distance Education .....            | 3   |
| EDDE 885 Practicum .....                                  | 3   |
| EDDE 890 Internship.....                                  | 1-3 |
| EFND 726 Foundations of Distance Education .....          | 3   |

### *Christian Education Leadership*

The Christian Education Leadership cognate is designed to equip educators (including parents and pastors) with vision and accompanying skills for bringing full biblical fidelity to Christian education. The Bible strenuously admonishes that each generation be raised to love and obey God in every dimension of life. We are thus compelled to excel in Christian education for our Lord and Savior Jesus Christ. The Christian Education Leadership cognate focuses on how to make Christian education as biblically sound as possible. It is intended to “produce” fully orbred disciples of Jesus Christ who can, in turn, “reproduce” others. Special emphasis is placed on practical applications in Christian education as guided by expert professional understandings. Instruction in the program is problem-based, case-study, and project oriented. Mentoring and personalization of professional interests within courses are emphasized as much as possible. This cognate does not require our master’s degree with a Christian School major (see [www.regent.edu/acad/schedu/csp/html](http://www.regent.edu/acad/schedu/csp/html)) as a prerequisite, but it is a logical follow-up to it.

The cognate courses emphasize skills in both leadership and curriculum/teaching and can be taken in several combinations to total 6 credit hours for each of the three cognate semesters.

|   |        |
|---|--------|
| ECEL 710 Christian Education – Philosophy.....                                      | 3 or 6 |
| ECEL 720 Christian Education – Curriculum & Instruction.....                        | 3 or 6 |
| ECEL 730 Christian Education – Outcomes & Assessment.....                           | 3 or 6 |
| ECEL 751 Advanced Finance for Christian Schools.....                                | 3      |
| ECEL 752 Advanced Theory and Practices in the Operation of a Christian School ..... | 3      |
| ECEL 753Advanced Staff Development for Christian Schools.....                       | 3      |

### *Character Education Cognate*

Character education as an instructional component of K-12 public education in the United States began to take center stage with the passing of the bipartisan “No Child Left Behind” legislation, during the early years of President George W. Bush’s first term. This legislation requires schools, at all levels, to design, develop, implement, and assess character education programs within a short time frame.

Unfortunately, many education professionals lack training in the area of character education leading to either non-existent or poorly validated implementations. Schools continue to struggle with the mandate of character education; higher education, through teacher preparatory programs, have done little to prepare the education profession for this initiative.

Regent University recognizes the need to provide excellently trained professionals who can teach and lead, not only in K-12 education settings but also at the undergraduate and graduate levels of

preparation. Through its' doctoral program in education, Regent University has designed a cognate that specifically focuses upon sound theory and up-to-date research in the area of character education. In addition, the cognate builds upon and extends the recognized work of the National Character Education Clearing House, established at Regent University by the U. S. Department of Education. Participants in Regent University's doctoral program, with emphasis in character education, will have at their fingertips the *best* materials currently available in the field, as well as interaction with faculty who are leading innovative and effective programs on a local, state, and national level.

|  |   |
|--|---|
| EDCE 701 Character Education: Foundations, Theories, and Philosophy..... | 3 |
| EDCE 702 Character Education Curriculum and Instruction.....             | 3 |
| EDCE 703 Advanced Study of Best Practices in Character Education.....    | 3 |
| EDCE 704 Leadership in Character Education.....                          | 3 |
| EDCO 801 Strategic Planning and Program Evaluation.....                  | 3 |
| EDSL 727 Supervision/Staff Development and Training.....                 | 3 |

#### Comprehensive Examination Courses (as required)

|   |   |
|---|---|
| EFND 898 Comprehensive Examination Continuation ..... | 6 |
| EFND 899 Comprehensive Examination Extension.....     | 0 |

#### Dissertation (Minimum of 18 credit hours)

|   |   |
|---|---|
| EFND 906A Dissertation .....            | 6 |
| EFND 906B Dissertation .....            | 6 |
| EFND 906C Dissertation.....             | 6 |
| EFND 907 Dissertation Continuation..... | 3 |

#### Residency Requirements

|  |   |
|--|---|
| EFND 705A Residency – Year One .....   | 2 |
| EFND 705B Residency – Year Two .....   | 2 |
| EFND 705C Residency – Year Three ..... | 2 |

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).

#### **NON DEGREE**

##### ***Center for Career Advancement and Training (CCAT)***

We offer courses not associated with the earning of a degree through our Center for Career Advancement and Training (CCAT). The CCAT offers a wide range of content courses to help educators and administrators meet the Virginia Standards of Learning (SOL) in technology, social studies, language arts, geography, history and math. A special focus of the CCAT is youth aggression and violence prevention, as well as developing skills to deal with at-risk and diverse populations. We tailor courses to meet the specific staff development needs of educators and administrators. If there is a

course you would like to see offered in your school district, please contact CCAT at 757.226.4479 or visit [www.regent.edu/acad/schedu/ccat.html](http://www.regent.edu/acad/schedu/ccat.html).

### ***Career Switcher Certificate (18 credit hours)***

The Career Switcher Alternative Route to Licensure Program is designed to enable individuals from various occupational and life experiences to become classroom teachers, thereby increasing the quantity and diversity of applicants to the profession. The Career Switcher certificate program is NOT a degree seeking program. The program alone will lead to licensure. However, if an applicant wishes to pursue a Master's degree, he or she may do so by applying to that program upon completing the Career Switcher requirements and taking an additional 14 credit hours from the Master Teacher Program, Christian School Program or the Individualized Degree Program, that includes a Career Switcher track.

The Career Switcher program leads to teacher certification in the state of Virginia upon the successful completion of all program requirements. Courses must be taken either at the main campus in Virginia Beach, Virginia or the Washington, DC campus in Alexandria, Virginia. The courses are in a hybrid format, meaning they are completed both online and face-to-face.

#### **Level I**

|  |   |
|--|---|
| ETLC 541 Child & Adolescent Growth & Development.....      | 3 |
| EMTP 502 Teaching, Thinking, & Learning.....               | 3 |
| EMTP 503 Character Development & Classroom Management..... | 3 |
| EMTP 504 Effective Curriculum & Instruction.....           | 3 |

#### **Level II-Seminars**

The level II courses for the Career Switcher Program will include six 1-credit seminars in the areas of diversity, direct instruction, classroom management, reading in the content area, and technology.

### ***Certificate in Autism (12 credit hours)***

The “Working With Autistic Children” Certificate can be completed through our professional development program for anyone who is not a degree-seeking student. In addition, this certificate is a part of the Cross-Categorical Special Education and Individualized Master’s Programs.

Although Autism Spectrum Disorder is not currently an endorsement in Virginia, Regent University School of Education has designed the “Working with Autistic Children” Certificate. This certificate is designed to respond to the increasing demand for effectively trained educators and the rising number of autistic children found in the classroom.

|  |   |
|--|---|
| ETSP 600 Autism Overview.....  | 3 |
| (**Required for those that do not complete the Regent Cross-Cat masters program.**)..... |   |
| ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders..... | 3 |
| ETSP 620 Methods for Students with Autism Spectrum Disorders.....                        | 3 |
| ETSP 630 Autism Practicum Project.....   | 3 |

### ***Certificate in Classroom Management Specialist (9 credit hours)***

The Classroom Management Specialist certificate is designed to recognize the master teachers who have exhibited graduate-level mastery of the concepts and processes of effective and efficient classroom management, character development, and building student resiliency. The certificate program is a University certificate of concentrated studies and does not lead to a Virginia endorsement. This

certificate program is offered at the Virginia Beach campus in the fall and at the Washington, DC campus in the spring. Courses taken for this certificate may transfer into the Master Teacher M.Ed. program. Students who are interested in completing the M.Ed. program must apply to that program and complete all application requirements accordingly.

#### Required Courses

|  |   |
|--|---|
| EMTP 503 Character Development & Classroom Management..... | 3 |
| EMTP 506 Teaching At-risk Students.....                    | 3 |
| EMTP 507 Identifying & Assessing At-risk Students .....    | 3 |

#### **Certificate in Curriculum, Instruction and Assessment**

The certificate in Curriculum, Instruction and Assessment is designed to recognize master teachers who have exhibited graduate-level mastery of the alignment of curriculum, instruction and assessment with standards, and who have demonstrated the ability to effectively create cohesive, aligned curricular goals and learning objectives, authentic traditional and alternative assessments, and differentiated plans for facilitation of learning across a wide range of abilities and learning styles. The certificate program is a University certificate of concentrated studies and does not lead to a Virginia endorsement. This certificate program is offered at the Virginia Beach campus in the spring and at the Washington, DC campus in the fall. Courses taken for this certificate may transfer into the Master Teacher M.Ed. program. Students who are interested in completing the M.Ed. program must apply to that program and complete all application requirements accordingly.

#### Required Courses

|  |   |
|--|---|
| EMTP 502 Teaching, Thinking & Learning .....     | 3 |
| EMTP 504 Effective Curriculum & Instruction..... | 3 |
| EMTP 508 Assessment & Evaluation .....           | 3 |

#### ***TESOL Certificate (15-18 credit hours)***

Please refer back to the TESOL section under the Master's Degree programs.

### COURSE DESCRIPTIONS

#### **Bachelors Level Courses**

**UED 343/EDIP 543 Technology in Education (3)** Increase learning and learner success by designing educational events that use instructional technology. Covers three basic areas of technology integration: planning, implementation and evaluation. Does not cover specific applications. Within this framework, various technologies and tools will be investigated for the purpose of determining which are best suited for particular instructional situations. Discusses broader issues regarding the usefulness and effectiveness of technology integration in education. The ultimate goal is to create a plan to integrate technology in your educational setting.

**UED 400/ECUR 500 Curriculum Design and Assessment Techniques (3)** The purpose of this experience is to provide the learner with research-based knowledge and skills necessary to identify exemplary curricula, appropriate assessment practices including familiarity with the VA SOL, and informative feedback mechanisms, as well as how to modify and/or design units for enhancement of a

pre-existing curriculum. Proper selection and use of materials including media and computers will be explored. In addition, the learner will be able to guide fellow personnel in school-based curriculum design/redesign processes.

**UED 405/EFND 505 Teaching Reading and Language Arts Across the Curriculum (3)** This course examines the complex nature of language acquisition. It also addresses instruction in listening, speaking, reading, writing, including spelling and grammar, and the integration of these language modes across the curriculum. Special attention will be given to reading comprehension in narrative and expository texts. Other course topics include familiarity with VA SOL and attention to diversity in the classroom. This course includes as a competency a practicum experience.

**UED 406/EFND 506 Classroom Management & Instructional Strategies (3)** This course is designed to provide the student with strategies to effectively provide instruction while managing the classroom. The relationship between classroom environment and student behavior will be addressed and effective intervention strategies will be presented. Various models, methods, and approaches for managing and modifying students' classroom behavior will be explored. The link between discipline and character development will also be addressed. The learner will also demonstrate understanding of effective instructional design principles – such as flexible groupings, collaborative learning, and methods for gifted and talented students as well as for those students with disabling conditions – for instructional improvement. This course includes a classroom observation as a competency and instructional strategies that focus on the VA SOL.

**UED 408/EFND 508 Teaching Reading in the Elementary Grades (3)** This course addresses the nature of reading, stages of reading development, approaches to reading instruction, word identification strategies including explicit phonics, fluency development, and vocabulary and comprehension instruction. Other course topics include fostering independent reading using a variety of literature, evaluation including familiarity with the VA SOL, and attention to diversity in the classroom. This course includes as competencies a classroom observation and practicum experience.

**UED 441/ETLC 541 Child & Adolescent Growth & Development (3)** Covers the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on knowing and understanding theories of human development to incorporate children's individual differences and guide learning experiences. Considers individual differences (socio-economic, racial, ethnic, religious, physical and mental) with the approximate timing and effects of age-related changes and at-risk factors such as attention deficit disorder, substance abuse, child abuse and family disruptions on normal development. Children are studied in the context of family, culture and community. Emphasizes the importance of partnership with families and communities in the teaching and learning process.

**UED 442/ETLC 542 Foundations of Education (3)** Basic understanding of the foundations of education in the U.S. Covers the historical, philosophical and sociological development and organization of American education. A portion is devoted to education and the law, both federal and state, and to the legal status of teachers and students. Establishes a philosophical foundation of education and surveys various worldviews that affect education today. The students will examine contemporary issues in education and their own educational philosophies, attitudes and aptitudes for teaching and will build a commitment to professional growth and development through reflection, collaboration, and continuous learning.

**UED 451/ETSP 551 Characteristics of Students with Disabilities (3)** Discusses students who demonstrate patterns of behavior consistent with learning disabilities, mild mental retardation and emotional disorders, and the characteristics of students with hearing, vision and/or physical impairments. Survey the range of conditions, which

contribute to students being eligible for special education services. Presents an overview of identification, assessment, program options and intervention services. This course includes as competencies a classroom observation and practicum experience.

**UED 495/EFND 595 Field Experience-Internship (6)** Placement for one semester in one or more elementary schools for supervised teaching practice thereby giving students the opportunity to bridge theory and practice.

#### **Master's Level Courses**

**EFND 500 Orientation/Professional Concerns (0)** Required during the first semester of enrollment. It includes a program overview and various guidelines and procedures.

**EDUC 500 Online Orientation (0)** Required during the first semester of enrollment in some programs; acclimates students to Blackboard, the platform off which online classes are launched.

**ACAD WRIT Academic Writing Seminar (0)** Assists in improving writing skills for academic and professional purposes. Provides resources and knowledge of resources to help improve skills.

**EADM 511/611/GSAS 511EA Leadership, Organization & Administration (3)** Focuses on the role of the administrator in the individual school. Examines leadership styles and identifies one's own tendencies toward these styles. Examines issues of integrity, fairness, and ethics in the context of school leadership. Examines organization and administration of the local school within a system with special reference to developing organizational and administrative structures designed to promote the vision and mission of the school based on shared values. Particular emphasis on the ISLLC standards, No Child Left Behind, data-driven decision making, problem-solving, and forces that are moving education into a new era.

**EADM 512/612/GSAS 512 Human Learning & Motivational Development: Educational Applications (2)** Foundation in applied learning and motivational theory. Identifies learning goals in a pluralistic society and addresses the role of leadership in a modern society. Examines issues and trends impacting school counseling programs and considerations for special education.

**EADM 513/613/GSAS 513 School Finance, Management of Resources & Facilities (3)** Study of fiscal operation of school management, including budget preparation, managing and seeking revenue sources, marketing strategies and using resources efficiently. Teaches various state regulations and procedures. Covers principles and issues related to school facilities and use of space, including topics that relate to community resources and partnerships of school, family, business, government and higher education institutions. Understanding and engagement in the use of technologies that support management functions will be addressed. Examines issues of integrity, fairness, and ethics in the context of school finance.

**EADM 515/615/GSAS 515EA Research Design (3)** Conceptual understanding of how to utilize research findings. Examines research-based principles of effective measurement, evaluation, and assessment strategies. Focuses on library skills, professional literature utilization and test evaluation-based decision-making.

**EADM 524 Supervision of Teaching Methods/Classroom Management (2)** Emphasizes the role of administrators and supervisors in empowering teachers to deliver effective instruction, and facilitating a safe learning environment in the classroom and school. Examines the interactive relationship between school administrators and teachers relative to the supervision of instruction, classroom management

strategies and character education. ISLLC standards provide a framework for the school leaders and leadership knowledge of student learning strategies such as found in brain research is presented.

**EADM 532/632 Supervision of Instructional Design/Technology (3)** Teaches basic components to systematic instructional design. Covers the appropriate use of media and technology, including ethical and legal issues relating to the use of technology. Emphasizes management and supervision of the instructional design process from an administrative perspective, including use of educational technologies for data collection, information management, problem solving, decision-making, and communication.

**EADM 536/636/GSAS 536 Personnel Management/Development (2)** Focuses on the administrator's role in the individual school: 1) identification of personnel needs, recruitment, screening, hiring, assignment and establishment of contractual arrangements; 2) contract management, grievance procedures and conflict resolution; 3) self-evaluation and clinical supervision; 4) staff development; 5) building of professional working relationships with faculty, staff, and support personnel. Examines technologies that support personnel management and development functions and links personnel management with the ISLLC standards.

**EADM 538/638/GSAS 538 School Law (2)** Designed to give students an understanding of the intricate roles and challenges of today's education leaders as they deal with issues related to school law. This course combines research, discussion, and application experiences as a means of examining school law. A capacity for collective practice that unifies theory and knowledge from the field will be developed. Students will explore school laws through the study of landmark cases with a special emphasis on the resulting responsibilities of school leaders. Included in this course will be a study of school law based on common law, state and federal constitutions, statutes, judicial decisions, ISLLC standards, and the rules and regulations of the state.

**EADM 540/640 School & Community Relations (3)** Themes include: ISLLC standards, conditions and dynamics of the diverse school community; emerging issues and trends that impact the school community; community resources and partnerships; importance of diversity and equity in a democratic society; and political, social, cultural and economic systems and processes that impact schools. Focuses on how to build strong relationships in both internal and external school publics. Emphasizes the various means of verbal and written communication of the school leaders and technologies that support management functions relative to promoting positive school-community relations. Address planning and decision making processes for school emergency situations, including planning and provision for emergency counseling services

**EADM 585 Field Study/Practicum (1)** Field-based experience designed to encourage application of the knowledge and skills covered during the respective cluster of courses. Includes personal consultations with a faculty member either in person or via teleconferencing.

**EADM 595/695 Principal Internship (4)** Optional to the degree program. Scheduled for five days per week for the length of a normal school day and extends for a schedule of 45 consecutive school days. Full-time assignment to a specified school(s) with the supervision of a certified school administrator in the field and with the guidance of a Regent faculty internship advisor. Emphasizes observation and participation in a wide variety of experiences that the individual school administrator faces on a day-to-day basis. Intern responsible for completion of selected needs assessment-improvement planning activities and case study/problem-solving experiences. Mentor students in the field, have continuous contact with a Regent University internship advisor and participate in seminar experiences. Prerequisite: completion of all coursework for Educational Leadership program.

**EADM 596 – School Leaders Licensure Assessment (SLLA) Preparation (2)**

As required by the Code of Virginia, the successful completion (score 165 or higher) on the School Leaders Licensure Assessment (SLLA) is mandatory for anyone who desires the position of assistant principal or principal. This course includes a description of the Interstate School Leaders Licensure Consortium (ISLLC) Standards, sample questions, annotated responses, and test-taking strategies. Individuals seeking the Administration and Supervision PreK-12 add-on endorsement for assistant principal and principal positions may choose to take this course in place of EFND 598 Professional Project.

**EBIB 516 Hermeneutics for Education (3)** An inductive Bible study methods course. Principles of Bible study are applied to interpreting educationally relevant Scripture verses. Particular attention is given to developing a biblically consistent vision statement for Christian education. Required for the Christian School Program; also approved for ACSI biblical studies credit.

**EBIB 517 Biblical Integration/Apologetics (3)** Learn to articulate and defend the Christian faith, particularly in educational venues. The component skills of world view analysis, logical reasoning and rhetoric are taught and assessed through curriculum and textbook analysis, case studies, position papers and dialogical responses. Approaches to faith and learning integration are also taught. Required for the Christian School Program; also approved for ACSI biblical studies credit.

**EBIB 521 Christian Heritage (3)** Provides a biblically based rationale for Christian education through an examination of the basis, heritage and destiny of the Church. This examination is done within the educationally relevant context of what it means to be a citizen in God's holy nation (I Peter 2:9). Required for the Christian School Program; also approved for ACSI biblical studies credit.

**EBIB 523 Christian Character Formation (4)** Emphasizes the character qualities Jesus expected of his disciples—distinctive qualities of character that transcend good morality and that are typically unnatural to human nature. Propose educational strategies appropriate for home, school and church settings. Required for the Christian School Program; also approved for ACSI biblical studies credit. Prerequisites: EBIB 516, EBIB 517, EBIB 521, EDCS 505, EDCS 522.

**EBIB 530 Foundations of Biblically Based Education (3)** Examines the verified influences that impact learning, including, but not restricted to, parental influence, instructional techniques, discipline procedures, home and community settings, educational expectations and curriculum. Develop, implement and evaluate plans for addressing your various spheres of influence.

**ECUR 500/UED 400/GSAS 500CU Curriculum Design and Assessment Techniques (3)** The purpose of this experience is to provide the learner with research-based knowledge and skills necessary to identify exemplary curricula, appropriate assessment practices including familiarity with the VA SOL, and informative feedback mechanisms, as well as how to modify and/or design units for enhancement of a pre-existing curriculum. Proper selection and use of materials including media and computers will be explored. In addition, the learner will be able to guide fellow personnel in school-based curriculum design/redesign processes.

**ECUR 511 Curriculum, Methods & Assessment (3)** Focuses on the role of the individual teacher in his or her classroom. Emphasizes curricula, methods of instruction and the assessment of pupil progress in daily lessons and units of instruction.

**ECUR 540/640 Curriculum NK-12 (2)** Examination of school leadership, administration, and ISLLC standards, focusing on organizational, professional and personal development, teaching and learning research, current trends and issues, and the relationship between instructional decisions, curriculum experiences, and assessment principles.

**EDCO 501 Strategic Planning & Program Evaluation (3)** Examine strategic planning and the role of program evaluation in the planning-implementation-evaluation cycle to include the curriculum planning process. Topics include various theoretical and philosophical perspectives and alternative evaluation designs and related methodologies, including collaborative action research and issues related to design, measurement and utilization. Become an active collaborator in the evaluation process and gain the tools to judge the value of the evaluation. Offers important leadership preparation for designing an internal evaluation of a local program, contracting for an external evaluation at the district level or critically reviewing an evaluation report as a basis for making an administrative decision. Prepare an evaluation assessment related to a self-selected educational program in the area of concentration.

**EDCS 505 Philosophy of Christian Education (3)** Develop a philosophy of education essential to the preparation of “holy nation” citizens. Provides a biblical and philosophical framework for many other courses in the Christian School Program. Required for the Christian School Program; also approved for ACSI educational philosophy requirement.

**EDCS 520/GSAS 520CS Individual Differences & Classroom Management (3)** Focuses on a broad range of human individual differences relating to education and to human relationships. Understand the mediating effects of individual differences and apply this knowledge in developing educational and classroom management plans.

**EDCS 521 Research on Effective Christian Education (3)** Examines the verified influences that affect learning, including, but not restricted to: parental influence, instructional techniques, discipline practices, home and community settings, educational expectations, curriculum and others.

**EDCS 522 Foundations of Teaching & Learning (3)** Develops the knowledge base necessary for articulating a biblically inspired psychology of teaching and learning. Critique existing models and theories and develop a relationship model of learning with commensurate teaching strategies.

**EDCS 523 Effective Teaching Practices (3)** Opportunity to practice and refine teaching skills through a series of mini-teaching sessions. Design lessons, practice teaching them and receive feedback on a variety of teaching strategies. Online students need access to a video recorder.

**EDCS 530/GSAS 530CS Foundations of Biblically Based Education (3)** Examines the verified influences that impact learning, including, but not restricted to, parental influence, instructional techniques, discipline procedures, home and community settings, educational expectations and curriculum. Develop, implement and evaluate plans for addressing your various spheres of influence.

**EDCS 532/GSAS 532 Assessing and Teaching Language Arts (3)** Develop skills to foster your students’ communicative competence in the language areas of listening, speaking and writing. Instruction is under girded by the biblical truth that these communicative skills are the bridge between the spiritual and the natural realms. The skills relate to communication with God and with one-another for the purpose of effecting God’s will on earth.

**EDCS 542 Christian Education Curriculum (3)** Examine, critique, and, if necessary, redesign Christian education curriculum used in Christian and home schools. A set of evaluative criteria will be developed from a biblical perspective for the curriculum analysis activities. Prerequisites: EDCS 530, EBIB 521, and EDCS 523

**EDCS 551 Funds Development for Christian Schools (3)** Develop a biblically-based approach to the principles and practices of raising and giving financial resources for the work of His ministry in a Christian School setting. Develop the knowledge and skills required of stewards called to lead and manage funds development for a Christian School. Emphasizes understanding kingdom abundance and implications for funding schools; knowledge of biblical teachings relative to finances; philosophy, goals and objectives of fundraising; understanding the fund raising process; world views for fundraising and stewardship; pitfalls in funds development; contemporary issues in fundraising. Cross-listed with EADM 513

**EDCS 552 Starting & Operating Christian Schools (3)** Develop knowledge and practical skills necessary for a biblically-based approach to leading and managing a Christian School enterprise committed to educating for holy nation citizenship. Provides a biblical framework for starting, planning and operating a Christian School. Emphasizes God's purposes, thoughts and ways in planning, leading, evaluating and managing. Skills will be taught in the context of Godly character and a biblical worldview.

**EDCS 553 Staff Development for Christian Schools (3)** Develop a biblically-based, personal approach to being discipled and discipling others for a holy nation citizenship. A biblical knowledge and skill base is provided to produce his leaders. Demonstrate discipleship knowledge and skills drawing from two application assignments and a variety of activating experiences. Cross-listed with EADM 536.

**EDCS 563 Instructional Strategies for Students Who Are At-Risk (3)** Be prepared to reach and effectively teach students who are at risk in the general classroom. Addresses topics such as curriculum-based assessment, accommodations, modifications and collaboration with other professionals and family members.

**EDCS 591 Culminating Internship (1-4)** Provides supervision of classroom-based teaching and/or administration. Prerequisite: Entire Christian School Program.

**EDIP 540/GSAS 540IP Philosophy & Issues of Education (3)** Gives historical, political and philosophical foundations of education. While focused on U.S. education, emphasis on generalized principles and issues makes it relevant to all nations.

**EDIP 541/GSAS 541DT Developmental Leadership (3)** Breadth of understanding or review of major leadership theories, with a focus on development of models. Grow a depth of understanding concerning a particular developmental leadership model and apply the concepts and skills to certain situations. Utilize leadership skills to foster growth in the people with which you work, thus drawing out the leadership in the learner.

**EDIP 542/GSAS 542IP Introduction to Curriculum & Instruction (3)** Develop an understanding of biblical perspectives on the nature of learning and the ability to think critically about issues related to teaching and learning. Explore the components of effective instruction and learn how to implement instructional strategies that promote learning.

**EDIP 543/UED 343/GSAS 543 Technology in Education (3)** Increase learning and learner success by designing educational events that use instructional technology. Covers three basic areas of technology integration: planning, implementation and evaluation. Does not cover specific applications. Within this framework, various technologies and tools will be investigated for the purpose of determining which are best suited for particular instructional situations. Discusses broader issues regarding the usefulness and effectiveness of technology integration in education. The ultimate goal is to create a plan to integrate technology in your educational setting.

**EDIP 544 Effective Communication, Conflict Resolution, and Negotiation (3)** The key to healthy organizations is productive communication, conflict resolution, and negotiation. This course provides a communication-based perspective for organizations and leadership in a diverse society. Dyadic, small group, formal and informal communication, consensus building, conflict resolution and negotiation skills are just a few of the concepts to be studied in relationship to leadership effectiveness.

**EDUC 506/UIS 306 Probability and Statistics for Teachers (3)** This course prepares elementary school teachers in the following: basic descriptive statistics of a sample of measurements; normal distributions; experimental and theoretical basic probability; and graphical representations of probability and statistics.

**EFND 501/UIS 401 Teaching Math and Science in Elementary Schools (3)** This course is designed to aid future teachers in their understanding and integration of the knowledge, skills and processes to support learners. Participants will investigate various instructional and assessment techniques and, in particular, the end-of-grade VA SOL assessments in mathematics and science. This course includes classroom observation as a competency.

**EFND 503 Character Development Curricula (3)** Design and implement a plan to guide self and co-workers to become more Christ-centered role models to students, parents and all school personnel; integrate biblical truths and principles into any curriculum; design and implement a plan to teach biblical truths and principles, including a special focus on character development in all curricula; and design and implement a plan to focus on character development in all school-based programs (i.e., after-school programs, interscholastic athletics, drama, musical performance groups, etc.).

**EFND 504/UIS 304 Character Education (3)** Participants will study the foundations of ethics, ethical behavior, and moral decision-making. Development of these ethical and moral value systems and their impact on individual character growth, within the context of historical and contemporary psychological theories and scientifically-based research. Students will be required to analyze character education: historical and multi-cultural perspectives, its effectiveness and necessity. The course also includes many practical strategies and methodologies for supporting character development with an emphasis on the affirmation of the principles of truth, justice, and love.

**EFND 505/UED 405/GSAS 505FN Teaching Reading and Language Arts Across the Curriculum (3)** This course examines the complex nature of language acquisition. It also addresses instruction in listening, speaking, reading, writing, including spelling and grammar, and the integration of these language modes across the curriculum. Special attention will be given to reading comprehension in narrative and expository texts. Other course topics include familiarity with VA SOL and attention to diversity in the classroom. This course includes as a competency a practicum experience.

**EFND 506/UED 406/GSAS 506FM Classroom Management & Instructional Strategies (3)** This course is designed to provide the student with strategies to effectively provide instruction while managing the classroom. The relationship between classroom environment and student behavior will be

addressed and effective intervention strategies will be presented. Various models, methods, and approaches for managing and modifying students' classroom behavior will be explored. The link between discipline and character development will also be addressed. The learner will also demonstrate understanding of effective instructional design principles – such as flexible groupings, collaborative learning, and methods for gifted and talented students as well as for those students with disabling conditions – for instructional improvement. This course includes a classroom observation as a competency and instructional strategies that focus on the VA SOL.

**EFND 508/UED 408 Teaching Reading in the Elementary Grades (3)** This course addresses the nature of reading, stages of reading development, approaches to reading instruction, word identification strategies including explicit phonics, fluency development, and vocabulary and comprehension instruction. Other course topics include fostering independent reading using a variety of literature, evaluation including familiarity with the VA SOL, and attention to diversity in the classroom. This course includes as competencies a classroom observation and practicum experience.

**EFND 510 Leadership & Biblical Integration (3)** Focuses on identifying and applying biblical truths and principles to leadership and teaching. Emphasizes practical ways to integrate God's truths and principles into leaders and teachers as "Living Curricula," in to various subjects (curriculum), pre-K-12 and every component of a school or other organization.

**EFND 523 History & Contemporary Issues of American Higher Education (3)** Overview of American higher education from the colonial period to the present. Form a foundational understanding of higher education and the origins of contemporary practices and problems within the academy. Investigate diverse institutions such as land grant colleges, historically black colleges and universities, research institutions, liberal arts colleges, religious colleges and universities and access to higher education. Examine and discuss early innovators of higher education and their policies.

**EFND 570/670 Philosophy & Issues of Education (2)** Develop a personal philosophy of education through an analysis of philosophies and worldviews. Historical and philosophical issues of education are examined with a focus on character education. Examines the role of education in modern society and the practical application of relevant philosophies in educational leadership.

**EFND 595/UED 495 Field Experience/Student Teaching (6)** Placement for one semester in one or more elementary schools for supervised teaching experience thereby giving students the opportunity to bridge theory and practice.

**EFND 598 Professional Project (1-5)** Before the awarding of a degree, successfully complete a culminating experience. For most, the project will consist of providing evidence, in the form of a portfolio, that critical program competencies have been met.

**EHEA 501 The College and the Student (3)** An examination of issues relevant to college students. Topics may include intellectual growth, moral development, values, career choice, psychosocial changes, and the role of extracurricular activities.

**EHEA 502 Higher Education Finance: Strategy, Costs & Value (2)** Examine the: 1) important particulars of higher education finance from administrative, consumer and societal perspectives; 2) cost of higher education from the consumer's point of view in order to understand why and how people pay the price they do; 3) governmental, private and institutional aid and their affects upon admissions and retention of students; 4) fund accounting, sources of expenditures and sources of revenue; and 5) value

and societal benefits of a college education in order to ascertain whether a college education is a good value.

**EHEA 503 The Law & Governance of Higher Education (3)** Provides historical and contemporary legal issues that have, and will continue to shape colleges and universities today. Discusses legal issues regarding the college and trustees, administrators and staff. Investigates the legal basis of higher education in the United States to include constitutional provisions and federal statutes that influence higher education policy. Prepares emergent administrators for preventative law measures in an increasing litigious environment.

**EHEA 504 Student Services Administration (3)** An examination of the historical underpinnings of student affairs, the numerous departments under student affairs, the administrative interaction between student affairs and other university departments, and administrative theory relevant to the student affairs administrator.

**EHEA 595 Professional Field Experience (6)** An independent examination of the historical, legal, financial, and organizational literature relevant to the student's professional field experience as a student affairs professional.

**EMEP 502 Fostering Character Development & Self-discipline (3)** Provides the knowledge base and skills necessary to articulate and/or implement effective strategies resulting in improved character and self-discipline of students. Review the knowledge base concerning various character development approaches and analyze the effects of each. Design and implement a plan to role model and teach character traits to students in their home base school. Analyze and evaluate various discipline approaches and develop plans for instilling self-discipline in your students. Research versus practice will vary according to your areas of emphasis.

**EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3)** Provides the knowledge base and skill necessary to identify exemplary curriculum and instruction, as well as to modify and/or design units for enhancement of a pre-existing curriculum. Demonstrate understanding of effective instructional design principles, appropriate assessment practices and informative feedback mechanisms for instructional improvement. In addition, be able to guide fellow personnel in school-based curriculum design/redesign processes.

**EMEP 504 Developing Learning Opportunities for At-risk Students (3)** Provides the knowledge base and experience necessary to identify and assess the needs of students with various learning, emotional and/or behavioral problems. Demonstrate the ability to synthesize and apply strategies that will create an appropriate environment according to your students' needs.

**EMEP 505 Models of Leadership & Related Issues (3)** Acquire the knowledge base and explore the experiences necessary for exemplary leaders. Issues of effective communication, collaboration and consultation skills, as well as various ways to demonstrate those skills will be reviewed in-depth. Choose effective micro, mid-level and macro leadership models for action depending upon your areas of emphasis. This course will examine various models of leadership and their effectiveness. Both contemporary and biblical examples are used to demonstrate skills and attributes of effective leadership and serve as models for assessing one's personal leadership attributes. Among other items, the role of vision and culture within modern society are examined.

**EMTP 501 Introduction to Action Research (1)** Be acquainted with types of research, research methodologies and purposes, research terminology, various potential roles and participant-interaction levels of the researcher. Provides an overview of the methodology of action research in the classroom.

**EMTP 502/GSAS 502MT Teaching, Thinking & Learning (3)** Understand the presuppositions of worldviews and then examine content for evidence of different worldviews. Reviews and utilizes teaching models to encourage higher-level thinking within the classroom. Examines curriculum content and its relationship to cognitive development as a tool for designing instruction to promote thinking. At the elementary level, developmentally appropriate instruction is emphasized as a means to promote thinking. At the secondary level, be instructed in how to analyze valid versus fallacious thinking.

**EMTP 503/GSAS 503MT Character Development & Classroom Management (3)** Integrate character principles into the school environment and curriculum. Discipline and character development are also shown to be one and the same process. Effective intervention strategies will be presented and practiced.

**EMTP 504/GSAS 504MT Effective Curriculum & Instruction (3)** Focuses on classification and sequencing learning outcomes. Emphasizes the teacher as a significant integral part of what we call curriculum along with selected procedures and roles of teachers in school-based curriculum design/redesign.

**EMTP 505 Character Development Lab (4)** In this field-based assignment, identify and record positive and negative pupil behavior; relate behavior to character traits; categorize behaviors according to theoretical constructs; prescribe, implement and evaluate a behavior change/character development plan; and analyze and assist pupil reasoning related to the above activities.

**EMTP 506/GSAS 506 Teaching At-risk Students (3)** Teaches how to identify, evaluate, adapt or develop, implement and monitor instructional strategies for at-risk children. Covers cognitive and affective interventions.

**EMTP 507/GSAS 507 Identifying & Assessing At-risk Students (3)** Reviews normal and abnormal patterns of behavior. Discusses characteristics of various types of children who are at risk of failing. Reviews informal and formal academic as well as affective assessments. Presents general school, community and/or church-based intervention programs.

**EMTP 508/GSAS 508 Assessment & Evaluation (3)** Using the principles of educational measurement, develop and evaluate tests typically used in educational settings. Develop valid and reliable tests to evaluate the full range (process and product) of student outcomes. Emphasis will be placed on the design of “alternative” and traditional assessment tools.

**EMTP 509 Curriculum, Instruction & Assessment in Practice (4)** This field-based portfolio assignment will include action research, video-tapes of demonstrated teaching techniques and other evidence of skills related to teaching all students and meeting the needs of at-risk children.

**EMTP 510 Program Integration (1)** In this final course, specify how the entire program fits into your professional responsibilities. Recommendations for improving the Master Teacher Program will be discussed. Prerequisite: entire Master Teacher program.

**ESCP 501 Survey of Education & Law Enforcement: Basic Constructs, Governance, Policy & Law (3)** Overview of the education and law enforcement professions and specific aspects of their practice. Presents established models of law enforcement in America, including discussion of traditional and incident-driven policing. Focuses on the current trends of community policing applications with emphasis on problem-oriented policing methods.

**ESCP 502 Current Issues in Teaching & School-based Security & Community Policing (2)**

Presents current issues in education practice, such as the role of the school resource/security officer within educational settings, politics of collaboration, assessment and accountability of educators and law enforcement personnel and analysis of job-embedded training and evaluation. Explores contemporary topics in law enforcement including the role of the sworn police officer within school settings, search and seizure, arrest of juveniles, parental rights and responsibilities, incident-driven and school-based community policing models, resource allocation and community demands for service. Focuses on leadership practices in the areas of recruitment retention and training within both professions, as well as team functioning and sharing operational vision.

**ESCP 503 School Safety & Security: Understanding the Culture & the Partnership (3)** Addresses the culture and climate of the school and community. Gain knowledge and understanding of effective strategies for identifying the demographics of the community and its relationship to the school safety and security plan. Focuses on analysis of the dynamics of diversity within the community and its impact on the school setting. Discuss and evaluate effective partnership models between law enforcement and education. Emphasis on developing positive school culture and climate that will increase your students' achievement levels and decrease dropout rates and disciplinary actions.**ESCP 504 Technology Applications for School Police Partnerships (1)** Identify and utilize various technology resources available for the successful practice of education and law enforcement partnerships, including computer software/hardware application sand audio and video tools, as well as other media appropriate to data collection, analysis and evaluation, planning and implementation.**ESCP 505 Psychology & Development of the Learner (3)** Study the process of human growth and developing patterns of behavior throughout the life span. Emphasizes the individual's physical, mental, emotional, intellectual and spiritual growth; links what population school-police partnership will most likely encounter.**ETLC 541/UED 441/GSAS 541TL Child & Adolescent Growth & Development (3)** Covers the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on knowing and understanding theories of human development to incorporate children's individual differences and guide learning experiences. Considers individual differences (socio-economic, racial, ethnic, religious, physical and mental) with the approximate timing and effects of age-related changes and at-risk factors such as attention deficit disorder, substance abuse, child abuse and family disruptions on normal development. Children are studied in the context of family, culture and community. Emphasizes the importance of partnership with families and communities in the teaching and learning process.**ETLC 542/UED 442/GSAS 542 Foundations of Education (3)** Basic understanding of the foundations of education in the U.S. Covers the historical, philosophical and sociological development and organization of American education. A portion is devoted to education and the law, both federal and state, and to the legal status of teachers and students. Establishes a philosophical foundation of education and surveys various worldviews that affect education today. The students will examine contemporary issues in education and their own educational philosophies, attitudes and aptitudes for teaching and will build a commitment to professional growth and development through reflection, collaboration, and continuous learning.**ETSL 505 Serving English Language Learners in K-12 Classrooms (3)** This course is designed to prepare teachers to provide linguistically and culturally appropriate instruction for English Language Learners (ELLs) in K-12 classrooms. The course is appropriate for prospective and current ESL

teachers and general classroom teachers.

**ETSL 510/GSAS 510 Linguistics (3)** Provides an introduction to the study and analysis of phonology (sound), morphology (word formation) and syntax (grammar) in human language. Focuses on English, but comparisons will be made to other languages.

**ETSL 520/GSAS 520 Methods of Teaching English to Speakers of Other Languages (3)** Introduction to a broad array of methods for TESOL. Focuses on principles and practices of teaching and an introduction to the profession of TESOL.

**ETSL 525 Language Teaching Approaches and Practices (3)** An overview of historical and current approaches to language pedagogy, as well as current issues and perspectives pertaining to teaching adult ESL/EFL learners. Principles of integrated skill instruction and techniques for teaching speaking and listening will also be addressed. The course serves as an introduction to the field of TESOL for those pursuing the adult learning track.

**ETSL 530/GSAS 530 Teaching Grammar, Writing & Oral Communication (3)** Study and analysis of English pronunciation, word formation, grammar, usage and discourse structure, with special emphasis on grammar and writing. Focuses on problem solving. Prerequisites: EDTSL 520.

**ETSL 540/UIS 440 Multi-Cultural Education (3)** Overview of principles and practices for providing effective instructional programs for linguistically and culturally diverse student populations. Explores current issues in multi-cultural education, with an emphasis on the second language learner and TESOL curriculum development. Includes examination of socio-cultural variables in the instructional setting.

**ETSL 560/UIS 460/GSAS 560 First & Second Language Acquisition (3)** Review of research findings regarding first and second language acquisition with emphasis on the second-language learner and TESOL curriculum development.

**ETSL 570/GSAS 570 Teaching Reading (3)** Demonstration and examination of selected techniques and materials for teaching reading to non-English speakers. Range levels will include intermediate to advanced.

**ETSL 580 ESL Service Delivery: Current Trends and Issues (2)** Examines current trends, issues, and service delivery options, with an emphasis on roles and responsibilities of the ESL Specialist. The course will involve field observations, case studies, and interactive journaling. Prerequisites: EDIP 543, ETS defense, ECUR 511, ETSP 554, EADM 512, ETS defense, ETS defense, ETSP 553, ETSP 510R, ETSP 555, ETS defense, ETS defense

**ETSL 585 ESL Practicum (1)** Must be taken concurrently with ETS defense, Teaching Grammar, Writing, and Oral Communication. Field-based opportunity in which students observe and assist with teaching ESL students in a K-12 setting.

**ETSL 590 Roles and Responsibilities of the ESL Specialist (3)** This course provides an overview of the roles and responsibilities of ESL Specialists in K-12 settings. Areas of focus include service delivery options, current trends and issues, and collaboration with colleagues to enhance instruction for the K-12 English language learners. Participants will complete a field experience as part of this course.

**ETSL 596 ESL Student Teaching (3)** Field-based experience. Demonstrate skill in carrying out the professional responsibilities of an ESL specialist.

**ETSP 502 Learning Disabilities (3)** In-depth study of learning disabilities and their implications across the life span. Includes topics such as the historical, philosophical and legal aspects of the disability; its identification through appropriate assessment instrument administration; proper interpretation of assessment results; determination of appropriate placement; selection and planning of proper instruction; and application or collaborative team skills in interpreting assessment data and developing individualized educational plans.

**ETSP 503 Mental Retardation (3)** Studies mental retardation from theoretical, philosophical, medical and legal perspectives. Examines the impact of mental retardation across the life span with emphasis on diagnosis, curriculum, strategies and educational placement, and transition issues. Administrate and interpret tests and individualized plans (IEP's).

**ETSP 510M Field Experience I – Mathematics (1)** Taken concurrently with ETSP 556. Exposes students to math standards and curriculum, as well as methods for diagnosis, remediation, instructional design and curriculum adaptation. Participants will identify students with math difficulties; conduct record reviews and interviews; administer and interpret formal and informal tests; write reports; and design, implement and critique instruction.

**ETSP 510MR Field Experience I – Mental Retardation (1)** Students complete this field experience in conjunction with the ETSP 560 LD & MR Methods course. It provides students the opportunity to observe in a classroom setting, students with mild-moderate retardation and/or other developmental disabilities. It also affords the opportunity to administer an Adaptive Behavior Scale as well as apply academic and behavioral strategies acquired in the ETSP 560 LD & MR Methods course.

**ETSP 510R Field Experience I - Reading (1)** Taken concurrently with ETSP 554 Assessing and Teaching Reading of Narrative and Expository Texts. Opportunity to practice and critique reading assessment and diagnostic teaching.

**ETSP 550/650/GSAS 550 Legal & Ethical Aspects Associated with Students with Disabilities (3)** Surveys key legislative and judicial decisions that have shaped the current special education laws and policies. Understand the laws that must be kept in mind for every professional associated with special education. Ethical frameworks will be developed for appropriate decision making around key issues.

**ETSP 551/651/ UED 451/GSAS 551 Characteristics of Students with Disabilities (3)** Discusses students who demonstrate patterns of behavior consistent with learning disabilities, mild mental retardation and emotional disorders, and the characteristics of students with hearing, vision and/or physical impairments. Survey the range of conditions, which contribute to students being eligible for special education services. Presents an overview of identification, assessment, program options and intervention services. This course includes as competencies a classroom observation and practicum experience.

**ETSP 552/652/GSAS 552 Behavior Management & Social Skills Training (3)** In-depth, research-based study of the causes and corresponding solutions to typical as well as extraordinary classroom management problems. Reviews the knowledge base on teaching socially appropriate behavior. Identifies appropriate behavioral interventions and social skill teaching strategies through case studies, simulations and role-playing. Emphasizes modifying strategies based on learning style and cultural considerations.

**ETSP 553/GSAS 553 Language Acquisition & the Communicative Arts (3)** This course prepares participants to develop students' communicative competence through a focus of the language modes: listening, speaking, and writing. The course content addresses language development, language theories, and best practices of assessing and teaching language. Particular attention will be given to language difficulties of students with mild disabilities, and/or language deficit, and/or second language acquisition.

**ETSP 554/GSAS 554 Assessing & Teaching Reading of Narrative & Expository Texts (4)** This course will prepare participants to assess reading skills and to teach reading to student with mild disabilities and/or language deficit and/or second language acquisition. The course will specifically address reading processes, approaches, and stages, early intervention practices, corrective reading, diagnosis and remediation of reading problems, and assessment and instruction of reading in the content areas. Investigate and analyze record reviews and interviews; design, administer, and interpret tests; write reports; and design, implement, and critique instruction. The focus will be on the application and generalization of knowledge to realistic classroom situations.

**ETSP 555/655/GSAS 555 Collaboration & Consultation (2)** In this course participants will acquire the necessary knowledge base and skills to collaborate and/or consult with other professionals, students, and parents. Particular attention will be given to teaming, collaborative consultation, and co-teaching.

**ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs (3)** Discusses math standards and curriculum, as well as methods for diagnosis, remediation, instructional design and curriculum adaptation. Identify students with math difficulties; conduct record reviews and interviews; administer and interpret formal and informal tests; write reports; and design, implement and critique instruction.

**ETSP 557 Field Experience I - Reading & Math (LD, MR, BD) (1)** Opportunity to practice and critique reading and math assessment and diagnostic teaching.

**ETSP 558/GSAS 558 Behavior Disorders (2)** Emphasizes the nature of emotional/behavior disorders examining theoretical, philosophical, historical and legal perspectives. Address student identification, formal and informal assessment, instructional interventions (behavioral and academic), placement and transition issues and team and individual design of individualized educational plans. Develop practical skills from a sound knowledge base.

**ETSP 559/GSAS 559 Technology & Special Education (3)** Introduces an array of assistive technologies geared at improving the learning performance for students with disabilities. Participate in classroom simulations using the technology; use this technology, when appropriate, in lesson plans and activities. Several of the technology standards for teachers will be mastered, as well through completion of online assignments and activities.

**ETSP 560/GSAS 560X Learning Disabilities & Mental Retardation Methods (3)** Studies learning disabilities and/or mental retardation from theoretical, philosophical, medical and legal perspectives. Examines the impact of learning disabilities and/or mental retardation across the life span with emphasis on diagnosis, curriculum, strategies and educational placement and transition issues. Administrate and interpret tests and individualized plans (IEP's).

**ETSP 561ED Field Experience III (ED/BD) Student Teaching (3)** Design, implement, assess and monitor reading and mathematics interventions in a classroom serving students with emotional disturbance/behavior disorders. University-supervised field experience provides the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in both resource and inclusive settings. Meet in an on-campus seminar to discuss relevant issues and problem solve with other students. Prerequisites: completion of all coursework leading to endorsement.

**ETSP 561LD Field Experience III (LD) Student Teaching (3)** Design, implement, assess and monitor reading and mathematics interventions in a classroom serving students with learning disabilities. University-supervised field experience provides the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in both resource and inclusive settings. Meet in an on-campus seminar to discuss relevant issues and problem solve with other students. Prerequisites: completion of all coursework leading to endorsement.

**ETSP 561MR Field Experience III (MR) Student Teaching (3)** Design, implement, assess and monitor reading and mathematics interventions in a classroom serving students with mental retardation. University-supervised field experience provides the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in both resource and inclusive settings. Meet in an on-campus seminar to discuss relevant issues and problem solve with other students. Prerequisites: completion of all coursework leading to endorsement.

**ETSP 562 Field Experience II – Classroom & Behavior Management (1)** Identify and record positive and negative pupil behavior; relate behavior to character traits; categorize behaviors according to theoretical constructs; prescribe, implement and evaluate a behavior change/character development plan; and analyze and assist pupil reasoning related to the above activities.

**ETSP 584/GSAS 584 Reading Service Delivery: Supervision & Current Trends (3)** Examines current trends as well as methods and service delivery options. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low- and high-achieving readers, as well as demonstrate an understanding of the needs of high achieving students and of strategies to challenge them at appropriate levels. Addresses the reading supervisor's roles and responsibilities. Do field observations and interviews, literature reviews, case studies and interactive journaling. Prerequisite: all coursework leading up to the reading internship.

**ETSP 585/GSAS 585 Reading Research, Curriculum & Technology (3)** Examine major research in the field of reading and review, and investigate the use of technology in teaching and assessing reading, writing with associate skills of spelling and grammar, and research skills. Demonstrate the ability to guide students in their use of technology for both process and product as they work with reading writing and research. Examine and demonstrate an ability to teach reading and spelling curricula. Curricular materials and methods will include a children's literature component in which you will demonstrate the ability to foster appreciation for a variety of literature and understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction, at appropriate levels. Prerequisite: all coursework leading up to the reading internship.

**ETSP 596 Reading Internship (3)** Field-based experience where you will demonstrate the full range of professional responsibilities of a reading specialist. Prerequisite: all program coursework.

**ETSP 600/GSAS 600 Autism Overview (3)** This course is designed as an introduction to autism and will cover such topics as definition of autism spectrum disorders, language acquisition, behavior management, and autism and the law. This course is required for those students that intend to complete the autism certificate and who have not completed the Cross-Categorical Special Education masters program in addition to those that completed the masters program prior to December 2002.

**ETSP 610/GSAS 610 Introduction to Identification and Assessment of Autism Spectrum Disorders (3)** This course will introduce participants to the history, characteristics, and theory associated with Autism Spectrum Disorders to enhance understanding of autism. Participants will receive an overview of autism as an educational disorder including basic information regarding diagnosis of the condition. Designed to expand on the introductory knowledge gained in the Regent Cross-Categorical Special Education Program, content will provide an overview of the seven evaluation areas emphasized in federal law (vision, hearing, health/motor, social/emotional/behavioral, verbal & non-verbal communication, cognitive and adaptive behavior, and academic/vocational). Functional assessment for programming and IEP writing will also be addressed. Prerequisite – completion of the Cross-Categorical Special Education masters program (December 2002 and after), ETSP 600, or permission from Department Chair

**ETSP 620/GSAS 620 Methods for Students with Autism Spectrum Disorders (3)** This course explores the educational methods (including current research and best-practice) of students with autism. Strong emphasis will be placed on practical methods and strategies for teaching language/communication, reading, and appropriate behavior. Topics may include (but are not limited to): Sensory Integration, Applied Behavior Analysis, TEACH (Treatment and Education of Autistic and related Communication Handicapped Children), Picture Exchange Communication System (PECS), Cognitive Behavioral Methods, etc. Participants will complete a practicum as part of this course.

Prerequisite – completion of ETSP 610 or permission from Department Chair

**ETSP 630/GSAS 630 Autism Practicum Project (3)** This applied project will require one to one contact with at least one autistic student. Academic and behavioral assessments will be completed and an analysis and report will be written on each assessment. These assessments will be used to write an IEP with emphasis on writing the PLOP (Present Level of Performance) and Objectives. A 4 week program (behavioral and academic) will then be designed and partially implemented. The program will include continuous assessment that is intended to guide instructional decisions.

**ETSP 670 Special Education Supervision of Programs and Instruction (3)** This on-line course will cover the topics unique to supervision and administration of special education teachers and classes. The components of effective special education instruction & curriculum across the continuum of services (e.g., consultative through Level I and Level II services, pull-out through inclusive delivery of services) will be highlighted. Though all areas of special education will be covered including the high incidence areas of Learning Disabilities, Speech/Language Impairment, Mental Retardation, Emotional Disturbance, Attention Deficit (included in Other Health Impairment), and Autism, special attention will be placed on the low incidence areas such as Hearing Impairment, Visual Impairment, Orthopedic Impairment, and Severe Disabilities. Appropriate supervision of related services personnel such as Occupational Therapists, Physical Therapists, and Orientation and Mobility specialists will also be included. Leadership support of special educators will focus on the establishment of proper physical settings/climate conducive to learning for students with disabilities. The special education teacher as an expert and resource to other specialists and general educators in the schools will also be addressed.

**ETSP 671 Research and Assessment to Inform Practice in Special Education (3)** This on-line course will focus on the task of assessing the exceptional child and using research to impact practice. An emphasis will be placed on measuring a child's abilities, diagnosing his or her strengths and needs, and using this assessment information to inform instruction. Formal and informal tests and evaluation systems used in special education programs will be examined. The course also addresses the interpretation and analysis of data to enhance school improvement plans. Basic instructional, assessment, and behavioral recommendations will be discussed with an emphasis being placed on current research, effective practice, and the application of assessment results and research.

**UNIV LIB Information Research & Resources (0)** Non-credit, free of charge. Teaches basic competencies in the use of computer and related information technology research and resources, including use of the library. Enroll in the course in the first semester. Required of graduation. Pass/Fail.

#### **Doctoral Courses**

**EDUC 700 Online Orientation (0)** Required during the first semester of enrollment in some programs; acclimates students to Blackboard, the platform off which online classes are launched.

**EADM 703 Advanced Theory & Practice of Leadership, Organizational Development & Educational Administration (3)** Become familiar with systems and organizational theories, as well as the major trends and issues in the study of educational organizations. Explores how systems theory, change processes and

strategic planning affect organizations and individuals. Critically assess and apply the theories to their own experiences and develop a theoretical perspective.

**EADM 704 Advanced Supervision, Design & Implementation of Educational Programs, Curriculum & Technology (3)** Extensive foundation and a breadth of knowledge concerning foundations, principles and issues of curriculum. Emphasizes how personal worldview impacts all aspects of curriculum development, design implementation, evaluation, and refinement. Principles of an effective curriculum process are emphasized from both the building level and the school district administrative perspectives.

**EADM 705 Effective Communication & Conflict Resolution (3)** The key to healthy organizations is productive communication and conflict resolution. Provides a communication-based perspective for organizations and leadership in a diverse society. Review and translate into practice research on team process management, consensus building and negotiation skills. Apply the particular communication skills into your respective contexts as evidenced by video role-play, case study analysis and/or feedback from peers, faculty and supervisors.

**EADM 706 Legal, Ethical & Professional Issues in Education (3)** Educational leader in a modern society must have a working knowledge and understanding of key legal, ethical and professional issues facing education today. Analyze the issues and critically assess the implications and consequences of legal and ethical decisions faced by building and district-level administrators. Develop a problem analysis system, enabling you to address critical issues in the future.

**EADM 720 Advanced Practice of School Finance, Management of Resources & Facilities (3)** Emphasizes responsibilities for management at the school district level. Advanced study of: 1) principles for the development and implementation of strategic planning; 2) operational procedures in educational organizations; 3) legal issues related to fiscal operations for the management of educational organizations and impacting school operations and management; and 4) principles and issues related to school finances and use of space. Examine issues related to school safety and security. Engage in the identification of community resources and partnerships of school, family, business, government and higher education institutions. Examine and use technologies that support diverse management functions.

**EADM 721 School & Community Relations (3)** Particular emphasis placed upon school district operations. Advanced principles and practices in: diversity and its meaning for educational programs; effective communication including consensus building and negotiation skills; principles and issues of school safety and security; emerging issues and trends that impact the school community; community resources and partnerships of school, family, business, government and higher-education institutions; the value of the diverse school community; models and strategies of change and conflict resolution as an applied to the larger political, social, cultural and economic contexts of schooling; and the importance of diversity and equity in a democratic society.

**ECEL 710 Christian Education Philosophy (3 or 6)** Covers foundational aspects of Christian education to include faith and learning integration, mission and purpose, world and life views, the Christian mind and historical precedents. Students are expected to incorporate these understandings personally and specify how they will be demonstrated in professional areas of interest. The course serves as the foundational basis to the subsequent ECEL 720 and ECEL 730 courses. When taken for 6 credits, it provides the intensive depth of philosophical/theological understandings essential for teaching, research, and curriculum development activities in Christian Education. When taken for 3 credits, typically in conjunction with a paired Christian Education Leadership course, it focuses on philosophical/theological concomitant to directing the work of others in Christian Education institutions.

**ECEL 720 Christian Education – Curriculum and Instruction (3 or 6)** Covers the full range of intervention activities and materials designed for Christian education outcomes. Specialize in selected content areas, age/grade ranges, etc.; common themes include apologetics, character formation and historical precedents. Develop, with rational and professional expertise, appropriate curriculum and instruction for a model program. When taken for 6 credits the course focuses on the in-depth selection and/or development of curriculum for targeted Christian Education content. When taken for 3 credits it links typically to a paired Christian Education Leadership course to prepare for management/leadership of Christian Education institutions. Prerequisite: ECEL 710 & 730

**ECEL 730 Christian Education – Outcomes & Assessment (3 or 6)** Covers the full range of educational outcomes that are implicated in Christian education. Students are to specialize in selected areas (e.g. elementary education, secondary education); but common themes for all student work include character development, biblical integration, world view development, and content specialization – all to demonstrate biblical fidelity. Students are required to develop with rationale and professional expertise, the goals, outcomes, and assessments for a selected segment of a model program. When taken for 6 credits it equips for in-depth development of outcomes and assessments for teaching, research, and curriculum development activities. When taken for 3 credits it typically link to a paired Christian Education Leadership course to equip for leadership over these activities. Prerequisite: ECEL 710

**ECEL 751 Advanced Finance Principles and Practice for Christian Schools (3)** Learners will become familiar with finance and funds development principles and models as well as major trends and issues in the study of resource acquisition and use in Christian schools and auxiliary enterprises. Financial management and stewardship of the Christian school will be examined with special reference to the skills and practices required to support excellence in student achievement in Christian schools. Biblical presuppositions and World View precepts and issues will be explored. Learners will critically assess, then apply the Biblical principles to their own experiences and develop a heightened Biblical approach to finance and funds development.

**ECEL 752 Advanced Principles and Practices in the Operation of a Christian School (3)** Learners explore leadership, organizational development and management principles and practices as well as major trends and issues in the study of operating a Christian school and auxiliary enterprises. Leadership, management and administration of the Christian school will be examined with the focus on excellence in student growth and development from a holistic perspective. Biblical presuppositions and World View precepts and issues will be explored. Learners critically assess, then apply the Biblical principles to their own experiences and develop a deeper Biblical approach to leading and managing a Christian school.

**ECEL 753 Advanced Staff Development Principles and Practices for Christian Schools (3)** Learners explore personnel principles and practices as well as major trends and issues in the study of faculty/staff growth and development in a Christian school. Models and principles underlying best practices that produce exemplary character and maturity among key stakeholders will be examined. Biblical presuppositions and World View precepts and issues will be explored with the focus on producing staff modeling Biblical excellence in a Christian school setting. Learners critically assess, then apply the Biblical principles to their own experience and develop a holistic approach to staff development.

**EDCE 701 Character Education: Foundations, Theories, and Philosophy (3)** This course traces the historical evolution of character education throughout the United States, and as a movement. It examines the research that currently exists in the field, with particular emphasis on the underlying philosophy that has guided its development.

**EDCE 702 Character Education Curriculum and Instruction (3)** This course focuses on the development of meaningful curriculum and innovative instructional practices in the delivery of a character education program. Special attention will be given to the integration of character education programming with learning

standards prevalent in most states today. Participants in this course will gain knowledge, understanding, and skills in development, implementation, and assessment related to successful programmatic decision making in character education.

**EDCE 703 Advanced Study of Best Practices in Character Education (3)** Participants will be presented opportunities to work with faculty and other members of the National Clearing House on Character Education in examining programs and practices; they will also have the opportunity to provide consultative assistance to school districts and community organizations that wish to design new initiatives or reassess efforts currently in place. Formative and summative assessments will be used for programmatic evaluation, and course participants will gain necessary skills to conduct such evaluations.

**EDCE 704 Leadership in Character Education (3)** This course presents an analysis of present day leadership theories and practices that lend themselves to successful design, delivery, and evaluation of character education programs and activities. Emphasis is placed upon building collaborative teams, community networking, and school partnerships within the context of innovation and change.

**EDCO 801 Strategic Planning & Program Evaluation (3)** This course examines the planning and evaluation process in today's rapidly changing educational environment. Two perspectives will be emphasized: the internal/external milieu on one hand and the accreditation perspective on the other. Topics include: various theoretical and philosophical perspectives, alternative evaluation designs and related methodologies, including collaborative action research, and issues related to design, measurement and utilization. The goal of this course is to help educators become active collaborators in the planning and evaluation process. During this course each student is to prepare an annotated bibliography of the planning process (external analysis, internal analysis, strategic direction/goals/objectives, implementation and evaluation).

**EDCO 802 Analysis of Variance (1)** Examine various ANOVA statistical procedures as applied to educational research with emphasis on understanding the research context, assumptions, notations and interpretations. Covers factorial ANOVA to include mixed designs, analysis of covariance and multivariate variations. SPSS will be used for all statistical calculations. Prerequisites: EFND 702 and Educational Statistics Course.

**EDCO 803 Regression & Correlation (1)** Covers the statistical procedures that are most frequently encountered in doctoral-level correlation research with emphasis on understanding the research context, assumptions, notations and interpretations. Major topics include multiple regression and correlation, logistic regression and discriminant analysis. Covers both hypotheses of association and prediction. SPSS will be used for all statistical calculation. Prerequisites: EFND 702 and Educational Statistics Course.

**EDCO 804 Structure & Reliability Analysis (1)** Covers statistical procedures used for structure and reliability analysis as applied to educational research with emphasis on understanding the research context, assumptions, notations and interpretations associated with each statistical procedures. Major topics include factor analysis, an introduction to structural equation modeling and reliability analysis to include alternate form reliability, test-retest reliability, inter-tester reliability and internal consistency (i.e. split-half to include use of the Spearman-Brown prophecy formula, Kuder-Richardson formulas and Cronbach's coefficient alpha). SPSS will be used for all statistical calculations. Prerequisites: EFND 702 and Educational Statistics.

**EDDE 820 Instructional Design for Distance Education (3)** Theoretical, experiential and critical perspectives on instructional design. Examines the process of instructional design in distance education, including the instructional systems design model, as well as analysis, delivery, implementation and evaluation of distance education instruction; and the relationship between instructional design and

technology. Opportunity to investigate and develop instruction for distance delivery. Special emphasis is given to web-based instructional design and delivery. Prerequisite: Foundations of Distance Education.

**EDDE 825 Special Topics in Distance Education (3)** An examination of current issues in distance education with an emphasis on research and leadership opportunities. This course may feature an in-depth examination of a single topic or a survey of key issues facing distance education practitioners. Culminates in the development of a research or instructional design project.

**EDDE 830 New Media in Distance Education (3)** Surveys the range of educational technologies that can be incorporated in the delivery of distance education. Examines best practices regarding the use of media to enhance instruction, with a particular emphasis on media used on online education such as streaming audio and video, collaborative learning technologies and instructional simulations. Hands-on experiences with several multimedia and eLearning solutions will be provided. Prerequisite: Foundations of Distance Education Course.

**EDDE 880 Independent Study (1-3) (online/distance education)** Under the guidance of an instructor or mentor, pursue an in depth study of a topic related to distance education, such as use of compressed interactive video to create an effective learning environment, an examination of the facilitative skills required to create a constructivist learning environment online or use of problem-based learning techniques in a distance learning environment. Requires submission of a scholarly paper on the approved topic. Prerequisite: Foundations of Distance Education.

**EDDE 885 Practicum (3) (online/distance education)** Within the context of problem-based learning, design, implement and evaluate an online distance education project that demonstrates the integration of theory and practice. Requires planning and putting into practice a previously untried curriculum. Culminates with delivery of the project and a reflection and evaluation paper.

**EDDE 890 Internship (1-3) (online/distance education)** Provides the practical application of skills in distance education at a school or organization involved with learning at a distance. Bring together theoretical knowledge, functional competencies, skills developed through coursework and attitudes learned in the class with practical “real world” experiences in the work place. Requires 15 contact hours of responsible work at the professional level per credit hour. Is supervised, evaluated and mentored by a qualified distance education professional. Includes onsite activities and group discussions. Requires an internship journal.

**EDSL 727: Supervision & Professional Development (3)** This course will provide students with the skills and understandings that will facilitate the success of professional development opportunities for adult learners. This course will examine basic principles of supervision to ensure continuous and sustained professional development that is effective and meaningful for adult learners.

**EDSL 710: The Adult Learner (3)** This course provides an overview of the major theorists associated with adult learning based on historical and philosophical perspectives. This course will review and evaluate theory and research that make adult education a distinctive field of philosophy and practice.

**EDSL 807 Organizational & Institutional Change (3)** This course provides an extensive foundation and a comprehensive understanding of the paradigms, processes, elements, and constituents of change. Building upon foundational biblical models of change, an emphasis is given to evaluating current school reform efforts and redefining the concept of transformational change. Emphasizes principles of an effective change process from both the building level and the central office administrative perspectives.

**EEDD 800 The Principalship (3)** Be assigned to a school site to participate directly in management duties and leadership experiences involving the position of the principal. Requires submission of a product that summarizes the experience. Prerequisite: completion of all coursework.

**EEDD 810 Advanced Practices in Personnel Administration (3)** Study of human resource management at the district level. In preparation for upper-level management position, develop advanced skills and knowledge in human resources management and development Addresses the design and implementation of programs for adult learning. To this end, be involved in the selection, design and implementation of professional development models for the full range of personnel in K-12 education. Engage in activities to develop advanced skills in effective communications, including consensus building and negotiation skills. Acquire knowledge and skills in the use of diverse technologies that support management function at the school-district level.

**EEDD 850 The Superintendency (3)** Be involved in a school district site and become directly involved in management duties and leadership experiences related to the position of district superintendent. Requires submission of a product that summarizes the experience. Prerequisite: endorsement as a principal and three years experience in an educational administrative position.

**EFND 701 Advanced Human Learning & Motivational Development (3)** Study of human learning and motivational development theories that offers the opportunity to investigate several major theories in developmental psychology with a comparative analysis from biblically-informed perspectives. Designed to provide an ethos for emergent doctors to apply a working knowledge of human development genres in an academic setting and from a Christian perspective. Applies human development perspectives in ascertaining and solving various problems within an academe. Work in collaborative learning groups; utilize electronic resources and conduct and present research and thinking. Fosters a working knowledge of a doctoral-level scholarly inquiry, writing and doctoral demeanor.

**EFND 702 Research Design & Analysis (3)** Overview of scholarly research and methods to evaluate research. Presents the basic concepts of quantitative and qualitative research methods and the diverse approaches to scholarly inquiry and reflective practice.

**EFND 705A Residency – Year One (2)** One-week orientation to the Ed.D program; meet professors and classmates, and attend helpful sessions. Activities include classes in preparation for doctoral writing, library research and Blackboard training. Faculty will address your questions, concerns and challenges for the upcoming year.

**EFND 705B Residency – Year Two (2)** After completing your first year in the Ed.D program meet individually with your cognate advisor to design a schedule for cognate courses. Also meet in classes, participate in a research workshop and attend other residency activities.

**EFND 705C Residency – Year Three (2)** After completing two years in the Ed.D program take comprehensive exams. Also, meet with your dissertation chairman and review your dissertation topic.

**EFND 707 Advanced Study of Worldview (3)** Centers around issues of competing epistemologies to the historic Christian faith and tradition such as: postmodernism, Marxism, secular positivism, non-theistic evolution and other philosophies that hold a dominant position of discourse and debate in the academy. The aim is to compare and contrast these ideologies to our historic faith traditions. A beginning knowledge of worldview is expected of students prior to taking this course.

**EFND 722 Educational Statistics (3)** Basic understanding of statistical methods, particularly as they pertain to research in education. Focuses on conceptual rather than mathematical and applied rather than theoretical—understand why a particular statistical technique is appropriate and how to make sense of the results obtained from its utilization rather than to understand the full mathematical underpinnings of the statistic. SPSS will be used as a productivity tool to perform all statistical procedures. Specific topics include descriptive statistics, visual representation of data, hypothesis testing, regression and correlation.

**EFND 723 History & Contemporary Issues of American Higher Education (3)** Overview of American higher education from the colonial period to the present. Form a foundational understanding of higher education and the origins of contemporary practices and problems within the academy. Investigate diverse institutions such as land grant colleges, historically black colleges and universities, research institutions, liberal arts colleges, religious colleges and universities and access to higher education. Examine and discuss early innovators of higher education and their policies.

**EFND 724 Advanced Study of Theories in Learning & Development (3)** Provides some of the major conjecture and theories used to meet the learning and development needs of adults, and an overview of learning theories, their design and applications for the adult learner in various settings. Investigates topics to include self-directed learning, constructivism, autonomous learning, creative environments conductive to adult learning, designing and implementing training programs and instructional design techniques.

**EFND 725 Advanced Study of Best Practices in Special Education (3)** Advanced study of empirically based interventions for children with mild disabilities for academic, emotional, and social deficits. Emphasis on current best practices and practices often used but empirically unsupported as well as legal and ethical issues surrounding intervention implementation

**EFND 726 Foundations of Distance Education (3)** Provides an extensive foundation in research findings and learning related theories as they impact the design of various distance education models, development of instruction, enhancement of learning and the creation and nurturing of learning communities at a distance. Emphasizes computer-mediated models, including models that contain both traditional and online components, and their impact on learning.

**EFND 727 Supervision & Staff Development Training (3)** Based on the premise that true staff development is an on going, evolving process that supplements the evaluation process. Research and analyze current philosophies and research on effective supervision and staff development. Focuses on the needs and characteristics of learners, the program characteristics that include purpose, structure, content, process and follow-up, and the organizational characteristics that contribute or support effective staff development.

**EFND 806 Assessment and Evaluation of Students (3)** The purpose of this course is to introduce the student to the methods, skills, and strategies they will need as they become effective teachers and educational administrators in the assessment and evaluation of students. The course will cover the essentials of test measurement theory to include alternative assessments, classroom test construction, and test reliability, validity, equity, and fairness. Educational assessment and evaluation will be

approached from the viewpoint that curriculum, instruction, and assessment should be aligned, that instruction and assessment should blend together, and that assessment data analysis informs instruction. The emphasis will be on current issues that respond to the requirements of current state and federal legislation. The course will also support activities associated with a teacher's and administrator's involvement in school building and school district decision-making, to include (a) serving on a school or district committee examining the school's and district's strengths and weaknesses in the development and assessment of its students, and (b) working on the development or selection of assessment methods for school building or school district use. This course is primarily an elective in the K-12 cognate, however, it is open to students in other cognate areas.

**EFND 898 Comprehensive Examination Continuation (6)** In order for doctoral students to remain active in the program after an unsuccessful attempt to complete the comprehensive writing assessment, they must register for EFND 898. During the registered semester, students should review course material to attempt to successfully complete the writing assessment at a later date.

**EFND 899 Comprehensive Examination Extension (0)** Doctoral students who have been granted approval to take the comprehensive writing assessment later than the summer of their second year must register for this course in order to remain active in the program.

**EFND 900 Dissertation Proposal (6)** Seminar that guides doctoral candidates through the first three chapters of the dissertation. If by the end of the semester the candidates are not ready to defend their proposal, they will be given an IP and would then register for EFND 901.

**EFND 902 Dissertation Implementation (6)** Second-semester doctoral candidates will work with their dissertation committee to collect data and work towards the completion of chapter four.

**EFND 904 Dissertation Defense (6)** Taken during the final semester of the dissertation process, candidates work closely with their dissertation committee on the completion of chapter five.

**EFND 906A Dissertation (6 credits)** Doctoral candidates will work with their dissertation committee to defend their proposal, collect data, write and defend five chapters of their dissertation. Each candidate must register for a minimum of 18 dissertation credits. The credits will be equally distributed into 6 credit segments over 3 consecutive semesters.

**EFND 906B Dissertation (6 credits)** Doctoral candidates will work with their dissertation committee to defend their proposal, collect data, write and defend five chapters of their dissertation. Each candidate must register for a minimum of 18 dissertation credits. The credits will be equally distributed into 6 credit segments over 3 consecutive semesters.

**EFND 906C Dissertation (6 credits)** Doctoral candidates will work with their dissertation committee to defend their proposal, collect data, write and defend five chapters of their dissertation. Each candidate must register for a minimum of 18 dissertation credits. The credits will be equally distributed into 6 credit segments over 3 consecutive semesters.

**EFND 907 Dissertation Continuation (3 credits)** This course is designed for doctoral candidates who have not successfully defended their dissertation within 3 semesters, as required by the School of Education doctoral program. Students will enroll in this course each semester and work closely with their dissertation committee until they have successfully defended their dissertation as required by the program.

**EHEA 802 Higher Education Finance: Strategy, Costs & Value (3)** The purpose of EHEA 802 Higher Education Finance is to help the learner to grow to the next level in knowledge and skills required to

effectively deal with financial changes and trends for institutions of higher education. Students will further their skills in analysis and evaluation of issues from various perspectives – administrative, consumer and societal (government and organizations in the private sector that influence the source and use of funds). Financial management of higher education (administrative perspective) focuses on effectiveness and efficiency issues associated with the use of funds. The consumer perspective (access and choice issues in financing students) focuses on the source of institutional funds. And both state and federal policies and programs and budgeting will inform the learner from that perspective.

**EHEA 803 The Law & Governance of Higher Education (3)** Provides historical and contemporary legal issues that have, and will continue to shape colleges and universities today. Discusses legal issues regarding the college and trustees, administrators and staff. Investigates the legal basis of higher education in the United States to include constitutional provisions and federal statutes that influence higher education policy. Prepares emergent administrators for preventative law measures in an increasing litigious environment.

**EHEA 804 Teaching on a College or University Level: Effective Teaching Strategies for Multiple Constituencies (3)** An academically compelling aspect of Regent's mission of leadership "to change the world" is producing professors who will have a major impact on the professoriate in this new Millennium. With an unusually high percentage of retirements in the coming years, we will have the potential and ability to produce new professors for a new generation of college students. Very few higher educational institutions do an adequate job of preparing exemplary teachers for college classrooms: their larger emphasis is on producing good scholars. And, while research does inform good teaching, it also requires people who have good communication skills and the necessary pedagogical preparation in order to transmit the research. Finally, college and university classrooms are becoming more ethnically and racially diverse. These multiple groups have a major impact on a professor's pedagogical preparation.

**EHEA 805 Advanced Research Design and Analysis (3)** This course is designed to provide advanced skills and knowledge to doctoral students for them to design and carry out and evaluate sophisticated research studies. As an advanced course it provides an in-depth examination of the issues and problems facing the educational researcher as he/she organizes a research study or a program evaluation. The course is not bound to any one paradigm, but examines educational research from various perspectives. The course focuses on the theory behind the methodology, advanced research design techniques and associated statistical procedures, internal and external validity, mixed methodology, and qualitative research tools common to the practice of education. Prerequisite – EFND 702 & EFND 722

**EHEA 807 Curriculum and Assessment for College/University Teaching (3)** This course centers on effective strategies for planning curricula and assessment procedures to a diverse group of learners---from 18 to adult age categories. Particular emphasis will be placed on: building an effective bibliography and syllabus; finding additional resources outside traditional boundaries of education (i.e. advanced technology application); examining a variety of assessment procedures that would be effective with diverse learners; choosing texts and materials, grading procedures and policies, etc. This course is open to all university doctoral students who are seeking a career in college or university teaching.

**EHEA 810 The Community College & Proprietary Schools (3)** Investigate community/junior colleges, proprietary schools and other post-secondary learning institutions. Examine the post-secondary learning institution, its impact on other institutions of her education, special problems of community colleges and proprietary schools, avenues for academic leadership, teaching in post-secondary institutions and the theory and structure of the two-year college as an institution.

**EHEA 890 Higher Education Administration Internship (3)** Become immersed in an actual higher education institution or education-related program directed by a Regent University faculty member. Provides

a pragmatic learning endeavor and forms a colleague base within academe. Provides additional requisite experience required for employment within institutions of higher education or education-related entities. May also foster environments and human resources conducive to successful doctoral dissertation or doctoral project endeavors. Requires a written component.

**EPSY 805 Advanced Study of Test & Measurements (3)** After a further study of test and measurement principles, a range of test and under girding statistical procedures and principles will be evaluated. The range of test may include achievement, psycho-educational, intelligence, survey and attitude-scaling instruments.

**EPSY 820 Problem-Based Project in Learning & Development (3)** True to a problem-based learning design, select an area in need of attention in learning and development. Develop an advisor-approved proposal and then address the issue, problem or need from a research-based perspective. The project is usually cross-disciplinary in nature, requiring references and resources from multiple perspectives, and will culminate with an advisor-approved product.

**EPSY 821 Problem-based Project in Research & Evaluation (3)** Given a real challenge that requires the utilization of qualitative and/or quantitative research, provide advisor-approved recommendations for addressing the problem. The project may include methodologies from various disciplines (e.g. education, counseling, psychology, sociology, and business) Requires an advisor-approved culminating project.

**EPSY 830 Advanced Study of Personality (3)** Requires advanced study in major personality and psychotherapeutic theories that undergird the most common and current therapy practices. Summarize and evaluate carious psychodynamic, humanistic, behavioral, cognitive and family systems theories.

**EPSY 850 Advanced Study in Educational Psychology (3)** Advanced survey of the latest topics, lines of research and disciplinary foci currently being addressed in the field of Educational Psychology. Gain in-depth knowledge and understanding of the field, and apply this to your personal career interests.

**EPSY 870 Advanced Study of Brain Research in Cognitive & Language Development (3)** Review and discusses the latest research on psycho-neurological effects on learning. Explores educational implications, especially concerning cognitive development and language functioning.

**ESAE 810 Teaching and Learning: Theory and Research in Adult Development (3)** This course will review current theory and research on adult development and learning, and critically examine claims for distinctive forms of adult cognition including social and psychological aspects of adult learning. Topics include participation, motivation, autonomous learning, and self-efficacy

**ESAE 820: Program Planning for Adult Learners (3)** This course will examine current trends and issues surrounding the development and administration of programs for adults including environmental, social, political, cultural, and demographic variables along with organizational and institutional roles and differences.

**ESPC 705 History of Special Education (3)** An advanced historical survey of the origins of special education. Focus on historical figures in special education, their theories of and interventions with people with disabilities; on the evolution of the social construction of disability; on broad legal and ethical issues related to people with disabilities; and on some current issues facing the field.

**ESPC 710 Advanced Study of High-Incidence Disabilities (3)** Advance study of special education high-incidence disability categories: Learning Disabilities, Emotional and Behavioral Disturbance, and Mental Retardation. Focus on the historical development of identification, including distinguishing

characteristics and definitions, as well as empirically based interventions that address characteristic issues of each group.

**ESPC 720 Seminar: Current Research Issues in Special Education (3)** Advanced seminar in the study of current significant and/or controversial research issues in special education.

**ESPC 730 Meta-Analysis in the Social Sciences(3)** Advanced course in understanding and executing meta-analyses in special education or other social sciences. Study of the history of meta-analysis, its major functions and limitations, and the successful completion of a meta-analysis in a social science area. Prerequisite: Permission of instructor; prior completion of core courses in statistics and research design (e.g., EFND 702 & 722 or equivalent).

**ESPC 800 Doctoral Seminar: The Editorial and Review Process (3)** Advanced study of the entire publishing process from submission to publication for both authors and editors in special education or closely related areas. Examination of publication objectives for different audiences such as refereed vs. non-refereed journals and other publication formats. Study of duties related to guest reviewing, regular reviewing, editorial board duties, responsibilities of refereed journal editors and co-editors. Guest lectures by editors of journals in special education or related social science fields focusing on single/multiple author works and responsibilities, submitting or editing special journal issues highlighting current research and practice, and copy-editing for final printing. Writing and submitting an original article to a refereed journal. Prerequisites: Permission of Instructor.

**ESPC 820 Problem-based Projects in Special Education (3)** Select and area within the field of Special Education that is in need of attention and study. Develop an advisor approved project proposal and address the issue, problem or need from a research-based prospective. The project is expected to reflect a cross-disciplinary approach reflecting the best research related to the problem. Conduct a review of the literature and address the potential strategies for problem resolution from a sound academic perspective.

**ESPC 830 Policies, Laws & Regulations Affecting Special Education (3)** Review the literature related to the successes and failures of IDEA and related laws and identify the areas that are most in need of reform or those areas that are presenting problems in implementation. Choose and area that calls for new approaches and develop a researched-based proposal to address the issue in a manner that will allow school personnel to implement the changes or practices proposed.

**ESPC 840 Grant-Seeking Skills for Special Educators (3)** Introduces fundamentals of grant seeking. Become aware of the relationship building skills needed to seek, apply, obtain and manage funds through public and/or private sources. Put skills into practice by writing an actual or simulated grant proposal.

**ESPC 890 Internship (3)** Designed for Cross-categorical Special Education program students. Opportunity to work in an applied setting to put to use the theories and functional competencies learned in the program. Must be able to give 15 contact hours a week and have the internship site approved by the professor.

**SPSY 694 Internship (6-12, generally 3/semester)** Be assigned to work in a school setting that will be closely supervised onsite by a trained school psychologist. Applies the knowledge and experience gained during the school psychology-training program as a member of a school psychology team. Participate in a weekly internship seminar led by a faculty professor.

**UNIV LIB Information Research & Resources (0)** Non-credit, free of charge. Teaches basic competencies in the use of computer and related information technology research and resources, including use of the library. Enroll in the course in the first semester. Required of graduation. Pass/Fail.

## **FACULTY**

The School of Education has an active, diverse faculty with varied areas of focus in the arena of education. Our faculty members are distinguished in areas of teaching children with special needs, designing successful character development approaches, building up educational leaders and viewing education from a biblical paradigm.

**Arroyo, Alan A.** (1986), BSE, Northern Illinois University; M.Ed., National College of Education; Ed.D., Northern Illinois University.

**Baker, Jason D.** (2001) B.S., Bucknell University; M.A., The George Washington University; Ph.D., Regent University.

**Bostain, Dyanne** (1997), B.S., Virginia Wesleyan; M.S., Old Dominion University; Ed.D., The College of William and Mary.

**Clark, Herman** (2004 ), B.S., Norfolk State University; M.S., University of Virginia; Ed.D., Nova University.

**Cox, William F.** (1980), B.S., M.A., University of Maryland; Ph.D., Florida State University.

**Derrick, Gail** (2001) B.S., Virginia Wesleyan; M.Ed., Ed.D., George Washington University.

**Gallien, Louis** (2001) B.S., Taylor University; M.A., Ed.D., University of North Carolina—Greensboro.

**Grooms, Linda D.** (2001) B.M., Furman University; M.Ed., CAGS, Ph.D., Regent University.

**Hanes, John** (2004) B.A., Brown University; B.A.S., Guilford College; M.B.A., Wake Forest University; M.Ed., Ph.D., University of North Carolina--Greensboro.

**Hunt, Carle** (2002) B.S., B.A., MBA, Denver University; DBA, University of Southern California.

**Johnson, Joan B.** (1998) B.S., James Madison University; M.Ed., University of Virginia; Ph.D., Old Dominion University.

**Jordan, Hope M.** (1999) B.S., University of Wisconsin; Ed.S., George Washington University; M.Ed., Ph.D., Regent University.

**Kavale, Kenneth** (2004) B.A., Brooklyn College; Ph.D., University of Minnesota

**Komarnicki, James W.** (1980), B.S., West Chester State College; M.Ed., Ed.D., Temple University.

**Koonce, Glenn** (2003), B.S., Old Dominion University; M.S., Old Dominion University; Ed.D., Virginia Polytechnic Institute and State University.

**Lloyd-Zannini, Louis P.** (1995), B.A., College of Our Lady of Providence; M.A., Regent University; Ed.S., Ph. D. The College of William and Mary.

**Mostert, Mark** (2002) HED, Johannesburg College of Education; M.Ed., University of South Alabama; Ph.D., University of Virginia.

**Nisbet, Deanna L.** (1999), B.S., University of North Carolina--Greensboro; M.A., CAGS, Ed.D., Regent University.

**Ponton, Michael** (2003), B.S., Old Dominion University; M.S., The George Washington University; Ed.D., The George Washington University.

**Rovai, Alfred P.** (2000), B.A., San Jose State University; M.A., University of Northern Colorado; M.S.Ed., Ph.D., Old Dominion University.

**Selig, W. George** (1980), B.A., M.A., Central Washington State College; CAGS, Ed.D., University of Massachusetts.

**Stiff-Williams, Helen Randolph** (1998), B.S., Hampton Institute; M.S., Longwood College; Ed.D., University of Virginia.

**Tindall, Evie Ruth** (1990), B.A., Winthrop College; M.A., Regent University; Ed.S., Ed.D., The College of William and Mary.

**Wighting, Mervyn** (2003), B. Ed., University of Sussex; M.S., Ph.D., Old Dominion University.

## **Robertson School of Government**

### **Dean's Message**

“Christian Leadership to Change the World.” That’s the calling of the Robertson School of Government (RSG). Rooted in Biblical faith and practice, RSG trains leaders for public service nationally and internationally. For example, RSG alumni hold senior staff positions in the:

*White House,*  
Departments of *State, Justice, Defense, Labor, and Health and Human Services,*  
*U.S. Senate and House of Representatives,*  
*State and Local Government* throughout the United States,  
Various private organizations, such as *Focus on the Family*, and as a  
*Fulbright Scholar.*

And to train students properly RSG faculty . . . **hold** doctoral degrees in American government, political science, public administration, law, urban services, leadership studies, and anthropological and linguistic studies from leading universities . . . **consult** with government executives, legislators and their staffs, and political candidates . . . **engage** in cooperative research activities with public policy think tanks and lobbying organizations . . . **assist** political and legal action organizations, such as the American Center of Law and Justice (ACLJ) . . . **participate** in various professional organizations, including the American Political Science Association, International City/County Managers Association and a variety of others . . . and **author** books on a wide range of subjects.

Students and faculty work together in a variety of special endeavors, including RSG’s **Oxford University Program**, which features faculty from both Regent and Oxford Universities, and RSG’s **Internship Program**, which places students in an array of positions in the public and private sectors.

All of this and much more take place in America’s only Christian graduate school of government.

Charles W. Dunn  
Dean

### **CONTACT INFORMATION**

Admissions application forms may be downloaded from the website, or obtained by mail. To request your application packet, contact the Office of Central Enrollment Management. For questions concerning the Robertson School of Government, please contact the school directly.

Central Enrollment Management  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
800.373.5504 or 757.226.4127  
Fax: 757.226.4381  
E-mail: [admissions@regent.edu](mailto:admissions@regent.edu)  
Website: [www.regent.edu](http://www.regent.edu)

Robertson School of Government  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
757.226.4591 or 800.373.5504  
Fax: 757.226.4735  
Email: [govschool@regent.edu](mailto:govschool@regent.edu)  
Website: [www.regent.edu/government](http://www.regent.edu/government)

## **MISSION AND PHILOSOPHY**

The Robertson School of Government (RSG) trains leaders who have a desire to contribute to our nation's ethical and moral foundation of Judeo-Christian principles and who are willing to embrace the challenges in the public arena that are required to preserve freedom, participatory democracy and individual initiative. To that end, graduates of RSG are to be morally, spiritually and intellectually grounded and equipped with the practical and technological skills required to meet the challenge of leadership in government, electoral politics and the formulation of public policy. To accomplish this, RSG will:

- Study the impact of Judeo-Christian values in U.S. political history, structures of the U.S. Government and the influential thinkers who guided the U.S. experiment.
- Explore the Constitution and other dynamics of the political history of the U.S., including the landmark oratory of our Presidents and other governmental leaders.
- Explore the inner workings of political campaigns and elections and provide practical experiences in the political domain for our students.
- Explore contemporary and classical economic theory and the interplay of government and markets in developed and less developed nations.
- Analyze, from a theoretical and practical viewpoint, local, state and national legislative processes and the role of the Executive Branch at these levels in implementing policies and laws.

## **DISTINCTIVES OF THE SCHOOL**

- **Lecture Series:** Students at the RSG take advantage of a wide array of special lectures given by selected experts and practitioners in various areas of public policy, government and law. Previous lecturers have included: Lech Walesa, former President of Poland; William Bennett, former U.S. Secretary of Education and U.S. National Drug Czar; Supreme Court Justice Clarence Thomas; former Vice President Dan Quayle; activist and educator Morton Blackwell; former Executive Director of Christian Coalition, Ralph Reed; pollster and political strategist Ed Goeas III; campaign strategist Carlyle Gregory; pollster Kellyanne Fitzpatrick; President of Heritage Foundation, Ed Feulner; Director of the Pell Center for International Relations and Public Policy, Peter Liotta; Sergei Krushchev, son of the former Soviet premier; professor of political science at Grove City College and author, Paul Kengor; and the former U.S. Attorney General, John Ashcroft to name a few.
- **Profiles in Excellence:** The Profiles in Excellence program is designed to introduce Regent University students to nationally prominent and respected leaders with experience in national public policy and political processes. By exposing students to the wealth of insight and expertise these individuals possess, Regent students develop unique insights and appreciation for the Founding Fathers' principles of personal liberty and religious freedom. Previous lecturers have included: American University Professor, Daniel Driesbach, Ph.D.; University of Virginia Professor, Garrett Sheldon, Ph.D.; former U.S. Ambassador Edward J. Perkins; Protocol Officer, U.S. Department of State, Alice J. Guice; U.S. Foreign Service Officer, Mr. Earle St. Aubin Scarlett; and authors Dr. Doug Johnston and Dr. Mark Amstutz.
- **Professional and Course Skill Development Seminars:** To prepare well-rounded students who are equipped to influence government, RSG integrates a rigorous, biblically based curriculum with practical professional skills that are acquired by multi-modal, innovative approaches to teaching and learning. This combination of knowledge, skills and biblical values makes RSG students highly competitive and enhances prospects for their rapid advancement in government service.

## **PROGRAM OVERVIEW**

Nowhere is the need for graduates to fulfill Regent's motto, *Christian Leadership to Change the World*, more evident than in the fields of public policy, political management and public administration. Principled leadership in government is an absolute necessity for the health and prosperity of our nation. The

opportunities that exist today in the public policy arena are among the most exciting and challenging in our history. We offer:

Master of Arts in Government degree with concentrations in:

- Public Policy
- Political Management
- Public Administration
- International Politics
- Terrorism and Homeland Defense

### **JOINT DEGREE OPTION**

*See the General Information section of the Catalog for the description of the joint degrees program.* Joint degrees are available with the Juris-Doctor in law and with master's degrees in business administration, management, communication, journalism, biblical studies, Christian ministry, divinity, counseling, education and organizational leadership.

The joint degrees program with law is particularly relevant for government and public policy careers. The Juris-Doctor and Master of Arts in Government degrees form a potent combination for leadership in public affairs. Such leadership involves a mixture of legal, social, governmental and policy analysis capabilities. Students in this program gain the legal training and professional standing afforded by the law school; they obtain technical legal skills to be merged with policy analysis and political practice skills.

The joint degrees program for the Master of Business Administration and Master of Arts in Government provides extensive preparation for principles-based leadership in public administration. In combination, the two degrees prepare administrators who will have substantial skills in policy analysis and public affairs activism. Such people will be well positioned for leadership in government service, politics and policy-making.

In each of the programs, the government component requires completion of the required core courses and electives, for a total of 30 credit hours. A joint committee with faculty from both schools may examine the culminating project.

**It is important to note that those pursing a joint degree must apply to and receive an offer of admission from both the Robertson School of Government and the additional school of choice.**

### **TRANSFER OF CREDITS**

No more than 25 percent of the total number of credit hours required by a degree program may be transferred from another institution. That institution must be accredited at the graduate level.

No units can be applied to more than one degree. Only courses with a letter grade of B or higher will be eligible for transfer of credit. Transfer of credit is based on the following factors:

1. The quality of the credit-granting institution.
2. The validity of transcripts with grades received for proposed transfer courses.
3. The course syllabi and demonstrated student mastery of the course content or demonstration of student competency.
4. The comparability of the proposed transfer credit courses with equivalent courses in the school.

Faculty members evaluate transfer credits and make the decision to accept or reject transfer credit. The dean makes the decision to accept or reject a petition for transfer credit.

### **FINANCIAL AID**

Regent University offers a limited number of awards on an institution-wide basis. For more information, see the Tuition, Fees and Financial Aid section of the Catalog.

To encourage academic excellence, the Robertson School of Government (RSG) now offers new and expanded merit-based scholarships to outstanding students. Customarily considered by RSG in awarding these scholarships are an applicant's: (1) undergraduate grade-point average, (2) undergraduate program, (3) extracurricular activities and leadership experience, and (4) GRE and/or LSAT score(s). All awards fund RSG coursework only. Awards are generally made for one academic year, but may be renewed for a second year by reapplication.

All admitted students, whether entering in the fall or spring semester, receive immediate consideration for RSG scholarships by the Scholarship Committee, which awards scholarships through a "rolling" admissions process. Applicants admitted earlier enhance their prospects for receiving scholarship awards.

To apply, complete and submit the RSG Financial Aid Application. Early applications will be given priority consideration. Only accepted applicants that meet the criteria of the specific award will be considered. Applicants are encouraged to apply for school based financial aid at the time that they submit their admissions application. Applicants seeking Federal Financial Aid are advised to apply even before they have been admitted to the school.

However, after achieving the required GPA in the first academic year, students must reapply for aid for each of their remaining academic years with RSG. All awards are conditional on the student achieving or maintaining satisfactory academic progress while in school.

## **New and Expanded Scholarships for RSG Students**

To encourage academic excellence, the Robertson School of Government (RSG) now offers new and expanded merit-based scholarships to outstanding students. Customarily considered by RSG in awarding these scholarships are an applicant's: (1) undergraduate grade-point average, (2) undergraduate program, (3) extracurricular activities and leadership experience, and (4) GRE and/or LSAT score(s). All awards fund RSG coursework only.

All admitted students, whether entering in the fall or spring semester, receive immediate consideration for RSG scholarships by the Scholarship Committee, which awards scholarships through a "rolling" admissions process. Applicants admitted earlier enhance their prospects for receiving scholarship awards.

### **Scholarships**

#### **Trustee Scholarships**

100% tuition remission per year.

Renewable for two years with a 3.50 GPA in RSG.

#### **Dean's Scholarships**

66.7% tuition remission per year.

Renewable for two years with a 3.40 GPA in RSG.

### **Faculty Honors Scholarships**

33.3% tuition remission per year.

Renewable for two years with a RSG GPA of 3.30.

## **Additional Scholarships and Financial Aid**

**Jean B. James Scholarships.** The James Scholarships fund two \$2,000 awards for government, law, or government/law full-time joint degree students who meet these criteria: (1) married, (2) strongly committed to family life, and (3) obedient to God's call during a mid-career redirection. The amount of these awards may fluctuate, depending upon endowment earnings. To continue receiving the award, James Scholars must maintain a 3.50 GPA or higher in RSG.

**Tabor Family Revival Soy Scholarships.** Tabor Scholarships provide funding for tuition and fees to two returning students each academic year. Eligibility to become Tabor Scholars depends upon: (1) being single, (2) having worked full time to finance their education, and (3) earning an acceptable GPA in RSG.

**Providence Grants.** Based upon financial need, students may receive Providence Grants up to 25% of their tuition. To remain eligible for Providence Grants, students must maintain a GPA of 3.00 or higher in RSG.

**Military Grants.** RSG reduces tuition by 25% for active-duty military personnel who maintain a GPA of 3.00 or higher in RSG. Military personnel, their spouses and Department of Defense civilians who receive tuition assistance through DANTES should contact the Business Office at Regent University for details. DANTES approves the RSG distance-education program.

**Government Employee Grants.** RSG provides a 25% tuition remission for employees of local, state and national government who maintain a GPA of 3.00 or higher in RSG.

**Stewardship Awards.** RSG provides a 10% tuition remission for recipients of this award. To remain eligible for Stewardship Awards, students must maintain a GPA of 3.00 or higher in RSG.

## **CAREER OBJECTIVES**

The school aims to produce graduates prepared for active leadership in government service at all levels, in related political or advocacy organizations and in government and public policy education.

Possible careers in both domestic and international public affairs include:

### **Government**

- Political leadership through appointed and career offices (legislative and executive branches)
- Policy research/staff positions (legislative, executive and judicial branches)
- Elective office (local, state, federal)
- Diplomatic and foreign service positions (State Department)

- International political leadership offices (UN, OAS)

### **Political Organizations**

- Political parties, interest groups, election and issue campaigns
- Domestic and international political advocacy and lobbying leadership positions
- Domestic and international policy research/staff positions (think tanks, institutes)

### **Government and Public Policy Education**

- Careers in higher education
- Careers in secondary education both domestic and foreign

### **CAREER SERVICES**

In the RSG Career Resource Center, our desire is to provide students and alumni with the resources, tools and opportunities necessary for personal and professional development so they may advance in their calling and positively influence the world. Therefore, we focus on professional development and opportunity identification.

### **Professional Development**

Professional development activities prepare our students and graduates in the technical aspects of the internship and job search processes and for the realities of the internship and career position. We are committed to ensuring that our students are provided with the necessary skills and insight for gaining and maintaining successful employment. It is also our goal to put students through an established job-hunt program by working with them individually to determine career objectives and to develop a strategy to secure their desired employment and internship positions.

### **Opportunity Identification**

The second focus is identifying opportunities in state, federal and local government; appointed state and federal positions; think tanks; campaigns; consulting firms; and lobbying groups. Hiring authorities and processes are identified for each option. In addition, existing networks are utilized to multiply the students' exposure. We also provide travel for our students to areas that we have identified as primary employment targets—such as Washington, D.C. and Richmond, Va.—to facilitate contact.

### **A Sampling of Employers and Internship Sponsors**

The White House, Washington, DC

U.S. Attorney General John Ashcroft, Washington, DC

U.S. State Department, Washington, DC

The Heritage Foundation, Washington, DC

U.S. Civil Rights Commission, Washington, DC

U.S. Senator Jesse Helms, Washington, DC

U.S. Senator Lauch Faircloth, Washington, DC

U.S. Representative Thelma Drake

U.S. Representative Stephen Lynch

U.S. Representative Joanne Davis

U. S. Senate Foreign Relations Committee, United State Congress, Washington, DC

Committee on the Judiciary, Subcommittee on the Constitution, House of Representatives, Washington, DC

Concerned Women of America

Acton Institute

American Center for Law & Justice, Virginia Beach, VA

British Parliament, London, England

Crossfire, Washington, DC

Department of Community Affairs, State of New Jersey, Trenton, NJ  
Focus on the Family, Colorado Springs, CO  
National Republican Congressional Committee  
Office of the Attorney General, Los Angeles, CA  
Ohio Legislative Service Commission, OH  
Pennsylvania Family Institute, Harrisburg, PA  
Institute on Religion and Democracy  
Governor Mike Huckabee, Little Rock, AR  
Governor's Office, Des Moines, IA  
Gun Owners of America, Springfield, VA  
House of Commons, Ottawa, Canada  
University of Texas, Dallas, TX

### **STUDENT PROFILE**

Applicants to the Robertson School of Government [RSG] are a unique group of men and women with a *vision to lead and a passion to serve*. Students, as a group, are characterized by a strong commitment to Judeo-Christian principles and a belief in religious liberty, limited government, political freedom and private property. Our students are dedicated to learning the strategies and tactics necessary to maintain these disciplines at every level of the policy-making process and in the public arena. Since its opening in 1983, RSG has matriculated nearly 600 students from across the United States and some 20 other nations. Students with a wide variety of undergraduate degrees have enrolled, and many come with substantial work experience in other professions.

### **ADMISSIONS REQUIREMENTS**

See the Admission to Regent University section of the Catalog for admissions requirements. In addition, RSG requires applicants to submit the following:

1. GRE or LSAT
2. All college transcripts
3. Writing sample
4. Résumé

Applicants may defer enrollment for one year if they submit their request in writing to the Admissions Manager. Applicants must reapply and go through the full application process after one year or if they have not requested the deferment. Admissions credentials and prior college transcripts are maintained for a maximum of one year for incomplete applications or for applicants who have not enrolled or deferred enrollment.

### **ONLINE worldwide campus**

All of the RSG programs are offered either in full or part online via the Regent Worldwide Campus. Faculty and support staffs are available to assist distance education students just as they assist on-campus students. Distance education students are encouraged to contact faculty and staff by telephone, fax, e-mail or Internet. For more information, please refer to the Online Learning and Distance Education section of the Catalog for information concerning online learning and computer hardware and software requirements.

### **DEGREE PROGRAM**

#### **MASTER OF ARTS IN GOVERNMENT [GOV] (39 credit hours)**

We provide students with an in-depth understanding of the founding principles of democracy, a grasp of current issues related to government, and the skills and knowledge to shape nations. Specifically designed for persons who sense a calling into professions in and related to government – both domestically and internationally. The program combines rigorous academic curriculum with a biblical foundation to form the

framework that prepares students to transform governments and governmental organizations. Track areas of study are available in International Politics, Terrorism and Homeland Defense, Political Management, Public Administration and Public Policy.

#### **M.A. in Government Required Core Courses**

|   |           |
|---|-----------|
| GOV 601 Quantitative Analysis .....   | 3         |
| GOV 602 Principles of Economics.....  | 3         |
| GOV 604 Christian Foundations of Government and Politics .....                  | 3         |
| GOV 610 Political Philosophy .....  | 3         |
| GOV 611 American Government .....   | 3         |
| GOV 695 Internship, GOV 698 Professional Project <b>or</b> GOV 699 Thesis ..... | 3         |
| UNIV LIB Library Research and Resources.....                                    | 0         |
| <b>TOTAL CORE CREDITS .....</b>   | <b>18</b> |

#### **OPTION 1: INTERDISCIPLINARY STUDY**

|                               |           |
|-------------------------------|-----------|
| <b>ELECTIVE CREDITS .....</b> | <b>21</b> |
|-------------------------------|-----------|

#### **OPTION 2: TRACK PROGRAM**

|                                      |                 |
|--------------------------------------|-----------------|
| <b>TRACK COURSE CREDITS .....</b>    | <b>12 to 15</b> |
| <b>TOTAL GENERAL ELECTIVES .....</b> | <b>6 to 9</b>   |

|  |           |
|--|-----------|
| <b>M.A IN GOVERNMENT TOTAL CREDITS .....</b> | <b>39</b> |
|--|-----------|

#### **INTERDISCIPLINARY STUDY**

Students may develop a tailored program addressing the student's learning interests and career needs consisting of 15 credit hours selected in consultation with his her advisor or opt for a track from the section below.

#### **TRACK AREAS**

Students can select a track from the 5 listed options consisting of 12 to 15 hours of designated classes and 6 to 9 hours of free standing electives.

#### **INTERNATIONAL POLITICS**

The International Politics track enables students to comprehend the internationalization or “globalization” of peoples and nations, international trade and finance, global communication, and the clash of cultures. The track is designed to enhance the Government program’s goal: discerning the transcendental foundations for peoples and nations, the principles of democratization, governance, and economic stewardship. Students will be better equipped to formulate policies based on the rule of law, international peace and prosperity, and how to safeguard basic human rights. This track underscores Regent as an international University with a world-wide mission: to provide “Leadership to Change the World.”

#### **Required Track Courses (6 credit hours):**

|                                     |   |
|-------------------------------------|---|
| GOV 612 Public Policies.....        | 3 |
| GOV 654 International Politics..... | 3 |

#### **Choose 3 Additional Track Courses from the Following (9 credit hours):**

|   |          |
|---|----------|
| GOV 638 European Union.....                         | 3        |
| GOV 639 The American and English Constitutions..... | 3        |
| GOV 655 International Human Rights .....            | 3        |
| GOV 659/ LAW812/PMIS571: Qur'anic Law .....         | 3        |
| GOV 673 Democracy and Development.....              | 3        |
| GOV 674 The International Economy .....             | 3        |
| GOV 675 Hemispheric Integration .....               | 3        |
| GOV 676 Asian Politics .....                        | 3        |
| <b>Free Standing Electives (6 credit hours):</b>    | <b>6</b> |

## POLITICAL MANAGEMENT

Successful political campaigns require well trained professionals to run them. The Robertson School of Government offers a track in campaign management, designed to prepare professional for the rough and tumble world of campaign politics. The Political Management track equips students to enter the challenging arena of campaign politics and related political careers by providing them with the skills and techniques required to develop and manage strategic campaigns within an ethical and moral framework. Students gain valuable insights and networking opportunities from experienced professionals who teach specialized elective courses.

### Required Track Courses (12 credit hours):

|  |   |
|--|---|
| GOV 663 Campaign Management and Strategy.....      | 3 |
| GOV 664 Political Communication Strategy .....     | 3 |
| GOV 668 Political Organizations and Behavior ..... | 3 |
| GOV 682 Fundraising and Campaign Finance .....     | 3 |

|  |          |
|--|----------|
| <b>Free Standing Electives (9 credit hours):</b> | <b>9</b> |
|--|----------|

## PUBLIC ADMINISTRATION

The Public Administration Track focuses on developing the essential character and managerial competencies for successfully managing today's public and nonprofit organizations. Course work focuses on developing and integrating human, fiscal and information resources utilizing a servant leadership framework. Specific skill areas include strong organizational skills, wisdom in the application of political theory and philosophy, and a strong moral and ethical foundation. This track provides both academic preparation and practical training to equip students for successful careers in government and to enhance the careers of current professionals.

### Required Track Courses (12 credit hours):

|   |   |
|---|---|
| GOV 630 Human Resource Management.....                    | 3 |
| GOV 634 Public Budgeting and Taxation.....                | 3 |
| GOV 670 Principles of Public Administration.....          | 3 |
| GOV 671 Government Organizational Theory & Behavior ..... | 3 |

|  |          |
|--|----------|
| <b>Free Standing Electives (9 credit hours):</b> | <b>9</b> |
|--|----------|

## **PUBLIC POLICY**

The Public Policy Track provides students with the knowledge, skills and values to succeed in developing, influencing and negotiating public policy. This track focuses on the theory, practical application and fine points of government leadership; economic policy, both domestic and international; global policy development; and policy formulation, analysis and negotiation.

### **Required Track Courses (6 credit hours):**

|   |   |
|---|---|
| GOV 612 Public Policies.....                                    | 3 |
| GOV 636 Legislative Process: Congress and State Government..... | 3 |

### **Choose 3 Additional Track Courses from the Following (9 credit hours):**

|   |   |
|---|---|
| GOV 615 Economic Policy: Cornerstone for Domestic/International Trade & Finance ..... | 3 |
| GOV 646 Special Topics: Policy Initiatives Seminar .....                              | 3 |
| GOV 647 Special Topics: US Presidency .....   | 3 |
| GOV 648 Special Topics: The Supreme Court & Public Policy.....                        | 3 |
| GOV 654 International Politics.....   | 3 |

|  |   |
|--|---|
| <b>Free Standing Electives (6 credit hours):</b> ..... | 6 |
|--|---|

## **TERRORISM AND HOMELAND DEFENSE**

The track in Terrorism and Homeland Defense provides students with an overview of a key policy area central to our country's prosperity and safety. These courses will represent a balanced approach to national security and the modern phenomenon of terrorism which is clearly the most seminal issue facing American government today. This track will prove especially attractive to military officers, intelligence officials, homeland security experts, and state and local law enforcement agencies and governmental officials.

### **Required Track Courses (12 credit hours):**

|   |   |
|---|---|
| GOV 654 International Politics.....                     | 3 |
| GOV 677 Terrorism and Homeland Defense.....             | 3 |
| GOV 678 Terrorism/Disaster Consequence Management ..... | 3 |
| GOV 679 National Security Affairs.....                  | 3 |

|  |   |
|--|---|
| <b>Free Standing Electives (9 credit hours):</b> ..... | 9 |
|--|---|

### **Joint Degree Option**

Joint degrees are available with the Juris-Doctor in law and with the Schools of Business, Communication, Divinity, Psychology and Counseling, Education and Leadership Studies.

In each of the joint degree programs, the government component requires completion of the required core courses and electives for a total of 30 credit hours. A joint committee with faculty from both schools may examine the culminating project.

### **M.A. in Government Required Core Courses**

|  |   |
|--|---|
| GOV 601 Quantitative Analysis .....                            | 3 |
| GOV 602 Principles of Economics.....                           | 3 |
| GOV 604 Christian Foundations of Government and Politics ..... | 3 |

|   |           |
|---|-----------|
| GOV 610 Political Philosophy .....  | 3         |
| GOV 611 American Government.....  | 3         |
| GOV 695 Internship, GOV 698 Professional Project, GOV 699 Thesis<br>or GOV 700 Publishable Law Article Thesis Option (PLATO)..... | 3         |
| LIB Library Research and Resources Course .....   | 0         |
| <b>TOTAL CORE CREDITS.....</b>  | <b>18</b> |

#### **OPTION 1: INTERDISCIPLINARY STUDY**

|                               |           |
|-------------------------------|-----------|
| <b>ELECTIVE CREDITS .....</b> | <b>12</b> |
|-------------------------------|-----------|

#### **OPTION 2: TRACK PROGRAM**

|                                   |           |
|-----------------------------------|-----------|
| <b>TRACK COURSE CREDITS .....</b> | <b>12</b> |
|-----------------------------------|-----------|

|  |           |
|--|-----------|
| <b>M.A IN GOVERNMENT TOTAL CREDITS .....</b> | <b>30</b> |
|--|-----------|

#### **TRACK AREAS**

For a Joint Degree, students complete the 18 core credit hours and 12 elective credits.

Students can select a track from the 5 listed certificate options to complete their elective credits.

#### **CERTIFICATES**

The Robertson School of Government offers five certificates for those interested in enhancing knowledge and job competencies while earning college credit. Students can select from the five listed options consisting of 12 hours of designated classes. Students can apply for admission to the MA in Government program and transfer all twelve credits upon formal admission.

#### **INTERNATIONAL POLITICS**

The International Politics certificate enables students to comprehend the internationalization or “globalization” of peoples and nations, international trade and finance, global communication, and the clash of cultures. This certificate area is designed to enhance the Government program’s goal: discerning the transcendental foundations for peoples and nations, the principles of democratization, governance, and economic stewardship. Students will be better equipped to formulate policies based on the rule of law, international peace and prosperity, and how to safeguard basic human rights. This particular certificate underscores Regent as an international University with a world-wide mission: to provide “Leadership to Change the World.”

##### **Required Courses (6 credit hours):**

|                                      |   |
|--------------------------------------|---|
| GOV 612 Public Policies .....        | 3 |
| GOV 654 International Politics ..... | 3 |

##### **Choose 2 Additional Courses from the Following (6 credit hours):**

|   |   |
|---|---|
| GOV 638 European Union .....                        | 3 |
| GOV 639 The American and English Constitutions..... | 3 |
| GOV 655 International Human Rights .....            | 3 |
| GOV 659/ LAW812/PMIS571: Qur’anic Law .....         | 3 |
| GOV 673 Democracy and Development.....              | 3 |
| GOV 674 The International Economy.....              | 3 |
| GOV 675 Hemispheric Integration .....               | 3 |

|   |           |
|---|-----------|
| GOV 676 Asian Politics .....                          | 3         |
| <b>Total Credits for Certificate Completion .....</b> | <b>12</b> |

## POLITICAL MANAGEMENT

Successful political campaigns require well trained professionals to run them. The Robertson School of Government now offers a certificate in campaign management, designed to prepare professional for the rough and tumble world of campaign politics. The Political Management Certificate equips students to enter the challenging arena of campaign politics and related political careers by providing them with the skills and techniques required to develop and manage strategic campaigns within an ethical and moral framework. Students gain valuable insights and networking opportunities from experienced professionals who teach specialized elective courses.

### Required Courses (12 credit hours):

|  |   |
|--|---|
| GOV 663 Campaign Management and Strategy.....      | 3 |
| GOV 664 Political Communication Strategy .....     | 3 |
| GOV 668 Political Organizations and Behavior ..... | 3 |
| GOV 682 Fundraising and Campaign Finance .....     | 3 |

|   |           |
|---|-----------|
| <b>Total Credits for Certificate Completion .....</b> | <b>12</b> |
|---|-----------|

## PUBLIC ADMINISTRATION

The Public Administration certificate focuses on developing the essential character and managerial competencies for successfully managing today's public and nonprofit organizations. Course work focuses on developing and integrating human, fiscal and information resources utilizing a servant leadership framework. Specific skill areas include strong organizational skills, wisdom in the application of political theory and philosophy, and a strong moral and ethical foundation. This certificate provides both academic preparation and practical training to equip students for successful careers in government and to enhance the careers of current professionals.

### Required Courses (12 credit hours):

|   |   |
|---|---|
| GOV 630 Human Resource Management.....                    | 3 |
| GOV 634 Public Budgeting and Taxation.....                | 3 |
| GOV 670 Principles of Public Administration.....          | 3 |
| GOV 671 Government Organizational Theory & Behavior ..... | 3 |

|   |           |
|---|-----------|
| <b>Total Credits for Certificate Completion .....</b> | <b>12</b> |
|---|-----------|

## PUBLIC POLICY

The Public Policy certificate provides students with the knowledge, skills and values to succeed in developing, influencing and negotiating public policy. This certificate focuses on the theory, practical application and fine points of government leadership; economic policy, both domestic and international; global policy development; and policy formulation, analysis and negotiation.

**Required Courses (6 credit hours):**

|  |   |
|--|---|
| GOV 612 Public Policies: Problem Solving through Strategic Decision Making ..... | 3 |
| GOV 636 Legislative Process: Congress and State Government.....                  | 3 |

**Choose 2 Additional Courses from the Following (6 credit hours):**

|   |   |
|---|---|
| GOV 615 Economic Policy: Cornerstone for Domestic/International Trade & Finance ..... | 3 |
| GOV 646 Special Topics: Policy Initiatives Seminar.....                               | 3 |
| GOV 647 Special Topics: US Presidency .....   | 3 |
| GOV 648 Special Topics: The Supreme Court & Public Policy.....                        | 3 |
| GOV 654 International Politics.....   | 3 |

**Total Credits for Certificate Completion ..... 12****TERRORISM AND HOMELAND DEFENSE**

The certificate in Terrorism and Homeland Defense provides students with an overview of a key policy area central to our country's prosperity and safety. These courses will represent a balanced approach to national security and the modern phenomenon of terrorism which is clearly the most seminal issue facing American government today. This certificate will prove especially attractive to military officers, intelligence officials, homeland security experts, and state and local law enforcement agencies and governmental officials.

**Required Courses (12 credit hours):**

|   |   |
|---|---|
| GOV 654 International Politics .....                    | 3 |
| GOV 677 Terrorism and Homeland Defense.....             | 3 |
| GOV 678 Terrorism/Disaster Consequence Management ..... | 3 |
| GOV 679 National Security Affairs.....                  | 3 |

**Total Credits for Certificate Completion ..... 12****STUDY ABROAD**

Two new, unique courses will be offered during the summer semester in a program at Oxford University's Hertford College, in Oxford, England. The two courses will be elective courses to the M.A. in Government program. The Oxford program is designed to give students the experience of study abroad at a prestigious school. Students have the opportunity to learn about National Security Affairs, International Politics and a comparison of the English and American Constitutions from not only Regent University faculty, but also from those at Hertford College.

**COURSE DESCRIPTIONS**

The RSG is continually developing classes that help to prepare students to become both philosophically sound and technically efficient. With this goal in mind, new courses are continually being added to the curriculum.

**GOV 601 Quantitative Analysis I (3)** Skills for quantitative data gathering, measurement, policy analysis and program evaluation. Research and sampling design, surveys, data collection and data reduction and display. Review of basic statistics through multivariate analysis, z-scores, regression through the use of statistical computer package (SPSS), and a Judeo-Christian perspective on the use of statistics.

**GOV 602 Principles of Economics (3)** Study of the Judeo-Christian foundations of economic activity, work and wealth, enterprise and stewardship, money, interest and debt, trade and development and the role of government in the economy.

**GOV 603 Governmental Research Methods (3)** The goal of this course is to introduce government students to basic research design strategies. Students will attain basic statistical literacy as they generate and critique research reports normally required in a variety of governmental settings.

**GOV 604 Christian Foundations of Government (3)** This course offers a Biblical perspective of the religious, philosophical, and cultural foundations of Western civilization as expressed in education, law, ethics, biology, politics, science, psychology, sociology, economics and history. It will contrast Biblical Christianity with the other principal worldviews in Western civilization: Secular Humanism, Marxism/Leninism and Cosmic Humanism (New Age), and will analyze public policy issues using each worldview.

**GOV 610 Political Philosophy (3)** Historical survey of the great philosophers of politics and government, in the Western tradition from ancient Greece to the modern era.

**GOV 611 American Government (3)** The purpose of American Government is to ground all students in the Robertson School of Government in the principles and practice of the American government and constitutional order. Topics covered will include the major institutions created by the Constitution: legislative, executive and judicial branches, and extra-constitutional institutions such as political parties, interest groups, the media, and bureaucracies. The principles and history behind these institutions will also be studied through an examination of the colonial and founding periods. Principles such as federalism, the separation of powers, democracy, the rule of law, and separation of church and state will also be examined and critiqued.

**GOV 612 Public Policies: Problem Solving through Strategic Decision Making (3)** Be prepared to solve public problems using the critical-thinking skills of identification, analysis and synthesis. Determine a public problem and the key factors and stakeholders, and conduct rigorous research to validate the factors of the problem and ancillary impacts of the solution on other areas of governance. Work in a team to develop a policy that solves the problem. Within a competitive environment, each team presents their policy, and debates and negotiates with other teams who represent diverse approaches to the problem. Prerequisites: GOV 601, MPP 512, PPP 569, PPP 564 or equivalent experience to be determined by the instructor.

**GOV 615 Economic Policy: Cornerstone for Domestic/International Trade & Finance (3)** Review advanced economic topics and analyze economic and international trade policies in light of global trade issues. In addition to conducting cost/benefit analysis of economic policies, examine and present alternative solutions to trade and finance problems.

**GOV 621 Program Evaluation/Planning (3)** Provides conceptual and methodological tools to analysts charged with assessing and evaluating program implementation. Develop an understanding of different analytic strategies for assessing if a program is being instituted as designed and is reasonably connected to its articulated goals. Focuses on formative and summative evaluations.

**GOV 624 Crisis Management (3)** This course builds on the Government core course Problem Solving through Strategic Decision Making, and challenges students to think strategically about how to use prior planning to avoid crises, and how to think strategically about solving unanticipated political problems.

Students are equipped to develop timely, principled responses to crisis situations and to develop ethical approaches to implement damage control strategies.

**GOV 630 Human Resources Management (3)** Core course that focuses on the history, evolution and modern-day dynamics, policy and issues within human resource management. Discuss examples from all three levels of government.

**GOV 634 Public Budgeting & Taxation Policy (3)** Understand how to develop successful fiscal policy initiatives. Specifically, a sufficient understanding of the technical material and the political processes involved in making tax and spending policy in order to effectively interact with other professionals in the development, prosecution and ultimate attainment of a public policy objective. Recommended: complete Principles of Economics or equivalent experience to be determined by the instructor.

**GOV 636 Legislative Process: Congress and State Government (3)** Gain a better understanding of the: workings of the federal and state government; legislative process; relationship between bicameralism, federalism and the republican form of government; and the roles of elected representatives and the legislative staffs. Sharpen verbal and analytical skills involving political analysis.

**GOV 637 International Relations & National Security Policy (3)** This course will cover concepts related to the collapse of the Westphalian system of international relations that has largely guided foreign policy discourse between nations since 1648. Further, the course will briefly focus on international relations (IR) theory and approaches to existing world political orders with a special emphasis on the emerging phenomenon of international terrorism and will feature trends, key concepts, key actors, and the tools and rules that international politics generally abide by. Accordingly, the principle goal of the course is to provide students with the basic theoretical and conceptual tools required to understand the emerging and ever change world political structure and order.

**GOV 638 Oxford Program: The European Union (3)** Deals with the evolution and integration of Europe, from Common Market to political union; the contending world views (e.g. Christian roots, and secular philosophies); the new European Constitution (e.g. Charter of Fundamental Freedoms); the re-structuring of independent nation-states into a supranational structure, with demands for common foreign & defense policies, adjustments to a common currency, and the struggle for social cohesion and cultural identity.

**GOV 639 Oxford Program: The American and English Constitutions (3)** Explores the common roots of English and American constitutional law—the Magna Carta, the 1628 Petition of Rights and the Bill of Rights of 1689—and the work of English philosophers, theologians, and legal educators who influenced these roots. It explores how existing English common law principles such as habeas corpus and the rule of law affected the U.S. Constitution, and the philosophical underpinnings for these principles. This course also considers the differences between constitutions, and how these differences influence political structure.

**GOV 646, 647, 648 Special Topics in Government and Politics (1-3)** Analysis of a current governmental and political topic. Enrollment limited. Prerequisite: Successful completion of required core course or approved by Advisor and Instructor.

**GOV 650 Christian Apologetics (3)** A survey of the philosophical methodologies used in the defense of the Christian faith, especially evidentialism (facts to faith) and presuppositionalism (faith to facts), focusing on the relationship between faith and reason in current Catholic and Protestant defenses, and with biblical

applications to modern and postmodern challenges. No former training in philosophy is required; students from all schools are welcome. Cross-listed as TCDH 523 in School of Divinity.

**GOV 651 Biblical Law (3)** Exegetical course in the laws of the Bible, using the Decalogue as its own principle of organization. Develops the meaning of the laws in context and their appropriate applications, with emphasis on the nature of their applicability to policy issues such as pluralism, penology, lawful oaths, blue laws, church and state jurisdiction, gender roles, marriage, capital punishment and other topics. Cross-listed as LAW 811 Biblical Law.

**GOV 653 Middle East Politics (3)** Survey of the 20th-century political history of the Middle East and its regional issues, such as the Arab-Israeli conflict, territories, arms, oil and both Western and Islamic alliances, with emphasis on forming an appropriate United States foreign policy in view of these realities and in response to Biblical prophetic and mission teachings. PPI 503 Middle East Politics (3)

**GOV 654 International Politics (3)** The course promotes a God-centered understanding of international affairs, and to apply Biblical principles to an analysis of peoples, nations, and international organizations; to help discern the footprints of the coming of Christ's new world-wide order. The course covers concepts and approaches to international politics and organizations, the development of global governance, the new relations among superpowers and middle powers, with special regional emphasis on the New Europe and North American hemisphere.

**GOV 655 International Human Rights (3)** Critical analysis of international human rights documents, with special emphasis on the contributions of the United Nations, legal and religious scholars and international law groups, church organizations and other groups. Cross-listed as LAW 883.

**GOV 658 American Political Thought (3)** Examination of the philosophical and religious roots of early America from the colonial era to the formation of the Constitution.

**GOV 659 Qur'anic Law (3)** A survey of the text of the Arabic Qur'an in English, and the three kinds of commentary on it by Muslims: Islamists, Traditionalists, and Reformists. The students will compare the translation and commentary of three published Qur'ans, respectively those of Hilali & Khan, Abdullah Yusuf Ali, and Maulana Muhammad Ali. Lectures and assignments will seek to understand the Qur'anic basis of these three expressions of Islamic religion, politics, human rights and law, and Christian conceptual strategies to challenge them. *Crosslisted as LAW 812.*

**GOV 661 Principled Political Action (3)** Campaign finance. Interns. Scandals and cover-ups. These familiar issues in American politics reflect the importance of character in the people involved in the political process. This foundational course for the political management program emphasizes ethics in American politics. Students work toward developing a clear, coherent, and biblical framework to guide their personal and professional behavior in politics, through readings and activities that combine a normative understanding of Christians and political engagement with analyses of contemporary real-world politics.

**GOV 663 Campaign Management and Strategy (3)** Prerequisite: Campaign Management & Strategy, Advanced Paid Media Campaigning, Advanced Grassroots Strategy and Advanced Coalition Building.. Effective political action requires planning and strategic thinking, and this course provides an applied knowledge base for both. The major elements and organization of a political campaign plan are introduced, as well as foundational guidance on developing and implementing a campaign plan. Particular emphasis is placed on techniques for developing an effective political message, organizing personnel, developing a budget, and managing a campaign timeline. The course also addresses strategic

thinking and anticipating and planning for political problems and crises. Students are expected to apply a coherent set of ethics to the course content.

**GOV 664 Political Communication & Strategy (3)** This course focuses on the development of an overall campaign communication strategy by creating effective messages. Methods of message delivery will also be covered as well as methods of assessing the impact of communications. The role of the communications director and establishing effective relationships with the press and media will be explored. Upon completion of the course the student will become well acquainted with campaign communication strategies and techniques.

**GOV 668 Political Organizations & Behavior (3)** This course will address the major theories and how these theories apply to campaign and other political situations. The learner will understand the composition of past and present party coalitions with emphasis on political behavior. The learner will acquire an understanding of the American political system, institutions and processes including analysis of key individuals in the political arena. Ethical conduct from a Christian perspective within political organizations will be emphasized.

**GOV 669 Public Management (3)** Examination of the management process in federal government and agencies, focusing on contemporary issues and problems facing the modern-day federal manager, how the manager addresses these issues and with what tools. Uses case studies.

**GOV 670 Principles of Public Administration (3)** General overview of the history of the discipline of American public administration and a development of several distinct principles of normative administrative theory and Judeo-Christian ethics.

**GOV 671 Government Organizational Theory & Behavior (3)** Beginning course focusing on theories of organizational structure, dynamics, policy and issues within the public organization.

**GOV 673 Democracy and Development (3)** The course deals with the international agendas to promote good government and market economies in new and emerging democracies. The course covers competing concepts of, and new approaches to, democracy and development; it deals with the perceived linkages between human rights, global democracy, and global development.

**GOV 674 The International Economy (3)** This course surveys the theoretical basis, historical development, institutional structure and current debates about the international economy. It examines the concepts of comparative advantage and the gains from trade, exchange rates and alternative mechanisms for balance-of-payments adjustment, and the problems and instruments of trade policy. Lessons learned from the successes and failures of past international economic arrangements are reviewed. The purpose, organization, operation, and problems of the key international economic agencies governing the world economy (IMF, WTO, World Bank) are covered. Finally, the current controversies about the performance of the international economic system are evaluated, and the possibility for reform assessed.

**GOV 675 Hemispheric Integration (3)** Government 675 reviews the development experience of countries of the Americas and their search for a set of multilateral arrangements that will promote the harmonious and balanced development of the region. The first part of the course places the development history of the Americas in the broader context of the world economy. The second part focuses on the history of individual Latin American countries and how that history has been shaped by the international economy. The third part looks at development strategies and their efforts promoting regional economic integration, greater political and economic co-operation and more effective regional governance.

**GOV 676 Asian Politics (3)** The course deals with Asia's wars and peace in the 20<sup>th</sup> century, and the dynamic political, economic, and religious developments in the 21<sup>st</sup> century. It will also discuss the division and desire for unification of Korea, and China's rise as a regional and global power. The course will examine ASEAN's goal to move from economic cooperation to political integration and regional security; and consider the role of APEC and Asia's future relations with The United States and European Union.

**GOV 677 Terrorism and Homeland Defense (3)** This course is designed to broaden individual understanding of the ever changing nature of international terrorism and its consequences on American society at large. Further, the course will also cover the present-day US domestic and external responses to terrorism and focus on the rise of the US Homeland Security Agency. Finally, we will focus on trends in modern terrorism, especially the proliferation of WMD and what the US can do (or is doing) to counter such trends.

**GOV 678 Terrorism/Disaster Consequence Management (3)** This course is designed to assist local governments and communities in planning and preparing to deal with disasters on the scale of 9/11, major hurricanes, earthquake relief, and other natural and manmade occurrences that involve a large loss of life and/or substantial property and infrastructure damage. Taught in conjunction with experts from the Federal Emergency Management Agency (FEMA) and other local responder agencies, the course is designed to inform the public and local government officials of what it takes to be prepared for disasters and natural occurrences of substantial consequence.

**GOV 679 National Security Affairs (3)** This course will explore how and why national security decisions get made and the manner in which they are made. The course is "designed to increase student understanding of the political, organizational, and behavioral phenomena that are relevant to national security decision making at the national level" of political discourse in the United States. Using policy analysis, the course will focus on the critical changes within the international and domestic political arenas and explore how these changes impact national security decisions of the President and his key advisors.

**GOV 682 Fundraising & Campaign Finance (3)** This course focuses on the development and implementation of the financial strategies needed to organize and run an effective political campaign. This course will show the learner how to develop a realistic campaign financial plan, manage budgets, and how to organize effective fundraising events. Special attention will be paid to election law, especially related to fundraising and reporting, as well as the proper submission of campaign finance reports. Upon completion of this course the student will become familiar with the complexities of campaign finance and develop an effective fundraising plan that reflects Christian based ethical values.

**GOV 683 Health Care Ethics (3)** This course will focus on developing and understanding the ethical principles and challenges germane to the health care industry. The purpose of this course is to acquaint the student with the ethical situations that occur in the delivery of health care. By gaining the knowledge and understanding of these problems and dilemmas, the student will be better equipped to become an effective leader in this industry by the application of Christian principles.

**GOV 686 Health Care Law and Policy (3)** Designed to familiarize the learner with the legal and policy issues that impact the health care industry. Provides insight into how the legal system functions in health care environments. An introductory course concerning the implications of health care policy is presented. Cross-listed within the M.A. in Organizational Leadership program.

**GOV 687 Health Care Economics (3)** Presents the basic economic consideration confronting health care organizations. The major topics include health care financing and management, insurance, cost benefit, cost containment, and decision-making strategies. Cross-listed within the M.A. in Organizational Leadership program.

**GOV 688 Health Care Administration (3)** Focuses on the administrative and organizational concepts involved in managing complex health care organizations. You will learn an understanding of the structure and function of operations within the health care system. Cross-listed within the M.A. in Organizational Leadership program.

**GOV 690, 691, 692 Independent Study (1-3)** Take up to three independent studies with faculty beginning with GOV 690 and continuing with GOV 691 and GOV 692. Requires approval of the Program Director through submission of Individual Study Form.

**GOV 695 Internship (3)** Supervised work experience for the purpose of applying curriculum content to current public policy, political management or public administration issues. Requires approval of advisor through submission of Individual Study Form and written internship proposal. Political Management students may fulfill the internship requirement with volunteer and/or paid positions with two or more political campaigns, in consultation with the Program Director.

**GOV 698 Professional Project (3)** Practical problem-solving project regarding a public policy, political management or public administration issue or other political topic conducted in close collaboration with a professor.

**GOV 699 Thesis (3)** Research paper on a public policy, political management or public administration issue or activity. Requires approval of advisor through submission of Individual Study Form.

**GOV 700 Publishable Law Article Thesis Option (PLATO) (3)** Option for Joint Degree with Law students to complete their Government course requirements. This is a rigorous writing law paper with a research section relating to a public policy, political management or public administration issue. Requires approval of advisor through submission of Individual Study Form.

## FACULTY AND ADMINISTRATION

The full-time and adjunct faculty have doctoral degrees in American history and government, political science, economics, law, history, anthropological and linguistic studies, and public administration. All have distinguished records of teaching and professional experience, and many have extensive political experience including consulting with major and minor political parties, involvement in state and local politics and federal and international affairs.

Externally, the faculty consult with government executive and legislative officers and their staffs, consult with political candidates, engage in cooperative research activities with public policy think tanks and lobbying organizations, assist political and legal action organizations (such as the ACLJ) and play active roles within professional organizations related to their respective academic disciplines (such as the American Political Science Association, International City/County Managers Association and various academic and municipal organizations and associations).

## ADMINISTRATION

**Dunn, Charles W.** (Dean, 2004), B.S., Illinois State University; M.S., Ph.D., Florida State University.

**Davids, James A.** (Assistant Dean for Administration, 2003), B.A., Calvin College; J.D., Duke University School of Law

FACULTY

**Bom, Philip C.** (1983), A.B., Drs., Free University, Amsterdam; Ph.D., Calvin College

**Dyer, Robert** (2002), B.S., St. Louis University; M.P.A., Fairleigh Dickinson University; Ph.D., Regent University

**Hedberg, Beverly M.** (1998), B.A., Florida Southern College; M.A., Regent University; Master of Urban Studies, Ph.D., Old Dominion University

**Kickasola, Joseph N.** (1984), B.A., Houghton College; B.D., Westminster Theological Seminary; M.A., Ph.D., Brandeis University

**McDonald, Olivia** (2001), B.A., M.P.A., Indiana University; Ph.D., Purdue University

**Morrison, Jeffry** (2001), B.A., Western Maryland College; M.A., Boston College; M.A., Ph.D., Georgetown University

**Neimeyer, Charles P.** (2004), B.A., University of Maryland; M.A., Georgetown University; M.A., Naval War College; Ph.D., Georgetown University.

**Walker, Douglas O.** (2003), B.A., California State University, Northridge; M.A., Ph.D., University of Southern California.

DISTINGUISHED VISITING LECTURERS

**Driesbach, Daniel L.**, B.A., University of South Carolina; J.D., University of Virginia; Ph.D., Oxford University.

**Foster, James D.**, B.A., Economics, B.A. Mathematics, Colorado University; M.A., Economics, Brown University; Ph.D., Economics, Georgetown University.

**Oliver, James B.**, B.A., University of Notre Dame; M.A., Old Dominion University

**Sheldon, Garrett**, B.A., University of New Mexico; M.A., Ph.D., Rutgers University.

**Liotta, Peter**, B. A., U.S. Air Force Academy; M.A., University of Oklahoma; M.A., Cornell University; M.A., Naval War College; Ph.D., Salve Regina University.

**Krushchev, Sergei**, M.A. with distinction from the Moscow Electric Power Institute; Ph.D., Moscow Technical University; D.Sc., Ukrainian Academy of Science

**Kengor, Paul**, B.A., University of Pittsburgh; M.A., The American University; Ph.D., University of Pittsburgh

**Ashcroft, John**, (Distinguished Professor of Law and Government) B.A., Yale University; J.D., University of Chicago

## SCHOOL OF LAW

### DEAN'S MESSAGE

There is a vital need today for lawyers who exhibit both skill and integrity. At Regent University School of Law we offer rigorous training in the substance of the law and the skills needed to succeed as an attorney—but that explains only part of who we are. We are also committed to teaching the law from a biblical perspective. Ultimately, our goal is to graduate men and women who will serve their clients effectively and who will be “salt and light” in their law firms, their communities and at the state and national levels.

As you consider a career involving the law, I encourage you to consider the benefits of a legal education that recognizes the critical role that our Christian faith should play in our professional lives and our legal system. I trust that in doing so you may be drawn to Regent University School of Law for your legal studies.

Jeffrey A. Brauch, J.D.  
Dean

### CONTACT INFORMATION

Application forms may be downloaded from the website, or obtained by mail. To request your application packet, contact:

Office of Admissions and Financial Aid  
School of Law  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
757.226.4584  
Fax: 757.226.4139  
E-mail: [lawschool@regent.edu](mailto:lawschool@regent.edu)  
Website: [www.regent.edu/law](http://www.regent.edu/law)

### MISSION AND PHILOSOPHY

The School of Law's mission is to bring to bear the will of our Creator, Almighty God, upon legal education and the legal profession. In particular, this mission includes

- The education and training of students to become excellent lawyers within the standards of the legal profession.
- The grounding of students in biblical foundations of law, legal institutions and processes of conflict resolution; recognition of questions of righteousness in the operation of law; and pursuit of true justice through professional legal service.
- The nurturing and encouragement of students to become mature Christians who exercise the gifts of the Holy Spirit and display the fruit of the Holy Spirit in their personal and professional lives.
- The nurturing and encouragement of other law students, practicing lawyers, judges, legislators, government officials, educators and others to recognize and to seek the biblical foundations of law, legal institutions and the processes of conflict resolution; to recognize questions of righteousness in the operation of the law; and to pursue true justice through professional legal service.

### DISTINCTIVES OF THE SCHOOL

- A National Law School: Established in 1986 as a full-time, three-year program, Regent University School of Law draws students from across the United States. The School of Law alumni practice law in 45 states, the District of Columbia, Canada, England, Hong Kong and Netherlands, Antilles.

- History: Regent University School of Law started as the O.W. Coburn School of Law of Oral Roberts University. In 1986, the School of Law moved to Regent University. In its first year at Regent, the school had 103 students. It has since grown to nearly 500 students. In 1998, the School of Law began a part-time, four-year program with 35 students.
- Facilities: The School of Law is located in Robertson Hall, a 134,000-square-foot building. Robertson Hall has both tiered and seminar classrooms; two teaching-sized courtrooms; a 375-seat formal courtroom; and professional skills labs. Law faculty members have the latest audio-video technology available for use in teaching. The Law Library, which is at the heart of the school's operation, supports the curriculum and research needs of the law school. The Law Library is housed on the third floor of the 150,000 square foot University Library. It contains over 382,000 volumes and provides ready access to online legal research databases, including LexisNexis®, Westlaw®, LoisLaw and CALI®, as well as a number of topic-specific online resources.
- Law Review: The School of Law publishes the *Regent University Law Review*, a forum for a Christian perspective on law in a traditional legal periodical. Student editors and staff members, chosen on the basis of academic achievement and writing ability, gain valuable experience by writing and editing the *Law Review* under the guidance of the law faculty.
- Alternative Dispute Resolution and Client Counseling Board: This board focuses its efforts on the development of skills necessary to resolve disputes before trial. The Board is comprised of both second- and third-year law students. The Board conducts mock negotiations for the Negotiation classes, as well as mentoring Negotiations students in the early portion of the course. The Board hosts an intramural negotiation competition each spring, as well as the Regional ABA Negotiation Competition every two or three years. The Board sends teams to compete in the Regional ABA Negotiation Competition each fall and other available competitions in the spring.
- Externships: Law students may extern with federal or state judges, the U. S. Attorney's Office, a Virginia Commonwealth's Attorney or a variety of public service organizations, such as the American Center for Law and Justice or the Tidewater Legal Aid Society. Externships provide students with firsthand experience in the practice of law.
- Moot Court Board: The Moot Court Board is dedicated to equipping students with the skills to be effective advocates. Students are encouraged to build their advocacy on sound legal reasoning and their commitment to God. The Moot Court Board has 12 permanent and 12 associate members. Each year the Board hosts two intramural competitions. The Board annually sends teams to up to eight regional and national tournaments to compete against the best-written and oral advocates in the country.
- Moot Court, Negotiations and Trial Competitions: Student teams regularly represent the School of Law in interscholastic competitions. The students have demonstrated their talents and skills in numerous local, regional and national competitions. As students prepare for competitions, faculty members provide support and coaching. The following awards, won by

Regent student teams, reflect student commitment to excellence:

1. ABA Law Student Division Negotiations Competition (National Champion, 2001, 1995; National First Runner-up, 1999; Regional Champion, 2001, 1999, 1997, 1996, 1995, 1994, 1993; First Runner-Up Regional, 2000)
2. ABA National Appellate Advocacy Competition (Regional Champion, 2003, 2002, 2000, 1997, 1996; National Semi-finalist, Best Brief, 5<sup>th</sup> Best Oralist, 2002; Regional Finalist, 2001, 1999, 1997, 1996; Regional Best Brief, 2001, 2000; Regional Best Oralist, 1999; Regional Second Best Oralist, 2000, 1999)
3. ABA Client Counseling Competition (Regional Winner, 2000)

4. Burton D. Wechsler First Amendment Moot Court Competition (Best Oralist, 2002; Finalist, 1994)
5. Entertainment & Communications Law National Moot Court Competition (Second Place, 1998)
6. Federal Bar Association Thurgood Marshall Memorial Moot Court Competition (Champions, 2003; Semifinalists, 2002; Semifinalists, 2001; Second Place, 1999; Best Brief, 2001, 1999)
7. National Environmental Law Negotiations Competition (First Place, 2000, 1999, 1994; Finalist, 2001, 1993)
8. National Juvenile Law Moot Court Competition (First Place Overall, 1997; Third Place Overall, 1998; Best Advocate, 1997; Second Best Advocate, 1997; Second Place Best Brief, 1998; and Best Brief Runner Up, 1997)
9. National Trial Competition (Regional Finalist, 2000; Regional Semi-finalists, 2001)
10. National Sutherland Cup Moot Court Competition (Best Overall, 1996; Best Oralist, 1996)
11. Phillip C. Jessup International Law Moot Court Competition (Regional Runner Up, 1999; Best Oralist Overall, 1999; Fifth Place-Memorial, 1999)
12. Robert R. Merhige Jr., National Environmental Negotiations Competition (Champion, 2000, 1999, 1994; Finalist, 2001, 1993; Second place, 2005)
13. William B. Spong Jr. Invitational Moot Court Competition (Champions, 2003; Finalist, 1997, 1996; Semi-finalists, 2001, 1999, 1997; Quarterfinalists, 2002; Best Brief, 1997; Best Oralist, 2002)
14. BMI/Cardozo Entertainment and Communications Law Moot Court Competition (Semi-finalists, 2005)
15. John J. Gibbons Criminal Procedure Moot Court Competition (Second Best Oralist Award, 2005)

## PROGRAM OVERVIEW

- Juris Doctor (J.D.)
- Joint Degrees

## LAW LIBRARY

The Law Library occupies the entire third floor of the University Library building, immediately adjacent to Robertson Hall. The Law Library staff is committed to serving the needs of students, faculty, and members of the local bar. When classes are in session, the Law Library is open until midnight, six days a week. Those hours extend until 2:00 a.m. during the exam and reading period. Professional reference support is regularly available to assist with student research.

Electronic access to essential databases and resources is key to legal research in the global information environment. In addition to a computer lab, the Law Library boasts over 180 LAN ports for student laptops. Students may access the university network to send e-mail or use the World Wide Web. The school subscribes to an extensive collection of legal research databases, all of which are available to our students via the Internet.

The Law Library's collection of over 382,000 volumes is continually maintained and updated. Holdings include statutes and digests of all 50 states and three U.S. territories, the complete national reporter system, all cases prior to the reporter system, and an extensive collection of federal materials. The Law Library holds many international and foreign law titles, significant materials for research in public policy and law, topical treatises, loose-leaf services, and an excellent collection of law journal and law review material. The strengths of the collection are in legal history, family law, law and religion and Anglo-American constitutional law. The library also collects materials on the philosophy and theory of law, law and society and those humanities and social science materials necessary to support

contemporary legal scholarship. New materials are carefully selected to meet the curricular as well as research needs of students, faculty and the bench and bar.

The Law Library is the proud possessor of the Founders Collection, the almost intact library of the first law school west of the Appalachians, established in Lexington, Kentucky in 1799. This pioneer law school was one of the most renowned of its day, praised by Thomas Jefferson, Justice Story and John Marshall Harlan. The volumes of its library were used to train many of our young nation's finest lawyers, legislators and statesmen. Henry Clay was among the first faculty, and was a strong force in helping to support and expand the library. The Founders Collection totals 1,023 volumes and spans four centuries. Careful research in the original catalog has revealed only a very few missing volumes two centuries later.

Other special collections now held by the Law Library include the Ralph Johnson Bunche Personal Library, the John Brabner-Smith Library and Papers, the First Amendment & Civil Rights Collection, the Mary Elizabeth Menefee Collection of Law & Film, and a collection of early American political sermons.

## ACADEMIC BOARDS

### **Dispute Resolution and Client Counseling Board**

The Dispute Resolution and Client Counseling Board focuses its efforts on the development of skills necessary to resolve disputes before trial. This technique often costs only a small fraction of the trial process and also often avoids or reduces the potentially devastating relationship destruction that frequents typical courtroom resolution.

The Board is comprised of both second-and third-year law students. The Board conducts mock negotiations for the Negotiation classes, as well as mentoring Negotiations students in the early portion of the course.

The Board hosts an intramural negotiation competition each spring as well as the Regional ABA Negotiation Competition every two or three years. The Board sends teams to compete in the Regional ABA Negotiation Competition each fall and other available competitions in the spring.

### **Moot Court Board**

The Moot Court Board is dedicated to equipping students with the skills to be effective advocates. Students are encouraged to build their advocacy on sound legal reasoning and their commitment to God.

The Moot Court Board has 12 permanent and 12 associate members. Each year the Board hosts two intramural competitions. The Board annually sends teams to up to eight regional and national tournaments to compete against the best written and oral advocates in the country.

Helping first-year students become effective written and oral advocates through a mentoring program is one of the most important functions of the Board. Through the mentoring program, the Board assists the first-year students in writing their first brief and preparing them to argue an appeal based on the brief. In addition to the mentoring program, the Board sponsors special presentations promoting and teaching effective advocacy.

### **Regent University Law Review**

The *Regent University Law Review* is fulfilling its vision to "provide a forum for a Christian perspective on law and the legal profession, especially through the application of biblical principles to law." It publishes three issues per year. Student editors and staff members, chosen on the basis of academic achievement and writing ability, edit the *Law Review* under the guidance of the law faculty.

### **Trial Advocacy Board (TAB)**

The TAB sponsors a monthly forum for speakers who discuss litigation, presents tips for those interested in a litigation practice and helps students find summer job opportunities involving litigation. The TAB hosts an intramural Trial Competition each spring. This Trial Competition, which is open to all law students, requires participating students to litigate a case, from developing trial strategies to opening arguments to closing arguments. Local judges and attorneys serve as judges for the competition. First-year students, who are provided with selected information on evidence, try cases against other first-year students. Second- and third-year students, who are expected to apply all of the rules of procedure and evidence, are grouped together for their trials. Students may participate in the Trial Competition in each of their three years, providing a great opportunity to develop practical skills.

### **Journal of International Law**

The Regent *Journal of International Law* is a publication of the International Law Society. Founded in 2000, the Journal is the only Judeo-Christian academic forum for scholarly reviews of international law in the world. Its mission is to publish incisive analyses of international legal issues by some of the most important scholars and practitioners in the field. The student editorial board and staff associates are selected on the basis of their interest in international law, academic performance and writing ability. In addition to a faculty advisor, the *Journal of International Law* has an external Board of Advisors.

## **STUDENT ORGANIZATIONS**

### **American Bar Association (ABA), Law Student Division**

The Law Student Division chapter has three objectives, all emphasizing service. First, the chapter serves students with educational needs. Second, the chapter suggests ways students, once they graduate and become attorneys, can serve their clients. Third, the chapter provides students with service opportunities in the community. The first two objectives are met through the *ABA Journal* and the *Student Lawyer*, publications members receive each month. The third objective is met through activities and events planned by the chapter's Executive Committee. Further, all of these objectives can be met through membership in ABA sections.

### **American Inns of Court**

The James Kent Chapter of American Inns of Court is part of an 800-year-old English tradition, brought to this country by Supreme Court Chief Justice Warren Burger to encourage passing down high standards of ethics and excellence within the legal profession. Through our local chapter, selected third-year students are united with judges and respected senior lawyers in a formal mentorship program that encourages high standards of ethics and civility. Participating students receive firsthand insight into legal issues.

### **Association of Trial Lawyers of America (ATLA)**

The Student Chapter of ATLA and Virginia Trial Lawyers Association (VTLA) is the student association specifically for those who want to be litigators. The chapter helps law students become actively involved in promoting the civil justice system; further, students are encouraged to be champions for those needing legal redress.

### **Business Transactions Law Society (BTLS)**

The BTLS serves the law school and Regent University by integrating the Christian faith with corporate, commercial, and transactional law. The BTLS partners with the law school, the university and the community to provide law students with learning opportunities pertaining to business and transactional law career paths. The organization accomplishes this goal by sponsoring activities involving students, faculty, and members of the local bar.

### **Black Law Students Association (BLSA)**

The BLSA has two primary goals: to promote community service in neighboring black communities and to be a vehicle of spiritual, academic and cultural awareness and support for black law students. The BLSA

provides community service through projects with the area boys and girls club; in the future, it will add programs geared toward service in the community.

### **Christian Legal Society (CLS)**

Founded in 1961, CLS is a professional organization of over 4,500 attorneys, judges, law professors, law students, paralegals and their families who desire to do justice with the love of God. The Society's diverse membership contributes to its unique mission: to nurture and equip a national network of skilled lawyers, law students and interested lay people committed to loving and serving Jesus Christ and advocating reconciliation, justice and religious freedom.

### **Council of Graduate Students (COGS)**

The COGS is the student government organization for the university. In cooperation with other student organizations within Regent University, the purpose of COGS is to foster and encourage a quality academic and professional environment; to facilitate the interchange of ideas and programs between respective schools and colleges; to promote the university's commitment to biblical principles and spiritual development; in everything to bring glory to God and His Son, Jesus Christ, through the Holy Spirit; and to advocate and represent the collective ideas, interests and concerns of the student body to the administration and vice versa.

### **Entertainment and Sports Legal Society (ESLS)**

The ESLS provides a forum for Regent students and legal professionals to meet and discuss entertainment and sports law. The ESLS seeks to supplement the legal education of Regent's students by creating opportunities for dialogue with industry leaders and experts; symposia, lectures, panel discussions and moot court competitions provide unique avenues for such interaction. Above all, the ESLS seeks to operate as a witness about the good news of Jesus Christ to the entertainment and sports communities at large, while encouraging law students to be "salt and light" in the profession.

### **Federalist Society for Law and Public Policy Studies**

The Federalist Society is a group of conservatives and libertarians interested in the current state of the legal order. It is founded on the principles that: the state exists to preserve freedom; the separation of governmental powers is central to the constitution; and it is emphatically the province and duty of the judiciary to say what the law is, not what it should be. The Federalist Society seeks both to promote an awareness of these principles and to further their application through its activities.

### **International Law Society (ILS)**

The principle goal of the ILS is to bring student attention to the university's mission of *Christian Leadership to Change the World*. The ILS works to increase student, faculty and staff understanding of the many and varied aspects of international law and global affairs. It is dedicated to promoting student involvement in international law through extracurricular activities and programs such as the Philip C. Jessup International Law Moot Court Competition. Although the ILS is based in the School of Law, it is open to all members of the Regent University community. The ILS sponsors the Regent *Journal of International Law*.

### **Law Wives Association**

The Law Wives Association of Regent University has been established to support and encourage spouses of law students. Social events are regularly scheduled and are open to all students and their families. Opportunities for Christian fellowship are offered as well. Several spouses participate in Bible studies.

### **Newman Club**

The Newman Club is an organization of Catholic students. The Club is committed to helping students develop spiritually. It sponsors weekly masses and an annual Red Mass on the university's campus. In addition to its spiritual emphasis, the Club provides an array of social activities as well as opportunities for students to perform community services.

### **Student Bar Association (SBA)**

The SBA is a student organization comprised of most law students. The SBA serves law students in many ways. First, it provides social events that, in part, help the students to cope with the stresses of law school. Second, the SBA supports students academically by providing a book exchange, an outline bank and mentorship programs; sponsoring alumni networking programs; distributing the 1L Survival Guide; and hosting lectures by the members of the local legal community. Finally, the SBA provides students with opportunities to serve the community, helping promote a "sense of belonging" for the students.

### **Public Interest Legal Advocates of Regent (PILAR)**

The Public Interest Legal Advocates of Regent seek to provide a venue through which students can act to begin eliminating the inequality of legal resources in our country. PILAR also strives to foster lifelong participation in the law-related areas of the public sector by referring students to opportunities that match their career goals. PILAR is continually seeking to encourage a law school curriculum that: is supportive of public interest law students; has financial programs to assist students interested in public interest with summer and post-graduate employment; and develops relationships with organizations and alumni to provide resources for students.

### **FINANCIAL AID**

The mission of the financial aid program at the School of Law is to assist the maximum number of students possible in completing their education by using a combination of student, law school and community resources. In recent years, the School of Law has awarded approximately 70 percent of its students various types of scholarships and grants. Scholarships include both merit-based and need-based awards. In addition, students may receive public service grants and leadership awards. In support of Regent's mission, students who are called into areas of public service and constitutional law may qualify for additional scholarship consideration. Most Regent law students utilize a combination of personal and community resources, institutional aid and Stafford loans to cover tuition and living expenses. Applications received by February 1 will be processed in conjunction with the admissions application. For detailed information on scholarships and grants, visit [www.regent.edu/law/admissions](http://www.regent.edu/law/admissions) or contact the Admissions Office at 757.226.4584.

### **THE OFFICE OF CAREER & ALUMNI SERVICES**

The School of Law is dedicated to preparing students for their legal careers. The Office of Career & Alumni Services is dedicated to meeting the needs of law students in each year of study. Services include extensive individualized counseling, help with self-assessment, formal mock interviews, informal mock interviews, job postings, on-campus interviews, a resource library, and assistance in refining job search techniques.

Workshops are offered each semester addressing topics such as résumé and cover letter writing, networking, interview techniques, summer employment options and fall recruitment strategies. Students and legal professionals from the Hampton Roads area participate in panel discussions and presentations on judicial clerkships, prosecutorial positions, public interest employment and other areas of practice. The Office of Career & Alumni Services is dedicated to cultivating and augmenting a solid working relationship with the legal community at large.

### **SAMPLING OF STUDENT AND ALUMNI EMPLOYMENT**

*\*This list describes places where students and alumni have worked or are currently working (2004-2005)*

#### JUDICIAL CLERKSHIPS

United States Court of Federal Claims  
United States Court of Appeals, Third Circuit  
United States Court of Appeals, Fifth Circuit  
United States Court of Appeals, Eighth Circuit  
United States District Courts (Alabama, California, Kentucky, Michigan, Mississippi, Montana, New Mexico, Virginia)  
United States Bankruptcy Courts  
Virginia State Supreme Court  
Washington State Supreme Court  
Alabama State Supreme Court  
Arizona State Supreme Court  
Michigan State Supreme Court  
Nationwide: State Courts of Appeals, State District Courts, State Circuit Courts, Family Courts, and Juvenile & Domestic Relations Courts

#### PRIVATE PRACTICE

Balch & Bingham LLP (Alabama)  
Bonne, Bridges, Mueller, O'Keefe & Nichols (California)  
Boult, Cummings, Conners & Berry, PLC (Tennessee)  
Clark & Ward (Kentucky)  
Cooper Levenson, PA (New Jersey)  
Cooper & Scully, PC (Texas)  
Covington & Burling (Washington, D.C.)  
Fowler Rodriguez & Chalos (Florida)  
Greenebaum Doll & McDonald PLLC (Kentucky)  
Hirschler Fleischer (Virginia)  
Hunton & Williams (Virginia)  
Ice Miller (Indiana)  
Jones Day (California)  
Kaufman & Canoles (Virginia)  
Kemp Smith LLP (Texas)  
Keating, Muething & Klekamp (Ohio)  
Kirkland & Ellis, LLP (Washington, DC)  
Kitch, Drutchas, Wagner, DeNardis & Valitutti (Michigan)  
McKenna Long & Aldridge (Washington, DC)  
Morgan Lewis (Washington, DC)  
Morris York Williams Surles & Barringer (North Carolina)  
Nelson Mullins Riley & Scarborough, LLP (South Carolina)  
Patton Boggs LLP (Washington, DC)  
Pender & Coward (Virginia)  
Semmes, Bowen & Semmes, PC (Maryland)  
Shughart Thomson & Kilroy, PC (Arizona)  
Spector Gadon & Rosen, PC (Pennsylvania)  
Stinson Morrison Hecker LLP (Kansas)  
Whyte Hirschboeck Dudek SC (Wisconsin)  
Williams Mullen (Virginia)

Winstead Sechrest & Minick PC (Texas)

**STATE AND LOCAL GOVERNMENT**

State Attorney General's Offices (Nationwide)  
City Attorney's Offices (Nationwide)  
County Prosecutor's Offices (Nationwide)  
State Court Judges (North Carolina, Ohio, Oklahoma, Oregon, Texas)  
Elected City, County, and State Officials (Nationwide)  
Offices of the Public Defender (Nationwide)

**FEDERAL GOVERNMENT**

Bureau of Indian Affairs  
Central Intelligence Agency  
Department of Homeland Security  
Department of the Interior  
Department of Justice  
Department of Veteran Affairs  
Drug Enforcement Agency  
Federal Bureau of Investigation  
Federal Election Commission  
Judge Advocate General Corps (Army, Navy, Air Force, Marines, Coast Guard)  
Patent and Trademark Office  
United States House of Representatives  
United States Senate

**BUSINESS AND INDUSTRY**

Allstate Insurance Company  
The AYCO Company, LLP  
Bank of America  
Centex Corporation  
Daimler Chrysler Intellectual Capital Corp.  
Ditech System Solutions, Inc.  
Eastman Chemical Company  
Fidelity Investments  
Lexis-Nexis Publishing  
Lockheed-Martin  
MCI  
Nomura Securities International, Inc.  
Shell Oil Corporation  
Speedway Motorsports, Inc.  
Smith Consulting Group  
Walgreens Corporation

**PUBLIC INTEREST**

American Center for Law & Justice  
American Family Association Center  
for Law & Policy  
Alliance Defense Fund  
Community Defense Counsel  
Family Law Assistance Program

Free Congress Foundation Center  
for Law & Justice  
Home School Legal Defense Association  
Jubilee Campaign, USA  
Judicial Watch, Inc.  
Just Law International, Inc.  
National Legal Foundation  
Oklahomans for Children & Family  
Southern Alleghenies Legal Aid  
Samaritan House

## **STUDENT PROFILE**

The School of Law attracts students from all over the United States, making Regent a national law school. The J.D. entering class for fall 2004 had 167 full-time and 21 part-time students; 50 percent were women and 13 percent were minority. The anticipated entering class for fall 2005 will reflect increased standards of academic selectivity. Given the anticipated profile of the applicant pool, we expect to enroll approximately 168 students with an average LSAT of 154 and UGPA of 3.3. Applications from prospective students with LSAT scores above 150 and undergraduate GPAs above 3.0 are especially encouraged, as the law school has seen that such students are very likely to succeed in law school and pass the bar exam on their first attempt.

## **JURIS DOCTOR (90 credit hours)**

Students in the full-time program normally complete their degrees in three years. The Part-time Program is designed for students who desire to be employed for more than twenty hours per week during law school, or who for other reasons, need a more flexible course load. All courses are taken in regular sections with full-time students; there are no special part-time classes. Depending on the number of course hours taken each semester, students may complete the J.D. degree in four to five years. The Part-time program is offered "in-residence" only on the Virginia Beach campus.

## **Admissions Requirements**

For admission requirements and further information, visit [www.regent.edu/law](http://www.regent.edu/law). A major part of the application review process focuses on the applicant's LSAT score(s) and academic history. In addition, the admission committee carefully considers the rigor of courses completed, the competitiveness of the institution attended, and grade trends. The committee also places significant importance on the applicant's personal statement, character and fitness response, mission harmony with Regent University, and the required three letters of recommendation. Applicants must subscribe to the Law School Data Assembly Service (LSDAS). The priority consideration date for submitting an application is February 1.

## **Degree Requirements**

The J.D. degree requires a minimum of 90 credit hours; joint degrees students must earn a minimum of 81 credit hours. Candidates for the degree must complete the program with a minimum cumulative GPA of 2.00 on a 4.00 scale. All degree requirements for full-time students must be met within five calendar years from the date of entry into the School of Law. Part-time students have a maximum of six years to complete their degree requirements. Exceptions to the time limit are granted only in extraordinary circumstances (e.g., unexpected active duty service in the United States military). Part-time students will probably need to attend summer school during two summers to graduate on schedule.

Candidates for the J.D. degree must meet the residency, unit, grade and course requirements in effect at the time of their admission. Students who withdraw and later re-enter the law school will be bound by the requirements in effect at the time of their readmission. A waiver of certain new or changed requirements may be granted for good cause shown.

The nature, content and number of units awarded for courses are subject to change without notice. The curriculum is set forth below. Elective courses are offered according to faculty availability and student enrollment.

## **Residency Requirements**

Juris Doctor students must satisfy residency requirements. Full-time students must take at least 10 credit hours each semester for three academic years. To graduate in less than three years, students must take a full-time load in the summers after their first and second years. Part-time students must take at least 8 credit hours for each semester for four academic years. Transfer students can only receive up to 30 credit hours toward the J.D. degree.

## **Full-Time Program**

### *First Year Required Courses*

|  |    |
|--|----|
| Fall Semester .....                        | 16 |
| LAW 511 Christian Foundations of Law ..... | 3  |
| LAW 521 Contracts I.....                   | 3  |
| LAW 541 Torts I.....                       | 2  |
| LAW 551 Civil Procedure I .....            | 2  |
| LAW 552 Legal Research & Writing I.....    | 3  |
| LAW 561 Property I .....                   | 3  |
| <br>Spring Semester .....                  | 15 |
| LAW 522 Contracts II .....                 | 3  |
| LAW 542 Torts II .....                     | 3  |
| LAW 553 Legal Research & Writing II .....  | 3  |
| LAW 554 Civil Procedure II.....            | 3  |
| LAW 562 Property II.....                   | 3  |

## **Part-Time Program**

### *First Year*

|   |       |
|---|-------|
| Fall Semester.....  | 10-12 |
| LAW 511 Christian Foundations of Law .....  | 3     |
| LAW 552 Legal Research & Writing I.....   | 3     |
| Students will pick 2 of the following courses in the first semester:  |       |
| LAW 521 Contracts I.....  | 3     |
| LAW 541 Torts I.....  | 2     |
| LAW 551 Civil Procedure I .....   | 2     |
| LAW 561 Property I .....  | 3     |
| Spring Semester.....  | 9-12  |
| LAW 553 Legal Research & Writing II .....   | 3     |
| Students will complete the second semester of the sequenced courses begun in the first semester:                |       |
| LAW 522 Contracts II .....  | 3     |
| LAW 542 Torts II .....  | 3     |
| LAW 554 Civil Procedure II .....  | 3     |
| LAW 562 Property II.....  | 3     |
| Spring 1L Part-Time Students may also elect to add LAW 531 Criminal law (3) or LAW 683 Constitutional Law I (3) |       |

Note: In the second year, part-time students will take the remaining first year courses. In addition, part-time students may take selected upper-level required courses with permission of the Assistant Dean for Student Affairs.

### **Upper Level Required Courses for Full-Time and Part-Time Programs**

For students entering Fall 2002 or before

|  |   |
|--|---|
| LAW 602 Business Associations.....             | 4 |
| LAW 631 Constitutional Criminal Procedure..... | 3 |
| LAW 681 Constitutional Law .....               | 4 |
| LAW 531 Criminal Law.....                      | 3 |
| LAW 652 Evidence .....                         | 4 |
| LAW 661 Family Law.....                        | 3 |
| LAW 691 Law & Professional Responsibility..... | 3 |
| LAW 621 UCC I.....                             | 2 |
| LAW 662 Wills, Trusts & Estates.....           | 3 |

### **Upper Level Required Courses for Full-Time and Part-Time Programs**

For students entering Fall 2003

|  |   |
|--|---|
| LAW 602 Business Associations.....             | 4 |
| LAW 631 Constitutional Criminal Procedure..... | 3 |
| LAW 683 Constitutional Law I.....              | 3 |
| LAW 684 Constitutional Law II .....            | 3 |
| LAW 531 Criminal Law.....                      | 3 |
| LAW 652 Evidence .....                         | 4 |
| LAW 661 Family Law.....                        | 3 |
| LAW 691 Law & Professional Responsibility..... | 3 |
| LAW 621 UCC I.....                             | 2 |
| LAW 662 Wills, Trusts & Estates.....           | 3 |

### **Upper Level Required Courses for Full-Time and Part-Time Programs**

For students entering Fall 2004 or after

|  |   |
|--|---|
| LAW 602 Business Associations.....             | 4 |
| LAW 631 Constitutional Criminal Procedure..... | 3 |
| LAW 683 Constitutional Law I.....              | 3 |
| LAW 684 Constitutional Law II .....            | 3 |
| LAW 531 Criminal Law.....                      | 3 |
| LAW 652 Evidence .....                         | 4 |
| LAW 661 Family Law.....                        | 3 |
| LAW 691 Law & Professional Responsibility..... | 3 |
| LAW 621 UCC I.....                             | 2 |

Students must take at least one oral skills course and one written skills course from the lists below. No one course can be used to satisfy both the oral and written skills requirements other than LAW 753 Appellate Advocacy. Students must also fulfill the written skills and rigorous writing requirements separately.

#### *Written Skills*

|  |   |
|--|---|
| LAW 657 Advanced Appellate Advocacy I.....                 | 2 |
| LAW 757 Drafting Contracts .....                           | 2 |
| LAW 705 Advanced Legal Reasoning, Analysis & Writing ..... | 2 |
| LAW 763 Estate Planning .....                              | 2 |
| LAW 755 Advanced Legal Research & Writing .....            | 3 |

### *Oral Skills*

|  |    |
|--|----|
| LAW 657 Advanced Appellate Advocacy I..... | .2 |
| LAW 667 Family Mediation.....              | 4  |
| LAW 668 Family Mediation Clinic.....       | 2  |
| LAW 656 General Mediation.....             | 3  |
| LAW 658 Litigation Clinic .....            | 3  |
| LAW 655 Negotiations.....                  | 3  |
| LAW 654 Trial Practice.....                | 4  |

### *Written and Oral Skills*

|                                 |   |
|---------------------------------|---|
| LAW 753 Appellate Advocacy..... | 4 |
|---------------------------------|---|

### *Track System*

#### General Requirements for Each Track

1. Each student must fulfill the requirements of one track below. The Virginia track requires a minimum of 12 credit hours, while the other five tracks (General Practice, Dispute Resolution, Commercial, Public Law and Academic) require a minimum of 15 credit hours.
2. Full-time students must declare which track they will fulfill when they register for courses for the fall semester of their second year. Part-time students must declare when they register for courses for the fall semester of their third year. Any student who fails to declare a track by the required time will be deemed to have chosen the Virginia track. Students may change track declarations subject to availability of courses and their advisor's approval.
3. Courses can satisfy both a track requirement and a skills or rigorous writing requirement simultaneously.
4. Students may take any course of any track as an elective. Thus, the courses listed on tracks are not limited to students who are fulfilling that track.
5. Listing a course on a track does not guarantee that the course will be offered. The law school will only guarantee that all required courses, including required track courses, will be offered and that the course offerings will be sufficient to fulfill each track. The administration will regularly provide students with lists of courses that are most likely to be offered over the following one-year period.
6. These tracks are not specialization degrees. Students will not receive any designations (e.g., on diplomas or transcripts) for fulfilling specific tracks.

#### Virginia Track

For those who want to practice law in Virginia:

|                                  |   |
|----------------------------------|---|
| LAW 746 Virginia Procedure ..... | 3 |
|----------------------------------|---|

AND

|                      |   |
|----------------------|---|
| LAW 622 UCC II ..... | 3 |
|----------------------|---|

OR

|                       |   |
|-----------------------|---|
| LAW 627 UCC III ..... | 3 |
|-----------------------|---|

Plus a minimum of 6 credit hours from the following courses:

Highly Recommended

|                      |   |
|----------------------|---|
| LAW 622 UCC II ..... | 3 |
|----------------------|---|

|                      |   |
|----------------------|---|
| LAW 627 UCC III..... | 3 |
|----------------------|---|

|                                       |   |
|---------------------------------------|---|
| LAW 662 Wills, Trusts, & Estates..... | 3 |
|---------------------------------------|---|

Recommended

|                               |   |
|-------------------------------|---|
| LAW 783 Conflict of Laws..... | 3 |
|-------------------------------|---|

|  |   |
|--|---|
| LAW 671 Individual Federal Income Taxation ..... | 3 |
|--|---|

|                        |   |
|------------------------|---|
| LAW 722 Remedies ..... | 3 |
|------------------------|---|

|   |   |
|---|---|
| LAW 782 State & Local Government .....          | 3 |
| Optional  |   |
| LAW 723 Bankruptcy .....                        | 3 |
| LAW 751 Federal Courts .....                    | 3 |
| LAW 762 Real Estate Transactions & Skills ..... | 3 |

### General Practice Track

For those who want to practice solo or in a small- or medium-sized firm:

Choose one of the following:

|   |   |
|---|---|
| LAW 762 Real Estate Transactions & Skills ..... | 3 |
| LAW 654 Trial Practice.....                     | 4 |
| LAW 662 Wills, Trusts, & Estates.....           | 3 |

Plus a minimum of 11 or 12 credit hours from the following courses (a minimum of 15 total credit hours for the track):

|  |   |
|--|---|
| LAW 781 Administrative Law.....  | 3 |
| LAW 705 Advanced Legal Reasoning, Analysis & Writing .....                             | 2 |
| LAW 753 Appellate Advocacy.....  | 4 |
| LAW 723 Bankruptcy .....   | 3 |
| LAW 758 Civil Pretrial Practice & Procedure .....                                      | 3 |
| LAW 783 Conflict of Laws.....  | 3 |
| LAW 623 Copyright Law.....   | 3 |
| LAW 632 Criminal Pretrial Practice.....  | 2 |
| LAW 757 Drafting Contracts.....  | 2 |
| LAW 664 Elder Law .....  | 3 |
| LAW 704 Employment Law.....  | 3 |
| LAW 772 Estate & Gift Tax .....  | 3 |
| LAW 763 Estate Planning .....  | 2 |
| LAW 667 Family Mediation .....   | 4 |
| LAW 668 Family Mediation Clinic.....   | 2 |
| LAW 751 Federal Courts .....   | 3 |
| LAW 663 Gender & the Law.....  | 3 |
| LAW 656 General Mediation.....   | 3 |
| LAW 743 Health Care Law .....  | 3 |
| LAW 671 Individual Federal Income Taxation .....                                       | 3 |
| LAW 732 Juvenile Law.....  | 3 |
| LAW 706 Labor Law.....   | 3 |
| LAW 766 Land Use Planning .....  | 3 |
| LAW 752 Law Practice Management .....  | 2 |
| LAW 658 Litigation Clinic .....  | 3 |
| LAW 655 Negotiations.....  | 3 |
| LAW 620 Patent Law.....  | 3 |
| LAW 762 Real Estate Transactions & Skills (if not taken as required track course)..... | 3 |
| LAW 722 Remedies .....   | 3 |
| LAW 882 School Law.....  | 2 |
| LAW 654 Trial Practice (if not taken as required track course).....                    | 4 |
| LAW 622 UCC II.....  | 3 |
| LAW 627 UCC III.....   | 3 |
| LAW 662 Wills, Trusts, & Estates (if not taken as a required track course).....        | 3 |

### Dispute Resolution Track

For those who want to practice alternative dispute resolution and/or litigation in civil or criminal matters:  
Choose two of the following:

LAW 753 Appellate Advocacy.....4

LAW 655 Negotiations.....3

LAW 654 Trial Practice.....4

Plus a minimum of 7 or 8 credit hours from the following courses (a minimum of 15 total credit hours for the track):

LAW 753 Appellate Advocacy.....4

Or

LAW 655 Negotiations.....3

Or

LAW 654 Trial Practice.....4

(if all three are taken)

LAW 781 Administrative Law.....3

LAW 657 Advanced Appellate Advocacy I.....2

LAW 659 Advanced Appellate Advocacy II.....1

LAW 653 Advanced Evidence .....2

LAW 758 Civil Pretrial Practice & Procedure .....3

LAW 783 Conflict of Laws.....3

LAW 831 Crime & Punishment .....2

LAW 632 Criminal Pretrial Practice.....2

LAW 667 Family Mediation.....4

LAW 668 Family Mediation Clinic .....2

LAW 751 Federal Courts .....3

LAW 656 General Mediation.....3

LAW 615 Judges & the Judicial Process.....3

LAW 732 Juvenile Law.....3

LAW 706 Labor Law.....3

LAW 795 Legal Aid/Nonprofit Externship.....3

LAW 658 Litigation Clinic .....3

LAW 790 National Security Law.....3

LAW 640 Products Liability .....2

LAW 722 Remedies .....3

LAW 782 State & Local Government .....3

LAW 746 Virginia Procedure .....3

### Business and Transactional Law Track

For those who want to practice business-related law:

LAW 622 UCC II .....3

Plus a minimum of 12 credit hours from the following courses:

LAW 742 Admiralty.....2

LAW 702 Antitrust .....2

LAW 723 Bankruptcy .....3

LAW 761 Computer, Multimedia, & Technology Law.....3

LAW 623 Copyright Law.....3

LAW 773 Corporate Tax.....3

LAW 757 Drafting Contracts .....2

LAW 704 Employment Law.....3

LAW 862 Entertainment Law .....3

LAW 768 Environmental Law.....3

|   |     |
|---|-----|
| LAW 624 Government Contract Law .....             | 3   |
| LAW 671 Individual Federal Income Taxation .....  | 3   |
| LAW 725 Insurance.....                            | 3   |
| LAW 724 International Business Transactions.....  | 2   |
| LAW 617 Internet & Cyberspace Law.....            | 3   |
| LAW 706 Labor Law.....                            | 3   |
| LAW 727 Mergers & Acquisitions.....               | 2-3 |
| LAW 703 Nonprofit, Tax-Exempt Organizations ..... | 3   |
| LAW 620 Patent Law.....                           | 3   |
| LAW 640 Products Liability .....                  | 2   |
| LAW 762 Real Estate Transactions & Skills .....   | 3   |
| LAW 726 Securities Regulations.....               | 2-3 |
| LAW 863 Sports Law.....                           | 2   |
| LAW 625 Trademark & Unfair Competition Law .....  | 2   |
| LAW 627 UCC III .....                             | 3   |

#### Public Law Track

For those who want to practice public interest law or to work in the public arena:

|                           |   |
|---------------------------|---|
| LAW 786 Legislation ..... | 3 |
|---------------------------|---|

Plus a minimum of 12 credit hours from the following courses:

|   |     |
|---|-----|
| LAW 781 Administrative Law.....                       | 3   |
| LAW 742 Admiralty.....                                | 2   |
| LAW 669 Bioethics .....                               | 3   |
| LAW 761 Computer, Multimedia & Technology Law.....    | 3   |
| LAW 623 Copyright Law.....                            | 3   |
| LAW 831 Crime & Punishment .....                      | 2   |
| LAW 664 Elder Law .....                               | 3   |
| LAW 768 Environmental Law.....                        | 3   |
| LAW 751 Federal Courts .....                          | 3   |
| LAW 682 First Amendment Law .....                     | 3   |
| LAW 663 Gender & the Law.....                         | 3   |
| LAW 624 Government Contract Law .....                 | 3   |
| LAW 743 Health Care Law .....                         | 3   |
| LAW 861 Human Life & Death .....                      | 3   |
| LAW 785 Immigration Law & Procedure.....              | 3   |
| LAW 881 Inalienable Rights & Liberties.....           | 2   |
| LAW 671 Individual Federal Income Taxation .....      | 3   |
| LAW 883 International & Comparative Human Rights..... | 2   |
| LAW 776 International Comparative Law.....            | 2   |
| LAW 784 International Law .....                       | 3   |
| LAW 615 Judges & the Judicial Process.....            | 3   |
| LAW 706 Labor Law.....                                | 3   |
| LAW 766 Land Use Planning .....                       | 3   |
| LAW 795 Legal Aid/Nonprofit Externship .....          | 1-3 |
| LAW 712 Legal History.....                            | 3   |
| LAW 790 National Security Law .....                   | 3   |
| LAW 703 Nonprofit, Tax-Exempt Organizations .....     | 3   |
| LAW 620 Patent Law.....                               | 3   |
| LAW 747 Race & the Law.....                           | 3   |
| LAW 882 School Law.....                               | 2   |

|  |   |
|--|---|
| LAW 782 State & Local Government.....            | 3 |
| LAW 625 Trademark & Unfair Competition Law ..... | 2 |

### Academic Track

For those who want to pursue an LL.M. or a career in higher education. Eligibility: top 25 percent of the class: full-time students by end of the second semester of their first year, for part-time students by the end of their second year.

Plus a minimum of 12 credit hours from the following courses:

|  |   |
|--|---|
| LAW 811 Biblical Law .....                       | 3 |
| LAW 783 Conflict of Laws.....                    | 3 |
| LAW 831 Crime & Punishment .....                 | 2 |
| LAW 751 Federal Courts .....                     | 3 |
| LAW 682 First Amendment Law .....                | 3 |
| LAW 663 Gender & the Law.....                    | 3 |
| LAW 861 Human Life & Death .....                 | 3 |
| LAW 881 Inalienable Rights & Liberties.....      | 2 |
| LAW 711 Jurisprudence.....                       | 3 |
| LAW 712 Legal History.....                       | 3 |
| LAW 713 Origins of Western Legal Tradition ..... | 2 |
| LAW 747 Race & the Law.....                      | 3 |

### Honors Track

Honors Track students will have the option of being exempted from having to select and fulfill a track. The following students will be eligible for the Honors Track:

- A) Any student who
  - 1) Scored 160 or higher on the LSAT; and
  - 2) Is a full-time student in the top 25% of the class at the end of the first year (end of spring semester of second year for part-time students); or
- B) Any full-time student who is in the top 15% of the class at the end of the first year (end of spring semester of second year for part-time students).

### **Rigorous or Significant Writing Experience**

All students must successfully complete at least one rigorous writing experience. Students selecting an Independent Study or law course to fulfill their requirement must do so before their final semester. The rigorous writing requirement may be fulfilled in one of four ways:

- Completing a traditional Independent Study; or
- Completing a course taught by a full-time law school faculty member where, as part of the course requirement, the student writes a research paper of 18-25 pages in length, subject to minimum performance requirements; or
- Writing a law review-type article under the supervision of a full-time faculty member while serving on the *Law Review* staff or Board; or
- Completing a Professional Project, a thesis or a PLATO Project in partial fulfillment of the requirements for the joint degrees program in Law and Government, if the project or thesis is approved for purposes of the rigorous writing requirement and a full-time law faculty member is on the student's committee.

Prior to writing a paper to fulfill this requirement, a student shall notify the faculty member/chairman of his or her intention and shall submit a Rigorous Writing Requirement Approval Form to the faculty member/chairman for approval. A student satisfactorily fulfills the Rigorous Writing Requirement if, in the opinion of the faculty member/chairman, the writing demonstrates competent legal writing and research skills by the student.

If the student enrolls in a law school course that requires a paper and if the student intends to satisfy the rigorous writing in that course, the student shall notify the professor in that course in writing of such election. The above required paper length shall apply even if the requirements for other students in the class may be less stringent.

At the conclusion of the course, the faculty member shall determine whether the student has demonstrated competent legal writing skills in the assigned course paper and, based upon that determination, shall advise the dean in writing as to whether the student has satisfied or failed to satisfy the requirement of a Rigorous Writing Experience.

### **Elective Courses**

Students will complete their credit hour requirement by choosing from among any of the courses offered by the law school for which they have met the necessary prerequisites.

### **Joint Degrees**

See the General Information section of the Catalog for the description of the joint degrees program. Courses in the School of Law are not normally taken concurrently with courses in other schools. However, several joint degrees are available.

#### *Juris Doctor and Master of Business Administration or M.A. in Management (Graduate School of Business)*

The law faculty and the business faculty recognize a great interdependence within the business and legal professions. The business professional who has an understanding of basic principles of law, as well as the specialized areas of law that relate to business will be in a much better position to make business decisions in the fast-moving and complicated business environment. The lawyer who represents businesses and has a knowledge of the fundamental principles of business will be much better equipped to give counsel and advice to individuals, partners, corporate officers and directors. In addition, the lawyer will especially benefit from a knowledge of business principles in the operation of the business of a law practice.

#### *Juris Doctor and M.A. in Communication and M.A. in Journalism (School of Communication and the Arts)*

The interpretation and use of legal information in our modern society is greatly influenced by various media journalistic skills. The worldviews of the people in a society are shaped by the content and manner of this information flow. The relativistic views of many current-day journalists have helped to undermine the foundations of our legal system by presenting the law as only an evolving set of values. Today we need journalists and those involved in media presentation who understand the historical roots of our legal system, as well as current legal theories and practices. A joint degrees program in law and communication or journalism gives students the opportunity to integrate a knowledge of the law with communication skills and the media.

#### *Juris Doctor and M.A. in Counseling (School of Psychology and Counseling)*

The law and counseling faculties recognize a great interdependence between the counseling and legal professions. The lawyer who understands basic principles of counseling, as well as the specialized areas of law that relate to counseling, will be in a better position to work with and on behalf of clients. Likewise, the counselor or psychologist who understands the basic legal rules that relate to counseling and family relationships has a great advantage. This joint degrees program is designed to give counseling skills training to students in law who want or need such practical skills training. This interdisciplinary approach enriches careers by broadening the student's scope of understanding, as well as training and expertise to meet specific needs in legal services where legal remedies may be only a part of the solution.

#### *Juris Doctor and M.A. in Divinity or M.Div. (School of Divinity)*

The law and divinity faculties recognize an interdependence between the professions of law and divinity. The lawyer who understands and operates within a Christian worldview and based on Christian ethical/character foundations of personal spiritual formation will be in a much better position to work with and better represent

clients. Likewise, the various ministerial professionals who also understand basic legal rules that relate to ministry, both corporate and family, have a great advantage.

These joint degree programs are designed to provide divinity courses and ministerial skills training to students in law who want or need such training. This interdisciplinary approach enriches careers by broadening the student's scope of understanding as well as training and expertise to meet specific needs in legal services where legal remedies may be only a part of the solution.

*Juris Doctor and M.A. in Government (Robertson School of Government)*

The education offered in government school prepares students for service in government, politics and policy making. Some government students may desire to add legal training for particular legal positions in government service or for specialization in law related to all governmental and political activity. The joint degrees program in law and government meets the needs of all these students. The law school teaches the technical skills to practice law; the government school offers training in policy analysis and political methods, integrating biblical and natural principles for government, economics, history and natural science, as well as law.

## **COURSE DESCRIPTIONS** **Juris Doctor**

**LAW 748 Academic Legal Scholarship (2)** Members of an academic law review or journal that has been approved by the faculty are eligible to receive credit for writing a publishable law review article, comment or note and substantially assisting the board of their review or journal. The Constitution of each review or journal provides the standards, approved by the faculty, which govern this credit. Prerequisites: LAW 552 and 553.

**LAW 796 ACLJ Externship (5)** As part of the ACLJ Supreme Court Semester in Washington, students will assist the ACLJ in its legal research, writing and advocacy activities and participate in observation at the U.S. Supreme Court, other federal courts and Congress, under the supervision of ACLJ attorneys. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 797 ACLJ Externship Classroom Component (1)** As part of the ACLJ Supreme Court Semester in Washington, students will participate in a one-hour-per-week externship classroom component to discuss and process their externship experiences and insights.

**LAW 798 ACLJ Practicum (2)** An opportunity for a student to learn practical skills related to drafting a federal complaint, drafting a motion for summary judgment with its accompanying legal memorandum, and conducting depositions. The practicum is conducted as if the student were a junior associate in a private law firm. As would be true in any law firm, the student will be expected to conduct a deposition and prepare drafts of key documents for review and correction by a senior partner in the firm. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 781 Administrative Law (3)** Study of the appropriate functions and purposes of administrative agencies in government; constitutional limitations on agency structure and action; analysis of informal and formal procedures, investigation, rule-making and adjudication with a focus on the Federal Administrative Procedure Act and judicial review. Prerequisites: LAW 551 and 683.

**LAW 742 Admiralty (2)** Survey course on the basic rules and principles of modern maritime law, including admiralty jurisdiction and procedure; maritime torts to person and property; maritime liens, contracts and financing; and such peculiarly maritime topics as vessel limitation of liability. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 657, 659 Advanced Appellate Advocacy I & II (2, 1)** Extension of Appellate Advocacy.

Independently research and write a significant portion of a moot court team's brief; members of each team will then pool their independent work and complete the entire brief for competition. Additionally, present practice oral arguments in class and have the opportunity to serve as judge for your classmates. Prerequisites: For Advanced Appellate Advocacy I, LAW 753 and membership on an interscholastic moot court team; For Advanced Appellate Advocacy II, LAW 657 and membership on an interscholastic moot court team.

**LAW 653 Advanced Evidence (2)** Subject matter includes the so-called "Best Evidence Rule" (FRE 1001-1008) and the Law of Privileges (FRE 501), and more advanced aspects of hearsay doctrine. Focuses on the best evidence rule for trial practice and the bar exam, as well as the intricacies of Privilege Law, reviewing how those rules are tied to the admissibility and the discoverability of evidence about witness statements under the Rules of Civil and Criminal Procedure and to the real world nature of pre-trial deposition practice and procedure. Prerequisite: LAW 551, 554 and 652.

**LAW 705 Advanced Legal Reasoning, Analysis & Writing (2)** Develop legal analysis skills by finding solutions to legal problems in a variety of subjects. Involves weekly assignments, which require clearly written answers that solve legal problems using appropriate reasoning and analysis. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 755 Advanced Legal Research & Writing (3)** Seminar that exposes a deeper understanding of the skills and materials of electronic legal research. Emphasizes the development of practical, useful skills and equipping students for clerking and other work experiences. Produce weekly written assignments dealing with different research materials and a topical research guide. Prerequisites: LAW 552 & 553.

**LAW 702 Antitrust (2)** Survey of antitrust and unfair competition laws and of the development of the legal doctrine there under. Subject matter includes price-fixing, division of market, monopolization, mergers, exclusive dealing arrangements, boycotts and price discrimination. Prerequisites: LAW 521 and 522.

**LAW 753 Appellate Advocacy (4)** Develop written and oral appellate advocacy skills through appellate brief-writing and participation in simulated oral arguments. Teaches how to present clear and persuasive arguments to appellate judges. Prerequisites: LAW 551, 554, 552 and 553.

**LAW 723 Bankruptcy (3)** Study of federal bankruptcy law and the law of debtors and creditors under state law. Specific topics include the property of the estate, the automatic stay, exemptions, discharge, preferences and reorganization. Such topics as judgment liens, executions, attachments, garnishments and fraudulent transfers will be covered in the non-bankruptcy portion of the course. Prerequisites: LAW 521, 522, 561, 562, 621 and 622. LAW 622 may be taken concurrently.

**LAW 811 Biblical Law (3)** Exegetical course in the laws of the Bible, using the Decalogue as its own principle of organization. Develops the meaning of the laws in context and their appropriate applications, with emphasis on the nature of their applicability to policy issues such as pluralism, penology, lawful oaths, blue laws, church and state jurisdiction, gender roles, marriage, capital punishment and other topics. Prerequisite: LAW 511.

**LAW 669 Bioethics (3)** Designed to deal with legal problems that confront current issues regarding and surrounding biology, medicine and the law. Focuses on managing biology, ethical theory and genetic control to afford protection, life and provision in the biblical framework and context of the family. Links the practical knowledge of the law with social, moral and policy issues that are very real in bioethics law practice. Prerequisites: LAW 511. LAW 661 is recommended but not required.

**LAW 602 Business Associations (4)** Survey of agency and partnerships, corporations and other business associations. Study of: the law governing formation, control, liabilities, property, dissolution and disposition of partnerships; internal and external relations of partners; and close and public corporations, their origins, structure, rights and liabilities of management and shareholders. Prerequisites: LAW 521 and 522. LAW 551, 554, 541 and 542 are recommended but not required.

**LAW 701 Business Planning (2)** Advanced study of the organization and conduct of business in partnership and corporate form. Emphasizes the practical aspects of the organization, operation, purchase and sale and other matters related to the role of the practicing lawyer in business affairs. Prerequisites: LAW 602, LAW 771 and LAW 773.

**LAW 511 Christian Foundations of Law (3)** Jurisprudential survey of the Christian foundations of Anglo-American law, including the development of higher/natural law thinking, higher law influence on the development of the common law, the rise of modern legal philosophies and the influence of Christian and secular worldviews on the development of American law.

**LAW 758 Civil Pretrial Practice & Procedure (3)** Hands-on experience in developing a civil lawsuit. While Virginia procedural and evidentiary rules will provide the framework for the course, the primary emphasis will be on techniques and strategies involved in drafting pleadings, conducting discovery, preparing for and trying cases and appealing those cases. Prerequisite: LAW 652.

**LAW 551, 554 Civil Procedure I & II (2/3, 2/3)** Introduction to the jurisdiction and organization of state and federal courts, to pleading and practice in civil cases in those courts and to the goals and methods of litigation. Other subjects include process through the courts, alternative dispute resolution, parties to a lawsuit, avoidance of surprise and finality of decisions.

**LAW 761 Computer, Multimedia & Technology Law (3)** Study of the principles of the law governing the creation, exploitation, use and sale of computer hardware and software, including issues concerning multimedia, entertainment, the Internet and related emerging technologies. Prerequisites: LAW 521, 522, 561 and 562.

**LAW 783 Conflict of Laws (3)** Study of the theories of the application of laws involving domicile and citizenship, bases of jurisdiction, foreign judgments and, in transactions having elements in more than one state, the choice of governing law in such fields as property, contracts, torts and family law. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552, 553 and 683.

**LAW 631 Constitutional Criminal Procedure (3)** Study of limitations imposed on law enforcement activities by the Fourth, Fifth and Sixth Amendments of the U.S. Constitution as applied to the States via the 14<sup>th</sup> Amendment. Procedurally, the course considers the criminal justice process from investigation through arrest and initial court appearance. Prerequisite: LAW 683. LAW 684 is recommended but not required.

**LAW 683 Constitutional Law I – Constitutional Structure (3)** Study of principles of U.S. constitutional law, in both historical and contemporary contexts. Subject matter areas include: the biblical, philosophical, historical and political background of the U.S. Constitution; judicial review; the distribution and separation of governmental powers in the U.S. federal system, with emphasis upon the federal commerce, taxing and foreign affairs powers; and intergovernmental relations. Prerequisite: LAW 511 and completion of one semester of law school.

**LAW 684 Constitutional Law II – Individual Rights (3)**

Continuation of the study of principles of U.S. constitutional law, in both historical and contemporary contexts. Subject matter focuses on the First and Fourteenth Amendments, with emphasis on due process,

equal protection, freedom of speech and press, and free exercise and non-establishment of religion.  
Prerequisite: LAW 683.

**LAW 791 Constitutional Litigation Seminar (2)** Survey of certain areas of constitutional litigation, including the: right to freedom of speech and free exercise of religion; right to freedom of the press; right to peaceable assembly; consideration of free speech rights on public school campuses; interplay of constitutional rights and rights under the Equal Access Act; interplay of the Religion Clauses of the Constitution and student religious activities; and freedom of speech and prolife activism. Emphasis is given to current decisional law. Prerequisites: LAW 551, 554, 683 and 684.

**LAW 521, 522 Contracts I & II (3, 3)** Introduction to the history and development of the common law of contracts, and the principles controlling the formation, performance and termination of contracts. Topics covered include the basic concepts of offer, acceptance, consideration, conditions, material breach, damages, third party beneficiaries, assignment, statute of frauds and statutory variances from the common law.

**LAW 623 Copyright Law (3)** Teaches the fundamental principles of federal copyright law and introduction to the 1976 Copyright Act, as well as the Digital Millennium Copyright Act passed by Congress. Subject areas include scope of protection, standing, infringement, contributory infringement, substantial similarity, computer programs, sound recordings, performance rights, transfer of ownership, licenses, registration, importation, injunctions, impoundment, statutory damages, the "Fair Use" doctrine, the "First Sale" doctrine, WIPO Copyright Treaty, the Uniform Copyright Convention, the Berne Convention, GATT and TRIPS. Prerequisites: LAW 561 and 562.

**LAW 773 Corporate Tax (3)** Advanced course in federal income taxation with emphasis on corporate tax laws and related aspects of S corporations. Prerequisites: LAW 602 and LAW 671.

**LAW 831 Crime & Punishment (2)** Inquiry into the scriptural principles that govern man's role in, and responsibility for, punishing and controlling sinners and for redressing the consequences of sin. Included is a study of the historical foundations of our criminal justice system. Other topics to be discussed are the differences between a sin and a crime, appropriate sanctions and current issues in criminal justice. Prerequisites: LAW 511 and 531.

**LAW 531 Criminal Law (3)** Introduction to the foundations and common law doctrines of criminal law and modern statutory provisions. Prerequisite: LAW 511.

**LAW 632 Criminal Pretrial Practice (2)** Introduction to criminal process and constraints imposed on that process by U.S. Supreme Court decisions applying various provisions of the U.S. Constitution. Topics covered include the decision to prosecute, pretrial release, discovery, the preliminary hearing, the grand jury, the right to speedy trial, plea bargaining, joinder and severance and double jeopardy. Where appropriate the Federal Rules of Criminal Procedure and related federal criminal statutes will be addressed. Prerequisites: LAW 551, 554, 531 and 631.

**LAW 757 Drafting Contracts (2)** Study of the law and techniques of contract formation and drafting. Provides experience in the imaginative thinking that a lawyer must pursue as he or she brings together the expressed and implied agreements of the parties to a contract and to learn to create legal documents that express the agreement not only clearly, but also in a manner that defies any contrary interpretation. Enrollment limited by instructor. Prerequisites: LAW 521, 522, 552 and 553.

**LAW 664 Elder Law (3)** Deals with legal problems concerning care of the elderly. Addresses current jurisprudence and the status of the elderly and incapacitated, representation of the elderly, incapacitation

planning, skilled care facility law and issues, cryogenics, rights and responsibilities, medical experimentation and Medicaid and Medicare planning and management. Particular attention to ethical and moral issues raised by the course content encourages creative thinking in a pro-elderly, pro-life, pro-family jurisprudence. Prerequisites: LAW 662, which may be taken concurrently.

**LAW 704 Employment Law (3)** Study of the federal law relating to employment discrimination. The Fifth and Fourteenth Amendments to the U.S. Constitution, applicable federal statutes, federal cases and the role of the Equal Employment Opportunity Commission in dispute resolution are examined. Prerequisites: LAW 551, 554, 681 and 682.

**LAW 862 Entertainment Law (3)** Overview of legal problems in film, theatre, television, sound recordings and literary and music publishing. Topics include the role of attorneys, agents and business and personal managers, contractual provisions in different entertainment agreements, protection for ideas and stories, rights of privacy and publicity and related copyright issues. Prerequisites: LAW 561, 562, 521 and 522.

**LAW 768 Environmental Law (3)** Survey of various topics including the biblical view of man's relationship to the environment, common law remedies, public trust and police power, takings, judicial review of administrative action, the National Environmental Policy Act (NEPA), water pollution (Federal Water Pollution Control Act), air pollution (Clean Air Act), the Resource Conservation and Recovery Act (RCRA), the Comprehensive Environmental Response, Compensation and Liability Act (CERCLA/Superfund) and the Toxic Substances Control Act (TSCA). Prerequisites: LAW 561 and 562.

**LAW 772 Estate & Gift Tax (3)** Overview of federal estate and gift taxes. Prerequisites: LAW 662 and LAW 671. LAW 671 may be taken concurrently.

**LAW 763 Estate Planning (2)** Advanced course that teaches how to advise clients concerning the accumulation, preservation and distribution of their estates. Emphasis is on planning in the following general areas: lifetime transfers, closely held business interests, employee benefits, retirement, liquidity, taxation, trusts, transfers upon death and estate and/or trust administration. Prerequisites: LAW 772.

**LAW 652 Evidence (4)** Study of the law of evidence, the rules governing its admission and exclusion and the policies and theories underlying the evidentiary system. Subject matter areas include order of proof, relevance, judicial notice, real and documentary evidence, hearsay, competence, presumptions, privilege, impeachment and rehabilitation of witnesses. Prerequisite for Virginia Third-Year Practice. Prerequisites: LAW 551 and 554.

**LAW 661 Family Law (3)** General introduction to the nature and regulation of family associations. Focuses on the relationships of husband and wife, parent and child and, in that context, assists in developing a thorough understanding of biblical, historic and contemporary legal principles and rules governing the family and other intimate relationships. Probes contemporary topics related to law and the family in light of current legal and cultural settings. Prerequisites: LAW 521, 522, 561 and 562.

**LAW 667 Family Mediation (4)** This traditionally graded course presents an overview of the history of mediation and introduces students to the process, value, limitation, and skills for third-party intervention in the settlement of family and non-family conflicts consistent with Christian principles and professional codes of ethics, especially those for mediators in the Commonwealth of Virginia. Through literature, case review, discussions and graded simulations, the student explores biblical conflict resolution, the nature of conflict, reconciliation, conflict management styles, communication skills, family systems, the restructure of family roles and relationships during divorce, parenting plans, domestic violence, support, and the theory and practice of family mediation to help develop skills a mediator needs to facilitate a constructive resolution of family conflict and help heal relationships if feasible. Prerequisites: Completed Course Application, Instructor

Consent, LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552, 553. LAW 661 and LAW 655 are strongly recommended but not required.

**LAW 668 Family Mediation Clinic (2)** This pass/fail, experiential component is a continuation of the work begun in LAW 667, Family Mediation. It provides students with information and help in developing skills to help broker parenting plans; to identify domestic violence within the mediation context; and to calculate child support for sole custody, shared custody, and split custody within the family mediation context pursuant to Virginia law. The clinic is designed to give the student an opportunity to introduce prospective clients to family mediation, to observe actual family mediations, to critique them, to co-mediate a family matter with a Virginia Supreme Court certified family mediator, and to receive constructive feedback on his/her performance. Prerequisites: LAW 661 and 667.

**LAW 751 Federal Courts (3)** Study of the role of the federal courts in the U.S. Focuses on an analysis of the constitutional and legislative foundations of the judicial power of the U.S. and an examination of the practice and procedure in the federal court system. Prerequisites: LAW 511, 551, 554 and 683.

**LAW 774 First Amendment Law (3)** Survey of the protections guaranteed by the First Amendment of the U.S. Constitution. Topics covered include freedom of religion, the establishment clause, freedom of speech and freedom of the press. Prerequisites: LAW 683 and 684.

**LAW 663 Gender & the Law (3)** Considers and confronts legal problems regarding current women's issues. Presently, all materials available in this area have been written from a feminist jurisprudential perspective. In contrast, apply a Christian perspective to examine critically the position of women socially, economically, culturally and personally. Prerequisite: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553. LAW 661 is recommended but not required.

**LAW 656 General Mediation (3)** This traditionally graded course presents an overview of the history of mediation and introduces students to the process, value, limitation, and skills for third-party intervention in the settlement of non-family law conflicts consistent with Christian principles and professional codes of ethics, especially those for mediators in the Commonwealth of Virginia. Through literature, case review, discussions and simulations, the student explores biblical conflict resolution, the nature of conflict, reconciliation, conflict management styles, communication skills, and mediation theory and practice to develop skills a general mediator needs to facilitate a constructive resolution of conflict and help heal relationships if feasible. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552, 553 and 655.

**LAW 624 Government Contract Law (3)** Overview of the basic principles of Federal Government Contract Law, including a study of the formation and administration of government contracts. Subject areas include sealed bidding, competitive negotiation, cost and pricing, fraud and ethical considerations, performance specifications, designs specifications, change clauses, compensable delays, equitable adjustment claims, terminations for default, terminations for convenience, claims and the Contracting Officer, appeal procedures to the Board of Contract Appeals and appeal procedures to the U.S. Court of Federal Claims. Prerequisites: LAW 521, 522, 561 and 562.

**LAW 743 Health Care Law (3)** Overview of the fundamental legal principles of health care law. Topics covered include an introduction to the field of forensic medicine, medical proof in litigation, advanced medical malpractice topics and the structure and operation of the health care delivery system. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 861 Human Life & Death (3)** Examines the spiritual and physical aspects of human life and death as presented in the Bible and as illuminated by biomedical science. Topics covered include legal and public

policy considerations for abortion, infirmity and terminal illness, eugenics, genetic engineering and population control. Prerequisites: LAW 521, 522, 541, 542, 561 and 562.

**LAW 785 Immigration Law & Procedure (3)** Citizenship, acquisition and maintenance of major immigrant and non-immigrant classifications; admission into and exclusion or deportation from the U.S.; and structure and procedures of the Immigration and Naturalization Service, Board of Immigration Appeals, Department of State and Department of Labor. Prerequisites: LAW 551 and 554.

**LAW 881 Inalienable Rights & Liberties (2)** Examines the definition, source and nature of inalienable rights. Includes discussion of several theories of rights, plus the biblical perspective on inalienable rights. Discusses historical and current application of these views of rights. Prerequisite: LAW 511.

**LAW 590 Independent Study (1-2)** Learning experience that allows research and evaluation of subject matter or conduct other comparable academic activities with minimum faculty guidance. Guidelines are published in the law school's Policies and Procedures Manual. Prerequisites: LAW 552 and 553.

**LAW 671 Individual Federal Income Taxation (3)** Study of the statutory, judicial and administrative law relating to federal income taxation of the individual. Prerequisite for all other tax courses. Prerequisites: LAW 521, 522, 561 and 562.

**LAW 725 Insurance (3)** Overview of the fundamental legal principles of insurable interests in lives and property. Subject matter areas include the nature of an insurable interest, selection and control of risks, coverage of risks and adjustment of claims and government regulations of the insurance industry. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 883 International & Comparative Human Rights (2)** Addresses the questions of the universality of human rights, including the right of life, the right to death, rights of the child, women's rights, religious freedoms, the rights of third-world countries and the export of Western values to Eastern societies. Prerequisites: LAW 511.

**LAW 724 International Business Transactions (2)** Study of the problems encountered doing business abroad and, for aliens, in doing business in the U.S. Subject matter areas include antitrust, export-import, investment and taxation regulations, international economic policy, regional economic organizations and multinational corporations. Prerequisites: LAW 521, 522, 561, 562 and 602.

**LAW 776 International Comparative Law (2)** Focuses on the nature of comparative law, the concept of legal tradition and the development of civil law, common law and other legal traditions in the contemporary world of nation states. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 784 International Law (3)** Discussion and study of the nature of international law; state jurisdiction; the individual legal system; statehood and recognition of states; diplomatic and consular immunity; international agreements; the use of force; and an overview of various international organizations. Prerequisites: Completion of one semester of law school.

**LAW 617 Internet and Cyberspace Law (3)** Topics include Internet Domain Names, html, Meta tags, hyperlinking, ISPs, OSPs, search engines, CPM advertising, data protection, international privacy, WIPO Domain Name challenges, Spam, False Designation of Origin of Unsolicited E-mails, Trade Secret violations on the Internet, Cybersquatting, IMG Linking, Transmission Control Protocols and Uniform Resource Locations. Prerequisites: LAW 561 and 562.

**LAW 615 Judges & the Judicial Process (3)** Study of the judicial decision-making process, including various factors affecting decision making, the importance of precedent, how it is applied and its use in cases of first impression, statutory interpretation and individual perceptions and philosophies that may affect decision making. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 756 Judicial/Governmental Externship (1-4)** An externship allows a student to experience and participate in the practice of law by working without remuneration off campus (a) under the direct supervision of one or more practicing attorneys (“field supervisors”) in governmental offices (such as the prosecutor’s office and the public defender’s office), judicial or other approved governmental placements, (b) while having general oversight by full-time faculty. This pass/fail course consists of field legal assignments as well as required classroom work to expose students generally to professional development within the context of the practice of law. Hours spent in the classroom component do not substitute for the hours necessary to fulfill the externship requirement on site at the placement. Externships also allow students to pursue additional educational objectives such as the development of professional skills in a specific area of law by working with a practicing attorney or judicial officer. All externship study programs must be approved in advance. Guidelines for externships are published in the law school’s Policies and Procedures Manual. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 711 Jurisprudence (3)** Study of God and man, justice and law. Focuses upon the basic issues of the philosophy of law and the specific task of exploring a distinctively Christian jurisprudence. Topics include law and morals, judicial reasoning, limits on governmental power and individual liberty, theories of justice and the nature of law and justice. Prerequisites: LAW 511, 551 and 554.

**LAW 732 Juvenile Law (3)** Discussion of problems related to minority status, including jurisdiction of the state, detention, responsibility for the crime, rights and responsibilities of the parents, and the constitutional, statutory and case law parameters of the juvenile law system. Prerequisites: LAW 511, 551 and 554.

**LAW 706 Labor Law (3)** Discusses the history of the American labor movement and its regulation by law. Preliminarily, reviews the basic employment-at-will concept, which existed at common law and still exists in most states. In the union/management context, explore the procedures for selection of a bargaining representative and the economic weapons available to management and labor, which are utilized under the auspices of the National Labor Relations Board and the Courts. Explores the legal parameters of collective bargaining, and reviews in-depth the fiduciary relationship between the union and its members. Also review and discuss various statutory protections given employees such as protection from race, sex, age and disability discrimination. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 766 Land Use Planning (3)** Introduces the basic zoning and land use planning tools and techniques from classical zoning to the contemporary methods. Examines the role of the comprehensive plan in the zoning process, subdivision controls, historic and environmental preservation techniques, growth control and the issue of financing capital facilities by taxing new developments. Prerequisites: LAW 561 and 562.

**LAW 626 Introduction to Law Librarianship (2)** Open to selected students who have demonstrated expertise in legal research and/or interest in law librarianship. Designed to introduce the various departments and areas of specialization, and the different types of law libraries, their organizational structures, collections and services. Prerequisites: LAW 552 and 553.

**LAW 752 Law Practice Management (2)** Prepares for entry into the private practice of law, including ethical and personal pressures related to private law practice. Among other requirements, conduct an initial

client interview and identify ethical issues presented during the interview. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 795 Legal Aid/Nonprofit Externship (1-4)** Students interested in public interest law may serve as externs with the local legal aid program and non profit organizations that have a legal division. For students who enroll in the legal aid externship, there is a classroom component in which lawyering skills such as factual investigation, interviewing, case analysis and litigation strategy are discussed. The legal aid classroom component introduces students to the areas of substantive law in which the legal aid program represents clients, e.g. landlord/tenant law, consumer law and government benefits. Hours spent in the classroom component do not substitute for the hours necessary to fulfill the externship requirement on site at the placement. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 712 Legal History (3)** Study and discussion of Western legal history beginning with the impact of the papal revolution in the 11th century. Special attention given to the historical relationship between church and state and to the biblical and theological foundations of Western law and legal systems in general and the English Common Law in particular. Prerequisite: LAW 511.

**LAW 552, 553 Legal Research & Writing I & II (3, 3)** Introduction to the law library and to the use of the full range of source materials available to lawyers and judges in the practice of law. Complete written projects designed to develop legal writing and research skills necessary for the practice of law.

**LAW 786 Legislation (3)** Legislative process with emphasis on the lawyer's perspective and functions, issues of representative theory, legislative organization and procedure, interaction of the legislature with other branches of government and research and drafting in the legislative context. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 658 Litigation Clinic (3)** This classroom and live client course provides students with "hands-on experience" in representing clients before administrative and judicial fora in matters. Students have direct responsibility for the management of a case from the initial interview to conclusion of representation under supervision of a licensed attorney. They also gain knowledge and skills in interviewing, fact-gathering, identifying and applying law to case facts, diagnosing a client's problems, developing case strategy, drafting legal instruments, assessing professional competence and responsibility in the attorney-client relationship, preparing for and conducting trials and negotiation and settlement. Coursework encompasses civil procedure, evidence, substantive law, law office management, ethics and professional responsibility. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552, 553 and 652, permission of Instructor and Virginia Third-Year Practice Certificate.

**LAW 727 Mergers & Acquisitions (3)** A study of the processes of and the law governing business combinations, asset acquisitions, and changes of corporate control, including the statutory and non-statutory forms; the application of the business judgment rule and other corporate rules as they relate specifically to target company defensive tactics and efforts to maximize target company shareholder value or to maximize other interests or to promote other constituencies; the role and concerns of various participants, including seller-side concerns, typical buyer-side concerns, and various public policy concerns; the economic arguments for and against mergers, acquisitions, and changes in control; and the stages of a transaction, documentation of a transaction, legal compliance requirements, and closing. Prerequisites: LAW 602.

**LAW 790 National Security Law (3)** This seminar provides students an analysis of national security topics. Among the topics which may be covered are national security and the role of law, theoretical approaches to national security and world order, development of the international law of conflict management, the use of force in international relations, the laws of wars and neutrality, war crimes, the international law of

intelligence collection, the control of international terrorism, American security doctrine and nuclear weapons. Prerequisite: LAW 683.

**LAW 655 Negotiations (3)** Develop negotiation skills through participation in simulated negotiations. Negotiation exercises are video-taped for review and faculty critique and evaluation. Classroom discussion is devoted to examining and applying theoretical and practical strategies of negotiation. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 703 Nonprofit, Tax-Exempt Organizations (3)** Study of the laws and legal principles applicable to exempt organizations. Topics covered include the legal structure and organization of nonprofits, issues of taxation and tax-exempt status, government regulation of exempt organizations and potential liability arising from the conduct of a ministry. Prerequisites: LAW 511, 552 and 553.

**LAW 713 Origins of the Western Legal Tradition (2)** Survey of Western legal history beginning with the impact of the Papal Revolution of the 11<sup>th</sup> century, emphasizing the influence of the Christian church and faith on the development of Western law and legal systems. Prerequisite: LAW 511.

**LAW 771 Partnership Tax (2)** Advanced course in federal income taxation with special emphasis on sole proprietorships, partnerships, limited liability companies and related aspects of S corporations. Prerequisites: LAW 671 and LAW 602.

**LAW 620 Patent Law (3)** Teaches the fundamental principles of federal patent law, including appeal procedures to the U.S. Court of Federal Claims and the U.S. International Trade Commission. Subject areas include patent eligibility, novelty, statutory bars, non-obviousness, anticipation, prior art, patent specifications enablement, patent claims, patent prosecution, reissue, reexamination, international prosecution, infringement, doctrine of equivalents, reverse doctrine of equivalents, equitable defenses, licensing of patents, injunctions and patent enforcement. Prerequisites: LAW 561 and 562.

**LAW 640 Products Liability (2)** Study of the principles governing the liability for harm caused by products including the historical development of products liability, theories of recovery, typical defenses and recurring issues. Prerequisites: LAW 541 and 542.

**LAW 691 Professional Responsibility (3)** Examination and analysis of the authority and duties of lawyers in the practice of their profession as advocate, mediator and counselor, and of their responsibility to God, to government, to the courts and the bar and to their clients, including a study of the ABA Rules of Professional Conduct. Prerequisite for Virginia Third-Year Practice. Prerequisites: LAW 511 and completion of two semesters of law school. 551, 554, 521, 522, 541, 542 and 531 are recommended but not required.

**LAW 561, 562 Property I & II (3, 3)** Introduction to the nature of private property, real and personal. Subjects covered include biblical principles relevant to property ownership; personal property theories; donative transfers; the common law classification of estates in land and future interests; concurrent estates; landlord-tenant law; easements; real covenants and equitable servitudes; transfers of interests in real property, including an examination of merchantable title, deeds, legal descriptions, conveyancing, recording systems and title assurance; and adverse possession of realty.

**LAW 812 Qur'anic Law (3)** A survey of the text of the Arabic Qur'an in English, and the three kinds of commentary on it by Muslims: Islamists, Traditionalists, and Reformists. The students will compare the translation and commentary of three published Qur'ans, respectively those of Hilali & Khan, Abdullah Yusuf Ali, and Maulana Muhammad Ali. Lectures and assignments will seek to understand the Qur'anic basis of these three expressions of Islamic religion, politics, human rights and law, and Christian conceptual strategies

to challenge them. Law topics will include the rule of law, an establishment of religion, crime and punishment, and civil law. Prerequisite: LAW 511.

**LAW 747 Race & the Law (3)** Historical look at how our legal system has treated the issue of race and how our government has treated various races. Prerequisites: LAW 511 and completion of two semesters of law school. LAW 683 and 684 are recommended but not required.

**LAW 762 Real Estate Transactions & Skills (3)** Advanced skills course to prepare in the practice of law relating to real estate transfer and finance. Perform simulations that address practical aspects of title examinations, title searches, contracts for the purchase and sale of real estate, conveyancing techniques, mortgaging foreclosure practices and settlement and closing of title. Prerequisites: LAW 521, 522, 561 and 562.

**LAW 722 Remedies (3)** Study of the law of judicial remedies, both equitable and legal, focusing on the nature and scope of the relief available. Emphasizes the various types of injunctive relief, declaratory judgments and enforcement powers of the courts, including contempt proceedings. Provides a brief study of the development of chancery courts and the continuing distinction between equitable and legal remedies. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 882 School Law (2)** Focuses on the legal aspects of public, private and home education, including: 1) the legal framework for public education; 2) First Amendment and other constitutional issues related to the public schools; 3) government regulation of private/parochial schools; and 4) parental rights concerning home education. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 726 Securities Regulation (3)** The course begins with an examination of the federal law and policies governing the offer and sale of securities in the primary market, including initial public offerings, private placements, and the subsequent resale of securities with attention to the Securities Act of 1933. Coverage will include the definition of a security; registration requirements; exemptions from registration; enforcement mechanisms and the duties and liabilities of corporations, their officers and directors, underwriters, financial advisors, and lawyers under the 33 Act. The course continues with an examination of the federal law and policies governing trading of securities in the secondary market with attention to the Securities Exchange Act of 1934. Coverage will include the disclosure and reporting obligations of public companies and the rules governing insider trading by corporate executives and others. Coverage may include a study of federal regulation of proxies, mergers or tender offers, or the role of broker-dealers, investment advisors, investment companies or self regulatory organizations. Prerequisites: LAW 602.

**LAW 863 Sports Law (2)** Study of the law of sports including intellectual property, rights of privacy and publicity, antitrust, labor, contracts, torts, Olympic and International Rules and sports agency. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 782 State & Local Government (3)** Nature, constitution, powers and liabilities of municipal corporations, and the interrelationships between municipal, county and state governments. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552, 553 and 683.

**LAW 541, 542 Torts I & II (2/3, 2/3)** Introduction to civil liability resulting from breach of duties arising from common law as distinguished from duties imposed by contract or criminal law. Focuses upon intentional, negligence and strict liability torts and theories of liability and recovery. Specific additional subjects covered may include trespass to land, nuisance, assault, battery, products liability, invasion of privacy, defamation and injuries to business relationships.

**LAW 625 Trademark & Unfair Competition Law (3)** Teaches the fundamental principles of federal trademark law and an introduction to the Lanham Act. Subject areas include distinctiveness, secondary meaning priority, concurrent use, registration, service marks, certification marks, confusion, reverse confusion, functionality, abandonment, infringement, contributory infringement, incontestability, fair use, trade dress, trade dress infringement, false representations, dilution, parody, injunctive relief, disclaimers and international aspects of trademark protection. Prerequisites: LAW 541, 542, 561, 562, 521 and 522.

**LAW 654 Trial Practice (4)** Develop courtroom skills of process and persuasion through simulated civil and criminal cases. Emphasis is on opening statement, direct and cross-examination and closing argument. Be involved in class exercises conducting these aspects of trial practice. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552, 553 and 652.

**LAW 621 UCC I (2)** Study of the law governing commercial transactions with primary focus on sales (Article 2 of the Uniform Commercial Code (UCC), leases (Article 2A of the UCC) and the United Nations Convention on Contracts for the International Sale of Goods (CISG). Prerequisites: LAW 521 and 522.

**LAW 622 UCC II (3)** Thorough study of the basic concepts of secured transactions (Article 9 of the Uniform Commercial Code) including scope, attachment, priority, perfection and remedies on default, plus an introduction to relevant bankruptcy concepts. Prerequisites: LAW 521, 522, 561 and 562. LAW 621 is recommended but not required.

**LAW 627 UCC III (3)** Study of the transactions relating to and the law regulating the various kinds of payment systems with particular reference to the Uniform Commercial Code. Areas covered include negotiable instruments under Article 3 and bank deposits and collections under Articles 4 and 4A. May examine how federal regulations affect this area of law. Prerequisites: LAW 521 and 522. LAW 621 and LAW 622 are recommended but not required.

**LAW 746 Virginia Procedure (3)** Based on the civil procedure of the Commonwealth of Virginia and examines the various courts, statutes and rules. Primary concentration on titles 8.01, 16.1 and 7.1 of the Code of Virginia. Prerequisites: LAW 551 and 554.

**LAW 662 Wills, Trusts & Estates (3)** Introduction to the basic legal principles of intestate succession; to the execution, construction, revocation and interpretation of wills; to the creation of trusts; to the fiduciary administration of trusts and estates; and to the acquisition of the basic legal principles of transferring family wealth. Prerequisites: LAW 521, 522, 561 and 562.

## FACULTY

Regent University School of Law has a diverse and distinguished faculty. Members of the faculty have published extensively and all of them have significant legal experience in private practice, public interest legal work or government service. The school is justly proud of the accomplishments of its faculty members. Collectively, the faculty provides an outstanding and rich legal education for Regent students.

**Ash, Robert W.** (2003), B.S., United States Military Academy; Master of International Public Policy, John Hopkins University; J.D., Regent University.

**Brauch, Jeffrey A.** (1994), B.A., University of Wisconsin—Madison; J.D., with honors, University of Chicago.

**Boland, James M.** (1999), B.A., Wheaton College; MTS, Gordon-Conwell Theological Seminary; J.D., Regent University.

**Brown, Eleanor W.**, (2002), B.A., University of Virginia, J.D., University of Richmond, LL.M., College of William & Mary.

**Cook, Douglas H.** (1987), B.A., Miami University; J.D., The Ohio State University.

**Curtis, Alice** (1998), B.A., Howard University; M.A., Antioch University; J.D., Georgetown University Law Center.

**DeGroff, Eric A.** (1994), B.A., *cum laude*, University of Kansas; MPA, University of Southern California; J.D., Regent University.

**Duane, James J.** (1991), A.B., Harvard College; J.D., Harvard University.

**Elser, Eugene C.** (1993), B.A., Robert Wesleyan College; M.A., Ph.D., Ohio State University; J.D., University of Tennessee.

**Fitschen, Steven W.** (2000), BSF, B.S., *magna cum laude*, North Carolina State University; M.Div, M.A., J.D., *cum laude*, Regent University.

**Folsom, Thomas C.** (2002), B.S., U.S. Air Force Academy; J.D., Georgetown University Law Center.

**Gantt, II, L.O. Natt** (2000), A.B., *summa cum laude*, Duke University; M.Div., *summa cum laude*, Gordon-Conwell Theological Seminary; J.D., *cum laude*, Harvard Law School.

**Hensler, III, Louis W.** (1998), B.A., *summa cum laude*, Bob Jones University; J.D., University of Chicago.

**Hernandez, Michael V.** (1992), B.A., with high distinction, J.D., University of Virginia.

**Jacob, Bradley P.** (2001), B.A., *summa cum laude*, University of Delaware; J.D., University of Chicago.

**Kirkland, Janis L.** (2000), B.S., College of William and Mary; J.D., *magna cum laude*, University of Richmond.

**Kohm, Lynne Marie** (1993), B.A., State University of New York at Albany; MTS, Institute of Biblical Studies; J.D., Syracuse University.

**Madison, III, Benjamin V.** (2003), B.A., Randolph-Macon College; M.A., J.D., College of William and Mary.

**McKee, Kathleen A.** (1996), B.A., State University of New York at Albany; LL.M., Georgetown University Law Center; J.D., Catholic University;.

**McPherson, Stephen L.** (2000), Bachelor of Music, *magna cum laude*, Old Dominion University; MBA, *cum laude*, J.D., Regent University.

**Murphy, James E.** (1997), B.A. University of Iowa ; J.D., University of Oklahoma.

**Pryor, C. Scott** (1998), B.A., Dordt College; M.A., Reformed Theological Seminary; J.D., with honors, University of Wisconsin.

**Schutt, Michael P.** (1993), B.A., *cum laude*, Stephen F. Austin State University; J.D., with honors, University of Texas.

**Seto, Robert M. M.** (1998), B.S., J.D., St. Louis University; LL.M., George Washington University.

**Stanford, John W.**, Emeritus (1986), B.A., J.D., University of Florida.

**Stern, Craig A.** (1990), B.A., *cum laude*, Yale University; J.D., University of Virginia.

**Tucker, Joe A.** (1994), A.A., Victoria College; B.A., University of Houston; J.D., University of Texas.

**Tuskey, John P.** (1998), BBA, with high honors, J.D., *summa cum laude*, University of Notre Dame.

**Wagner, David M.** (1998), B.A., Yale College; M.A., Yale University; J.D., George Mason University.

#### **LAW LIBRARY faculty**

**Oates, Charles H.** (1994), B.A., University of Florida; M.S.L.S, Catholic University of America; J.D., Stetson University.

**Christiansen, Margaret L.** (1994), B.S., William Woods College; J.D., Regent University; M.S.I.S. Florida State University.

**Hamm, Marie Summerlin** (1999), B.S., Mount Olive College; J.D., Regent University; M.L.S., Syracuse University.

**Hillery, Leanne** (2005), B.A., West Virginia University; M.I.L.S., University of Michigan.

**Magee, William E.** (2000), B.A., Old Dominion University; M.S.L.S., Catholic University of America; J.D., Regent University.

**Parker-Bellamy, Teresa** (1996), B.S., Norfolk State University; M.S.L.S., Catholic University of America.

**Welsh, Eric** (1986), B.A., Westminster College; M.A., Drexel University; J.D., Regent University.

## BOARD OF VISITORS

**Robert E. Freer Jr., Esquire**  
Chairman, Board of Visitors  
Free Enterprise Foundation  
Bethesda, Md.

**Robert Friend Boyd, Esquire**  
Boyd & Boyd, P.C.  
Norfolk, Va.

**Senator Sam Brownback**  
United States Senate  
Washington, D.C.

**The Honorable Eric G. Bruggink**  
United States Court of Federal Claims  
Washington, D.C.

**Samuel B. Casey, Esquire**  
Executive Director and CEO  
Christian Legal Society  
Annandale, Va.

**The Honorable Mark S. Davis**  
Portsmouth Circuit Court  
Portsmouth, Va.

**Paul C. Harris Sr., Esquire**  
Raytheon  
Arlington, Va.

**The Honorable Leroy R. Hassell Sr.**  
Supreme Court of Virginia  
Richmond, Va.

**Delegate Terry G. Kilgore**  
Virginia House of Delegates  
Richmond, Va.

**Fritz Kling**  
Executive Director,  
Parker Foundation  
Richmond, Va.

**George K. Martin, Esquire**  
McGuire Woods, LLP  
Richmond, Va.

**Delegate Robert F. McDonnell**  
Virginia House of Delegates  
Huff, Poole & Mahoney  
Virginia Beach, Va.

**Hugh L. Patterson, Esquire**  
Willcox & Savage  
Norfolk, Va.

**Jay Sekulow, Esquire**  
American Center for Law and Justice  
Virginia Beach, Va.

**Randy D. Singer, Esquire**  
Executive Vice President  
North American Missions Board  
Alpharetta, Ga.

**George E. Tragos, Esquire**  
Clearwater, Fla.

**Virginia Van Valkenberg, Esquire**  
U.S. Attorney's Office  
Norfolk, Va.

**The Honorable Patricia L. West**  
Virginia Beach Circuit Court  
Virginia Beach, Va.

**Armstrong Williams**  
Chief Executive Officer  
Graham Williams Group  
Washington, D.C.

## SCHOOL OF LEADERSHIP STUDIES

### DEAN'S MESSAGE

"Do not be conformed to this age, but be transformed by the renewing of your mind, so that you may discern what is the good, pleasing and perfect will of God" Romans 12:2.

In the School of Leadership Studies, we believe that inspired innovation is granted through Divine transformation. Therefore, we seek to assist in the transformation of current and future leaders by guiding them through a rigorous immersion in the study of secular and sacred knowledge so they may discover the deeper Truths of scripture. Through the use of autonomous learning methods, our distinguished faculty members serve as facilitators leading students through the prescribed degree requirements, yet allowing them to experience God-inspired revelations and applications throughout their studies.

Our fully accredited, online, multidisciplinary doctoral and master's degree programs provide a unique and innovative blend of knowledge, critical thinking, practical application, technology and Judeo-Christian values to enhance and empower professionals, emerging scholars, teachers and leaders to adapt to the ever-changing global and technological climates, to clearly communicate a vision and motivate others to action, and to discover and maintain a life-long pursuit of God's Truths for leadership and organizational development. As our students and alumni work both independently and corporately as part of a global network of scholars and leaders, organizations, societies and the world are being, and will continue to be, transformed for the glory of God.

Bruce E. Winston, Ph.D.  
Dean

### CONTACT INFORMATION

Application forms may be downloaded from the website or obtained by mail. To request your application packet, contact the Office of Central Enrollment Management. For questions concerning the School of Leadership Studies, please contact:

School of Leadership Studies, RH460  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
Phone: 757.226.4550 | 800.373.5504  
Fax: 757.226.4634  
E-mail: [leadership@regent.edu](mailto:leadership@regent.edu)  
Website: [www.regent.edu/leadership](http://www.regent.edu/leadership)

### MISSION AND PHILOSOPHY

The mission of Regent University is to bring glory to God and to his Son, Jesus Christ, through the Holy Spirit. With that goal in mind, the purpose of the School of Leadership Studies is to empower leaders to renew and invigorate organizations through the application of biblical leadership principles. More specifically, the mission of the School of Leadership Studies is to accomplish the following:

- Establish a forum grounded in biblical foundations for reflection, thought, research, publication and dissemination of values-based worldview issues, thereby influencing the leadership of organizations throughout the world.
- Deliver quality graduate education in organizational leadership to mid-career professionals without relocation of family or disruption of current employment.
- Provide learning environments that foster critical thought, scholarship and practical application such that the learners who complete the graduate programs become transforming leaders within their spheres of influence and advance the field of leadership.

## **DISTINCTIVES**

**Online Distance Education:** A primary distinctive of the School of Leadership Studies organizational leadership programs is the use of computer-mediated learning. Without sacrificing the quality or rigor of graduate studies, students use Internet communication, combined with intensive sessions at Regent University, to follow the plan God has written on their hearts – all without interrupting careers or relocating families.

**Multidisciplinary Programs of Study:** The School provides multidisciplinary programs of study at the graduate level, focusing on Christian leadership training and the development of leadership paradigms that apply to a variety of organizations, including for-profit, nonprofit, church, parachurch, government and educational institutions at all levels. Regent University is uniquely positioned to provide the type of leadership programs that will enhance and empower emerging scholars, teachers and leaders. This values-based educational perspective is grounded in biblical values and provides a substantive distinctive in this program

## **PROGRAM OVERVIEW**

More than any other time in history, companies, organizations, and nations need proven, qualified leaders. True leaders distinguish themselves through their vision, their ability to conceive and implement strategies, and their ability to transform organizations and the lives of the people within those organizations.

Regent University's School of Leadership Studies (SLS) recognizes society's need for this exceptional type of leader. The SLS experience extends beyond traditional theory and practical application to allow for the wisdom and inspiration that comes from God. This spiritual foundation inspires innovation, encourages excellence and maximizes the gifting of promising transformational leaders and scholars.

At the heart of SLS are some of the most rigorous and demanding, yet profoundly transformational academic programs. Conducted online, each degree program uses autonomous learning methods that require students to learn independently, but not alone. The integrative use of communication technology connects students with professors and peers. This technology goes beyond e-mail to use online threaded discussions, audio and video computer-based presentations and electronic information access to libraries, databases, coursework and literally, a world of resources.

### **Degree Programs Offered**

- Doctor of Philosophy (Ph.D.) in Organizational Leadership
- Doctor of Strategic Leadership (DSL)

- Certificate of Advanced Graduate Studies (CAGS) in Leadership
- Master of Arts in Organizational Leadership (MOL)
- Certificate of Graduate Studies (CGS) in Leadership

## **FINANCIAL AID**

Regent University offers a limited number of awards on an institution-wide basis. For more information, see the Tuition, Fees and Financial Aid section of the Catalog.

At this time, the School of Leadership Studies does not offer scholarships, grants or assistantships. However, other forms of financial aid are available. Listed below are the School's financial assistance offerings.

### **Military Financial Assistance**

Regent University accepts veteran benefits for those who are serving or who have served in the United States military. In addition, any military or Department of Defense personnel who receive DANTES tuition assistance and their spouses are eligible to receive the following tuition rate reductions from SLS: MOL and CGS programs, 25 percent tuition rate reduction; Ph.D., DSL and CAGS programs, 10 percent tuition rate reduction.

Once accepted into the program, military students receive automatic extensions to complete their coursework as needed. For additional information, contact the Admissions Office.

### **Tuition Assurance Plan (Ph.D., DSL and CAGS only)**

The School may, from year to year, increase or decrease tuition as guided by the Regent University Board of Trustees. To assist doctoral students in planning for expenses, the tuition rate assigned at the time of a student's first semester of enrollment is the same tuition rate that will follow that student throughout the remainder of the student's program provided the student follows the prescribed course schedule. However, if a student requests and receives a leave of absence and then resumes study with a new cohort, or if a student slows the pace at which he/she takes the elective courses and/or dissertation/doctoral project credits, then that student's tuition rate will become the same tuition rate as the cohort to which that student is then aligned (i.e., if a student in Cohort 2003 is taking elective courses at the same time that Cohort 2004 students are taking elective courses, then the Cohort 2003 student's tuition rate will be the same as the Cohort 2004 student's tuition rate). The tuition rate for dissertation continuation credit is set as close to the student's original cohort tuition rate as administratively possible.

## **CAREER OBJECTIVES**

A variety of leadership positions are available to students graduating from the School of Leadership Studies, including, but not limited to, faculty positions in both the public and private sectors ranging from primary to college level; middle and upper administrative positions within businesses, churches, schools, universities, missions organizations, government administration and consulting. SLS programs also prepare students who desire to launch new organizations.

Most School of Leadership Studies students are employed throughout the program and use the degree to either further their current careers or venture into new endeavors. A number of students have been promoted within their current organizations or have been offered leadership positions elsewhere prior to completing the degree. The School of Leadership Studies does not offer placement services, but does notify students and alumni of applicable national and international employment opportunities.

Students with limited employment history within their leadership focus, or those who are planning to change careers after completing the degree, are encouraged to seek internships and mentoring and networking opportunities while studying at Regent University.

### **STUDENT PROFILE**

Representing a wealth of diversity in professional, ethnic and denominational backgrounds, our students embrace the many opportunities to interact with peers in group projects and online discussions. This interactive process allows students to naturally grow as they encounter ideas, people and experiences different from their own.

Our student body numbers approximately 402, is an average age of 44 and is comprised of computer literate, mid to upper-level career professionals who are committed to embracing the rigors of a life-changing graduate program and who desire to transform lives and organizations through the implementation of sound Judeo-Christian values, ethical leadership principles and God-given wisdom. Our students represent various Christian affiliations, ethnic origins and nationalities. We facilitate students in 42 states in the U.S. and 23 countries around the world. Thirty-three percent are women, 67% are men, 37% are minority students and 11% are international students.

### **ADMISSIONS**

Generally, only students accepted into the School of Leadership Studies programs may enroll in courses offered under its auspices. However, other Regent University students may enroll in a School of Leadership Studies course with the permission of their advisor and the consent of the faculty member teaching the course.

#### **Ph.D., DSL and CAGS Requirements**

The School requires applicants to have evidence of reasonable potential to successfully complete the Ph.D. in organizational leadership or the DSL, including a comfortable working knowledge of electronic communication. If computer expertise is lacking, a short course at a local community college or public library regarding the Internet, personal computer basics or other computer areas will build confidence and facilitate successful completion of the program at Regent University. See the Admission to Regent University section of the Catalog for admission requirements. In addition, the School of Leadership Studies requires applicants to:

1. Have at least three years of relevant professional experience.
2. Submit résumé of employment, accomplishments and education, including copies of any previously published materials.
3. At the discretion of the Admissions Committee, submit an official copy of the test score results from the GRE, GMAT or MAT.
4. Submit a writing sample that demonstrates the applicant's research, writing, analytical and problem-solving skills.

The School will notify applicants if additional requirements are needed. If an accepted applicant decides not to enroll, the School of Leadership Studies maintains the accepted application for three years from the applicant's initial enrollment semester as noted on the application. After three years, anyone wishing to re-apply must re-submit the full application.

Due to the high number of qualified applicants and the competitive nature of entry into the doctoral programs, automatic deferral of entry is not permitted. Therefore, accepted applicants who defer entrance into either doctoral program must apply for readmission.

### **MOL and CGS Requirements**

The School requires applicants to have evidence of reasonable potential to successfully complete the MOL or CGS, including a comfortable working knowledge of electronic communication. If computer expertise is lacking, a short course at a local community college or public library regarding the Internet, personal computer basics or other computer areas will build confidence and facilitate successful completion of the program at Regent University. See the Admission to Regent University section of the Catalog for admission requirements.

In addition, admission requirements for those applying to the MOL or CGS include:

1. Computer literacy survey.
2. Résumé of employment, accomplishments and education, including copies of any previously published materials.
3. Official test score results from the GRE, MAT or GMAT sent directly from the testing agency.

Additional admissions requirements such as an interview may be requested to assist in the admissions decision. Applicants will be notified if additional requirements are needed. If an accepted applicant decides not to enroll, the accepted application is maintained for three years from the applicant's initial enrollment semester as noted on the application. After three years, anyone wishing to re-apply must re-submit the full application.

Entrance into the MOL and CGS is permitted up to one year beyond the initial acceptance semester. If accepted applicants defer entrance beyond one year of the initial acceptance semester, applicants must apply for readmission.

## **ACADEMIC POLICIES**

### **Enrollment Policy**

Students enrolled in the School of Leadership Studies may be enrolled in 3 to 16 credit hours per semester. A full-time course load for the MOL is 9 credit hours per semester. A full-time course load for the doctoral programs is 6 credit hours per semester. This works well for those students employed full time. A doctoral student may take additional course hours above the normal load up to 16 credit hours per semester if they:

1. Have completed at least one full semester with a 3.0 GPA or higher.
2. Petition and gain approval from the dean of the School of Leadership Studies.

Tuition for courses taken through other Regent University schools outside the School of Leadership Studies programs will be charged at that school's per-credit-hour rate. Those courses may or may not be approved for transfer into the School of Leadership Studies programs. Students should consult their advisor prior to registration.

## **Transfer of Graduate Credits**

Students who have been admitted into the Ph.D., DSL or MOL may request that graduate-level coursework completed at another accredited college or university be applied toward their degree at Regent University. For information concerning the university's Transfer of Credit policy, refer to the Academic Information section of this catalog.

Additional requirements for those students transferring graduate credits into the School of Leadership Studies programs include:

- A maximum of 6 credit hours may be applied toward the MOL.
- A maximum of 12 credit hours may be applied toward the elective coursework of the Ph.D.
- The School does not offer credit for portfolio-based experiential learning undertaken prior to admission into its programs.
- Graduate courses that students complete at other institutions after they have enrolled in the SLS programs at Regent University are not accepted for transfer.

Students requesting transfer credits for elective courses must obtain approval from their faculty advisor. Due to the nature and content of the School of Leadership Studies programs, transfer credits are not permitted to replace required courses, including residency courses.

## **Satisfactory Progress**

Students are considered to be making satisfactory progress if they are completing a minimum of 12 credit hours of coursework each academic year with a GPA of 3.0 or above. In addition, satisfactory progress requires that no student have more than two courses with either an Incomplete or In-Progress grade at the start of any single semester.

If a student is maintaining satisfactory progress, the CGS can be completed within 12 months and the MOL can be completed within three years. However, the maximum time that is permitted to complete all coursework is five years.

If a student is maintaining satisfactory progress, the doctoral programs can each be completed within five years. However, the maximum time permitted to complete all doctoral coursework is seven years.

Students who are not maintaining satisfactory progress may be placed on academic probation. Each semester, students on probation will be reviewed for continuance in the program. If they remain on probation for more than one semester, they may be dismissed from the program.

Students who have been dismissed may petition for reinstatement through the School of Leadership Studies Dean's Office. All petitions for reinstatement will be considered on an individual basis. Reinstatement will be granted only on a petition demonstrating that there is a strong likelihood that the student possesses motivation and capacity to successfully complete the academic requirements. The dean shall notify the student in writing of the decision regarding reinstatement. Students who are reinstated shall be required to comply with any conditions set forth in the letter of reinstatement.

## **STUDYING ONLINE AT REGENT**

All School of Leadership Studies programs are offered online, with the exception of the doctoral residency requirements. From the onset, students are exposed to virtual communication and to the mass of worldwide information available. Significant portions of the programs are delivered

via global communication links. In this format, faculty conferences and exchanges between students are virtual. This delivery model is an essential component in a graduate program providing leaders with Internet and computer communication skills that must become second nature. Future scholarship and lifelong learning in the leadership discipline require expertise in these skills.

### **Computer Requirements**

Since the School of Leadership Studies programs are delivered primarily through computer-mediated learning, computer literacy is required of all students. Given the rapid rate of change in computer technology, please visit [www.regent.edu/acad/sls/computer\\_requirements/home.htm](http://www.regent.edu/acad/sls/computer_requirements/home.htm) for the most current information regarding computer requirements and support.

### **Residencies**

The CGS and MOL do not require an on-campus residency. However, the CAGS and doctoral degree programs do require residencies. Each doctoral student must attend and successfully complete three intensive sessions held at the Regent University Virginia Beach Campus. Only two sessions are required for the CAGS program. These sessions are scheduled during the first three fall semesters of a student's enrollment in the program. Each residency is approximately 10 to 14 days in length. Certain activities related to the dissertation and DSL project may also require the student to spend additional time on the Virginia Beach Campus.

Residency offers an incredible opportunity for cohort members to meet and build relationships with one another, faculty and staff that may last an eternity. In addition, residencies provide wonderful networking and mentoring opportunities for students with faculty and peers. These opportunities facilitate in-person discussions with faculty concerning the dissertation and DSL project and allow time for students to seek a faculty dissertation or project chair.

When planning for the on-campus residencies, students should consider the following residency costs: 1) tuition for the fall courses; 2) transportation; 3) textbooks purchased prior to residency; and 4) room and board. SLS usually provides lunch and two snacks each day during residency when courses are in session. Students must make their own travel, lodging and other meal arrangements.

The School of Leadership Studies doctoral programs are committed to the historical foundations of the doctoral degree in which a community of scholars is created among faculty-mentors and student-scholars. Regent University mirrors this historical tradition by using student cohorts, intensive on-campus residencies and a variety of interactive discussion modes that extend beyond topical course discourse. In view of this goal, the waiving of residency requirements will not be considered.

#### *Ph.D. Residency Course Information*

Each Ph.D. student must complete a total of three 10- to 14-day residencies, which are held in August each year of the program. Each of the three residencies occurs before the official beginning of the fall semester and is considered to be an event rather than a course. However, the material and assessments gained from participation in the residencies are incorporated into the fall semester courses. The residencies are structured as a series of workshops that help prepare students for the coming year's courses and for professional life after completing the doctoral program. Certain activities related to the dissertation may require additional time on campus.

#### *DSL Residency Course Information*

Each DSL student must complete a total of three 10- to 14-day residencies, which are held in September each year of the program. During the first residency, DSL students complete the orientation and tool development coursework required for successful completion of LEAD 771. In the second residency, students complete the introduction to LEAD 774. During the third and final residency, students complete the introduction to LEAD 777. Each of these three courses begins during the on-campus residency and then continues online throughout the remainder of the fall semester. Certain activities related to the DSL project may require additional time on campus.

#### *CAGS Residency Course Information*

CAGS students must be enrolled in either the Ph.D. or DSL program. Therefore, a student's residency requirements follow those of the program in which they are enrolled. However, only the first two residencies are required to receive the CAGS.

#### **Faculty Access**

Members of the Regent University faculty are available to students through a variety of means, including the Internet, e-mail, telephone and the postal service. Scheduled in-person appointments with faculty members are also available for students visiting the Virginia Beach area.

## **DEGREE PROGRAMS**

Recognizing that true leadership is a combination of education and God-given talent, the School of Leadership Studies offers several graduate programs that provide the educational foundation to enhance one's leadership abilities and meet various leadership needs. The select faculty members who teach in these programs have proven themselves in both application and research. In addition, the unique multidisciplinary nature of the School of Leadership Studies programs allows students from a variety of professional backgrounds to interact with one another and faculty, incorporating first-hand professional experience into online class discussions that enhance the pure and applied research found in these programs.

The School offers the: doctor of philosophy (Ph.D.) in organizational leadership, doctor of strategic leadership (DSL), certificate of advanced graduate studies (CAGS) in leadership, master of arts in organizational leadership (MOL), and certificate of graduate studies (CGS) in leadership.

#### **Doctor of Philosophy (Ph.D.) in Organizational Leadership (60 credit hours)**

The Ph.D. in organizational leadership is a research-based terminal degree that seeks to immediately enhance the leadership abilities and roles of strategic mid-career professionals through its multidisciplinary theoretical approach, enabling these professionals to influence and invigorate organizations around the world as scholars, teachers and leaders. Students select one of two concentrations in which to specialize: Human Resource Development or Organizational Leadership. The required core courses provide a multidisciplinary foundation, integrating knowledge and research from the disciplines of psychology, sociology, theology, and organization theory, as well as from allied disciplines. The central theme of the program is to provide a terminal degree that synthesizes knowledge from these diverse fields into a focused yet flexible plan of study that is useful to leaders in all forms of organizations. Undergirding the

entire program is critical thinking, scholarly research, writing, and learning from a Judeo-Christian worldview.

The Ph.D. can be completed in a minimum of three years (nine semesters, including residencies), but usually is completed in four to four and a half years. The maximum time 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, including residency, each calendar year). However, a student may request a leave of absence during the first five semesters of required courses. The student would then resume doctoral studies one year later at the start of the unfinished semester and would participate as a member of the new cohort. Each semester is approximately 13 weeks in length.

### *Requirements*

During each year of the program, students take 9 credit hours in the fall, 6 credit hours in the spring and 6 credit hours in the summer semesters. If a student needs additional time to complete the dissertation after registering and paying for 60 credit hours, the student then continues to register for one dissertation credit hour per semester for each semester until the dissertation is successfully completed and defended.

A minimum of 60 credit hours is required beyond the master's degree to complete the Ph.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.

### *Concentrations*

#### Human Resource Development

Designed to develop the desire, initiative, resourcefulness, and persistence required for new and innovative methods in human resource development, this program will provide students with a breadth of knowledge across the field of human resource development and will allow them to pursue in-depth research in areas of paramount concern, blending theoretical foundations with new and innovative methods. Within limits, students may tailor course deliverables to their individual goals, strategic outcomes, and dissertation research.

- Completion of 48 credit hours of required courses plus a 0-credit-hour library research course and a 0-credit-hour professional development residency (the third of three residencies).
- Completion of a minimum of 12 credit hours of dissertation.
- Successful completion of the comprehensive exams following the student's coursework.
- Completion of all requirements associated with the doctoral dissertation, including an oral defense.

|   |   |
|---|---|
| UNIV LIB Information Research & Resources .....   | 0 |
| LPHD 701 A Multidiscipline View of the Theories & Models of Leadership (first residency) .....                        | 3 |
| LPHD 702 The Leader as Agent & Guide: Examining Theological, Psychological & Sociological Effects of Leadership ..... | 6 |
| LPHD 703 Organizational Theory & Diagnosis: Leaders as Consultants & Change Agents .....                              | 6 |

|   |         |
|---|---------|
| LPHD 704 Communication & Decision Making in the Real & Virtual Environment: The Leader as Guide ..... | 6       |
| LPHD 705 Data Analysis & Presentation (second residency).....   | 3       |
| LHRD 702 Learner Autonomy & HRD.....  | 6       |
| LHRD 703 Group & Organizational Theories.....   | 6       |
| LHRD 704 Organizational Diagnosis for HRD.....  | 6       |
| LHRD 708 Human Performance Processes (Third residency).....   | 0       |
| LHRD 706 Design of Adult Learning for the HRD Practitioner.....                                       | 6       |
| LPHD 860 Dissertation/Project Workshop (not required of every student).....                           | 0       |
| LPHD 801-824 Doctoral Dissertation .....  | 1 /each |

### Organizational Leadership

Designed to focus on the multidisciplinary field of organizational leadership, this concentration will provide students with a breadth of knowledge across the organizational leadership field and will allow them to pursue in-depth research in key areas. Within limits, students tailor the selection of electives to their individual goals and dissertation research.

- Completion of 36 credit hours of required courses plus a 0-credit-hour library research course and a 0-credit-hour professional development residency (the third of three residencies).
- Completion of 12 credit hours of elective courses.
- Completion of a minimum of 12 credit hours of dissertation.
- Successful completion of the comprehensive exams following the student's coursework.
- Completion of all requirements associated with the doctoral dissertation, including an oral defense.

### Required Courses

|   |         |
|---|---------|
| UNIV LIB Information Research & Resources .....   | 0       |
| LPHD 701 A Multidiscipline View of the Theories & Models of Leadership (first residency) .....                        | 3       |
| LPHD 702 The Leader as Agent & Guide: Examining Theological, Psychological & Sociological Effects of Leadership ..... | 6       |
| LPHD 703 Organizational Theory & Diagnosis: Leaders as Consultants & Change Agents .....                              | 6       |
| LPHD 704 Communication & Decision Making in the Real & Virtual Environment: The Leader as Guide .....                 | 6       |
| LPHD 705 Data Analysis & Presentation (second residency).....   | 3       |
| LPHD 706 The Psycho-Social Dimensions of the Leader as Researcher, Teacher & Communicator.....                        | 6       |
| LPHD 707 Global Dimensions of Leadership Today & in the Future: A Look Beyond Our Current Place in Time.....          | 6       |
| LPHD 708 Leadership & Professional Development: Building Leaders to be More Than They Are (third residency) .....     | 0       |
| LPHD 860 Dissertation/Project Workshop (not required of every student).....   | 0       |
| LPHD 801-824 Doctoral Dissertation .....  | 1 /each |

Elective Courses Offered by the School of Leadership Studies

(With approval, students may take doctoral level courses from other Regent schools and colleges. Please see each individual school's section of the catalog for other elective doctoral course offerings.)

|   |   |
|---|---|
| LPHD 711 Leadership for Creativity.....                             | 3 |
| LPHD 712 Leadership in the Learning Organization .....              | 3 |
| LPHD 713 Ethical Leadership & Corporate Social Responsibility ..... | 3 |
| LPHD 714 Advanced Research Methods.....                             | 3 |
| LPHD 715 The Ph.D. as Consultant.....                               | 3 |
| LPHD 716 The Rhetoric of Leadership.....                            | 3 |
| LPHD 717 Negotiation & Conflict Resolution.....                     | 3 |
| LPHD 718 Trust as an Organizational Variable .....                  | 3 |
| LPHD 719 Motivation & Leadership .....                              | 3 |
| LPHD 721 Advanced Analysis Methods .....                            | 3 |
| LPHD 722 Teaching in a Virtual Environment .....                    | 3 |
| LPHD 723 Special Topics in Organizational Leadership*               | 3 |
| LPHD 724 Special Topics in Organizational Leadership*               | 3 |
| LPHD 725 Special Topics in Organizational Leadership*               | 3 |
| LPHD 726 Special Topics in Organizational Leadership*               | 3 |

\*Allows students to take more than one special topics course in the program.

#### *Admission to Candidacy*

Admission to the Ph.D. program does not constitute or guarantee a student's admission to candidacy for the Ph.D. in organizational leadership. Admission to candidacy is contingent upon the following:

- Successful completion of coursework (with at least a 3.0 GPA).
- Successful completion of comprehensive examinations.
- Successful completion and defense of the dissertation proposal.
- The recommendation of the student's doctoral committee.
- Approval by the doctoral faculty committee.
- Approval by the SLS faculty.
- Compliance with all applicable requirements of Regent University.

#### **Doctor of Strategic Leadership (DSL) (60 credit hours)**

The DSL is a terminal degree designed to provide immediate solutions for today's organizational challenges through its applied multidisciplinary approach, enabling professionals to effectively renew and transform organizations across the globe. The DSL emphasizes the practical uses of organizational leadership, organizational communication, structure, and development in relation to people, team building, and cultural understanding. While this program is grounded in theoretical concepts, the courses emphasize practical application of those theories in real-world situations. The DSL program prepares professionals to lead organizations with a solid understanding of the vital components involved in guiding and transforming any organization.

The DSL incorporates the necessary coursework for students to gain a solid foundation in understanding how people work together in organizations to accomplish objectives they could not accomplish alone. All of the coursework in the doctoral program emphasizes the underlying scriptural principles that lead to creating and sustaining transforming organizations.

The DSL can be completed in as little as three and a half years, but most likely in four to four and a half years. The maximum time 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, including residency, each calendar year). Each semester is approximately 13 weeks in length.

#### *Requirements*

During each year of the program, students take 6 credit hours in the fall, 6 credit hours in the spring and 6 credit hours in the summer semesters. If a student needs additional time to complete the DSL Project after registering and paying for 60 credit hours, the student then continues to register for one DSL Project credit per semester for each semester until the project is successfully completed and defended.

- Completion of three residency course orientations.
- Completion of all required coursework.
- Successful completion of the culminating integrative paper.
- Completion of a minimum of 6 credit hours of the DSL Project.
- Completion of all requirements associated with the DSL Project.

#### Required Courses

The following required coursework provides a synthesis of dynamic leadership theories, methodologies, and concepts that are vital to leading and transforming an organization. Through these courses, students will learn how to apply this knowledge to positively impact their current work environments.

|   |        |
|---|--------|
| LEAD 771 The Human Focus of Leadership .....                                | 6      |
| LEAD 772 Leadership Theory & Development.....                               | 6      |
| LEAD 773 Strategic Design, Planning & Implementation .....                  | 6      |
| LEAD 774 Values & Ethics for the Leader & the Organization.....             | 6      |
| LEAD 775 Organizational Structure/Systems/Environment .....                 | 6      |
| LEAD 776 Global Strategic Leadership.....                                   | 6      |
| LEAD 777 Future Organizational Designs & Leadership Styles .....            | 6      |
| LEAD 778 Innovation & Creativity in Organizations .....                     | 6      |
| LEAD 779 Leadership Succession & Leadership Development.....                | 6      |
| LEAD 830-846 DSL Project.....   | 1/each |
| UNIV LIB Information Research & Resources.....                              | 0      |
| LPHD 860 Dissertation/Project Workshop (not required of every student)..... | 0      |

#### *Admission to Candidacy*

Admission to the doctoral program does not constitute or guarantee a student's admission to candidacy for the DSL degree. Admission to candidacy is contingent upon the following:

- Successful completion of coursework (with at least a 3.0 GPA).
- Successful completion of the culminating integrative paper.
- The recommendation of the student's doctoral committee.
- Approval by the doctoral faculty committee.

- Approval by the SLS faculty.
- Compliance with all applicable requirements of Regent University.

### **Certificate of Advanced Graduate Studies (CAGS) in Leadership (30 credit hours)**

The CAGS in leadership provides a solid foundational understanding of leadership, enabling students to positively influence organizations and continue doctoral study in the Ph.D. in organizational leadership or the DSL program.

Students must be enrolled in either the Ph.D. or the DSL program to earn the CAGS. Once a student has successfully completed 30 credit hours of doctoral coursework, including two on-campus residencies, he/she may choose to receive the CAGS. In some cases, attaining this post-graduate certificate assists students with job promotion and/or salary increase. Once a student reaches this level, he/she is encouraged to continue his/her studies to complete the Ph.D. or DSL, which involves an additional 30 credit hours of coursework, including a third on-campus residency, an integrative paper or comprehensive exam, and a DSL project or scholarly dissertation, depending on the doctoral program in which the student is enrolled.

Students wanting to receive the CAGS must complete and submit the CAGS Graduation Application found on the Registrar's Office webpage.

### **Master of Arts in Organizational Leadership (MOL) (33 credit hours)**

When it comes to higher education, today's busy professionals require not only high quality education, but also flexible course schedules to fit their lives. The MOL program was designed to meet those requirements by using autonomous learning methods and communication technology. Conducted online, the MOL combines threaded discussions, email, audio and video computer-based presentations, and electronic information access to enhance each student's practical experience within a virtual learning environment. The synthesis of technology, critical thinking, and practical application develops well-rounded leaders with a clear perspective of how to strategically position and lead an organization. In addition, the MOL's online format allows flexibility and adaptability to accommodate almost any schedule and requires no on-campus residency.

The MOL provides students with a core curriculum of in-depth leadership and organizational development topics combined with a focused concentration in one of eighteen areas followed by a culminating project in which the student conducts research or an organizational intervention that incorporates all course content from the program. This 33-semester-hour degree includes the key organizational leadership elements of ethics, motivation, creativity, vision, strategic planning, teamwork, group development, technology, customer service, and organizational development.

Through the use of collaborative learning, application-based knowledge, and interactive technology, students will:

- Integrate the Christian faith and learning through critical thinking, research, writing, and learning from the normative base of a Christian worldview.
- Experience education in the virtual communication environment.
- Explore multidisciplinary approaches for enhancing corporate culture and human development values-based leadership.

- Develop and exchange concepts relating to understanding and improving organizations around the world.
- Experience innovative learning situations, which enable students to acquire the knowledge, dispositions, and abilities required of organizational leaders.

Throughout this program students will:

- Integrate the practice of leadership with biblically informed values.
- Demonstrate collaborative and effective problem-solving skills using multidisciplinary approaches.
- Apply acquired multidisciplinary concepts, skills and principles to actual leadership situations.
- Analyze and synthesize knowledge of leadership theories, human development, and communication theories.
- Research contemporary issues in organizational leadership to provide practical solutions and communicate results through clear, concise, and appropriate media.

Students in the MOL program may select one of eighteen concentrations:

- Church & Ministry
- Coaching & Mentoring
- Education Administration
- Futures Studies
- Healthcare Administration
- Human Resource Studies
- Information Systems Technology
- Intercultural Studies
- Interdisciplinary Studies
- International Organizations
- Manufacturing
- New Business Development
- Organizational Communication
- Organizational Development Consulting
- Philanthropic & Nonprofit Organizations
- Public Executive Leadership
- Sales Management
- Virtual Organizations

#### *Degree Requirements*

To successfully complete the M.A. in Organizational Leadership, students must complete 33 credit hours of core and concentration coursework as noted in this section of the catalog and must demonstrate independent scholarly ability at the master's level.

Full-time students can complete the MOL in as little as 12 months. Part-time students can complete the program in approximately 16-36 months. Regent University considers 9 credit

hours to be full time. The maximum time allowed to complete the MOL degree is five years. No residency is required for the MOL.

***Core Courses Required of all M.A. in Organizational Leadership Students\* (24 credit hours)***

|          |  |   |
|----------|--|---|
| UNIV LIB | Information Research & Resources.....  | 0 |
| LMOL 601 | Foundations of Leadership: History, Theory, Application & Development .....    | 3 |
| LMOL 602 | Organizational Development: Consulting, Design, Intervention & Evaluation..... | 3 |
| LMOL 603 | Organizational Research, Analysis & Problem Solving.....                       | 3 |
| LMOL 604 | Motivation, Teams, Coaching & Mentoring.....                                   | 3 |
| LMOL 605 | Organizational Communication, Conflict Resolution & Negotiation.....           | 3 |
| LMOL 606 | Strategic Thinking, Planning & Organizational Change .....                     | 3 |
| LMOL 607 | Leadership, Technology, Job Design, Socio-technical Systems & Innovation.....  | 3 |
| LPHD 860 | Dissertation/Project Workshop (not required of every student).....             | 0 |
| LMOL 609 | Culminating Experience .....   | 3 |

***\*Core Courses Required for Intercultural Studies Concentration Only (15 credit hours)***

|          |  |   |
|----------|--|---|
| UNIV LIB | Information Research & Resources.....  | 0 |
| LMOL 601 | Foundations of Leadership: History, Theory, Application & Development .....    | 3 |
| LMOL 602 | Organizational Development: Consulting, Design, Intervention & Evaluation..... | 3 |
| LMOL 604 | Motivation, Teams, Coaching & Mentoring.....                                   | 3 |
| LMOL 605 | Organizational Communication, Conflict Resolution & Negotiation.....           | 3 |
| LMOL 606 | Strategic Thinking, Planning & Organizational Change .....                     | 3 |

***Concentrations***

**Church & Ministry (9 credit hours)**

Designed to equip clergy and ministry professionals for leadership within ministry settings, this track focuses on church administration, worship leadership, and cross-cultural leadership in the mission field. Graduates are qualified to seek professional and lay leadership positions in churches, ministries, mission organizations, and consulting firms. Students take the following electives from the School of Divinity (students must coordinate course registration with the School of Divinity since the School of Leadership Studies does not oversee School of Divinity courses):

|          |                                    |   |
|----------|------------------------------------|---|
| PMIN 501 | Church & Ministry .....            | 3 |
| PMIS 500 | World Christian Perspectives ..... | 3 |
| PMIS 502 | Missions & the Local Church .....  | 3 |

**Coaching & Mentoring (9 credit hours)**

Designed to prepare professionals for influential positions as training coaches and consultants, students in the Coaching & Mentoring concentration take the following courses from the School of Leadership Studies:

|          |  |   |
|----------|--|---|
| LDRC 501 | Leadership Coaching: Transformations ..... | 3 |
| LDRC 502 | Leadership Coaching: Convergencies.....    | 3 |
| LDRC 503 | Leadership Coaching: Activations .....     | 3 |

**Education Administration (9 credit hours)**

A concentration in Education Administration prepares professionals for advanced leadership roles in the fields of secondary and college education administration. Students in this

concentration take the following courses from the School of Education (students must coordinate course registration with the School of Education since the School of Leadership Studies does not oversee School of Education courses):

|  |   |
|--|---|
| EADM 513 School Finance, Management of Resources & Facilities..... | 3 |
| EADM 532 Supervision of Instructions Design/Technology .....       | 3 |
| EADM 540 School & Community Relations .....                        | 3 |

#### Futures Studies (9 credit hours)

The Futures Studies concentration prepares students for innovative work in think tanks and universities in which the future of leadership and organizations is a focus. Students take the following School of Leadership Studies electives:

|  |   |
|--|---|
| LMOL 616 Futures Studies Tools & Methods .....           | 3 |
| LMOL 617 The Future of Leadership .....                  | 3 |
| LMOL 618 The Future of Organizations & Institutions..... | 3 |

#### Healthcare Administration (9 credit hours)

Preparing those professionals serving in a variety of healthcare environments, this concentration focuses on policy, economics, and administration. Students take the following School of Leadership Studies electives:

|  |   |
|--|---|
| LMOL 621 Healthcare Law & Policy .....   | 3 |
| LMOL 622 Healthcare Economics .....      | 3 |
| LMOL 623 Healthcare Administration ..... | 3 |

#### Human Resource Studies (9 credit hours)

A concentration in Human Resource Studies provides a focus on HR department leadership, establishment of advanced organizational policies and guidelines, and tools and techniques for developing transformational work environments. Students in this concentration take two electives from the Graduate School of Business and one elective from the School of Leadership Studies. Students must coordinate course registration with the Graduate School of Business since the School of Leadership Studies does not oversee Graduate School of Business courses.

|   |   |
|---|---|
| HRMT 640 Strategic Human Resource Management..... | 3 |
| HRMT 641 Labor & Employment Law for Managers..... | 3 |
| LMOL 628 Employee Measurement & Evaluation .....  | 3 |

#### Information Systems Technology (9 credit hours)

A concentration in Information Systems Technology prepares the student for advanced leadership in the technology environment, as well as development and implementation of IT strategies that best fit the organization's needs. Students take the following School of Leadership Studies electives:

|   |   |
|---|---|
| LMOL 631 IT & MIS Architecture & Implementation ..... | 3 |
| LMOL 632 IT Project Management.....                   | 3 |
| LMOL 633 Convergence of Technologies.....             | 3 |

#### Intercultural Studies (18 credit hours)

A concentration in Intercultural Studies prepares the student for missionary effectiveness in strategic, creative-access countries. Students select six elective courses from the list below which includes courses from the School of Leadership Studies and the School of Divinity. Students taking electives from the School of Divinity must coordinate course registration with the School of Divinity since the School of Leadership Studies does not oversee School of Divinity courses.

|   |   |
|---|---|
| LMOL 641 Multinational Organizations .....    | 3 |
| LMOL 643 Regional Assessment.....             | 3 |
| ILDR 501 World Leadership Perspectives .....  | 3 |
| ILDR 502 Leadership Through Groups.....       | 3 |
| ILDR 509 Cross-cultural Leadership.....       | 3 |
| ILDR 514 Leadership Development.....          | 3 |
| ILDR 515 The Leader: Lifestyle & Skills ..... | 3 |
| ILDR 590 Field Experience .....               | 3 |
| ILDR 591 Field Experience .....               | 3 |
| ILDR 595 Internship .....                     | 3 |

#### Interdisciplinary Studies (9 credit hours)

The Interdisciplinary Studies concentration allows professionals to customize the MOL degree by taking courses from any school at Regent University provided the electives have an obvious tie to leadership and/or organizational development and the student's advisor concurs with the selection.

#### International Organizations (9 credit hours)

Designed to facilitate the effectiveness and impact of those leading in cross-cultural, multinational settings, the International Organizations concentration includes the following School of Leadership Studies electives:

|   |   |
|---|---|
| LMOL 641 Multinational Organizations..... | 3 |
| LMOL 642 International Business Law ..... | 3 |
| LMOL 643 Regional Assessment.....         | 3 |

#### Manufacturing (9 credit hours)

The Manufacturing concentration provides students with advanced production management tools and applied leadership techniques to address issues in hard-goods manufacturing, quality improvement, and inventory. Students take the following School of Leadership Studies electives:

|   |   |
|---|---|
| LMOL 646 Manufacturing, Planning & Control..... | 3 |
| LMOL 647 Quality Improvement .....              | 3 |
| LMOL 648 Inventory Control.....                 | 3 |

#### New Business Development (9 credit hours)

Preparing professionals to identify opportunities for developing new business and to institute cultural changes leading to growth-oriented enterprises, the New Business Development concentration examines the key principles that are applicable to transforming departments or

entire organizations both profit and nonprofit. Studies concentrate on assessing product/service offerings, analyzing and predicting market potential, and structuring teams and systems for performance.

|  |   |
|--|---|
| LMOL 651 Organizational Sales Assessment .....       | 3 |
| LMOL 652 Opportunity Development & Analysis.....     | 3 |
| LMOL 653 Sales Targets, Measurements & Rewards ..... | 3 |

#### Organizational Communication (9 credit hours)

The Organizational Communication concentration provides a solid foundation for achieving organizational objectives through communication strategies, addressing both internal and external audiences. Students take the following electives from the School of Communication and the School of Leadership Studies. Students must coordinate course registration with the School of Communication for COM 600 since the School of Leadership Studies does not oversee School of Communication courses.

|   |   |
|---|---|
| COM 600 Communication Ethics & Worldview .....                  | 3 |
| LMOL 665 Organizational Communication Theory .....              | 3 |
| LMOL 667 Organizational Communication Methods & Strategies..... | 3 |

#### Organizational Development Consulting (9 credit hours)

The concentration in Organizational Development Consulting combines with core MOL courses to explore tools and research available to assist consultants with effectively auditing, assessing, and implementing changes required for organizational development. Students take the following School of Leadership Studies electives:

|   |   |
|---|---|
| LMOL 611 Consulting Practices .....                   | 3 |
| LMOL 612 Organizational Diagnosis & Intervention..... | 3 |
| LMOL 613 Measurement & Analysis.....                  | 3 |

#### Philanthropic & Nonprofit Organizations (9 credit hours)

For those who desire to lead mission-oriented philanthropic or nonprofit organizations, this concentration prepares professionals with the leadership and management tools required for advancement in the nonprofit sector through: churches, parachurch organizations, educational institutions, foundations, and other private or public human service organizations. Students take the following Graduate School of Business electives. Students must coordinate course registration with the Graduate School of Business since the School of Leadership Studies does not oversee Graduate School of Business courses.

|   |   |
|---|---|
| NPRF 681 Managing Not-for-Profit Organizations .....          | 3 |
| NPRF 682 Not-for-Profit Fundraising/Development .....         | 3 |
| NPRF 684 Accounting & Managerial Control Not-for-Profit ..... | 3 |

#### Public Executive Leadership (9 credit hours)

The Public Executive Leadership concentration is designed to prepare professionals to lead government agencies, departments, and legislative support units. Students in this concentration take the following courses that tie to OPM executive core competencies:

|   |   |
|---|---|
| LMOL 631 IT & MIS Architecture & Implementation ..... | 3 |
| LMOL 661 Budget & Finance.....                        | 3 |
| LMOL 665 Organizational Communication Theory .....    | 3 |

#### Sales Management (9 credit hours)

Preparing professionals for enhanced leadership of sales and marketing personnel to achieve organizational sales objectives, the Sales Management concentration examines the forecasting tools, measurement systems, and channel strategies required for maximizing sales efforts. Students take the following School of Leadership Studies electives:

|  |   |
|--|---|
| LMOL 656 Sales Channels & Support.....               | 3 |
| LMOL 653 Sales Targets, Measurements & Rewards ..... | 3 |
| LMOL 658 Sales Leadership .....                      | 3 |

#### Virtual Organizations (9 credit hours)

A concentration in Virtual Organizations addresses the issues, communication methodologies, and management systems inherent to successful leadership of a virtual organization or department. Students take the following School of Leadership Studies electives:

|  |   |
|--|---|
| LMOL 636 The Virtual Environment .....                 | 3 |
| LMOL 637 Distance Work .....                           | 3 |
| LMOL 638 Communication in the Virtual Environment..... | 3 |

#### **Certificate of Graduate Studies (CGS) in Leadership (15 credit hours)**

The CGS in leadership is a graduate-level certificate designed to enhance a person's leadership abilities and provide practical application of values-based leadership within a variety of organizations. The certificate is comprised of the first four core courses of the MOL program, a library information research course and a one-credit-hour culminating experience. Students who complete the certificate program and who desire to continue their studies may apply the credits to the MOL if accepted to the program. An additional 18 credit hours of coursework is required to complete the master's degree. The maximum time permitted to complete the CGS is five years. Currently, no residency is required for the CGS in leadership. Students desiring to earn the CGS must complete the following School of Leadership Studies courses:

#### *Courses*

|   |   |
|---|---|
| UNIV LIB Information Research & Resources.....  | 0 |
| LMOL 601 Foundations of Leadership: History, Theory, Application & Development .....    | 3 |
| LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation..... | 3 |
| LMOL 604 Motivation, Teams, Coaching & Mentoring .....                                  | 3 |
| LMOL 605 Organizational Communication, Conflict Resolution & Negotiation.....           | 3 |
| LMOL 609 Culminating Experience.....  | 3 |

Students wanting to receive the CGS in leadership must complete and submit the CGS Graduation Application found on the Registrar's Office web page.

## COURSE DESCRIPTIONS

### Master's Courses

**UNIV LIB Information Research & Resources (0)** In this exploding age of information, it is the objective of the library faculty to prepare graduates to be on the cutting edge of information technology. Information literacy is the ability to effectively access information for problem solving and decision-making; thus, the knowledge and abilities you glean from this course will open doors to lifelong learning. It is imperative for graduate study research. Since the information learned in this course is a vital foundation for all other coursework, its completion is required within the first semester of study. The course takes approximately 10 hours to complete.

#### **LMOL 601 Foundations of Leadership: History, Theory, Application & Development (3)**

Provides a foundational understanding of leadership from the wisdom literature and from contemporary theory and applications with particular discussion regarding the evolution of leadership/management thought from 1900 to the present. Students examine leadership as a contingent/context-specific application and solve organizational problems that have leader-follower interaction as a cause. Students develop a leadership development plan for themselves and establish accountability measures.

#### **LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (3)**

(3) Provides an understanding of organizational structure and organizational life-cycle development. Students learn the role of the leader as an organizational architect. The course examines the role of the Organizational Development (OD) specialist and how leaders intervene in their own organizations, as well as how consultants intervene in other organizations.

**LMOL 603 Organizational Research, Analysis & Problem Solving (3)** Explores qualitative and quantitative research methods and data analysis that leaders and consultants use in organizations with particular attention to interview and observation. Students will conduct limited amounts of quantitative research and use spreadsheet tools rather than statistical software packages for analysis.

**LMOL 604 Motivation, Teams, Coaching & Mentoring (3)** Explores the psychological contract between leader and follower that takes any of many forms between two people or between the leader and small groups. Students study group formation and group development, as well as the intricacies of coaching, mentoring, and discipling. Students study organizational behavior and explore how OB concepts affect leadership effectiveness.

#### **LMOL 605 Organizational Communication, Conflict Resolution & Negotiation (3)**

Examines organizational communication, including dyadic, small group, formal and informal communication, as well as the relationship of communication to organizational satisfaction and effectiveness. In addition, students study how communication defers in leader-member exchange and mass-communication of charismatic leader/large group interaction.

**LMOL 606 Strategic Thinking, Planning & Organizational Change (3)** This course compares and contrasts strategic thinking with strategic planning and presents the value of both. Students study the leader's role in organizational change – creating and preventing change, as

well as determining the organization's readiness for change. In addition, students explore the reasons for resistance to change and strategies for coping with resistance.

**LMOL 607 Leadership, Technology, Job Design, Socio-technical Systems & Innovation (3)** Presents technology as the study of tools and methods and explores how leaders help followers interact with tools and methods to accomplish the organization's objectives. This includes job design, human-computer interaction, understanding how new technology should cause current tools and methods to change, and how to help followers through the adoption and diffusion of the innovation process. The course also presents the organizational culture challenges that occur when technology begins to run the organization.

**LMOL 609 Culminating Experience (3)** Synthesizes the knowledge and skills learned throughout this program. This experience may be, but is not limited to, a guided project, (i.e., designing a new organization, analyzing an existing major organizational problem and recommending solutions or developing and testing a seminar), a master's thesis or a publishable manuscript. Prerequisite: permission of instructor.

**LMOL 611 Consulting Practices (3)** Explores consulting as both a process and occupational specialty. Students review common consulting challenges and participate in an ongoing discussion of the role of leadership in developing and guiding strategic change within the consulting industry.

**LMOL 612 Organizational Diagnosis & Intervention (3)** Students focus on the analytical and process skills that will enable them to diagnose and make effective interventions. Particular attention is given to assessing key factors in the change process and examining how proper planning can increase the value of proposed interventions.

**LMOL 613 Measurement & Analysis (3)** Introduces the student to a variety of organizational assessments and audits that measure an organization's success and effectiveness. In addition to looking at such standard measures as customer surveys, communication audits, attitude surveys, compliance audits, MBTI, and FIRO-B, the course examines some general principles of measurement and assessment. Throughout the course, it is assumed that organizational development and improvement requires organizations to monitor, follow-up, and take corrective action against desired outcomes.

**LMOL 616 Futures Studies Tools & Methods (3)** Provides students with knowledge and application of the futurist's tools, including information scanning, force-field analysis, historical analogy, future wheels, and scenario planning. The focus of the course is the pragmatic use of tools that will help organizations envision likely futures.

**LMOL 617 The Future of Leadership (3)** Examines possible new models of leadership that may be used in the future. Concepts include virtual leadership, leadership substitutes, self-leadership, and network leadership.

**LMOL 618 The Future of Organizations & Institutions (3)** Examines innovative potential organizational structures that support the organization's strategies. Structures examined include

network, distributed, federation, and spider plant. Students develop new structures and support the likelihood of the structure's use and success. In addition, students examine new forms of organizations that are more effective in multi-cultural and trans-national environments.

**LMOL 621 Health Care Law & Policy (3)** Designed to familiarize students with legal and policy issues that impact the health care industry and provide insight into how the legal system functions in health care environments. An introduction for understanding the implications of health care policy is presented. (Cross-listed as GOV 686)

**LMOL 622 Health Care Economics (3)** Presents the basic economic considerations confronting health care organizations. The major topics covered will include health care financing and management, insurance, cost benefit, cost containment, and decision-making strategies. (Cross-listed as GOV 687)

**LMOL 623 Health Care Administration (3)** Focuses on the administrative and organizational concepts involved in managing complex health care organizations. Students gain an understanding of the structure and function of operations within the health care system. (Cross-listed as GOV 688)

**LMOL 628 Employee Measurement & Evaluation (3)** Examines current theory and practice in employee measurement and evaluation, including balanced scorecard, personnel evaluation, and rating systems. The course includes employee selection testing as a basis for person-job and person-organization fit.

**LMOL 631 IT & MIS Architecture & Implementation (3)** Discusses the relationships of leadership, culture, and learning organizations in forming a strategic information systems technology in the organization. Students develop a vision for the strategic organizational role of information technologies as systems and an understanding of the cross-functional planning and communication necessary to make it work.

**LMOL 632 IT Project Management (3)** Explores the application of knowledge, skills, tools, and techniques to project planning, organizing, team building, and control systems. In addition, this course identifies processes to analyze and manage financial information and intellectual property in organizations and discusses the continual learning and applying of ideas to information systems technologies across the organization.

**LMOL 633 Convergence of Technologies (3)** Examines the organizational impact of converging technologies and considers how policy strategies affect development issues of applications, services, devices, networks, interfaces, and finance on planning by defenders and adopters faced with integrating media, information, and communication.

**LMOL 636 The Virtual Environment (3)** Explores the virtual work environment and the inherent unique challenges that exist and provides a solutions-oriented approach. Students look at major topics in the field such as the unique leader and follower relationship that exists, communication in a virtual environment, virtual teams, motivation, and e-leadership.

**LMOL 637 Distance Work (3)** Looks at distance work, including telework, telecommuting, and satellite work. Students critically discover the unique challenges of this particular work arrangement, as well as assess the leader and follower interaction. Students also learn about the advantages/disadvantages for the organization and the organizational members in this unique working relationship.

**LMOL 638 Communication in the Virtual Environment (3)** Assesses organizational communication in light of the virtual environment. Students learn the role of the leader and what tools are needed for effective communication, such as discussions on verbal and non-verbal communication, online etiquette, information technologies, channels, and lines of communication, as well as assessment of the virtual communication process.

**LMOL 641 Multinational Organizations (3)** Examines leadership from a multinational perspective concerning local, regional, and global issues affecting organizational planning and implementation, including cross-cultural differences of individuals, dynamics of international work groups, and motivation. Addresses leadership issues and functions necessary to become effective in a multinational environment.

**LMOL 642 International Business Law (3)** Examines organizations in the international community; their international legal aspects of trade, development, and economic cooperation and their international technical, social, and cultural cooperation.

**LMOL 643 Regional Assessment (3)** Examines the interactive impact on organizational leadership and individual thinking of physical influences such as geography, ecology, and human artifacts with institutional influences such as family, religion, education, media, government, commerce, arts and entertainment, and how this affects those leading in international markets.

**LMOL 646 Manufacturing, Planning & Control (3)** Looks at planning and measurement systems for both hard goods and service delivery operations. The focus is on planning for success and measuring for compliance to the plan.

**LMOL 647 Quality Improvement (3)** Covers enumerative and analytical statistical studies of quality, as well as inspection policies in contrast to traditional sampling concepts. The course focuses on building quality into the process rather than removing rejects, both in hard goods and service.

**LMOL 648 Inventory Control (3)** Examines stochastic and dynamic inventory models, as well as JIT and supply chain management.

**LMOL 651 Organizational Sales Assessment (3)** Examines internal analysis of product/service offerings, customer service, and a variety of sales structures, channels, and communications. Additional studies on CRM models, research methods, industry benchmarks, and competitive analysis are included.

**LMOL 652 Opportunity Development & Analysis (3)** Focuses on market segmentation, estimating sales potential, pricing strategies, impact of strategic alliances and partnerships, contracts, and negotiation.

**LMOL 653 Sales Targets, Measurements & Rewards (3)** Teaches the basic functions of sales force management with a focus on the organization rather than the consumer. Students develop approaches to analyzing market situations and problem solving as they experience the world of “sales managers.” Topics covered include sales force organization, estimating market potential and forecasting sales, sales territories, and sales force compensation.

**LMOL 656 Sales Channels & Support (3)** Teaches how to identify channel structure and organization. Presenting tools to effectively manage distribution channels and environmental contingencies that affect survival and success, this course also considers communication programs (advertising and sales promotions), the role of distributors, and development of new, innovative forms of distribution when responding to change.

**LMOL 658 Sales Leadership (3)** Provides, for future sales executives, the tools needed to create and inspire a sales force, increase productivity, and improve customer service. Students compare and contrast management versus leadership of a sales force and discuss relationship selling and team selling.

**LMOL 661 Budget & Finance (3)** Teaches oversight of financial resource allocation and procurement and contracting procedures and processes; how to identify cost-effective approaches; and how to establish and assure the use of internal controls for financial systems. Students learn to manage the budgetary process, including preparing and justifying a budget and operating the budget under organizational and congressional procedures. In addition, students gain a solid understanding of the marketing expertise necessary to ensure appropriate funding levels.

**LMOL 665 Organizational Communication Theory (3)** Equips students with a broad scope of organizational communication theories on which they can build effective internal/external communication strategies. Studies will focus on interpersonal communication, group dynamics, non-verbal communication, and organizational communication channels.

**LMOL 667 Organizational Communication Methods & Strategies (3)** Explores the breadth of communication tools available to organizational leaders for instituting change, perception, and organizational growth. Communication vehicles to be examined include Internet, intranet, print and broadcast media, and various presentation forums, as well as the underlying internal and external public relation strategies guiding their proper selection and execution.

**LPHD 860 Dissertation/Project Workshop (0)** Open to all SLS doctoral and master's students, this course is designed to assist with writing the dissertation or culminating project.

#### **Ph.D. Courses**

**UNIV LIB Information Research & Resources (0)** In this exploding age of information, it is the objective of the library faculty to prepare graduates to be on the cutting edge of information

technology. Information literacy is the ability to effectively access information for problem solving and decision-making; thus, the knowledge and abilities you glean from this course will open doors to lifelong learning. It is imperative for graduate study research. Since the information learned in this course is a vital foundation for all other coursework, its completion is required within the first semester of study. The course takes approximately 10 hours to complete.

**LHRD 702 Learner Autonomy & HRD (6).** Focuses on a doctoral-level understanding of learner autonomy as demonstrated within the human resource development genre. Relevant literature will be reviewed and discussed.

**LHRD 703 Group & Organizational Theories (6).** Examine the dynamical principles associated with group and organizational processes.

**LHRD 704 Organizational Diagnosis for HRD (6).** Review, ponder, and discuss the strategic importance of human resource development to an organization's mission. The functional relationship between individual growth and organizational growth will be the focus of inquiry.

**LHRD 708 Human Performance Processes (0) (Third residency).** Gain an overview of human resources management issues regarding applicant selection, appraisal, development, and punitive processes.

**LHRD 706 Design of Adult Learning for the HRD Practitioner (6).** Explore the design of adult education models based upon adult learning and human resource development principles.

**LPHD 701 A Multidiscipline View of the Theories & Models of Leadership (3) (Ties to the first residency.)** Examine the theories and concepts of leadership and organization through the filters of psychology, sociology, theology, and organizational theory. Learn to see multiple dimensions simultaneously and be comfortable with multiple simultaneous perspectives.

**LPHD 702 The Leader as Agent & Guide: Examining Theological, Psychological & Sociological Effects of Leadership (6)** Examine leadership and organizational theory from the three perspectives of theology, psychology, and sociology studying at least one theory in depth and reporting an exhaustive literature review of all that is known about the theory, demonstrating appropriate scholarly writing technique. Explore personal leadership development within a scriptural framework.

**LPHD 703 Organizational Theory & Diagnosis: Leaders as Consultants & Change Agents (6)** Examine organizations using organizational diagnosis and development tools in an effort to help organizational leaders transform their organizations into high performing entities that allow organizational employees and followers to grow and develop to their full potential. Examine organizational culture, communication, and leader/follower interaction and develop a model using constructs from existing, as well as new, research to explain the behaviors and events in an organizational setting.

**LPHD 704 Communication & Decision Making in the Real & Virtual Environment: The Leader as Guide (6)** Examine organizations through the use of communication and values

audits and explore how leaders affect both “real” and virtual organizations through decision-making. In addition to the organizational diagnosis and development of the audits, hone research skills by writing a full research proposal requiring the understanding of and ability to write about researchable problems, concepts that explain the problem, the extant literature relating to the problem, appropriate research, and data collection methods, as well as appropriate analysis techniques.

**LPHD 705 Data Analysis & Presentation (3) (Ties to the second residency)** Examine data using the appropriate data analysis tools and techniques and develop appropriate methods of communicating the results to an audience. Prepare for professional fieldwork by working with other students to plan and build an academic/professional conference.

**LPHD 706 The Psychosocial Dimensions of the Leader as Researcher, Teacher & Communicator (6)** Explore non-traditional research methods and determine the future viability of the emergent tools and methods. In addition, facilitate dialogue for first-year Ph.D. students with the guidance of professors. Better understand the role of the doctor as teacher and mentor. Finally, conduct qualitative research to determine what followers want from a leader.

**LPHD 707 Global Dimensions of Leadership Today & in the Future: A Look Beyond Our Current Place in Time (6)** Examine the role of the leader in a global and/or multi-national organization with a focus on the role of the leader in the future. This requires taking scripturally sound current thinking about leadership concepts, extrapolating into the future, and determining the future relevance of current thinking, as well as looking for future leadership styles and methods that will be culturally relevant in a global setting.

**LPHD 708 Leadership & Professional Development: Building Leaders to be More Than They Are (0) (Ties to the third residency.)** Participate in a series of workshops and events on topics to include: the dissertation, presentation of papers produced in elective courses, participation in roundtable discussions to which first and second-year Ph.D. students are invited, and preparation for the comprehensive examination.

**LPHD 711 Leadership for Creativity (3)** Focuses on stimulating environments conducive to creativity in various leadership avenues. Ascertain, analyze, and support the particulars and determinants of creative behaviors in organizations, as well as learn to recognize obstacles to creativity. Focuses on efficacy building in the organization, as well as beliefs, attitudes, intentions, and behaviors associated with creativity in leadership. Conduct research regarding the link between individual creativity and entrepreneurial innovation, team creativity, leading creativity in both new and established organizations, and creating and sustaining ethical creativity.

**LPHD 712 Leadership in the Learning Organization (3)** Introduces the paramount importance of the learning organization from both a historical and modern posture. Addresses creating environments conducive to learning, enhancing self-efficacy, developing self-regulating learners, and enhancing their autonomy. Investigate learner autonomy profiles in order to enhance the cognitive factors of desire, resourcefulness, initiative, and persistence in learning.

Examine the importance of continuing intellectual growth beyond formal education and enhance the nature and quality of life pursuits through learning.

**LPHD 713 Ethical Leadership & Corporate Social Responsibility (3)** Examine the social mores required for effective leadership in global organizations. Research a code to address the crises in the global economy, global ecology, and global politics from the posture of personal ethics from a Christian perspective. Become familiar with publications and research of leaders in the field whose experience and ethical outlook shed light on our collective future. Examine research and engage in public discourse, and through practical action, enhance corporate social responsibility through ethical leadership venues.

**LPHD 714 Advanced Research Methods (3)** Study qualitative and quantitative research methods beyond those methods covered in the required courses. This course is of special interest to those making research a major focus of their career.

**LPHD 715 The Ph.D. as Consultant (3)** Examine advanced consulting topics, including, but not limited to, the: business of consulting, process of consulting, diagnosis and intervention, and relationship of consultant and client. Topics are beyond those covered in the required courses.

**LPHD 716 The Rhetoric of Leadership (3)** Study rhetoric and the discourse of leadership with the intent of conducting a research project and writing a publishable paper or a conference presentation.

**LPHD 717 Negotiation & Conflict Resolution (3)** Study negotiation and conflict resolution theories with the intent of conducting a research project and writing a publishable paper or a conference presentation.

**LPHD 718 Trust as an Organizational Variable (3)** Examines the concepts, theories, variables, and the interaction of these elements as portrayed in the trust literature. To accomplish this, lead dialogue and discussion of topics and produce publishable model papers that explain trust in ways that help leaders understand the impact of trust in today's organizations.

**LPHD 719 Motivation & Leadership (3)** Study motivation theories with the intent of conducting a research project and writing a publishable paper or a conference presentation.

**LPHD 721 Advanced Analysis Methods (3)** Study qualitative and quantitative analysis methods beyond those methods covered in the required courses. This course is of special interest to those making research a major focus of their career.

**LPHD 722 Teaching in a Virtual Environment (3)** Study curriculum development and instructional delivery methods appropriate for the virtual environment.

**LPHD 723 – LPHD 726 Special Topics in Organizational Leadership (3/each)** Upon approval of a Ph.D. faculty member, enroll in one or all of the LPHD special topics courses so as to conduct independent research and study under the guidance of a doctoral professor. Students

work with the professor to determine the outcome of the course, which may include, but not be limited to a conference paper on a leadership or organizational topic, publishable journal paper or other research project that is mutually beneficial to both the student and professor. LPHD 723-726 may not be used to conduct dissertation research or preliminary testing of the dissertation work unless the preliminary work is sufficiently different from the dissertation to insure that the special topic independent work provides a deeper understanding of a content or research topic.

**LPHD 801 – 824 Dissertation (1/each) (minimum of 12 credits required)** Prerequisites: Successful completion of comprehensive examinations and approval of the dissertation topic, including a dissertation defense.

**LPHD 860 Dissertation/Project Workshop (0)** Open to all SLS doctoral and master's students, this course is designed to assist with writing the dissertation or culminating project.

#### **DSL Courses**

**UNIV LIB Information Research & Resources (0)** In this exploding age of information, it is the objective of the library faculty to prepare graduates to be on the cutting edge of information technology. Information literacy is the ability to effectively access information for problem solving and decision-making; thus, the knowledge and abilities you glean from this course will open doors to lifelong learning. It is imperative for graduate study research. Since the information learned in this course is a vital foundation for all other coursework, its completion is required within the first semester of study. The course takes approximately 10 hours to complete.

**LEAD 771 The Human Focus of Leadership (6)** Provides a framework for studying strategic leadership as it explores the role of followers interacting with other followers and the organization's leader. Examine and understand group formation and development both in the face-to-face organizational environment, as well as the virtual organization. Through this examination, discover the different role that communication plays in the virtual environment. Discuss various concepts of transformational leadership that result in leaders developing future leaders of their followers. In addition, examine the role of self-development and building accountability among leaders in a support network. Includes an on-campus residency period within the first three weeks of the semester.

**LEAD 772 Leadership Theory & Development (6)** Examines the history of leadership theory and research to understand the pattern of exploration and to develop a sense of where the study of leadership may go in the future. In addition, examine the relationship between the leader and follower and become familiar with the concepts of leader-follower development, mentoring, and discipling within a framework of the leader in relation to self, others, and God.

**LEAD 773 Strategic Design, Planning & Implementation (6)** Builds upon the knowledge and understanding of people and leadership to begin building a comprehension of how strategic thinking relates to design, planning, and implementation of strategies and tactics meant to accomplish the organization's goals and objectives. Examine various schools of strategic planning and learn when and where each school is effective, how to determine gifts, abilities, and skills of followers in the organization, thus tying the concepts of follower development and group formation to strategic planning.

**LEAD 774 Values & Ethics for the Leader & the Organization (6)** Includes an on-campus residency period within the first three weeks of the semester to assist in strengthening relationships with other students and the university staff and faculty, as you begin to explore and define values and ethics for the leader and the organization. Work through a progression of topics from defining values to identifying a base of values to learning about how leaders and followers acquire values and how leaders infuse values into the organization. Explore Scripture as it relates to values and the leader's behavior that emerges from these values.

**LEAD 775 Organizational Structure/Systems/Environment (6)** Since structure follows strategy, this course builds on LEAD 774 to examine various forms of organizational structure and how these forms allow certain strategies to be more or less successful relative to the organization's external environment. Explore organizational systems, including components, processes, and interactions, as well as technology and its role as a help or substitute for leadership. Teaches how leaders and followers can work together to create configurations of strategy, structure, technology, and leadership styles that have the greatest likelihood of success in accomplishing the organization's goals while transforming the people of the organization, both followers and outside constituents, to higher levels of satisfaction and performance.

**LEAD 776 Global Strategic Leadership (6)** Provides an understanding of global issues, cross-cultural concepts focusing on people groups, values, cultures, and how to build teams of diverse people while respecting local values and maintaining unity of focus and accomplishment. Conduct regional assessments, as well as comparative cultural studies of different ethnic people groups from around the world. Course focuses on how to adapt an organization's best practices to local customs and culture, as well as understanding and respecting diversity.

**LEAD 777 Future Organizational Designs & Leadership Styles (6)** Begins with an on-campus portion to help students strengthen relationships with each other and with university staff. Explores what organizational designs and forms of leadership we might see in the future. This course looks at: (a) new insights into how to apply scripture to organizational leadership, (b) the realms of new technology, (c) new insights into human behavior and cognition, and (d) new developments into multi-cultural organizational development.

**LEAD 778 Innovation & Creativity in Organizations (6)** Builds on all elements of the previous courses and allows students to understand the role of innovation and creativity in organizations as factors for leaders to build vibrant learning transformational entities. The end goal of this course is for students to understand how to continually monitor the organization through appropriate and adequate organizational assessment measures and to create a learning organizational environment that allows the organization to continually adapt to changes in the environment, as well as to what the collective group of people in the organization learns about themselves. The outcome of this adaptation process is to create an organization that is continually improving and achieving higher levels of organizational performance first in effectiveness and then in efficiency.

**LEAD 779 Leadership Succession & Leadership Development (6)** This last course of the program is the capstone course building on the entire program as it explores the "what" and the

“how” of leadership succession, development, and renewal. Students delve into: (a) new insights about how to apply scripture to organizational leadership, (b) organizational lifecycles, and (c) new avenues for leadership development – spiritual, mental, and physical. In addition to course outcomes, a final outcome of this course is an integrative paper that allows students to tie together all nine courses. This paper takes the place of comprehensive exams in traditional Ph.D. programs, thus there is significant emphasis on the thoroughness and depth of the paper.

**LEAD 798 Independent Study (1-6)** Prerequisites: completion of core courses, written proposal, and consent.

**LEAD 830 – 846 DSL Project (1/each) (minimum of 6 credits required)** Prerequisites: successful completion of the integrative paper and formal approval of the DSL project topic. Included is a defense of the project.

**LPHD 860 Dissertation/Project Workshop (0)** Open to all SLS doctoral and master’s students, this course is designed to assist with writing the dissertation or culminating project.

## FACULTY

The School’s faculty members are comprised of distinguished professors from across the country who possess unique perspectives. Their diversity and expertise are wide-ranging and are the perfect synthesis for the multidisciplinary nature of the School of Leadership Studies programs. The date listed by each faculty member’s name indicates the year in which he or she began employment with Regent University.

### Full-Time Faculty

**Winston, Bruce** (1991), B.S., Rochester Institute of Technology; B.A., University of Alaska; M.A., MBA, Regent University; Ph.D., Virginia Commonwealth University.

**Bocarnea, Mihai** (1995), B.S., Dimitrie Cantemir Lycium, Bucharest; M.S., Polytechnic Institute of Bucharest; M.A., Ph.D., Regent University.

**Bryant, Sandra** (1999), B.A., MUS, Old Dominion University; Ph.D., Regent University.

**Carr, Paul** (2000), B.A., Virginia Wesleyan College; M.A., Ed.D., The George Washington University.

**Fields, Dail** (1999), B.A., Johns Hopkins University; Ph.D., Georgia Institute of Technology, School of Management.

**Gyertson, David** (1977), B.A., Spring Arbor College; Ph.D., Michigan State University.

**Hartsfield, Michael** (2000), B.A., University of Georgia; M.A., Ph.D., Regent University.

**King, Jacque** (2001), B.A., Washington & Jefferson College; MBA, Ph.D., Regent University.

**Klenke, Karin** (2001), B.S., M.S., Ph.D., Old Dominion University.

### **Professional-In-Residence**

**Osula, Bramwell** (2002), B.A., Lancaster University; B.A., Oakwood College; M.A., Ph.D., University of Waterloo.

### **Part-Time Faculty**

**Bekker, Corne** (2001), B.A., B.A. (Honors), M.A., Ph.D., Rand Afrikaans University.

**Boggs, Brady** (2000), B.S., Georgia Institute of Technology; M.S., MBA, Florida State University; Ph.D., Regent University.

**Davis, Dennis** (2003), B.A., California State University; MBA, Ph.D., Regent University.

**DellaVecchio, Dorena** (1997), B.S., Elmira College ; MBA, Ph.D., Regent University.

**Drake, Timothy** (2001), B.A., California State University; M.A., North Park College; Ph.D., Regent University.

**Garmon, Fred** (2002), B.S., Lee University; M.Div., Church of God Theological Seminary; Ph.D., Regent University.

**Gary, Jay** (2003), Certificate, Institute of Biblical Studies; B.S., Georgia Institute of Technology; M.A., California State University, Los Angeles.

**Hargis, Linda** (1994), B.M., Lee University; M.A., Regent University; Ph.D., Regent University.

**Longbotham, Gail** (1999), B.A., Newcomb College of Tulane University; M.S., Florida State University; Ph.D., Regent University.

**Michel, Dan** (2001), A.B., Wheaton College; M.A., Trinity Evangelical; Ph.D., Regent University.

**Morgan, Michael**, (2000), B.S., Wheaton College; M.S., Florida Institute of Technology; Ph.D., Regent University.

**Moulton, Sheldon** (2002), B.A., B.A. (Honours), University of Natal, Durban; B.C., B.C. (Honours), University of South Africa;

**O'Brien, David** (2001), B.S., University of New Hampshire; MSC, Northrop University Law Center; MBA, Golden State University; Ph.D. Regent University.

**Patterson, Kathleen** (2003), B.A., Lee College; M.A. & Ph.D., Regent University.

**Reid-Martinez, Kathaleen** (1996), B.A., University of Maryland, European Division; M.A., Ph.D., University of Denver.

**Rogers, Diane** (2002), B.A., Dominion College; MBA, Seattle Pacific University; Ph.D., Regent University.

**Simmons, Tedd** (2001), B.A., M.A., Anderson University; Ph.D., Regent University

**Thompson, Tom** (2001), B.S., LeTourneau University; M.S., University of Texas; DSL, Regent University

## SCHOOL OF PSYCHOLOGY & COUNSELING

### DEAN'S MESSAGE

We in the School of Psychology & Counseling present ourselves as “academically excellent, distinctively Christian.” We are poised to produce leaders who will help individuals and organizations make positive changes in their lives through promoting understanding, healing, reconciliation and faith. Although we live in a world that is increasingly complex and dependent upon technology, the souls of human beings require the same basic care as they have in the past. The challenge to the mental health professional is to synergize personal faith with practice in public, private, academic and corporate arenas. Graduates of our programs have positions in churches, schools, colleges, private practice and public agencies nationally and internationally. We are committed to producing graduates who will take their learning and their faith into all lands, to truly change the world.

Rosemarie Scotti Hughes, Ph.D.  
Dean

### CONTACT INFORMATION

Application forms may be downloaded from the website, or obtained by mail. To request your application packet, contact:

Admissions Office – CRB 154  
School of Psychology & Counseling  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
757.226.4127 or 800.373.5504  
Fax: 757.226.4263  
E-mail: psycoun@regent.edu  
Website: [www.regent.edu/psychology](http://www.regent.edu/psychology)

### MISSION AND PHILOSOPHY

“Academically Excellent, Distinctively Christian” is the foundation for our efforts of educating counselors and psychologists who make a difference. This stems from two central Scriptures, “Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbor as yourself” (Matthew 22:37-39); and “ . . . Love each other as I have loved you” (John 15:12). The methods and purposes of counseling and psychology are always to be held against these biblical standards.

Our vision is to train mental health professionals to provide healing and restoration to members of the local and world community, through the application of biblical principles and professional excellence.

### DISTINCTIVES OF THE SCHOOL

The School of Psychology & Counseling (SPC) prepares counselors and clinical psychologists from a Christian worldview, while striving to adhere to the highest standards of the profession, meeting accreditation, certification and licensure standards.

These programs are designed for individuals to take their knowledge into every corner of the world in order to assist people in the prevention and resolution of the problems of human living. A

strong emphasis is placed on the restoration of relationships: individual to God; individual to individual; and restoration within the family, the church and the community. It is our goal that individuals who graduate from the School of Psychology & Counseling will be exemplary counselors and clinical psychologists who will reflect the character of Christ within their professional involvements. Some unique features of the school are:

- Integration of Judeo-Christian principles into the curriculum and programs.
- A clinic to train students in the practice of counseling and psychology practice, as well as to conduct research on the efficacy of Christian counseling.
- Cooperative ventures with other Regent schools, such as the School of Divinity, the School of Law and the School of Education, in programs for families, churches and the larger community.
- Curriculum established to meet national accrediting standards and state licensure.

### **PROGRAM OVERVIEW**

The SPC adheres to a Judeo-Christian worldview. The Judeo-Christian perspective provides a sound basis from which human behavior might be studied, and sets a standard by which counseling methods might most effectively be applied—one that recognizes the individual as body, soul and spirit. The research and experience of those who have pioneered the field are highly valued, as are biblical resources that contextually define and analyze the motives and patterns of human behavior from man's earliest days.

The school designs each student's master plan of study to optimize employability in the various and diverse settings found in the field of counseling and psychology, such as:

Community mental health agencies.  
Church and parachurch organizations.  
Public and private schools.  
Colleges and universities.  
Business and governmental settings.  
Private practice groups and hospitals.  
Health care organizations.

Joint degrees with other Regent schools are available. See the General Information section of the Catalog for the description of the joint degrees program.

All degree programs, except the doctoral internship, require the student to be in residence. In some cases, online courses may be a part of the degree program.

### **Degrees Offered**

- Doctor of Philosophy (Ph.D.) in Counselor Education & Supervision
- Doctor of Psychology (Psy.D.) in Clinical Psychology
- Master of Arts (M.A.) in Counseling
- Master of Arts (M.A.) in Human Services Counseling (Traditional and on-line)
- Certificate of Advanced Counseling Studies (CACS)

### **ACADEMIC POLICIES**

#### **Cross-Registration**

Those students who elect to take a class in the SPC and are degree-seeking from one of the other Regent degree programs are considered cross-registered students. They must demonstrate that they have met any prerequisites for the course and obtain the signature of the professor teaching the course including advising to course content and relevance to desired degree outcome. Students may cross-register only if space remains available in the class. Degree-seeking students in the SPC have first preference for enrollment in SPC classes.

Cross-registered students may only take up to four courses (12 credit hours) in the SPC. Any exception to this policy can only be granted by the Dean or the Dean's designate, and must be petitioned for in the appropriate manner. An "Approval to Enroll in a Class in Another School" form, found on the web at [www.regent.edu/admin/registrar/studentforms.cfm](http://www.regent.edu/admin/registrar/studentforms.cfm), must be completed by the student and signed by the appropriate professor prior to the student's registration through their home school.

Students who have previously applied for admission to the SPC, either by original degree-seeking application, non-degree application or as a joint degrees applicant, and have been denied admission to our school, will have to submit an Academic Petition to the SPC to be considered for cross-registration

#### **GRE Writing Assessment Required (now part of the GRE General Test)**

Students may be denied admittance in to a program in the SPC based on a poor evaluation of their writing sample/skills.

#### **FINANCIAL AID**

Regent University and the SPC offer various financial aid opportunities for all degree-seeking students. For an application and detailed information about these scholarships contact the Admissions Office or download the financial aid packet [www.regent.edu/acad/schcou/admiss/finaid1.html](http://www.regent.edu/acad/schcou/admiss/finaid1.html). Students are encouraged to apply for financial aid early in the admissions process, although awards will not be made until the student has been approved for admission. Students whose applications meet admissions deadlines will be given priority consideration for financial aid.

Regent's financial aid program assists students in the financing of their tuition. However, since education is an investment in the future, students should be the primary source of financing their education through wise planning, saving, liquidating assets, cutting costs and securing gainful employment.

#### **CAREER SERVICES**

The objective of career planning services in the SPC is to help students and alumni pursue leadership positions in their chosen fields. Individual job search consultations, résumé assistance and job research strategies are available at [www.regent.edu/acad/schcou/alumni/jobs1.html](http://www.regent.edu/acad/schcou/alumni/jobs1.html) or from the Career and Field Placement Coordinator.

#### **STUDENT PROFILE**

Regent psychology and counseling students are diverse in religious, national and ethnic origins, and number approximately 347 students. Seventy-six percent are women and 32 percent are minority students (26 percent African-American). The average student age is 34.

## ADMISSIONS REQUIREMENTS

### **Ph.D. in Counselor Education & Supervision**

See the Admission to Regent University section of the Catalog for admissions requirements. In addition, the SPC requires applicants to:

1. Have a master's degree with a minimum of a 3.5 GPA in counseling or a significantly equivalent field. Accepted degrees include those in counseling, social work or psychology. Having at least one year of experience in the mental health field is strongly desirable.
2. Submit the official GRE scores for the general test or the official MAT scores. The GRE cannot be waived, but scores more than five years old may be submitted at the applicant's option. On the GRE, a minimum combined score of 1,000 between the verbal and quantitative portions of the exam is preferred. For more information about the various graduate tests, contact: a local university testing office; Educational Testing Service, Princeton, NJ 08541, 609.771.7670.
3. Submit a résumé.
4. Submit a writing sample (a maximum of 10 pages of scholarly writing).
5. Submit a 15-20 minute VHS videotape (that cannot be returned) that demonstrates counseling skills.
6. In response to the Regent Board of Trustees' mandate that all students be proficient in writing, upon beginning the program, all applicants must submit the GRE Writing Exam.

### **Psy.D. in Clinical Psychology**

See the Admission to Regent University section of the Catalog for admissions requirements. In addition, the SPC requires applicants to:

Have a B.A. or B.S. with a minimum of a 3.0 GPA in the major or an M.A. or M.Ed. with at least a 3.5 GPA. Accepted degrees include those in counseling, psychology or related human behavioral fields.

Have taken at least 18 completed credit hours in psychology courses. The following courses are recommended: Introduction to Psychology, Psychological Statistics/Research Methods, Personality Theory, Human Development, Abnormal Psychology, Psychological Tests & Measurements, Social Psychology and Physiological Psychology.

Submit the official GRE test scores. The GRE cannot be waived and must have been taken within the last three years. A minimum combined score of 1,000 between the verbal and quantitative portions of the GRE exam. The GRE Writing exam is also required. For more information about the various graduate tests contact a local university testing office or the Educational Testing Service, Princeton, NJ 08541, 609.771.7670.

Submit a résumé.

Submit a writing sample (a maximum of 10 pages of scholarly writing).

Acceptance into the Psy.D. program is based on a competitive consideration of the entire application. No student will be formally admitted to the program in any status until ALL required materials have been received and evaluated by the admissions committee.

### **M.A. in Counseling, M.A. in Human Services Counseling and Certificate of Advanced Counseling Studies (CACS)**

See the Admission to Regent University section of the Catalog for admissions requirements. In addition, the SPC requires applicants to:

1. Have completed the equivalent of a minor in psychology or other behavioral science, or must have taken three courses in psychology, with a grade of B or better. Recommended courses include Introduction to Psychology, Abnormal Psychology, Human Development and Personality Theory.
2. Submit the scores for the Graduate Record Exam (GRE). Scores on the general portion of the GRE of the 50<sup>th</sup> percentile or higher are preferred. The test must have been taken within the last five years. The GRE test requirement may be waived for the master's program only if an applicant already has an earned doctoral degree from an institution whose accreditation we accept. For the GRE test call 609.771.7670
3. Submit a résumé.  
The admissions application fee for the master's programs are good for one year.
4. The CACS program has some additional requirements and specific prerequisites. Please refer to the CACS program section for additional details.

### **Admissions Application Deadlines**

**MA in Counseling, Virginia Beach Campus** - Applications are considered for the Fall only. Priority application deadline is March 1<sup>st</sup>. No applications will be considered after July 31<sup>st</sup>. Application review begins after January 1<sup>st</sup> each year and continues on a rolling basis through July 31<sup>st</sup>.

**MA in Counseling, Washington DC Campus, and MA in Human Services Counseling** - The first date given is the priority date for the term. The second date listed is the last date applications will be considered for that term:

Fall – April 1 / July 31 (Classes begin in August)

Spring – November 1 / December 15 (Classes begin in January)

Summer – March 1 / May 1 (Classes begin mid-May)

### **DEGREE PROGRAMS**

*Ph.D. in Counselor Education & Supervision (60 credit hours beyond the master's degree)*

The Regent Ph.D. in Counselor Education and Supervision is unique in this country, offering a rigorous biblical worldview curriculum and clinical training program entirely in an e-learning (online) format, with three brief residencies. Students receive the education and training necessary to become leaders who will make a difference in the discipline of counseling as college and university educators, advanced clinical practitioners and counseling professionals in a wide variety of career roles.

The Ph.D. in Counselor Education & Supervision represents the advanced degree in the pursuit of higher education in the discipline of counseling. Regent's Doctoral Program in Counselor Education & Supervision is both theoretical and experiential and is intended to prepare students to work as counselor educators, counselor supervisors, advanced practitioners in clinical settings and leaders in the field of counseling. The emphasis of the doctoral program is on training educators to teach counseling at the college and university level, with commensurate emphasis on the development of the advanced clinical skills, which are necessary to teach and supervise counseling effectively, as well as enhance the practice of the professional counselor.

The program requires the master's degree as a prerequisite. Students matriculate on a full-time basis in a lockstep course sequence the first two years of the program. Students may be

able to complete the program within three and one-half to four years, including the capstone events of the one-year internship and completion of the dissertation project.

The program is offered entirely online via the Regent Worldwide Campus, with three mandatory brief residencies during which students will be required to come to a designated location, most likely the Virginia Beach Campus, for 10 to 14 days for intensive teaching, orientation and workshop events. The program may be especially appealing to individuals who want or need the flexibility of an online, nonresident program to meet their current commitments to family or job.

The Ph.D. in Counselor Education & Supervision will prepare individuals for a wide variety of counseling leadership positions, including those who want to teach counseling and supervision at the college or university level; practicing professional counselors who want to provide supervision services; licensed professional counselors who want to advance the level of their clinical skills; individuals who want to assume leadership positions in the discipline of counseling (e.g., Director of Mental Health Services for an agency or non-profit organization); school counselors seeking promotion or leadership positions (e.g., Director of Guidance positions for school districts); individuals who want to do research and/or write professionally; and individuals who want to add consultation or program evaluation to their array of existing professional counseling services or develop a practice based on these professional counseling services.

Coursework has been developed along an educator/practitioner paradigm. The precepts underlying the education and training of counseling professionals at Regent University follow the developmental model. Students are trained to understand the individual in terms of where he or she is in the ongoing process of growth, development and passage through life stages, and explore with the individual any aspects of development in social, cognitive, emotional and behavioral spheres that might have been delayed or interrupted. The program integrates and applies Judeo-Christian principles throughout its curriculum, to educate students cognitively, clinically *and* spiritually to work in a diverse society.

The Ph.D. program accepts as a primary obligation extending the knowledge base of the counseling profession in a climate of scholarly inquiry, and it prepares students to generate new knowledge for the counseling profession through research. Students receive a thorough experience in research via three advanced level courses designed to develop and sharpen their researching and professional writing skills. Students apply the knowledge gained from these courses to conceive, plan and complete their dissertation project.

The program faculty members consist of both full-time and adjunct educators sought after because of their particular experience and expertise in the cognate areas of the doctoral program. All faculty incorporate curricular experiences that address the integration of faith and learning in the pursuit of developing in each individual student the highest level of competence in counseling knowledge and skill, and in the counselor's ethical responsibility to respect each client's spirituality level, always mindful not to impart one's own values and beliefs on others. Because of the multifaceted training available in the program, graduates are able to function as effective and ethical counseling professionals in both secular and Christian settings.

#### Required courses (all courses are 3 credit hours)

CES 617 Research Methodology  
CES 626 Advanced Counseling & Career Theories

CES 670 Multicultural Issues in Counseling  
CES 680 Teaching Praxis I (for TA's only – residence course)  
CES 681 Teaching Praxis II (for TA's only – residence course)  
CES 700 Proposal Development  
CES 701-704 Dissertation (minimum of 12 credit hours)  
CES 714 Statistics  
CES 728 Advanced Assessment  
CES 740 Instruction in Counselor Education  
CES 749 Advanced Marriage & Family Counseling and Consultation  
CES 755 Advanced Practicum in Group Counseling  
CES 763 Supervision & Consultation  
CES 801 Internship I  
CES 802 Internship II

Electives (minimum of 12 credit hours required)

CES 614 Advanced Child & Adolescent Therapy  
CES 635 Family Dynamics of Addictions  
CES 639 Advanced Psychopathology for Counselors  
CES 660 Business Practices in Counseling  
CES 745 Teaching on Spirituality in Therapeutic Contexts  
CES 760 Program Evaluation  
CES 765 Advanced Consultation Practices  
CES 775 Models of Inner Healing & Forgiveness  
CES 780 Introduction to Spiritual Formation in Counseling Professionals

#### **Psy.D. in Clinical Psychology (123 credit hours beyond the bachelor's)**

The Psy.D. integrates scholarly and rigorous academic training, clinical practice and research within a Christian worldview. Students are prepared to compete for national internships as well as subsequent licensure in Virginia and other states with similar requirements.

The Psy.D. is a terminal professional degree. The degree is designed to be responsive to society's need for Christian psychologists functioning in a variety of leadership roles. Graduates have the potential to serve in such diverse roles as clinical directors of agencies; hospital staff members; directors of Christian counseling centers and private practices; consultants to business and industry; academic instructors; supervisors of new clinicians; office-holders in local, state and national professional organizations; members of boards of directors of human services agencies; members of licensing boards; consultants to churches and schools; managed care case managers and administrators; and a variety of other roles.

The program is completed full-time in four years, plus one year of internship. Students entering at the master's level may be able to complete the coursework in three years with an additional year of internship for a total of four years. All students enrolled in Psy.D. are required to attend the program on a full-time basis. A fixed curriculum progression has also been established to ensure that students follow a logical and cumulative program of clinical training. While the Psy.D. program is designed to mentor general practitioners of clinical psychology, there is opportunity for each student to pursue more specialized interests through course electives and focused practice. This flexibility allows for

students to adapt their training to meet the licensing requirements of many different states and jurisdictions. Before selecting such optional and individualized components of the program, each student should review the specific requirements of the jurisdiction in which they plan to practice.

The program coursework content includes biological, social, behavioral and affective bases of behavior, as well as study of individual differences. These courses provide a foundation for preparation as a clinical psychologist. The program has an integrative approach: integration of clinical work and coursework, integration of faith and practice and integration of multicultural, ethical and diversity issues in both didactics and practice. The program culminates in a 2,000-hour internship and the dissertation project.

The research sequence introduces the student to statistical methods, research design, program evaluation and outcome research in psychotherapy. These experiences prepare the student for completing the dissertation project requirement. The dissertation project may be empirical, theoretical or applied and is normally completed in the fourth year. The goal of the research sequence is to equip students with the knowledge and skills to effectively understand and apply research literature to appropriate clinical areas. The Psy.D. program includes yearly assessments of students, as well as a candidacy exam. A comprehensive examination given in the third year serves to determine admission to doctoral candidacy.

Students are encouraged to apply to a wide variety of internship sites including the military, veteran's hospitals, state psychiatric hospitals and community and private outpatient clinics. The emphasis will be on obtaining the best American Psychological Association (APA) and Association of Psychology Postdoctoral and Internship Centers (APPIC) internships available for each student. The internship application process begins in the students' fourth year. These paid positions are located outside of the Virginia Beach area.

The faculty brings a wealth of experience and a diversity of theoretical background. Among these professionals are both full-time and adjunct faculty members. Despite a diversity of theoretical orientation, the faculty is united by a common commitment to a Christian worldview and to providing quality, professional training.

*Required Core Courses:*

History & Systems of Psychology

PSY 600 Clinical Psychology 3

PSY 723 History & Systems of Psychology 3

Individual Behavior

PSY 626 Personality Theory 3

PSY 638 Psychopathology 3

Cognitive/Affective Bases of Behavior

PSY 716 Affect, Cognition & Motivation 3

Biological Bases of Behavior

PSY 715 Biological Bases of Behavior 3

Human Development

PSY 640 Life Span Psychology 3

|  |    |   |
|--|----|---|
| Social Bases of Behavior   |    |   |
| PSY 717 Social Psychology  |    | 3 |
| Research, Statistics & Design  |    |   |
| PSY 617 Research Design  | 3  |   |
| PSY 714 Statistics   | 3  |   |
| Methods of Assessment  |    |   |
| PSY 725 Intelligence Testing & Psychometrics (Lab)                       | 4  |   |
| PSY 726 Personality Assessment & Psychometrics                           | 3  |   |
| PSY 728 Advanced Assessment  | 2  |   |
| PSY 732 Clinical Assessment & Treatment Planning                         | 2  |   |
| Clinical Practice  |    |   |
| PSY 614 Clinical Child & Pediatric Psychology                            | 3  |   |
| PSY 621 Clinical Interviewing  | 2  |   |
| PSY 627 Psychotherapies I  | 3  |   |
| PSY 628 Psychotherapies II   | 2  |   |
| PSY 647 Family Therapy   | 3  |   |
| PSY 654 Group Therapy  | 3  |   |
| PSY 662 Community Psychology   | 3  |   |
| PSY 733-738 Clinical Practica  | 12 |   |
| Psy 739 Advanced Practica  | 1  |   |
| PSY 763 Supervision & Consultation                                       | 3  |   |
| Ethics, Standards & Diversity  |    |   |
| PSY 661 Ethics, Professional Orientation & Legal Issues in Psychotherapy | 3  |   |
| PSY 670 Multicultural Psychology   | 3  |   |
| Spiritual Formation Sequence   |    |   |
| PSY 712 Hermeneutics & Application                                       | 2  |   |
| PSY 776 Psychology of Religion   | 3  |   |
| PSY 777 Survey of Christianity   | 3  |   |
| PSY 778 Spiritual Direction  | 3  |   |
| PSY 780 Integration Capstone   | 1  |   |
| Psy.D. Dissertation  |    |   |
| PSY 700 Dissertation Methodology Seminar                                 | 1  |   |
| PSY 701-703 Dissertation   | 9  |   |
| PSY 718 Dissertation Proposal  | 1  |   |
| Internship (3 minimum)   |    |   |
| PSY 801-803 Clinical Internship (at 1 credit each)                       | 3  |   |
| Psy.D. Electives (15 credits required)                                   |    |   |

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|--|---|
| PSY 635 Addictive Behavior   | 3 |
| PSY 639 Advanced Psychopathology   | 3 |
| PSY 648 Human Sexuality  | 3 |
| PSY 660 Business Issues in Professional Practice   | 3 |
| PSY 744 Marital Therapy  | 3 |
| PSY 749 Advanced Marriage & Family Psychotherapy   | 3 |
| PSY 750 Psychology of Women  | 3 |
| PSY 751 Adult & Gerontological Psychology  | 3 |
| PSY 755 Advanced Group Psychotherapy   | 3 |
| PSY 759 Human Neuropsychology  | 3 |
| PSY 764 Program Development & Evaluation   | 3 |
| PSY 768 Forensic Psychology  | 3 |
| PSY 771 Clinical Psychopharmacology  | 3 |
| PSY 773 Psychology of Trauma & Crisis  | 2 |
| PSY 774 Health Psychology  | 3 |
| PSY 781-786 Research Group 1–6 (at 1 credit each does not count toward the 9 credit-hour elective requirement) | 1 |

#### Psy.D. Teaching/Research Assistant Requirement

#### **M.A. in Counseling**

The clinical M.A. is available in two study tracks: school or community counseling. This program and these two tracks are offered on both the Virginia Beach Campus and at our Graduate Center, Alexandria, Va. Graduates of these clinical programs will be prepared with the educational requirements for licensure in Virginia, and in states with compatible requirements. The counseling track is state-approved for licensure as a school counselor in Virginia and has reciprocity with 27 other states. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation to the following program areas offered by the School of Psychology & Counseling of Regent University in Virginia Beach: Community Counseling (M.A.) and School Counseling (M.A.).

Students must pass the Counselor Preparation Comprehensive Examination (CPCE) as part of their degree requirements for the M.A. in Counseling (community and school tracks). Students may take the CPCE after they have completed a minimum of 27 credit hours of coursework. It is recommended that full-time students take the exam in the fall semester of their second year, or at least one full semester prior to their semester of expected graduation. Pertinent course work in each of the CPCE subject areas should be taken prior to the exam whenever possible.

Students should complete 30 credit hours of coursework before starting their internship experience. This will allow the 600 hours of internship to count towards licensure.

#### *Competency Assessments*

The School of Psychology & Counseling is committed to program effectiveness. As a means of fulfilling this commitment, and to ensure that students obtain mastery level skills, competency assessment probes have been developed throughout the training. These probes have been incorporated

into several separate courses to allow students to demonstrate attainment of critical skills crucial to their development as counselors. Adequate performance on each probe is necessary to assure progress through the program. In addition, each student in the community or school program will take, as an exit exam, the Counselor Preparation Comprehensive Examination (CPCE). While all students must take the exam, as of the entering class of 2002, it will be a criterion for receiving the master's degree in counseling for those students.

#### *Professional Development*

Each student is expected to mature in several crucial areas that are considered essential to professional development. In each course, professors assess students' progress in each of these areas and help students take steps to remediate deficiencies. The areas are: general knowledge, subject knowledge, application skills, integration, workmanship, self-control/maturity, relationships, ethical practice and communication/expression.

#### *Personal Growth Group*

Since we live and grow in community, students will have a focused group experience as a lab component of the group-counseling course. The experience provides an opportunity for personal growth through a directed group experience, as well as an opportunity to apply concepts learned in the didactic sector of group class. All students are required to participate in this lab for one semester.

#### *Community or School Counseling Emphasis*

##### Community Counseling Emphasis (51 or 60 credit hours)

This program provides the academic and applied training necessary for someone seeking employment as a counselor in a private practice, community agency or church counseling center. For qualified students, it can be structured for pre-doctoral studies. Students may extend the number of credit hours within their degree to meet the Virginia Board of Counseling academic requirement for licensure of 60 credit hours, or may graduate at 51 credit hours and continue this academic work in a post-master's status. Academic work taken in a post-master's status is not eligible for financial aid.

To enhance students' training experiences, students in the community program will be required to participate in a minimum of four personal growth counseling sessions. Students are responsible for the cost incurred.

#### **Core Content Areas (33)**

Human Growth & Development

COUN 540 Human Growth & Development

3

Social & Cultural Foundations

COUN 545 Concepts of Family Systems

3

COUN 570 Multicultural Counseling

3

Helping Relationships

COUN 500 Helping Relationships

3

COUN 521 Counseling Skills & Techniques

3

COUN 526 Theories of Counseling

3

|  |  |   |
|--|--|---|
| Group Work   |  |   |
| COUN 554 Group Counseling  |  | 3 |
| Career & Lifestyle Development   |  |   |
| COUN 536 Career & Lifestyle Development                                |  | 3 |
| Appraisal  |  |   |
| COUN 532 Assessment Techniques in Counseling                           |  | 3 |
| Research & Program Evaluation  |  |   |
| COUN 517 Research & Statistics   |  | 3 |
| Professional Orientation   |  |   |
| COUN 561 Ethics, Professional Orientation & Legal Issues in Counseling |  | 3 |
| Community Track Content Areas (9)                                      |  |   |
| COUN 535 Addictive Behaviors   |  | 3 |
| COUN 538 Psychopathology   |  | 3 |
| COUN 562 Community Counseling  |  | 3 |
| Practicum (3)  |  |   |
| COUN 523 Practicum   |  | 3 |
| Internship (6)   |  |   |
| COUN 595 A&B Internship in Community Counseling (3 credits each)       |  | 6 |

***Electives (for those pursuing 60 credit hours)***

|   |  |   |
|---|--|---|
| COUN 510 Counseling Children                      |  | 3 |
| COUN 514 Counseling Adolescents                   |  | 3 |
| COUN 515 Adult & Gerontological Counseling        |  | 3 |
| COUN 534 Models of Inner Healing & Forgiveness    |  | 3 |
| COUN 546 Marital Therapy                          |  | 3 |
| COUN 548 Human Sexuality                          |  | 3 |
| COUN 549 Issues in Sexual Abuse                   |  | 3 |
| COUN 550 Counseling of Women                      |  | 3 |
| COUN 560 Business Issues in Professional Practice |  | 3 |
| HSC 513 Church-Based Counseling Programs          |  | 3 |
| HSC 544 Marriage & Family Issues                  |  | 3 |

Cross-listed courses with the Psy.D. program are available for M.A. students with permission of their advisor.

(Choice of electives can lead to a concentration in Child & Adolescent Counseling or Marriage & Family.)

### **School Counseling Emphasis (51 or 60 credit hours)**

This program provides the courses necessary for meeting the State of Virginia school counselor requirements for employment as a school counselor, K-12. The program awards the M.A. in Counseling.

As with the community counseling degree plan, students may extend the number of credit hours within their degree program to meet the Virginia Board of Counseling academic requirement for licensure of 60 credit hours, or may graduate at 51 credit hours and continue academic work in a post-master's status. Academic work taken in a post-master's status is not eligible for financial aid.

To enhance students' training experiences, students in the school program will be required to participate in a minimal of four personal growth counseling sessions. Students are responsible for the cost incurred.

### ***Core Content Areas (33)***

#### **Human Growth & Development**

|                                     |   |
|-------------------------------------|---|
| COUN 540 Human Growth & Development | 3 |
|-------------------------------------|---|

#### **Social & Cultural Foundations**

|                                     |   |
|-------------------------------------|---|
| COUN 545 Concepts of Family Systems | 3 |
| COUN 570 Multicultural Counseling   | 3 |

#### **Helping Relationships**

|   |   |
|---|---|
| COUN 500 Helping Relationships          | 3 |
| COUN 521 Counseling Skills & Techniques | 3 |
| COUN 526 Theories of Counseling         | 3 |

#### **Group Work**

|                           |   |
|---------------------------|---|
| COUN 554 Group Counseling | 3 |
|---------------------------|---|

#### **Career & Lifestyle Development**

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| COUN 536 Career & Lifestyle Development | 3 |
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#### **Appraisal**

|  |   |
|--|---|
| COUN 532 Assessment Techniques in Counseling | 3 |
|--|---|

#### **Research and Program Evaluation**

|                                |   |
|--------------------------------|---|
| COUN 517 Research & Statistics | 3 |
|--------------------------------|---|

#### **Professional Orientation**

|  |   |
|--|---|
| COUN 561 Ethics, Professional Orientation & Legal Issues in Counseling | 3 |
|--|---|

#### **School Track Content Areas (9)**

|  |   |
|--|---|
| COUN 510 Counseling Children             | 3 |
| COUN 514 Counseling Adolescents          | 3 |
| COUN 516 Principles of School Counseling | 3 |

#### **Practicum (3)**

|                    |   |
|--------------------|---|
| COUN 523 Practicum | 3 |
|--------------------|---|

|   |   |
|---|---|
| Internship (6)  |   |
| COUN 594 A&B Internship in School Counseling (3 credits each) | 6 |

***Electives (optional)***

|  |   |
|--|---|
| COUN 515 Adult & Gerontological Counseling             | 3 |
| COUN 534 Models of Inner Healing & Forgiveness         | 3 |
| COUN 535 Addictive Behaviors                           | 3 |
| COUN 538 Psychopathology                               | 3 |
| COUN 546 Marital Therapy                               | 3 |
| COUN 548 Human Sexuality                               | 3 |
| COUN 549 Issues in Sexual Abuse                        | 3 |
| COUN 550 Counseling of Women                           | 3 |
| COUN 560 Business Issues in Professional Practice      | 3 |
| COUN 562 Community Counseling                          | 3 |
| EDMTP 503 Character Development & Classroom Management | 3 |
| HSC 513 Church-Based Counseling                        | 3 |
| HSC 544 Marriage & Family Issues                       | 3 |

Other electives from the School of Education may be chosen with the approval of the student's advisor.

**M.A. in Human Services Counseling (HSC), (30 Credit Hours)**

This program is designed to offer human relations training to clergy and others in Christian ministry and/or organizational settings who desire counseling skills. Graduates of the program will be prepared to work in settings not requiring licensure in Virginia. This program is offered at our Virginia Beach Campus and online via the Regent Worldwide Campus.

The purpose of this track is to provide training and practice in interpersonal skills using a foundation of biblical human nature. The primary objective of this program is to place in the community, churches and work place, people who are skillful, caring and can help develop the spiritual and emotional well-being of those with whom they interact. The goal of the program is not to develop clinical professionals, but to train students who seek to help others within a church/ministry setting.

Those students completing the HSC on-line format are required to participate in a 5-day residency at the Virginia Beach campus.

Students who have taken courses in the HSC emphasis and who wish to transfer into the clinical program must make formal application in to the CACS program and will be considered as new applicants. In addition, if certain knowledge and skill competencies cannot be shown, students may have to repeat some coursework.

For those students not seeking professional licensure, the HSC emphasis fulfills all requirements for joint degrees for all schools in the university. A listing of the courses that comprise the partner component of this joint degrees program may be obtained from the partner school.

**Core Courses (18)**

|   |   |
|---|---|
| HSC 500 Helping Relationships                       | 3 |
| HSC 524 Introductory Counseling Skills & Techniques | 3 |
| HSC 525 Advanced Counseling Skills & Techniques     | 3 |
| HSC 526 Theories of Counseling                      | 3 |
| HSC 552 Group Dynamics                              | 3 |
| HSC 562 Community Counseling                        | 3 |

**Electives (12)**

|   |   |
|---|---|
| HSC 513 Church-Based Counseling Programs      | 3 |
| HSC 534 Models of Inner Healing & Forgiveness | 3 |
| HSC 544 Marriage & Family Issues              | 3 |
| HSC 570 Multicultural Counseling              | 3 |

A joint degrees student may choose other electives with the approval of the student's advisor.

**Certificate of Advanced Counseling Studies (CACS)**

Available at both Alexandria and Virginia Beach, VA, the CACS is a continuation program for HSC students or for anyone who has obtained a master's degree in counseling or a related field of study. Students who have already fulfilled the requirements for a master's degree in counseling or a related field of study have the opportunity to add the CACS to qualify for state licensure educational requirements for school guidance counseling or as a licensed professional counselor.

If a student wants to transfer from our 30-credit-hour program to one of the licensure track programs, the student must submit an academic petition to the dean's office. Students with a previous master's degree in counseling or psychology may apply for the CACS to complete the above-mentioned licensure requirements that were not part of their master's degree. If 12 or less credit hours are required in the academic courses, they may apply as non-degree students rather than to the CACS to meet the educational requirements. However, the experiential components of the CACS program (practicum and internship) may only be completed by students competing the entire CACS program. Non-degree students may not enroll in these classes.

1. All Regent applicants must have successfully completed the HSC Program in either the on- campus or the online format. Applicants not completing the HSC program through Regent must have a completed master's degree in counseling or a counseling-related field from another accredited university.
2. All HSC applicants must submit an updated Goals Statement. Other applicants will submit a goals statement as part of their admission's packet.
3. All HSC applicants will submit an Academic Petition signed by their current Advisor requesting consideration for admission into the program. This does not pertain to graduates from other programs.
4. All HSC applicants will submit a letter of recommendation from at least one current faculty member in the Counseling Program, other than their Advisor, whom that have taken a class with.

5. All HSC applicants will submit one of their APA formatted papers from the HSC program.
6. Any HSC applicant who has received lower than a B+ in either HSC 524 (Intro. Counseling Skills & Techniques) or HSC 525 (Advanced Counseling Skills & Techniques) or has taken these classes online, must submit at least two videotapes from each class for review by the Admissions Committee. If the Committee feels that a skill deficiency exists, the applicant may be required to take COUN 521 (Counseling Skills & Techniques) as an additional perquisite along with COUN 523 (Practicum). All non-HSC graduates must submit a clinical skills tape for review by the admissions committee. If the Committee feels that a skill deficiency exists, the applicant may be required to take COUN 521 (Counseling Skills & Techniques) as an additional perquisite along with COUN 523 (Practicum).
7. Any applicant who takes HSC 552 in the online format may be asked to take COUN 552 (Group Counseling) as an additional prerequisite.
8. COUN 523 Practicum is a prerequisite to be officially accepted into the program. CACS students who have been accepted into the program may take approved courses with COUN 523 with the understanding that they must successfully pass Practicum (as well as any other identified prerequisites) before they can continue the program. Additionally, if students elect this option, they understand, consent to, and accept the risk of investing their finances and time into other CACS courses without any guarantee that they will be permitted to continue taking courses after the Practicum class. COUN 561 (Ethics) cannot be taken prior to the successful completion of the Practicum.

### **Basic CACS Course Progression For Community And School Tracks**

#### **HSC Program**

|   |                  |
|---|------------------|
| HSC 500 – Helping Relationships                       | 3                |
| HSC 513 – Church-Based Counseling                     | 3                |
| HSC 524 – Introductory Counseling Skills & Techniques | 3                |
| HSC 525 – Advanced Counseling Skills & Techniques     | 3                |
| HSC 526 – Theories of Counseling                      | 3                |
| HSC 534 – Models of Inner Healing & Forgiveness       | 3                |
| HSC 544 – Marriage & Family Issues                    | 3                |
| HSC 552 – Group Dynamics                              | 3                |
| HSC 562 – Community Counseling                        | 3                |
| HSC 570 – Multicultural Counseling                    | 3                |
|   | Total credits 30 |

**Prerequisite for both Tracks: CACS 623/COUN 523 – Practicum      3**

**Community Track**

|  |                  |
|--|------------------|
| CACS 617 Research & Statistics                                   | 3                |
| CACS 632 Assessment Techniques                                   | 3                |
| CACS 635 Addictive Behaviors                                     | 3                |
| CACS 636 Career & Lifestyle Development                          | 3                |
| CACS 638 Psychopathology   | 3                |
| CACS 640 Human Growth & Development                              | 3                |
| CACS 645 Concepts of Family Systems                              | 3                |
| CACS 661 Ethics, Prof. Orientation, & Legal Issues               | 3                |
| CACS 695 A&B Internship in Community Counseling (3 credits each) | 6                |
|  | Total credits 30 |

**School Track**

|   |                  |
|---|------------------|
| CACS 610 Counseling Children                                  | 3                |
| CACS 614 Counseling Adolescents                               | 3                |
| CACS 616 Principles of School Counseling                      | 3                |
| CACS 617 Research & Statistics                                | 3                |
| CACS 632 Assessment Techniques                                | 3                |
| CACS 636 Career & Lifestyle Development                       | 3                |
| CACS 640 Human Growth & Development                           | 3                |
| CACS 661 Ethics, Prof. Orientation, & Legal Issues            | 3                |
| CACS 694 A&B Internship in School Counseling (3 credits each) | 6                |
|   | Total credits 30 |

\* Students having Master's Degrees from other universities may need an individualized program designed to meet licensure or school requirements. All students are advised to consult their assigned advisor for an assessment of all prior work to determine if there are classes other than those taken within the CACS that will be needed to meet the requirements for their desired license.

**PROGRAM CHANGES DISCLAIMER STATEMENT**

Programs may choose to add or delete courses and course progressions from time to time; if a student is in a degree program over several years, there may be differences between what is offered and what is in the original catalog. Students will work with their individual advisors to ensure that they have met all requirements for graduation under the following stipulations:

The original numerical requirement for course credit hours must remain the same as stated in the catalog under which the student entered the program. The program may not add to the credit hour requirement unless the student is in a remedial situation that is clearly documented.

In the case of a student stopping out of a program and being readmitted, the student will be under the catalog of the year of readmission.

Students may, with approval, take more credit hours than required in their catalog. However, financial aid will not be available for courses outside of the approved degree program.

If a student has a required course that is no longer offered, the advisor will help the student find a substitute course at Regent or through the consortium.

## COURSE DESCRIPTIONS

### *Optional Curricula*

The academic programs at Regent University provide opportunities for students to pursue individual study under the guidance of a competent faculty member. Special courses and seminars that are not part of the listed catalog courses are taught periodically to supplement each school's regular course offerings. The following course numbers apply to various schools in the university. Consult with your advisor or dean's office for specific policies and procedures for these courses in your school.

**585/685 Seminar (varies)** In-depth study and discussion of various specific topics related to each school. May include faculty presentations, student presentations, outside speakers and/or a combination of these. Seminars may be scheduled to meet throughout a semester or for a shorter concentrated time.

**589/689 Workshops (varies)** Hands-on experience in a variety of areas. Faculty members combine theory and knowledge of a particular topic with practical application of that theory and knowledge in a classroom setting. May be scheduled to meet throughout a semester or for a shorter concentrated time.

**590/690 Independent Study (varies)** Learning experience to research and evaluate subject matter or to conduct other comparable academic activities with minimum faculty guidance. Independent studies are available to students as faculty expertise, time and resources permit. May be chosen for one of the following reasons:

- The subject matter or academic activity is not included in regular course offerings and is pertinent to your degree interests.
- The subject matter of academic activity is significantly beyond the scope of scheduled course offerings.
- An independent study shall constitute a contract between student and teacher, and, as such, shall contain specific goals, expectations and evaluation criteria in written form. The quality and effort of the study shall be equivalent to that expected in the classroom.
- An independent study course shall be subject to the same academic policies as a regular course except that incomplete work shall be subject to the In Progress (IP) grade policy. The value of the independent study shall vary from one to four semester hours. Each school may establish limits to the total number of independent study credits that may be applied toward degree requirements. To register for an independent study, students must submit an approved Individual Study Form to the school registration representative and register for the independent study during the registration period for the term in which the student intends to begin the study.

**575/675 Special Topics Courses (varies)** Special interest courses are normally offered only once unless appropriate action is taken to add them to the regular catalog courses.

**CES 614 Advanced Child & Adolescent Therapy (3)** Examine theories, techniques, and empirical findings essential to the treatment of children and adolescents. Emphasis is placed on developmental, cultural, and family parameters related to effective therapy with children and adolescents. Particular attention is paid to ethical, developmentally appropriate diagnostic and treatment strategies in therapy tailored to the needs of children and or adolescents.

**CES 617 Research Methodology (3)** Emphasizes advanced examination of the nature of social science research and development of advanced level research skills. Examine ethical issues involved in research and the impact of subject diversity on research design, measurement, implementation and generalization of findings. Covers use of library resources. Critically evaluate research publications vis-à-vis types of research, the range of research designs, research methodology and subject-related study elements.

**CES 626 Advanced Counseling & Career Theories (3)** Study in depth the major theories of personality and career development, including the philosophical and psychological assumptions that underlie them. Explore the relationship of personality theory and career theory to counseling clinical practice, as well as the biblical perspective in the study of personality and career theories. Emphasis on social change theory and the role of the counselor as advocate.

**CES 635 Family Dynamics of Addictions (3)** Intergenerational patterns of addiction in the family will be explored, including patterns of functioning, prescribed roles of individual family members and the bio-psycho-social-spiritual model of addictions. Emphasis will be given to the family as a dynamic system and the impact of a variety of addictive behaviors and therapeutic alternatives as they relate to the family from a multicultural and transgenerational perspective.

**CES 639 Advanced Psychopathology for Counselors (3)** Examine the history and nature of pathology, current views and approaches to psychopathology, the role of psychopharmacology as a treatment approach, diagnosis using the current revision of the DSM, and the use of diagnostic assessment tools in psychopathology. Emphasis will be placed on review of case studies as supported by current research.

**CES 660 Business Practices in Counseling (3)** Review business practices, skills needed to plan and organize important elements and biblically based leadership skills relevant to establishing and operating a counseling-related business.

**CES 670 Multicultural Issues in Counseling (3)** This course will provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.

**CES 680 Teaching Praxis I (3)** Examine the theoretical and applied aspects of the human learning process related to postsecondary teaching and learning in counselor education, with an emphasis on instructional planning, organization, delivery, management and evaluation related to

teaching counselors-in-training. Synthesize and apply knowledge of learning and instructional processes as teaching assistants in graduate counseling courses. Limited to resident students in teaching assistant status.

**CES 681Teaching Praxis II (3)** Continuation of the application of theoretical aspects of the human learning process related to postsecondary teaching and learning in counselor education. Assume a developing role in the graduate counseling classroom as teacher rather than observer. Limited to resident students in teaching assistant status. Prerequisite: CES 680 Teaching Praxis I.

**CES 700 Proposal Development (3)** Synthesize knowledge of research and research methodology and develop a rationally defensible approach to a research topic in counseling that incorporates fidelity to both Christian faith and the scientific process. Complete a review of literature and draft a dissertation proposal that will be evaluated for methodological strengths and weaknesses.

**CES 701-704 Dissertation** All doctoral candidates must complete the dissertation as a capstone experience of the program. Research conducted under the direction of a dissertation committee. Requires a minimum of 12 credit hours.

**CES 714 Statistics (3)** Examine the relationship between research design and statistical methods, and the principles of probability theory in multivariate analysis, including multiple regression analysis, analysis of variance, analysis of covariance and multivariate analysis of variance. Emphasizes skill in the application of advanced statistical techniques to social science research, interpreting results of statistical analyses and data analyses and presentations.

**CES 719 Proposal Continuation (1)** For those who need additional time to successfully complete their dissertation proposal. Prerequisite: CES 700.

**CES 728 Advanced Assessment (3)** Understanding of assessment and evaluation theory and techniques in counseling, and of current topics pertinent to assessment. Examine and critique a variety of assessment instruments used in counseling.

**CES 740 Instruction in Counselor Education (3)** Overview of the history and development of counselor education with an examination of the theoretical orientation and practical skills necessary to function effectively as a counselor educator. Examine current topics pertinent to teaching counselor education and biblically based leadership skills in the profession of counselor education.

**CES 745 Teaching on Spirituality in Therapeutic Contexts (3)** This course focuses on two objectives: (1) to explore the subject of spirituality and its place in therapy; (2) to introduce instructional methods for exploring spirituality in counseling and supervision. Objective one looks at the history, benefits, limitations, and ethical issues surrounding spirituality in clinical settings. Objective two includes designing a brief curriculum for teaching about spirituality to clients and/or colleagues.

**CES 749 Advanced Marriage and Family Counseling & Consultation (3)** Examination of the diversity of approaches to marriage/family counseling, and the dynamics of couples and family counseling. Students receive practical, supervised experience developing and presenting marriage/family-related psychoeducational and consultative products. Emphasizes development of strategies based upon the special needs and characteristics of diverse client populations and ethical considerations when working with couples and families.

**CES 755 Advanced Practicum in Group Counseling (3)** Supervised counseling with clients in a group setting. Critical analysis of counseling theories, approaches and modalities applicable to working with groups. Examines integration of biblically based leadership skills relevant to group counseling, with an in-depth exploration of your personal approach to group leadership. Emphasizes development of group counseling skills and strategies based upon the special needs and characteristics of diverse client groups.

**CES 760 Program Evaluation (3)** Focused survey of the concepts and processes related to program evaluation and the steps to perform a program evaluation. Emphasis on the application and demonstration of critical thinking skills related to analyzing and evaluating an array of programs.

**CES 763 Supervision & Consultation (3)** Critique of the literature in counselor supervision with discussion and didactic emphasis on the role of the counselor supervisor in the dynamics of supervisory relationships. Examines current theories and topics related to consultation. Emphasis on ethical issues in supervision and consultation.

**CES 765 Advanced Consultation Practices (3)** Advanced examination of theories and models of consultation, and identification and selection of appropriate consultation processes. Emphasis will be given to methods of initiating consultative relationships with stakeholders, problem-solving skills, psychometric assessment techniques to define and address stakeholder concerns, and ethical standards which guide consultant behaviors.

**CES 775 Models of Inner Healing & Forgiveness (3)** Focuses on two prominent Christian intervention strategies in soul care, inner healing and forgiveness, and examines several recently developed models of inner healing prayer and forgiveness. Explores inner healing models such as the work of Neil Anderson (Freedom in Christ Ministries) and Ed Smith (Theophostic Ministries). Studies forgiveness models, such as the work of Everett Worthington and Robert Enright. Considers research in the areas of inner healing and forgiveness. Course is offered online only.

**CES 780 Introduction to Spiritual Formation in Counseling Professionals (3)** Introduction to the theory of spiritual formation from the Judeo-Christian perspective. Examine historical traditions of spiritual formation, define and analyze the process of spiritual formation and articulate your own definition and theory of spiritual formation as a counseling professional.

**CES 795 Doctoral Project Continuation (1)** Must register for 1 credit hour per semester if the doctoral project is not complete after the 12 credit hours of CES 701-704.

**CES 801 Internship I (3)** Supervised professional activities in counseling. Synthesize knowledge and training by demonstrating a consistent and ethical approach to counseling with a variety of clients. Must accrue a minimum of 300 hours of supervised counseling experience during the internship semester.

**CES 802 Internship II (3)** Continuation of supervised professional activities in counseling. Synthesize knowledge and training by demonstrating a consistent and ethical approach to counseling with a variety of clients. Must accrue a minimum of 300 hours of supervised counseling experience during the internship semester. Prerequisite: CES 801 Internship I.

*Psy.D. in Clinical Psychology*

**PSY 600 Clinical Psychology (3)** Familiarizes the student with field of professional psychology, including its history. Provides a graduate survey of the development of various training models for professional psychology, ethical issues, licensing laws and specialties within clinical psychology. Attention to the application of scientific thinking and research to clinical issues. Provides a survey of diverse approaches to integration of faith and psychology.

**PSY 614 Clinical Child & Pediatric Psychology (3)** A survey of evidence based procedures for the assessment and treatment of child psychopathology including such disorders as AD/HD and Autism. The course also introduces the student to the field of pediatric psychology with its emphasis on the treatment of children in health settings.

**PSY 617 Research Design (3)** Learn how to critically evaluate and use research designs such as experimental, quasi-experimental and passive-observational designs. Explores other pertinent issues such as sampling, meta-analysis techniques, ethics of research and qualitative research strategies. Present critiques of published research papers. Prerequisite or concurrent: PSY 714.

**PSY 621 Clinical Interviewing (2)** Covers training in basic listening skills related to the establishment and maintenance of a therapeutic relationship. Client-centered techniques and interventions are presented to provide a foundational basis for the building of rapport and of a therapeutic alliance.

**PSY 626 Personality Theory (3)** Introduction to the major personality and psychotherapeutic theories that undergird current therapy practice. Summarizes and evaluates various psychodynamic, humanistic, behavioral, cognitive and family systems theories.

**PSY 627 Psychotherapies I (3)** Focused survey of two psychotherapy orientations: cognitive-behavioral psychotherapy and behavioral therapy. Learn how to conceptualize a clinical case from each perspective, formulate theoretically consistent treatment goals and move the treatment through each of the phases of therapy using interventions from the approach. Provides an example of an empirically supported treatment protocol utilizing each therapeutic orientation. Presented in a modular fashion, divided into distinct segments focusing on each approach.

**PSY 628 Psychotherapies II (2)** Intensive introduction to the basic concepts, techniques and strategies associated with psycho-dynamic therapies. Provides an overview of objective relations

therapy to enrich appreciation of psycho-analysis. Devoted to the presentation of single cases. Prerequisite: PSY 627.

**PSY 635 Substance Abuse (3)** In-depth examination of substances that are abused in society. Considers characteristics, physical and psychological components, spiritual aspects, treatment options and prevention.

**PSY 638 Psychopathology (3)** Examination of abnormal behavior as defined by DSM IV. Includes an introduction to the etiology, diagnosis, treatment and spiritual dimension of these disorders. Designed to develop clinical skills in the use of the DSM IV.

**PSY 639 Advanced Psychopathology (3)** Examine etiological factors, diagnostic assessment and treatment issues regarding Axis II pathology, trauma-based disorders and dual diagnosis conditions. Emphasizes an examination of how current research influences the development of theory in psychopathology.

**PSY 640 Life Span Psychology (3)** Study of the processes of human growth and developing patterns of behavior throughout the life span. Particular emphasis on the physical, mental, emotional, intellectual and spiritual growth of the individual.

**PSY 647 Family Therapy (3)** Familiarizes systemic and developmental theories of the family, various family therapy models and the application of theories and models to clinical cases. Emphasizes application of theory to emerging issues in family therapy (e.g., multiculturalism, gender, special populations). Facilitates awareness of your own family experiences and the impact of those experiences on your professional work.

**PSY 648 Human Sexuality (3)** Issues in human sexuality across the life span. Considers assessment and treatment of sexual dysfunction, as well as sexuality and Scripture. Prerequisite: PSY 640.

**PSY 654 Group Therapy (3)** Conceptual and practical overview of group therapy including the role of group leadership, tools for forming a group and orienting members and catalysts for interaction skills for conducting and evaluating counseling/therapy groups. Emphasizes leadership techniques used at different stages in the life of a group, as well as ethical issues. Participate in a small group to promote self-awareness, interpersonal skills and an understanding of group skills and techniques. Prerequisite: PSY 626 or concurrent.

**PSY 660 Business Issues in Professional Practice (3)** Learning goals include: how to structure a business plan, marketing techniques, staffing, budgeting, time management and managed care issues.

**PSY 661 Ethics, Professional Orientation & Legal Issues in Psychotherapy (3)** In-depth concepts of ethical, legal, moral and spiritual issues in therapy. Case studies often form a basis for discussion. Explores the APA ethics standards.

**PSY 662 Community Psychology (3)** Introduces community psychology's contribution to assessment, prevention, intervention and evaluation. Emphasizes major concepts in the field that address preventative and promotive strategies targeting underserved populations. Highlights paradigmatic distinctions from traditional clinical practices and community mental health systems of service delivery to expand the vision of Christian mental health professionals.

**PSY 670 Multicultural Psychology (3)** Didactic and experiential course to expand personal and professional relationship competencies in working with people in our contemporary, pluralistic society. Explores religion as an aspect of diversity.

**PSY 700 Dissertation Methodology Seminar (1)** Intensive coverage of current topics in the clinical psychology field with emphasis on the appropriate research methodology and design. Evaluates the philosophy and ethics of scientific research. Determine research for doctoral project and to develop a concept paper around the particular topic.

**PSY 701-703 Dissertation (9)** Credits given for conducting research under the direction of a dissertation committee. Content of the study can be an empirical study, case study or other suitable professional activity/product. Register for three consecutive semesters, at 3 credits per semester. Prerequisite: PSY 718.

**PSY 704 Dissertation Continuation (1)** For those who need additional time to complete their dissertation. Prerequisite: PSY 703.

**PSY 712 Hermeneutics & Application (2)** Analyzes and synthesizes principles of biblical hermeneutics and psychological practice. Teaches basic skills in the inductive method of observing, interpreting and applying the Christian Scriptures. Analyzes, critiques and synthesizes role-play and demonstration of application of skills. Some attention is provided to the contribution of hermeneutics to psychological research methodology.

**PSY 714 Statistics (3)** Statistical methods and application to psychological research. Surveys the collection, organization and analysis of data utilizing hypothesis testing by either parametric or nonparametric techniques. Evaluates various frequency distributions and measures of central tendency. Emphasizes the application of correlational and factor analysis techniques.

**PSY 715 Biological Bases of Behavior (3)** Structure and function of the central nervous system is integrated with common neurological disorders such as closed head injury, Parkinson's disease and stroke. Explores seminal work done by early physiological psychologists.

**PSY 716 Affect, Cognition & Motivation (3)** Topics include animal and human emotions and their interface with biology and social and cultural variation. Specific cognitive activities including attention and perception, consciousness, thinking and reasoning, memory and speech and languages are evaluated within a motivational framework.

**PSY 717 Social Psychology (3)** Overview of the major theories, issues, data and research methodologies of social psychology. Cover a broad survey of primary research writings in the field.

**PSY 718 Dissertation Proposal (1)** Develop a proposal for a doctoral project with supervision by a faculty member.

**PSY 719 Proposal Continuation (1)** For those who need additional time to successfully complete their dissertation proposal. Prerequisite: PSY 718.

**PSY 723 History & Systems of Psychology (3)** Traces the emergence of psychology as an independent discipline from its roots in philosophy, theology and the natural sciences.

**PSY 725 Intelligence Testing & Psychometrics (Lab) (4)** Introduces the diverse area of intelligence testing, with particular emphasis on multicultural dimensions of the topic. Administer, score and evaluate the findings of standard intelligence and achievement tests. Primary emphasis on current versions of the Wechsler scales. Examine brief IQ tests and brief neuropsychiatric screening instruments. Use your experiences with each of the above tests to explore the critical area of psychometrics found in all psychological testing.

**PSY 726 Personality Assessment & Psychometrics (3)** Covers standard objective and projective tests of personality and psychopathology. Tests covered include the MMPI-II, PAI, MCMI-III, Rorschach (introductory material only), TAT, Foyer Structured Sentence Completion Test and other projective techniques. Learn to integrate findings into a comprehensive, domain focused testing report.

**PSY 728 Advanced Assessment (2)** Survey of advanced topics in cognitive, psychoemotional and personality assessment. Trains to interpret a variety of testing protocols and process data for complex areas of assessment such as: differentiation of learning disabilities, detection of malingering, evaluation of comorbidities and assessment of individuals with various types of sensory deficits.

**PSY 732 Clinical Assessment & Treatment Planning (2)** Introduction to psychodiagnostic assessment and treatment planning. Covers a variety of related topics including: diagnostic interviewing/decision making, case conceptualization, mental status exams, standards of practice, establishing appropriate treatment plans and using manualized treatment protocols. Reviews methods of note-taking and report-writing.

**PSY 733-738 Clinical Practica (12) (2/semester for 2 years)** Supervised clinical practicum experience in an appropriate work environment for six semesters. Learn how to integrate your Christian worldview and practice with the theory and practice of psychology.

**PSY 739 Advanced Practica (1)** Incorporates advanced clinical experiences designed, arranged, implemented and conducted by doctoral students under faculty supervision. Prerequisites: PSY 733-738 and PSY 763.

**PSY 744 Marital Therapy (3)** Theories of marital relationships, various models for working with couples and the application of theories and models to clinical cases. Emphasis on application of theory to emerging issues in marital therapy (e.g., multiculturalism, gender, special populations).

**PSY 749 Advanced Marriage & Family Psychotherapy (3)** Emphasizes an integration of assessment and therapeutic theory and technique through ongoing couple and family simulations. Emphasizes supervision skills in family and couples' treatment. Prerequisite: PSY 647.

**PSY 750 Psychology of Women (3)** Seminar-type course that explores issues pertinent to women in therapy. Uses a holistic approach to determine the needs and strategies of women with a focus on the Christian woman.

**PSY 751 Adult & Gerontological Psychology (3)** Study of the processes of adult development and aging with a focus toward clinical applications. Explores physical, mental, emotional, social and spiritual aspects of adult development and aging.

**PSY 755 Advanced Group Psychotherapy (3)** Focuses on the development of interpersonal competency through the small, face-to-face group interaction and in the experiential mode. Opportunity for presentations and analysis of significant issues. Requirements: must be presently facilitating a therapy group. Prerequisite: PSY 654.

**PSY 759 Human Neuropsychology (3)** Develops basic considerations concerning the problem of assessment in neuropsychology. Assesses disturbances in memory, language, constructional abilities, movements, attention and concept formation and forensic issues. Reviews major neuropsychological batteries.

**PSY 763 Supervision & Consultation (3)** Explores the major models of supervision. Discussion of ethical issues, as well as typical dilemmas for the practicing supervisor. Evaluates consultations with other professionals and organizations. Provides peer supervision and completion of a consultation project.

**PSY 764 Program Development & Evaluation (3):** This course focuses on the field of Consulting Psychology and professional roles and activities associated with this field. Individual, group (team), and organizational levels of intervention and consultation are reviewed. Strategies for program development within mental health, ministries, and other organizations are reviewed. Program evaluation including research design, innovative data collection methods, and qualitative data analytic methods is discussed, with an emphasis on development of applied competencies (such as content analysis and analogue behavioral observation techniques).

**PSY 768 Forensic Psychology (3)** Covers basic principles and concepts of forensic psychology. Emphasis given to legal process when danger and competence are at issue. Emphasizes critical review of pertinent literature.

**PSY 771 Clinical Psychopharmacology (3)** Introduction to psychotropic drugs and their neurochemical bases, model of action and clinical application. Discusses principles of use and current status of psychopharmacology.

**PSY 773 Psychology of Trauma & Crisis (3-L) :** This is a didactic and practical course designed to provide the student with an overview of the theoretical and research knowledge base regarding the pertinent areas of trauma, trauma therapy , disaster mental health and crisis

intervention. Additionally, the student will learn the essential components of stress prevention and resiliency programs. A special emphasis will be placed on trauma, crisis response, crisis intervention, stress management and trauma therapy as it relates to emergency service personnel: Fire, EMS and law enforcement. Students will learn about emergency service workers helping seeking behaviors and the common barriers psychologists encounter when working with this population.

**PSY 774 Health Psychology (3)** Covers the settings in which health psychology are practiced, and health promotion and epidemiology. Introduces the relationship between psychological factors and medical illnesses, stress management and coping strategies and methods of consultation in health settings.

**PSY 775 Models of Inner Healing & Forgiveness (3)** Focuses on two prominent Christian intervention strategies in soul care, inner healing and forgiveness, and examines several recently developed models of inner healing prayer and forgiveness. Explores inner healing models such as the work of Neil Anderson (Freedom in Christ Ministries) and Ed Smith (Theophostic Ministries). Studies forgiveness models, such as the work of Everett Worthington and Robert Enright. Considers research in the areas of inner healing and forgiveness.

**PSY 776 Psychology of Religion (3)** Analyzes and evaluates the contributions of psychology to the understanding of religious experience. Surveys the theory and research of the field of psychology of religion, and reviews the spectrum of major world religions.

**PSY 777 Survey of Christianity (3)** Overview of several key aspects of the Christian faith that are highly pertinent to the task of integration. Pursues a broad survey of Christianity that is trans-sectarian but evangelical in perspective. Provides a panoramic survey of the Bible, church history, theology and Christian movements, and a more focused discussion of the statement of faith ascribed to by Regent University faculty and staff. Two broad themes underlie the course: 1) providing an apologetic understanding of Christianity; and 2) facilitating a Christian understanding of human nature that can inform psychology.

**PSY 778 Spiritual Direction (3)** Experiential, formational approach to exploring the Christian pilgrimage of faith by analyzing the developing traditions of spiritual direction and the classic spiritual disciplines, and how the synthesis of spiritual direction and disciplines may be appropriately integrated into therapeutic processes, holistic healing and spiritual maturation of both practitioners and clients.

**PSY 780 Integration Capstone (1)** Intensive seminar that provides a culminating review of the student's developing strategies, experiences and understandings related to the integration of Christianity and psychology. Occurs during the last semester of coursework prior to the internship.

**PSY 781-786 Research Group 1-6 (1)** For those who participate in a faculty member's research team. Actively contribute to faculty research projects in a manner negotiated with a specific faculty member. Wide ranges of research activities are possible, such as: literature reviews, development of questionnaires, data collection, statistical analysis, writing and presentation.

Prerequisite: Instructor approval. (Note: Only a total of three credits from this sequence may count towards satisfaction of the elective requirement.)

**PSY 801-803 Clinical Internship (1 each, 3 minimum)** 2,000 hours of supervised psychological activities in an APA-approved internship. Prerequisite: permission of clinical training director.

*M.A. in Counseling*

**COUN 500 Helping Relationships (3)** Basic therapeutic skills used in the relationship between counselor and client. Focus on listening, observation and exploration skills. Attention to understanding the professional and personal nature of this healing relationship, as well as the resources in the belief system of the client, that may be mobilized as growth-producing agents. To be taken concurrently with COUN 521.

**COUN 510/CACS 610 Counseling Children (3)** Examines developmentally appropriate therapeutic approaches and techniques used with pre-school and school-aged children in both school and clinical settings. Emphasis on introductory level counseling skills and utilizing play media to facilitate children's expression, self-understanding and personal growth and development. Considers relevant legal and ethical issues, such as the role of parental privilege, confidentiality, child client's rights and child abuse notification requirements. Prerequisites: COUN 526 and COUN 540.

**COUN 514/CACS 614 Counseling Adolescents (3)** Focuses on counseling strategies used with adolescents. Explores human growth and development, assessment, diagnoses and treatment issues. Addresses problems associated with adolescents including contact with juvenile justice, mental health and other multi-systems of care. Prerequisites: COUN 526 and COUN 540.

**COUN 515 Adult & Gerontological Counseling (3)** Study of the processes of adult development and aging with a focus toward clinical applications. Explores physical, mental, emotional, social and spiritual aspects of adult development and aging.

**COUN 516 / CACS 616 Principles of School Counseling (3)** Provides an understanding of comprehensive K-12 counseling programs to include planning, organizing, implementing and evaluating. Learn how to provide preventive and remedial services that meet and enhance developmental needs and the educational program of the school, and how to be flexible in reacting to differing consumer demands and proactive in providing counseling, consulting, coordinating and guidance services within a school counseling program.

**COUN 517 /CACS 617 Research & Statistics (3)** Provides underlying principles of social science research with an adequate understanding of academic writing, logical thinking and basic research methods. Further knowledge of research methods, as well as be acquainted with the use of various descriptive and inferential statistics in order to develop strategies to assess research literature.

**COUN 521 Counseling Skills & Techniques (3)** The first of two courses that focuses on the experiential application of the theories courses and practice of basic counseling skills and techniques. Meet weekly in a group to critique video-taped experience of basic counseling skills and techniques. (Pass/Fail grading)

**COUN 523/CACS 623 Practicum (3)** Sequel to COUN 521 to move on to more advanced counseling skills and techniques, which are video taped. Involves a field experience in a mental health or school setting. On-site experience includes observing professionals as they function, as well as developing primary level mental health service provision skills. Continue to meet in weekly small groups to critique your application of counseling skills. Prerequisite: COUN 521. (Pass/Fail grading)

**COUN 526 Theories of Counseling (3)** Introduction to the major personality and psychotherapeutic theories that undergird current counseling practice. Summarizes and evaluates various psychodynamic, humanistic, behavioral, cognitive and family systems theories.

**COUN 532 / CACS 632 Assessment Techniques in Counseling (3)** Teaches principles of measurement and assessment and counseling use of various assessment instruments: achievement, aptitude, intelligence, interest and personality. Covers supervision in administering, scoring and interpreting individual evaluation methods.

**COUN 534 Models of Inner Healing & Forgiveness (3)** Focuses on two prominent Christian intervention strategies in soul care: inner healing and forgiveness. Examines several recently developed models of inner healing prayer and forgiveness. Explores inner healing models such as the work of Neil Anderson (Freedom in Christ Ministries) and Ed Smith (Theophostic Ministries). Studies forgiveness models, such as the work of Everett Worthington and Robert Enright. Considers research in the areas of inner healing and forgiveness.

**COUN 535/CACS 635 Addictive Behaviors (3)** Investigates addictive processes associated with dependencies. Addresses assessment, diagnosis, treatment planning and interventions throughout the stages of misuse, abuse and dependency. Explores issues related to addictive disorders such as family dynamics, structure and roles. Emphasis on a structural model of therapy.

**COUN 536/CACS 636 Career & Lifestyle Development (3)** Studies theories of career and lifestyle development, counseling approaches, ethical issues and applications to the diversity of work settings. Addresses lifespan career program planning, changing roles of men and women, dual-career families and decision-making theories. Includes interrelationship of work, family and leisure along with relevant assessment instruments, career counseling resources and information systems, as well as major issues that impact career choices and work settings such as family issues, mobility of people and work settings and other relevant concerns.

**COUN 538/CACS 638 Psychopathology (3)** Examination of abnormal behavior as defined by DSM IV-TR and includes an introduction to the etiology, diagnosis, treatment and spiritual dimension of these disorders. Focuses on appropriate use of the DSM-IV-TR, differential

diagnosing, cultural overrides and emerging technologies in the treatment of individuals and groups.

**COUN 540/CACS 640 Human Growth & Development (3)** Study of the processes of human growth and developing patterns of behavior throughout the lifespan. Particular emphasis will be placed on the physical, mental, emotional, intellectual and spiritual growth of the individual.

**COUN 545/CACS 645 Concepts of Family Systems (3)** In-depth analysis of marital and family relationships. Explore topics such as systems theory, family life development, communication processes and conflict resolution from a scriptural and interaction systems perspective. Examine and evaluate various family structures. Prerequisites: COUN 523 & 526.

**COUN 546 Marital Therapy (3)** Provides an understanding, demonstration and application of various models and techniques for working with marital couples. Prerequisite: COUN 545.

**COUN 548 Human Sexuality (3)** Introduces issues in human sexuality across the life span. Considers assessment and treatment of sexual dysfunction, as well as sexuality and Scripture. Prerequisite: COUN 540.

**COUN 549 Issues in Sexual Abuse (3)** Comprehensive overview of various issues related to sexual abuse. Addresses the diagnosis, assessment and treatment of child and adult victims and of the perpetrator.

**COUN 550 Counseling of Women (3)** Seminar-type course that explores issues pertinent to women in therapy. Uses a holistic approach to determine the needs and strategies of women, with a focus on the Christian woman.

**COUN 554 Group Counseling (3)** Conceptual and practical overview of group counseling including the role of group leadership; tools for forming a group and orienting members; and catalysts for interaction skills for conducting and evaluating counseling/therapy groups. Emphasis will be given to leadership techniques used at different stages in the life of a group, as well as ethical issues. Participate in a small group to promote self-awareness, interpersonal skills and an understanding of group skills and techniques. Prerequisite: COUN 500, COUN 526 or concurrent.

**COUN 560 Business Issues in Professional Practice (3)** For those considering opening their own counseling practice. Learning goals include: how to structure a business plan, marketing techniques, staffing, budgeting, time management and managed care issues.

**COUN 561/CACS 661 Ethics, Professional Orientation & Legal Issues in Counseling (3)** Culminating seminar that presents comprehensive concepts of ethical, legal, moral and spiritual issues in counseling. Relevant case studies form a basis for discussion. Prerequisite: 24 credit hours.

**COUN 562 Community Counseling (3)** Covers the foundations, contextual dimensions and basic knowledge and skills for you to function as a competent counselor in the community.

Emphasis on helping the clients in a variety of settings and stages of needs, such as crisis, referral, support and advocacy.

**COUN 570 Multicultural Counseling (3)** Didactic and experiential course to expand personal and professional relationship competencies in working with people in our contemporary, pluralistic society. Religion is explored as an aspect of diversity.

**COUN 579 Seminar in Clinical Training (1)** For those who require remediation, additional hours of clinical supervision or for extended circumstances regarding clinical training and application of clinical skills.

**COUN 594 A&B /CACS 694 A&B Internship in School Counseling (3 credits each)** Be assigned to work in a school setting, and closely supervised on site by a trained school counselor. Culminating experience to apply the knowledge and experience gained during your counselor training program as a member of a school counseling team. In addition to supervision on site, participate in a weekly internship seminar led by a professor on the counseling faculty. (Pass/Fail grading)

**COUN 595 A&B/CACS 695 A&B Internship in Community Counseling (3 credits each)** Be assigned to work at a professional counseling work setting, closely supervised on site by a trained mental health professional. Culminating experience to apply the knowledge and experience gained during counselor training program as a member of a professional mental health team. In addition to supervision on site, participate in a weekly internship seminar led by a professor on the counseling faculty. (Pass/Fail grading)

**EDMTP 503 Character Development & Classroom Management (3)** Designed to enable the learner to integrate character principles into the school environment and curriculum. Discipline and character development are also shown to be one in the same process. Presents and practices effective intervention strategies.

#### *M.A. in Human Services Counseling*

##### **Core Courses**

**HSC 500 Helping Relationships (3)** Basic helping/counseling skills and spiritual orientation used in the relationship between a counselor and the person(s) seeking help. Multi-level focus looks at the roles and characteristics of the counselor and counselee, including one's worldview and belief system. Attention given to understanding the ethical and personal nature of the healing relationship as well as the resources available, which may be mobilized as growth producing and change agents.

**HSC 513 Church-Based Counseling (3)** Pragmatic and psycho-spiritual components related to the organization, administration and operation of counseling related services within the context of the local church. Examine the practical application of church-based counseling utilizing different functional models. Addresses various legal, ethical and liability issues, and discusses specific treatment issues. Consideration to thorough assessment and referral functions in each of these areas. Examines the impact of small group ministry.

**HSC 524 Introductory Counseling Skills & Techniques (3)** Introduction to the experiential application of the theories course and practice of basic lay counseling skills. Survey of the techniques and practices derived from the major psychotherapeutic systems relevant to these basic skills. Emphasis on the demonstration, modeling, practice and evaluation of these core skills and techniques.

**HSC 525 Advanced Counseling Skills & Techniques (3)** Continuing experiential application of the theories course and practice of more advanced lay counseling skills. Survey of the techniques and practices derived from the major psychotherapeutic systems relevant to these advanced skills. Emphasis on the demonstration, modeling, practice and evaluation of these skills and techniques.

**HSC 526 Theories of Counseling (3)** Introduction to the major personality and psychotherapeutic theories that undergird current counseling practice. Summarizes and evaluates various psychodynamic, humanistic, behavioral, cognitive and family systems theories. Personality constructs are reviewed and compared as well as the historical significance in the development of the various theories.

**HSC 534 Models of Inner Healing & Forgiveness (3)** Understanding of the underlying theory, basic techniques and intermediate to advanced applications for approaches to inner healing and forgiveness. Addresses specific models that are currently utilized in the Christian counseling arena. Explore personal affinity with these models as they review the psychological and theological issues from both a theoretical and practical point of view.

**HSC 544 Marriage & Family Issues (3)** Overview of various marriage and family relationships and the role of the church in strengthening these relationships. In-depth analysis of your own marriage and/or family of origin will facilitate your understanding. Examine topics such as systems theory, the family life cycle, selected issues relating to marriage counseling and resources to aid the family. Presents a multicultural focus as it relates to family and ministry.

**HSC 552 Group Dynamics (3)** Conceptual and practical overview of group dynamics including the role of group leadership, tools for forming a group and orientation of members. Emphasis will be given to leadership techniques used at various stages of the group process as well applicable ethical issues. Participate in a small group experience to promote self-awareness, develop interpersonal and facilitator skills and explore biblical principles relevant to group dynamics.

**HSC 562 Community Counseling (3)** Foundation, contextual dimensions, basic knowledge and skills for functioning as competent lay counselors within their communities. Emphasis on the helping process in a variety of community settings and through various stages of needs, such as crisis, treatment planning, referral, support and advocacy. Considers basic theoretical, scriptural and practice issues, including the importance of multicultural awareness and the need for a balanced approach to counselor self-care.

**HSC 570 - Multicultural Counseling (3)** Didactic and experiential opportunity that expands personal and professional relationship competencies in working with people in our multicultural,

contemporary society. Objectives include assimilating knowledge and the formation of attitudes that help develop a multicultural consciousness and global understanding while maintaining a biblical perspective in the helping relationship.

### **THE FACULTY**

Regent University School of Psychology & Counseling has an active, distinguished faculty of published scholars and members of state and local boards on issues of counseling, substance abuse, and other relevant subjects.

**Hughes, Rosemarie S.** (1987), Ph.D., Old Dominion University; M.A., Regent University; B.S., Duquesne University. Dean/Professor

**Arveson, Kathleen R.** (1999), Ph.D., Loyola College; M.A., B.A., University of Maryland. Assistant Professor

**Blagen, Mark T.** (2003), Ph.D., M.S.Ed., Old Dominion University; B.S., University of the State of New York. Assistant Professor

**Brown, Arlene L.** (2003), Psy.D., M.A., Regent University; M.A., B.S., Norfolk State University. Clinical Instructor.

**Burkett, Lori A.** (2004), Psy.D., Regent University; M.A., Indiana University of Pennsylvania; B.S., Evangel College. Assistant Professor

**Garzon, Fernando L.** (1996), Psy.D., Fuller Seminary; B.A., Wake Forest University. Associate Professor

**Gatewood, Jacqueline J.** (1996), Psy.D., Fielding Institute; M.A., Michigan State University; B.A., University of Michigan. Assistant Professor

**Hathaway, William L.** (1997), Ph.D., M.A., Bowling Green State University; B.A., Taylor University. Psy.D. Program Director/Professor

**Hutchison, June W.** (2002), Ph.D., Loyola College; M.M.H., The Johns Hopkins University School of Medicine; B.A., Pennsylvania State University. Assistant Professor

**Jackson, LaTrelle D.** (2003), Ph.D., M.A., B.A., University of Georgia. Associate Professor

**Jefferson, George L., Jr.** (1984), Ph.D., University of Georgia; M.A., University of Chicago; B.A., Lewis and Clark College. Associate Professor

**Johnson, Judith L.** (2001), Ph.D., Loyola University; M.A., George Mason University; B.S. James Madison University. Associate Professor

**Maciak, Anna T.** (2001), Psy.D., M.A., Regent University. Assistant Professor

**Moriarty, Glendon L.** (2002), Psy.D., M.A., Forest Institute of Professional Psychology, B.A., Valley Forge Christian College. Assistant Professor

**Olson, Lynn A.** (2004), Ph.D., University of South Carolina; M.A., Mankato State University; B.A., Augustana College. Assistant Professor

**Parker, Stephen E.** (1993), Ph.D., Emory University; Th.M., Princeton Theological Seminary; M.Div., Eastern Baptist Theological Seminary; M.A., Middle Tennessee State University; B.A., University of Tennessee. Associate Professor

**Parks-Savage, Agatha C.** (2004), Ed.D., Ed.S., The College of William and Mary; M.A., B.A., Norfolk State University. Assistant Professor

**Rawles, Portia D.** (2001), Psy.D., Regent University; B.A., Stanford University. Assistant Professor

**Rehfuss, Mark C.** (2004), Ph.D., Kent State University; M.A., M.Div., Ashland Theological Seminary; B.A., Miami University (OH). Assistant Professor

**Rennie, Robyn L.** (2000), Ph.D., University of North Texas; M.Ed., University of Central Oklahoma; B.A., Oklahoma Baptist University. Assistant Professor

**Ripley, Jennifer S.** (1999), Ph.D., M.S., Virginia Commonwealth University; B.A., Nyack College. Associate Professor

**Sautter, Scott W.** (2001), Ph.D., Vanderbilt University; Ed.S. & M.Ed., James Madison University; B.A., Lafayette College. Associate Professor

**Scalise, Eric T.** (2000), Ed.S., M.Ed., B.A., The College of William & Mary. **Counseling** Program Director/Associate Professor

**Underwood, Lee A.** (1999), Psy.D., Wright State University; M.A., Regent University; B.S., Fort Wayne Bible College. Assistant Professor

**Yarhouse, Mark A.** (1998), Psy.D., M.A., Wheaton College; B.A., Calvin College. Associate Professor

#### **FACULTY EMERITUS**

**Black, Robert B.** (1985), Faculty Emeritus, Ph.D., Ohio University; M.Ed., Kent State University; B.S., Baldwin-Wallace College

## **SCHOOL OF UNDERGRADUATE STUDIES**

### **DEAN'S MESSAGE**

**"God's best in you. Your best for the world."**

Welcome to Regent University and the School of Undergraduate Studies. Regent has long been referred to as "America's premier Christian graduate university". We have grown from very humble beginnings -- a few dozen students in rented office and classroom space -- into a dynamic learning community that includes more than 3,000 students either online or on two strikingly beautiful campuses each year.

Now Regent continues this rich tradition of academic excellence by pioneering a comprehensive undergraduate program. We offer bachelor's degrees -- either online or on our two campuses. Regent Undergrad is distinguished by a progressive curriculum, beautiful facilities, cutting-edge technology and a faculty of scholars. Of course, our program continues Regent's unwavering commitment to prepare Christian leaders to change the world.

We pray for you at this crossroads in your academic career and for God's direction as you move to the next step in your life. At Regent, we want to bring out God's best in you and your best for the world.

**Barry T. Ryan, M. Div., J.D., Ph.D.**

Dean, Regent University School of Undergraduate Studies  
Vice President for Academic Affairs

### **CONTACT INFORMATION**

Applications for admissions may be obtained by mail, downloaded online, or completed online on the School of Undergraduate Studies website ([www.regentundergrad.com](http://www.regentundergrad.com)). To request your prospectus and application via mail, contact:

Regent University  
Central Enrollment Management  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
800.373.5504 or 757.226.4127  
E-mail: [admissions@regent.edu](mailto:admissions@regent.edu)  
Website: [www.regentundergrad.com](http://www.regentundergrad.com)

### **MISSION AND PHILOSOPHY**

Regent's mission is "Training Christian Leaders to Change the World." With every program of study, Regent is committed to delivering an unparalleled academic education, integrated with Christian values that will prepare ethical leaders for the professional world.

## DISTINCTIVES OF THE PROGRAM

The School of Undergraduate Studies distinguishes itself from other undergraduate-level programs in the following ways:

- **Academic excellence.** Regent offers an outstanding faculty, professionals with long-standing, distinguished careers in higher education. The professors hold degrees from some of the most prestigious universities in the nation - Yale University, the University of Virginia, the U.S. Naval Academy and University of California, Berkley. They choose Regent because they believe in the transformative power of combining a first-rate education with Christian principles.
- **Christian worldview.** Regent's mission is "Training Christian Leaders to Change the World." With every program of study, Regent is committed to delivering an unparalleled academic education, integrated with Christian values, that will prepare ethical leaders for the professional world.
- **Accredited.** Regent University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone number 404-679-4501) to award the bachelor's, master's and doctoral degrees. Regent University is certified by the State Council of Higher Education for Virginia (SCHEV) to operate campuses within the Commonwealth of Virginia.
- **Distinctive degrees.** The curriculum is both stimulating and relevant. The degree programs offered prepare students to enter influential industries in the new millennium.
- **Financial assistance.** Nearly 95% of undergrad students receive assistance of some kind.
- **Accelerated achievement.** Unique programs are designed to "fast track" students toward completing their bachelor's degrees.
- **Proven delivery** in online learning. Regent has been a pioneer in online learning since 1989.
- **Bricks & mortar.** Regent has two beautiful campuses, one in Virginia Beach, Virginia, and the second in Washington, D.C. The campuses create environments that captivate the eye and stimulate the mind.

## PROGRAM OVERVIEW

The School of Undergraduate Studies offers several undergraduate degree programs, both online and on campus. The curriculum is both stimulating and relevant. The degree programs offered prepare students to enter influential industries in the new millennium. Faculty members, who are practitioners, consultants, ministers and educators, set the agenda for a learning experience that yields results right from the start. The sequenced curriculum links theory to practice, so you can implement your studies immediately.

## **DEGREES OFFERED**

- Bachelors of Arts (BA) in Communication
  - ♦ Animation Emphasis
  - ♦ Professional Communication Emphasis
- Bachelors of Science (BS) in Organizational Leadership and Management
  - ♦ Management
  - ♦ Leadership
- Bachelors of Science (BS) in Psychology
  - ♦ Substance Abuse
- Bachelors of Arts (BA) in Religious Studies
- Bachelors of Science (BS) in Interdisciplinary Studies (Pre K-6 Teacher Preparation)

## **PURPOSE OF THE PROGRAMS**

The School of Undergraduate Studies actively involves students in experiential education that emphasizes applied theory and skill development so that they can become more effective members and leaders in their chosen field. The goals of our courses are to develop:

- Leadership and interpersonal skills;
- Organization and communication skills;
- Critical thinking and decision-making skills;
- Applied knowledge that is critical to the vocation that the degree specialty represents; and
- Practical skills that are critical to the vocation that the degree specialty represents.

The courses stress skill development in the areas of interdisciplinary leadership, decision-making and communication and research through problem solving. Research projects integrated throughout the programs draw on concepts and skills developed in the programs leading to professional competence in the student's chosen field or vocation.

## **UNDERGRADUATE ACADEMIC CALENDAR FALL 2005 – SUMMER 2006**

### **Fall 2005**

|   |  |
|---|--|
| Open Registration Begins                | Friday, June 3, 2005                   |
| Final Payment Deadline                  | Friday, Aug. 19, 2005                  |
| Session A Start                         | Monday, Aug. 29, 2005                  |
| Session A Add/Dop Period – 100% Refund  | Aug. 29 – Sept. 4, 2005                |
| Labor Day – Schools Closed              | Monday, Sept. 5, 2005                  |
| Withdrawal – 50% Refund Period          | Sept. 5 – 11, 2005                     |
| Session A End                           | Sunday, Oct. 23, 2005                  |
| Session B Start                         | Monday, Oct. 24, 2005                  |
| Session B Add/Drop Period – 100% Refund | Oct. 24 – 30, 2005                     |
| Withdrawal – 50% Refund Period          | Oct. 31 – Nov. 6, 2005                 |
| Spring Open Registration Begins         | Friday, Nov. 4, 2005                   |
| Term/Session B End                      | Sunday, Dec. 18, 2005                  |
| Holiday Semester Break                  | Monday, Dec. 19 – Sunday, Jan. 8, 2006 |

**Spring 2006**

|  |   |
|--|---|
| Final Payment Deadline                       | Friday, Jan. 6, 2006                    |
| Term/Session C Start                         | Monday, Jan. 9, 2006                    |
| Session C Add/Drop Period – 100% Refund      | Jan. 9 – 15, 2006                       |
| Withdrawal – 50% Refund Period               | Jan. 16 – 22, 2006                      |
| Martin Luther King, Jr. Day – Schools Closed | Monday, Jan. 16, 2006                   |
| Summer Schedule Submission Deadline          | Friday, Feb. 3, 2006                    |
| All Schools Spring Break                     | Sunday, Feb. 26 – Sunday, Mar. 5, 2006  |
| Summer Open Registration Begins              | Friday, Mar. 10, 2006                   |
| Session C End                                | Sunday, Mar. 12, 2006                   |
| Session D Start                              | Monday, Mar. 13, 2006                   |
| Session D Add/Drop Period – 100% Refund      | Mar. 13 – 19, 2006                      |
| Withdrawal – 50% Refund Period               | Mar. 20 – 26, 2006                      |
| Fall Schedule Submission Deadline            | Friday, Mar. 31, 2006                   |
| All Schools Easter Break (Good Friday)       | Friday, Apr. 14 – Sunday, Apr. 16, 2006 |
| Commencement                                 | Saturday, May 6, 2006                   |
| Term/Session D End                           | Sunday, May 7, 2006                     |
| Semester Break (1 week)                      | Monday, May 8 – 14, 2006                |

**Summer 2006**

|   |   |
|---|---|
| Final Payment Deadline                  | Monday, May 8, 2006                     |
| Session E Start                         | Monday, May 15, 2006                    |
| Session E Add/Drop Period – 100% Refund | May 15 – 21, 2006                       |
| Withdrawal – 50% Refund Period          | May 22 – 28, 2006                       |
| Memorial Day – Schools Closed           | Monday, May 29, 2006                    |
| Fall Open Registration Begins           | Friday, June 2, 2006                    |
| Independence Day – Schools Closed       | Tuesday, July 4, 2006                   |
| Session E End                           | Sunday, July 9, 2006                    |
| Interterm/Session F Start               | Monday, July 10, 2006                   |
| Interterm Add/Drop Period – 100% Refund | July 10 – 16, 2006                      |
| Withdrawal – 50% Refund Period          | July 17 – 23, 2006                      |
| Interterm/Session F End                 | Sunday, Aug. 20, 2006                   |
| Semester Break (1 week)                 | Monday, Aug. 21 – Sunday, Aug. 27, 2006 |

## **ADMISSIONS REQUIREMENTS:**

Generally, admission to the School of Undergraduate Studies requires the successful achievement of a high school diploma or the General Equivalency Diploma (GED).

Admission decisions for the School of Undergraduate Studies programs are based on an assessment of academic transcripts, writing assessment and SAT or ACT scores. Regent University seeks academically qualified students who are mature, highly motivated and whose personal goals are consistent with the program's mission and goals.

Students who have completed one of the following requirements are invited to apply to Regent Undergrad:

- Successful achievement of a high school diploma;
- Passing grade on the General Equivalency Diploma (GED) test;
- Completion of an academic course offered by one of the schools which have been approved for use by parents who choose Option (iii) of Section 22.1-254.1 of the Code of Virginia (1950), as amended, pertaining to home education as an alternative to compulsory attendance (list available online at <http://www.pen.k12.va.us/VDOE/Parents/corrcour.pdf>)

## **ADMISSIONS CRITERIA:**

### **Incoming freshmen** (students with 15 or fewer hours of college credit):

Completed and signed Application for Admission

Payment of a \$40 non-refundable application fee

Median cumulative high school GPA: 3.0 on a 4.0 scale\*

Median cumulative college GPA: 2.5

Official SAT scores: 1000 combined/ ACT scores: 21 combined\*\*

Official high school transcripts or GED results\*\*\*

Official college transcripts (if applicable)

Signed Community Life Form

Online writing assessment

### **Transfer students** (students with 16 or more hours of college credit):

Completed and signed Application for Admission

Payment of a \$40 non-refundable application fee

Median cumulative college GPA: 2.5 on a 4.0 scale\*

Official SAT scores: 1000 combined/ ACT scores: 21 combined\*\*

Official college transcripts

Official high school transcripts (if applicable to verify advance placement credit)\*\*\*

Signed Community Life Form

Online writing assessment

\*If the cumulative GPA is below the median, a GPA statement explaining the cumulative GPA will be required prior to receiving an admission decision.

\*\*If the applicant has been out of high school for more than 5 years, the SAT/ACT requirement may be waived and replaced with a review of work and/or college experience. The applicant will be required to submit a resume and 2 letters of recommendation from a supervisor and

professor.

\*\*\*Home School students must submit an official transcript of all high school and college work, along with a copy of the Declaration of Intent to Home School as filed with your local school board.

## **International Students**

In addition to the general admission requirements for all applicants, an international applicant must comply with the following:

Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and score a 577 (written)/ 233 (computer-based) or higher to be considered for admission. Those who have taken the TOEFL and adequately scored do not need to take it again, unless it was last taken more than five years ago. Applicants who have previously taken the TOEFL and scored less than 577/233 may retake the test to achieve the required score. The test should include the Written Test (TWE). For testing locations, visit [www.toefl.org](http://www.toefl.org).

Applicants must complete a Supplemental International Application

([http://www.regent.edu/admissions/international/Supp\\_Intl\\_Appl\\_Packet.pdf](http://www.regent.edu/admissions/international/Supp_Intl_Appl_Packet.pdf)) and provide documentation of finances ([http://www.regent.edu/admissions/international/Financial\\_Affidavit-FORM\\_II.pdf](http://www.regent.edu/admissions/international/Financial_Affidavit-FORM_II.pdf)) (based on current costs) (<http://www.regent.edu/admissions/international/cost.cfm>) for at least the first year, and indicate how they will meet expenses for subsequent years of study.

All foreign language documents must be accompanied by an official translation into English and all foreign currency must be converted into the current USD (U.S. dollar) equivalent and documented by a bank.

An applicant's admission materials should be received four months prior to enrollment, to allow sufficient time for admissions and visa processing. \*New deadlines have been created for F1 and J1 visas. They are available online at [http://www.regent.edu/admissions/international/New\\_Deadlines.cfm](http://www.regent.edu/admissions/international/New_Deadlines.cfm)\*

To be considered for admission, an applicant must have completed a bachelor's degree from an accredited U.S. post-secondary institution or the equivalent degree from a foreign institution (16 years of formal education).

The applicant must meet the normal minimum undergraduate grade point average or provide evidence of equivalent academic performance if a standard grade point system was not used.

Recommendations must include an assessment of the applicant's English ability.

Applicants must register for and take the entrance test (if any) required by the school or college to which they are making application.

Applicants who cannot come to Regent University for interviews must interview by phone with the director of admissions and a faculty member of the desired school of enrollment or other appropriate representative of the school.

## **Processing and Notification**

It is the applicant's responsibility to ensure that all required information is submitted to the School of Undergraduate Studies Office of Admissions and Advising. The Admissions Committee will review applicants' records when all information is complete. Applications are reviewed and evaluated in the order in which they are received. Admission decisions will be communicated to applicants in writing as soon as possible after the decision has been made, typically within one or two weeks. If an application, or any of its supporting materials, is received after the application deadline, the Admissions Committee reserves the right to defer the application to a future semester. An online orientation must be completed before attending the first class.

## **Readmission**

Former students who have not been enrolled for one calendar year or more and who desire to enroll in the same degree program to which they were originally admitted should apply for readmission through the Admissions Office. Such students should submit a resubmission application to their school. Students who have not been enrolled for more than one year must meet the degree requirements current at the time of readmission.

Regent students, former students or graduates who seek admission to a different degree program than that of their last term of enrollment must contact the admissions office of their school of interest.

## **Reactivation**

Students who have been inactive for less than one (1) calendar year and who wish to re-enroll in the same degree program must submit a reactivation application prior to being allowed to register.

# **ENROLLMENT STATUS CLASSIFICATION**

## **Regular**

Applicants who meet the above admissions criteria, satisfy all admissions requirements and who intend to obtain a degree from Regent University are defined as regular students. All regular students are eligible for all forms of financial aid, unless otherwise specified below, and contingent upon successfully meeting other eligibility criteria of the individual financial aid programs.

## **Provisional**

If the Admissions Committee believes that the applicant has the potential for success in the School of Undergraduate Studies programs but does not meet all of the regular standards for admission, the applicant may be accepted on a provisional status.

Students with a cumulative college GPA of less than 2.5, with a cumulative high school GPA of less than 3.0, low SAT/ACT scores or a low writing assessment score are required to complete a minimum of 12 semester hours, with a minimum cumulative GPA of 2.5, within their first two terms of the program. If the student does not maintain a minimum cumulative GPA of 2.5, the student will be subject to academic dismissal. After completing the required credits with a minimum cumulative GPA of 2.5, the student's classification will be changed to regular status.

Students accepted on a provisional basis may be eligible for consideration for all School of Undergraduate Studies scholarships and grants. Students accepted on a provisional basis who apply for scholarships or grants will have their applications reviewed on a case by case basis.

### **Conditional**

Applicants who have submitted all application material except for official required documents may be admitted on a conditional enrollment status. Those admitted conditionally must submit all required admissions materials by the end of the first term of study. Students will not be eligible to register for a second term until the school removes the conditional designation. Upon submission of the required materials, the student's classification will be changed to regular status.

### **Transfer of Undergraduate Credit**

Regent University accepts college-level work from other regionally accredited colleges and universities, entrance level examinations (i.e., CLEP/DANTES), military credit and other institutions of higher learning that meet Regent University standards or with whom Regent has an articulation agreement. Courses are accepted for meeting entrance/graduation requirements or as upper-level elective credits. The total transfer credits to complete the degree should not exceed 90.

Verification of all transfer credits and grades is only done using official college transcripts. Courses with a grade below a C (70%) may not be acceptable for transfer credit. When transfer courses are approved, the name of the institution where the credits were earned and the credit category are entered on the Regent University transcript. However, the grades are not entered on the transcript and are not used in the calculation of the Regent University cumulative GPA.

### **Admission of International Students**

In addition to the admission requirements mentioned previously, an international applicant must comply with the admission requirements for international students contained in the Regent University catalog. Applicants whose primary language is not English must take the Test of English as a Foreign Language (TOEFL) and score 577 or better on the written exam or 233 on the computer-based exam to be considered for admission. The test should include the Written Test (TWE). International transcripts must be evaluated by an agency (at the expense of the applicant) approved by Regent University that specializes in translating foreign credits into the American semester-hour system.

### **Non-Degree Status**

Students may enroll in the School of Undergraduate Studies on a non-degree basis. These students are those that wish to take courses for personal or professional growth but are not looking to complete a degree. Should a non-degree student wish to take more than the number of credits outlined below, they must first apply and be accepted as a degree seeking student.

### **Professional Development**

At the discretion of the dean, students may be enrolled in the School of Undergraduate Studies courses on a non degree professional development basis. Applicants must have a high school diploma or equivalent and evidence the ability to perform college level work to be eligible for enrollment for undergraduate credit. Professional Development applicants will not be considered

admitted; they will be classified as a non-degree Professional Development student and may take a maximum of 18 credits. Professional Development students are not eligible to receive financial aid. The following items must be submitted to be eligible as a professional development student:

1. Signed Professional Development Enrollment Application/Registration Form.
2. Verification of high school diploma or equivalency certificate

All professional development courses are posted on a non degree transcript and if students are accepted to an undergraduate degree program in the School of Undergraduate Studies, they must petition in writing to have those credits count toward their academic program completion.

## Certificate Programs

The Regent University School of Undergraduate Studies offers five special Certificate Programs. Certificates may be earned in the following academic areas by completing a sequence of six courses, for a total of eighteen credit hours:

### Biblical Studies

|         |  |
|---------|--|
| RELS307 | Worldviews                             |
| RELS310 | Biblical Background and Interpretation |
| RELS303 | Old Testament Studies                  |
| RELS420 | Introduction to Systematic Theology    |
| RELS304 | New Testament Studies                  |
| RELS350 | Introduction to Biblical Languages     |

### Practical Ministry

|         |  |
|---------|--|
| RELS307 | Worldviews                             |
| RELS310 | Biblical Background and Interpretation |
| RELS320 | Ministry Communication Skills          |
| RELS401 | Introduction to Christian Ministry     |
| RELS410 | Introduction to Christian Discipleship |
| RELS420 | Introduction to Systematic Theology    |

### Christian Counseling for Laypeople

|         |                               |
|---------|-------------------------------|
| RELS307 | Worldviews                    |
| PSYC300 | Advanced Survey of Psychology |
| PSYC317 | Marriage and Family           |
| PSYC306 | Addictive Disorders           |
| PSYC418 | Counseling Skills             |
| PSYC406 | Group Facilitation            |

### Professional Communication

|         |                                       |
|---------|---------------------------------------|
| RELS307 | Worldviews                            |
| CMZZ316 | Introduction to Communication Studies |
| CMZZ326 | Argumentation and Critical Thinking   |
| CMPR335 | Interpersonal Comm for Professionals  |
| CMPR345 | Organizational Comm for Professionals |
| CMYY365 | Visual Communication                  |

### Leadership

|         |                                 |
|---------|---------------------------------|
| RELS307 | Worldviews                      |
| OLAM310 | Systems Thinking                |
| OLAM370 | Decision Making Techniques      |
| OLAM305 | Innovation and Entrepreneurship |
| OLAM440 | Personal Leadership for Change  |
| OLAM350 | Leadership: A Comm Perspective  |

- A certificate from The School of Undergraduate Studies at Regent University requires the successful completion of a sequence of six courses for eighteen credit hours.
- All eighteen hours of coursework must be completed through Regent University.
- Certificate program courses are designed in an eight-week session format so that the entire certificate may be completed in one calendar year if completed in the standard sequence.
- Certificate programs are offered in face-to-face and online formats.
- All certificate courses are fully applicable to Regent University bachelor-level academic programs.
- A grade of C or better must be earned in each course to receive a certificate.
- The academic certificate will be noted on the student's transcript and certificate.
- Only the RELS 307 Worldviews course may be utilized to earn more than one Regent Undergrad certificate.

## **Early Start**

At the discretion of the dean, a student may be enrolled in the School of Undergraduate Studies courses as an Early Start student. The Early Start program is for those that have not received a high school diploma (or its equivalent) or completed an approved home school program. Applicants must complete our special Early College Application, making sure that the application has been reviewed and signed by your high school principal or home school advisor, and provide an official copy of your high school/home school transcript and/or results of home school tests provided to State officials. Early Start applicants will not be considered admitted; they will be classified as non-degree Early Start students and may take a maximum of 60 credits. Early Start students are not eligible to receive financial aid. The courses taken as Early Start may be transferable to the School of Undergraduate Studies bachelor programs.

## **Nondiscriminatory Policy**

Regent University admits students of any race, color, gender, religion, national or ethnic origin, to all the rights, privileges, program and activities generally accorded or made available to students at the school. Regent University's policies governing the admission of students relate to its mission statement, but are not applied to preclude a diverse student body in terms of race, color, religion, national origin or gender.

## **Students with Special Needs**

Every possible effort is made at Regent University to accommodate all students. The university may provide academic support services to students with disabilities including those with learning, mobility, sensory, health or psychological impairments. These services may include liaison with faculty members, promotion of self-advocacy skills and securing appropriate classroom accommodations. Some course-specific peer tutoring and examination accommodations are also available.

The School of Undergraduate Studies will make every possible effort to provide a reasonable accommodation in compliance with the Americans with Disabilities Act; however, the university reserves the right to choose among reasonable accommodations as long as the chosen accommodation is effective. If a student refuses a reasonable accommodation, the university will be deemed to have complied with its obligation under the ADA.

Students with disabilities are encouraged to contact the Asst. Dir. of Student and Alumni Services to discuss required documentation and appropriate accommodations. Documentation should be no more than three years old. Diagnosis by an appropriately trained professional is also required. For more information on our Disabilities Anti-discrimination and Accommodation Policy, refer to the Student Handbook at [http://www.regent.edu/admin/stusrv/student/Student\\_Handbook.pdf](http://www.regent.edu/admin/stusrv/student/Student_Handbook.pdf).

## **TUITION, FEES AND FINANCIAL AID**

Tuition includes the cost of tuition, ID card, most academic services fees and graduation fees. It does not include portfolio assessment, or any other fee listed below.

- Tuition: \$375<sup>\*</sup>/credit hour.
- Nonrefundable Application Fee: \$40.
- Late Payment Fee: \$100 (applied to all unpaid accounts after the term payment deadline).

- Late Registration Fee: \$100\*\* (applied if registration occurs after the official start of the term)
- Tuition Installment Plan: One-time set-up fee (\$60 for Fall, \$45 for Spring and \$30 for Summer).

\*The School of Undergraduate Studies reserves the right to adjust tuition and fees annually with the institution of each academic calendar year (effective each fall term). The School of Undergraduate Studies also reserves the right to extend formal discounts to participating organizations for which it has formal articulation and/or partnership agreements. Tuition may vary based on these agreements and scholarships that are generally available to students enrolling in the School of Undergraduate Studies programs.

\*\*Late registration is defined as registration for any credit hours after the published start of a term according to the University's academic calendar. This rule does not apply to any student's initial registration in their first term.

### **Tuition Installment Plan (TIP)**

The Tuition Installment Plan (TIP) is a monthly payment plan available to any student unable to pay in full at the start of each term. Payment of tuition and fees is spread out over the length of a term. Regent's TIP allows students to more easily budget their cost of education on a monthly basis. The first payment is made by the term payment deadline with the remaining 3 payments (2 in the summer) made via automatic direct draft from the student's checking or savings account. A payment contract, which includes an automatic payment schedule, is signed at the time of initial payment.

### **Refund Policy**

Charges are incurred upon completion of course registration. If students want to withdraw from a course or the program, they must write to the Director of Enrollment Management. Students withdrawing from courses are entitled to refunds according to the following schedule:

|  |           |
|--|-----------|
| Before Course Starts thru End of First Week  | 100%      |
| Start of Second Week thru End of Second Week | 50%       |
| After Start of Third Week                    | No refund |

### **Fees**

Separate fees are charged for some academic fees, paying tuition past the published term payment deadline and establishing a TIP.

### **FINANCIAL AID**

#### *Federal Financial Aid*

Undergraduate students are eligible for various forms of financial aid including Pell Grants, federal loan programs and private loans. Eligibility for some of these programs is based on financial need. If your borrowing needs are not met by the federal programs, lenders offer a variety of supplemental borrowing programs known as Private or Alternative Loans. For

additional information about federal student aid, call 800.4.FED.AID. The Free Application for Federal Student Aid (FAFSA) may be completed at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

#### *Important Financial Facts*

- \$100 late fee will be assessed to all student accounts with a balance after the payment deadline unless:
  - A signed TIP contract and the first payment have been received by the Business Office
  - Federal financial aid funds have been certified by the term payment deadline AND the certified funds will cover all tuition charges
- \$100 late fee will be charged to any returning student who registers for a course after the term start date of the University's published start of term.
- It is the responsibility of each student to make sure they have sufficient funds to cover all tuition and other fees by the payment deadline of each term. Federal financial aid is not available to students taking less than 6 semester hours in any given term.
- All federal monies received will be automatically applied to the student's account. A refund check will be issued for all monies over and above the current term balance.
- Federal loan monies do not pass to a student's account until the student is attending their 6<sup>th</sup> semester hour. Traditionally, funds are posted during the 6<sup>th</sup> week of each term.
- Students can request, in writing to the Business Office, that all refunds from federal funds be left on their account for future term payments.
- Payments can be made in cash, by check or with VISA, MasterCard or Discover. An automatic tuition installment plan (TIP) is also available.
- A student is not allowed to register and/or continue for a new term until the account balance is paid or satisfactory arrangements are made with the Business Office.
- Transcripts and diplomas will not be furnished until the student's account balance has been paid in full.

#### **Employer Reimbursement**

Regent University's School of Undergraduate Studies, in cooperation with the University's Business Office, is pleased to assist students in fully utilizing their employers' tuition reimbursement benefits. The following guidelines have been created to facilitate a clear understanding among students regarding employer reimbursement. Please take a few minutes to review these guidelines and file them in a safe place for future reference.

#### **Which category do you fall into?**

- Your employer reimburses you for your tuition *prior to* the beginning of the semester or pays Regent University directly. If this is you, then your responsibility is to ensure that your tuition payment is made or that your company's tuition voucher is submitted to the

University's Business Office by the payment deadline of each semester. Failure to submit payment or the necessary paperwork to the Business Office by the published payment deadline will subject you to a \$100 late fee. It is your responsibility to follow up with both your company and the Business Office to ensure that these things have been processed by the deadline.

- Your employer reimburses you for your tuition costs *after* the completion of a given semester. If *this* is you, then you may want to utilize the Employer Reimbursement Deferment Plan explained below!

### **How does the Employer Reimbursement Deferment Plan work?**

Most employers who provide tuition reimbursement reimburse their employees after they have completed their courses and received their grades for a given semester. As a service to our employer-reimbursed students, Regent University allows such students to defer payment for a given semester until the 4th Friday of the following semester. Students choosing to defer any part of their tuition payment under this plan are required to submit the online employer reimbursement deferment form (see below) to the Business Office prior to the start of each semester and will be charged a \$45.00 fee to set up their deferment. A valid credit card number will be required at this time and will be kept on file with the Business Office for one semester. If payment has not been made by the 4th Friday of the following semester, the student's credit card will be drafted at that time for the full amount of their tuition.

**IMPORTANT!!** We recommend that students maintain a separate credit card specifically for this tuition deferment plan with a minimum credit line equal to or greater than their expected tuition each semester. Regent University maintains the right to revoke a student's tuition deferment privileges if their credit card declines at the time the card is drafted. Students will be immediately dropped from their classes for non-payment at this time and will be charged a \$100 late payment fee. As a matter of honesty and integrity, please DO NOT use this plan if you know that your credit card does not carry the minimum credit line to cover your tuition balance. Students whose companies reimburse *less* than 100% of tuition can only defer payment on the portion of their tuition that will be covered by their company. The student is responsible to set up other satisfactory payment arrangements for the remainder of the tuition balance by the payment deadline (e.g., full payment, TIP, loans).

### **What do you need to do to utilize the Employer Reimbursement Deferment Plan?**

- E-mail a copy of your employer's tuition reimbursement policy to the School of Undergraduate Studies **office of admissions and advising**.
- Submit the secure online **Employer Reimbursement Deferment Form** prior to the payment deadline of EACH semester in which you desire to participate in the plan. The Business Office will need to obtain the following information from you at that time:
  - Complete your personal contact information.
  - Provide your credit Card number and expiration date. Regent University accepts Visa, MasterCard and Discover (not American Express).
  - Submit an authorization of the amount to be drafted from your credit card. Be sure to include all fees, including the \$45 deferment fee, in the total.
  - In the Comments section, request a copy of your tuition invoice from the Business Office. Keep this invoice on file until the time your employer requests it for reimbursement

- Fax an **Authorization to Release Student Records Form** to the Registrar's Office (fax: 757-226-4033).
- Contact the Business Office if your credit card information changes over the course of the semester.
- Please direct any questions regarding your employer reimbursement deferment to the cashiers (Toll Free: 877-850-8434, Phone: 757-226-4059, International Phone: 877-386-9525, Fax: 757-226-4342).

Please note: Failure to set up the employer reimbursement deferment plan by the payment deadline each semester will subject you to a \$100 late payment fee. If you have any questions about these guidelines, please contact your advisor at [undergrad-advisor@regent.edu](mailto:undergrad-advisor@regent.edu) or the **Regent University Business Office**.

### **School-Based Scholarships and Grants**

The School of Undergraduate Studies offers the following scholarship programs. These awards are highly selective and the number of awards is limited and varies each year. Any student who meets the qualifications for the award may apply. Below you will find descriptions of and any special qualifications needed for each scholarship. Applicants for each award are reviewed based on academic record, need and any scholarship-specific criteria listed below.

#### **Scholarship and Grant Policy:**

1. Merit-based and need-based scholarships and grants are available for all accepted students. Students who are accepted provisionally are only eligible for need-based and affinity scholarships.
2. Students may apply for all scholarships and grants for which they feel qualified.
3. Scholarship and grant applications are reviewed after admissions decisions have been made and announced in writing.
4. Students will only be awarded one School of Undergraduate Studies scholarship or grant. If a student qualifies for more than one scholarship or grant, they will be awarded the one scholarship or grant of the highest amount.
5. Students must maintain the required GPA to retain their scholarship or grant. Students who fall below the required GPA may have their scholarship or grant terminated until their GPA meets the stated requirements.
6. Students whose scholarship or grant is terminated or reduced for academic reasons may reapply after one full term of inactivation.
7. If Regent, CBN or Founders Inn employees, spouses or dependents receive tuition remission, no School of Undergraduate Studies scholarships or grants will be awarded.
8. School of Undergraduate Studies scholarships and grants will be awarded for the duration of the student's tenure at Regent, as long as students maintain the required academic standards.
9. Students receiving a scholarship or grant who withdraw from Regent for more than 1 full term must reapply for any further scholarships or grants.

10. Filing and completion of the FAFSA is required for all students who wish to be considered for need-based grants.

A list of all School of Undergraduate Studies scholarships and grants and an application are available online at [http://www.regent.edu/acad/undergrad/financial\\_aid/financial\\_aid\\_home.cfm](http://www.regent.edu/acad/undergrad/financial_aid/financial_aid_home.cfm).

## ACADEMIC INFORMATION

### Curriculum Components

In order to earn a degree from Regent University, a student must meet the specified graduation requirements of the University. Included in these requirements are **program major** courses, **general education** courses and **elective** courses. Any course that is not classified as a **program major** or **general education course** is considered an **elective**. Requirements for the **program major** are fulfilled by the completion of all core classes listed for an undergraduate degree specialty in its prescribed curriculum. The transfer credits may fulfill general education and elective requirements (See General Education for Undergraduate Degrees and Elective sections).

### Credit Assessment

School of Undergraduate Studies students receive an assessment of all prior coursework and credits from both collegiate and non-collegiate sources. An Academic Advisor conducts this review as soon as administratively feasible after all official transcripts have been received, but no later than the end of the first term of enrollment.

### Academic Advising

Full-time program faculty, academic advisors and School of Undergraduate Studies' Student Services personnel are available to provide career and personal guidance during the student's program and to help them with all administrative needs and concerns. It is the student's responsibility to meet the requirements of the degree as defined in their approved degree plan (ADP). Advisors will assist students in developing an ADP early in their program and with the registration process throughout the year. More information is available from the Enrollment Services Office and the Student Handbook.

### Information Research and Resources Course

The university library offers an information research and resources course on campus and online twice a term. The course is noncredit and required for all School of Undergraduate Studies students. Students graduating from Regent University must demonstrate that they possess basic competencies in the use of computer and related information technology research and resources, including use of the library. No students will be allowed to graduate or participate in commencement without having completed the information research requirements. Students who demonstrate proficiency in the competencies will not be required to take the course. The library provides a list of the course competencies and a guide as to how the competencies must be demonstrated and at what level. The library will certify to the dean of each school and the registrar that students have passed the information research course and will certify that those students have demonstrated the competencies of the course through a challenge exam. Students should demonstrate the competencies during the first term of enrollment, either through the challenge exam or by passing the research course. If they do not, they will be automatically

reenrolled in the course in the second term. The Registrar's Office will include on each student's transcript the course name and a grade of "P" for successful completion.

### **Writing Skills**

Effective writing skills are vital for successful academic and professional performance. Undergraduate students entering Regent University must demonstrate the basic writing skills essential for success in the School of Undergraduate Studies Programs. As a component of the placement process, incoming students will complete a writing skills assessment. Students whose writing skills do not meet the required level will be enrolled in a Writing Skills course (ENGL 099). This course must be successfully completed before enrolling in other undergraduate courses at Regent University.

## **ATTENDANCE POLICY**

It is critical for on campus students to attend all class sessions and for online students to participate in discussion boards on time in order to accomplish learning outcomes. In addition, Regent University is required to maintain accurate attendance records by the U.S. Department of Education.

Two (2) attendance units will be recorded every week for all courses (any number of credits) for each student.

Online students will have two (2) Blackboard discussion board postings each week equal to sixteen (16) total attendance units for each course.

Any missed or late posting will result in one (1) less attendance unit recorded (i.e. one *lost/missed* attendance unit.)

On campus students will have two (2) class hours each week counting toward the sixteen (16) total attendance units for each course.

Any missed portion of one class hour will result in one (1) less attendance unit recorded (i.e. one *lost/missed* attendance unit) with a maximum of two (2) lost each week.

Any online or on campus course **may** have more than (but will not have less than) sixteen (16) total discussion board postings or class hours within the course; however, **only 16 total** (postings or class hours) **are used for recording attendance (2 each week)**. Any two hours each week may be used to calculate the lost attendance unit(s) for each student.

For five (5) or less missed attendance units a faculty member will deduct at her or his discretion up to five (5) percentage points (5%) for each missed attendance unit from the student's final grade. For six (6) or more missed attendance units a faculty member may deduct at his or her discretion up to ten (10) percentage points (10%) for each missed attendance unit from the student's final grade.

Because class absences and missed discussion board posting deadlines sometimes result because of extenuating professional or personal situations, faculty members may, at their discretion, offer a student an opportunity to gain back some or all of the lost percentage points through whatever means are appropriate to the situation.

However, the recorded loss of the attendance unit will not be altered in the records, even if a student makes up the missed class/work and related grade points. These attendance percentage point deductions may be in addition to and separate from any lost participation points that an individual professor may also deduct for a missed class/assignment.

### **Auditing a Course**

Students who wish to enroll for a credit course on a noncredit basis are classified as auditors. Auditors must be admitted to Regent University via regular admission procedures. Audit courses appear on the transcript but do not have associated credits. Students taking courses for credit shall be given enrollment priority over auditors. Students auditing a course will pay one-half the tuition as those taking it for credit. Financial aid will not be applied to audited courses.

### **Repeating a Course**

Students who receive a grade below C in any undergraduate **core** course must repeat that course in order to graduate. They must re-register and pay the standard School of Undergraduate Studies tuition per credit in effect during the fiscal period in which the course is retaken.

When a course is repeated, the last grade points and semester credit hours earned replace the previous grade points and semester credit hours in computing the GPA. However, all grade entries on the transcript remain a part of students' permanent academic record. If the course being repeated is offered under a different course number than when students first took the course, students must indicate that it is a repeat course at the time of registration.

### **Grading System**

To remain in good academic standing in the undergraduate programs, students must maintain a 2.00 GPA. The following grading system shall be used:

| <i>Grade</i> | <i>Percentage</i> | <i>Quality Points</i> | <i>Meaning of Grade</i> |
|--------------|-------------------|-----------------------|-------------------------|
| A            | 93–100            | 4.00                  | Superior                |
| A-           | 90-92             | 3.67                  |                         |
| B+           | 87-89             | 3.33                  |                         |
| B            | 83-86             | 3.00                  | Good                    |
| B-           | 80-82             | 2.67                  |                         |
| C+           | 77-79             | 2.33                  |                         |
| C            | 73-76             | 2.00                  | Satisfactory            |
| C-           | 70-72             | 1.67                  | Unsatisfactory          |
| D+           | 67-69             | 1.33                  | Failing                 |
| D            | 63-66             | 1.00                  |                         |
| D-           | 60-62             | 0.67                  |                         |
| F            | 0-69              | 0.00                  | Failing                 |

All instructors enter their own grades into Genysis. Grades are to be posted by each instructor in all School of Undergraduate Studies programs within 14 calendar days of the

completion of each course. A “Request for Incomplete” form completed by both students and instructors must be used to request an “I” grade. ***Students must initiate the request.***

### **Incomplete Grades (“I”)**

If students cannot successfully complete course assignments by the deadline because of illness or unusual circumstances, a “Request for Incomplete” form must be completed and submitted to the professor and approved by the dean before the end of the course. An incomplete grade will be given in a regular course only for legitimate deficiencies due to illness, emergencies or other extraordinary reasons acceptable to professors, and not because of neglect on the student’s part.

If an incomplete is assigned, the student will be allowed one semester from the last class session to submit course assignments for grading by the instructor in order to replace the incomplete with a grade. If more than one semester elapses, a grade of “FX” will be assigned and students must re-register and pay the appropriate tuition to re-enroll in the course.

The issuance of an “I” grade may directly impact students’ receipt of a grade for tuition reimbursement purposes and may directly impact their eligibility for and receipt of financial aid. It is imperative that students contact the Financial Aid Office at Regent University immediately upon receiving an “I”.

### **In-Progress Grades (“IP”)**

In-progress grades shall be given for courses in which the completion of course requirements for all students extends beyond the formal class sessions scheduled for the course. In-progress grades are only appropriate for use in the School of Undergraduate Studies Research Seminars classes.

The issuance of an “IP” grade may directly impact students’ receipt of a grade for tuition reimbursement purposes and may directly impact their eligibility for and receipt of financial aid. It is imperative that students contact the Financial Aid Office at Regent University immediately upon receiving an “IP”.

### **Probation**

Undergraduate students with less than a 2.00 cumulative GPA at the end of any term will be placed on academic probation. Students must receive a passing grade for all courses in the following term. Only courses from Regent University will be included in the computation of the GPA. In the case of repeated courses, the last grade points and semester credits hours earned replace the previous grade points and semester credit hours in the computation of the GPA. However, all grade entries made to the transcript will remain a part of the students’ permanent academic record.

Any undergraduate core course in the School of Undergraduate Studies curriculum for which a grade of ”F” is assigned must be repeated and successfully completed at the “C” level or above. Undergraduate students must re-register and pay the standard School of Undergraduate Studies tuition fees per credit in effect during the fiscal period in which the course is retaken.

### **Grade Change Appeals**

The Grade Change Appeal applies to questions students may have about their instructor’s evaluation of their work. The Grade Change Appeal and Academic Appeal policies are listed in the Student Guidelines.

### **Faculty/Course Evaluations**

Students are provided an opportunity to evaluate instructors and curriculum after the completion of each course. All course evaluations are completed online. Instructions and reminders will be sent to students via e-mail. Student evaluation reports are held in confidence until the instructor submits course grades. The Faculty Chair reviews all evaluations. After grades have been submitted, the instructor will be provided a copy of all evaluations for review and comment.

### **Outcomes Assessment Requirement**

In order to maintain our high level of academic excellence and to make sure that Regent University complies with mandates imposed by the State Council of Higher Education in Virginia (SCHEV) and other accreditation agencies, the School of Undergraduate Studies has developed a plan to assess the quality of its academic programs. As a part of the assessment plan, all students are required to take various tests and surveys designed to measure achievement related to the School of Undergraduate Studies' general education and individual School of Undergraduate Studies degree specialty program outcomes and other program criteria.

No minimum score or level of achievement is required on these tests for graduation. Assessment results will remain confidential and will be used for the sole purpose of improving the School of Undergraduate Studies' programs. Failure to participate in these assessment activities may preclude the student's right to register for future terms and/or receive the baccalaureate degree. The School of Undergraduate Studies' administration will make all reasonable efforts to ensure that students have ample notice of and opportunities to take required assessments.

### **Financial Holds on Academic Records**

The Business Office will place a financial hold on the academic records of present and former students who have outstanding accounts with the university. Such individuals will not be allowed to register for classes, nor will any academic documentation or information (i.e., grades, transcripts, diplomas, etc.) be released to them until the necessary payment has been made to the Business Office.

Once the account is settled, the Business Office will notify the Registrar's Office that the financial hold has been removed. The Registrar's Office is then allowed to release any requested academic documentation or information to the individual.

### **Transcripts**

All requests for official copies of transcripts from Regent University must be made in writing to the Registrar's Office. Three copies of a transcript will be given to students upon completion of graduation requirements. Current students and alumni will be charged a fee for transcript orders of two or more per semester. Transcripts will not be released for current or former students who have unresolved financial accounts with the university. Requests by students for copies of their transcripts from other educational institutions are not honored.

## **Graduation Requirements and Commencement**

A summary of the minimum credit requirements leading to a bachelor's degree at Regent University is presented below:

| Category of Credits                           | Number of Credits |
|---|-------------------|
| Lower-Division Requirements (100-200 level):  |                   |
| General Education Credits                     | 33                |
| Additional General Education/Elective Credits | 27                |
| Upper-Division Requirements* (300-400 level): |                   |
| Core and Degree Specialty Credits             | 45                |
| Elective Credits                              | 15                |
| Total   | 120               |

Diplomas will be issued and degrees posted on transcripts when the Registrar's Office and the Dean of the School of Undergraduate Studies have certified that all graduation requirements have been met. To graduate a student must:

- Earn at least 120 semester hours of credit, including satisfactory completion of all course requirements of the School of Undergraduate Studies.
- Meet all general education requirements.
- Earn a minimum cumulative GPA of 2.50 (A = 4.0),
- Pay all university financial obligations.
- Have completed at least 30 credit hours of instruction at Regent University for the bachelor's degree.

The responsibility for fulfilling all graduation requirements rests upon the individual student.

## **Graduation Procedures**

1. All students desiring to graduate must file a Graduation Application with the Registrar's Office by: October 1 for December and May Graduation and May 15 for August Graduation.
2. The Registrar's Office shall obtain approval of the Graduation Application from the Dean of the School of Undergraduate Studies.
3. Students who are not approved to graduate in the term stated on the Graduation Application must file another Application in a subsequent term.

## **Commencement and Degree Conferral**

Regent University holds one commencement ceremony each year at the end of the spring semester. Students must obtain approval to participate in commencement. Students approved to graduate in the fall, spring or summer terms are strongly encouraged to participate in the spring commencement ceremony for the conferring of the degree. Students who are unable to attend commencement should notify the Registrar's Office in writing at least one month prior to the ceremony.

Regent University requires students to have completed requirements for graduation prior to participating in commencement exercises. However, exceptions may be made for students

who will complete all remaining degree requirements in the summer term and have no more than 9 semester hours of credit remaining to walk in May's commencement ceremony. Students requesting permission to participate in the commencement ceremony who will complete their requirements in the summer, but who are eligible to walk under the above criteria, must:

- Receive certification from the Director of Enrollment Management that they are eligible to participate in commencement. The School of Undergraduate Studies Enrollment Management Office must send certification to the Registrar's Office by March 1.
- Receive final written approval from the Registrar's Office that they are eligible to participate in commencement.

Participating in commencement exercises prior to completing all graduation requirements is a privilege and does not guarantee the student's right to graduate unless all requirements have been met.

### **Withdrawal from a Course**

If circumstances prevent students from attending class or completing requirements for a course, the Registrar may award a Withdrawal (W) or Withdrawal Failing (WF) for the course based on the recommendation of the Dean of the School of Undergraduate Studies. Courses carrying a grade of "WF" receive no credit but are counted towards hours attempted, and may carry a financial obligation (see Refund Policy) or negatively affect the students' GPA.

The issuance of a "W" or "WF" grade may directly impact students' receipt of a grade for tuition reimbursement purposes and may directly impact his or her eligibility for and receipt of financial aid. It is imperative that students contact the Financial Aid Office at Regent University immediately upon receiving a "W" or "WF." Incompletes requested prior to withdrawal from the School of Undergraduate Studies continue to be subject to the one-semester rule.

### **Withdrawal from the Program**

Occasionally, students voluntarily decide to withdraw from the undergraduate program. In such cases, the following guidelines and policies apply:

1. A voluntary withdrawal will be granted if students request it in writing from their advisor. In addition, students must meet with the Asst. Dir. of Student and Alumni Services prior to approval being granted.
2. Students who have not attended classes, or distance students who have not participated in instructional events, will, by the end of the drop/add period—in accordance with university practice—be assumed to have unofficially withdrawn from the university and will be administratively withdrawn. Students who leave the university during a term without officially withdrawing will be administratively withdrawn and will forfeit fees or deposits paid to the university. The grade W (Withdraw) will be posted on the transcript for all courses taken during the term the student withdrew, unless the dean specifies that WF (Withdraw Failing) be posted.
3. For students who leave the university during the term, or for students who are suspended for disciplinary reasons, a grade of W will be recorded on the transcript for the courses in which the students were enrolled. The regular refund policy applies for a student suspended for disciplinary reasons.

4. When students have been absent for one year, the university will assume that students have permanently withdrawn from the School of Undergraduate Studies. Formal application for readmission will be required.
5. Students must contact the Financial Aid Office as soon as they withdraw or are withdrawn from the School of Undergraduate Studies.

Students may be withdrawn because of financial reasons. Such students are prohibited from continuing in course work and attendance in classes until all financial obligations to the university are met. Possible causes of such action may result from failure to complete necessary financial aid paperwork in a timely fashion or as a result of delinquency of payment to the university for any outstanding balance students have incurred. When students are notified that their withdrawal status has been removed, they must contact the School of Undergraduate Studies' Office of Admissions and Advising to re-register for subsequent coursework.

### **Return from a Withdrawal**

Returns from a Withdrawal have the following stipulations:

1. Financial clearance must be granted from the Business Office before the return.
2. Withdrawals require a petition for re-admittance prior to any registrations being confirmed. Students must submit a written explanation of their ability to return to the program.
3. Courses carrying a "F", "W", "WF" or "I" must be completed before students are officially re-admitted to regular status in the program.
4. Students are responsible for the tuition rate in effect at the time they re-enroll.
5. Should students withdraw after attending any part of the course, the appropriate charges for partial class attendance will be assessed (see Refund Policy).
6. If students are not enrolled for more than one year and are later readmitted, they must meet the degree requirements current at the time of readmission.

## **SCHOOL OF UNDERGRADUATE STUDIES DEGREE SPECIALTIES**

### **General Education Requirement for Undergraduate Degrees** (45 credit hour minimum)

Below are the General Education requirements for students who begin their Regent coursework in the Fall semester of 2005 and thereafter.

**Freshmen** (those who have 15 or fewer transferable college credits) should follow this guide *exactly* by selecting the appropriate courses from each subject area and from each group area (where applicable).

**Transfer Students** (those who have 16 or more transferable college credits) need to satisfy the number of credits from each subject area (except for University Skills), but not the specific courses. For example, transfer students need nine credit hours of social science, but these can come both from the courses listed below as well as a number of other courses.)

Transfer students may choose to satisfy the Christian Foundation requirement by taking the upper level equivalent (300-level) of the listed courses.

| <b>Subject Area</b>      | <b>Credit Requirement</b> | <b>Available Courses</b>                    | <b>Credits Offered</b> |
|--------------------------|---------------------------|---|------------------------|
| <b>University Skills</b> | <b>2 credits</b>          |   |                        |
|                          | *required*                | GENE100 University Skills                   | 2                      |
|                          | *required*                | UNIV LIB Information Research and Resources | 0                      |
| <b>Writing</b>           | <b>6 credits</b>          |   |                        |
|                          |                           | ENGL 101 English Composition                | 3                      |
|                          |                           | ENGL 102 Research and Academic Writing      | 3                      |
| <b>Communication</b>     | <b>3 credits</b>          |   |                        |
|                          |                           | CMVV 110 Public Speaking                    | 3                      |
| <b>Mathematics</b>       | <b>3 credits</b>          |   |                        |
|                          |                           | MATH 101 Mathematics for Liberal Arts       | 3                      |
|                          |                           | MATH 102 College Algebra ‡ ±                | 3                      |
|                          |                           | MATH 201 Statistics ‡ ±                     | 3                      |
| <b>Natural Science</b>   | <b>4 credits</b>          |   |                        |
|                          |                           | BIOL 101 Introduction to Biology with Lab ‡ | 4                      |
|                          |                           | BIOL 102 Human Biology with Lab ±           | 4                      |
|                          |                           | PSCI 200 Meteorology                        | 3                      |
| <b>Social Science</b>    | <b>9 credits total</b>    |   |                        |
| Group A (choose 2)       | 6 credits                 | HIST 101 Western Civilization I ‡           | 3                      |
|                          |                           | HIST 102 Western Civilization II            | 3                      |
|                          |                           | HIST 201 U.S. History I (to 1877) ‡         | 3                      |
|                          |                           | HIST 202 U.S. History II (from 1877) ‡      | 3                      |
| Group B (choose 1)       | 3 credits                 | CMVV 100 Introduction to Communication      | 3                      |
|                          |                           | ECON 101 Introduction to Economics ‡        | 3                      |
|                          |                           | GEOG 101 World Geography ‡                  | 3                      |
|                          |                           | POLI 101 Introduction to Political Science  | 3                      |
|                          |                           | PSYC 102 Intro to Psych & Christian Thought | 3                      |
| <b>Humanities</b>        | <b>6 credits total</b>    |   |                        |
| Group A (choose 1)       | 3 credits                 | PHIL 101 Introduction to Philosophy         | 3                      |
|                          |                           | PHIL 102 Logic and Critical Thinking        | 3                      |
| Group B (choose 1)       | 3 credits                 | ARTA 101 Art Appreciation                   | 3                      |
|                          |                           | MUSI 101 Music Appreciation                 | 3                      |
|                          |                           | ENGL 201 American Literature                | 3                      |
|                          |                           | ENGL 210 British Literature                 | 3                      |
|                          |                           | ENGL 215 African American Literature        | 3                      |
|                          |                           | ENGL 275 Shakespearean Literature           | 3                      |

| <b>Subject Area</b>   | <b>Credits Required</b> | <b>Available Courses</b>                                      | <b>Credits Offered</b> |
|---|-------------------------|---|------------------------|
| <b>Christian Foundations</b> <b>12 credits total</b>        |                         |   |                        |
| Group A   | 3 credits               | RELS 107 Worldviews   | 3                      |
| Group B (choose 2)  | 6 credits               | RELS 103 Old Testament Studies                                | 3                      |
|   |                         | RELS 104 New Testament Studies                                | 3                      |
|   |                         | RELS 250 Mission and Message of Jesus                         | 3                      |
| Group C (choose 1)  | 3 credits               | RELS 106 Spiritual Formation                                  | 3                      |
|   |                         | RELS 108 Christian Vocation in the Modern World               | 3                      |
| <b>Electives</b> <b>15 credits total</b>                    |                         |   |                        |
|   |                         | Choose 15 electives from any subject area at Regent Undergrad | 15                     |
| <b>Academic Preparation Courses</b> <b>0 credits</b>        |                         |   |                        |
| Required for students as determined by assessment placement |                         | ENGL 099 Writing Skills                                       | 0                      |
|   |                         | MATH 099 Math Skills  | 0                      |
|   |                         | ENGL 098 Reading Skills                                       | 0                      |

‡ denotes required courses for those in the IDS (elementary education) program. IDS students may choose to take ENGL 201, 210 or UIS 410, Classical Literature for Children to satisfy the literature content area.

± denotes required courses for those in the Psychology program. Students may choose either Math 102 or 201.

### Degree Requirements

Each undergraduate degree is composed of 45-48 credit hours of core classes that constitute the major that each student must take in their chosen degree specialty.

### Minors

Academic minors are available to students who wish to supplement their major field of study with a concentration in another academic area. If a student chooses to complete a minor, they will be required to complete 15 credits of specified courses in the subject area in which the minor is selected. The minor must be listed on the students ADP form, with the required courses documented. A listing of the required courses for each minor is listed under each undergraduate program.

### Concentrations

Students may choose to focus their elective degree requirements in a specific subject area or concentration. Concentrations are available in the Organizational Leadership and Management, Communications and the Psychology degree programs. Concentrations may vary in the number of hours required depending on the program selected. A list of available concentration courses and other concentration requirements is given under the applicable undergraduate programs below.

The following bachelor's degree specialties exist within the School of Undergraduate Studies:

## **B.A. IN COMMUNICATION**

(120 credit hours)

The School of Undergraduate Studies offers two communication concentrations, Animation and Professional Communication, to accommodate student interests. The Professional Communication emphasis can be completed entirely online, at your convenience or on either our Virginia Beach, Virginia or Washington, D.C. campuses. The Animation emphasis can be completed at our Virginia Beach campus. All courses are taught in an accelerated format, with each course taught over an eight-week period.

All students pursuing a Bachelor of Arts in Communication must complete 120 credit hours for the degree. This is accomplished by completing all general education courses as well as the credit hours in the core curriculum (varies from 42-51 credits depending on and 15 credit hours of elective credits.

### **Bachelor of Arts in Communication, Concentration in Professional Communication**

| <b>Academic Subject Area Courses</b>                    | <b># Credits</b> |
|---|------------------|
| CMZZ 316 Introduction to Communication Studies          | 3 credits        |
| CMZZ 326 Argumentation and Critical Thinking            | 3 credits        |
| CMPR 335 Interpersonal Communication for Professionals  | 3 credits        |
| CMPR 336 (Small) Group Communication for Professionals  | 3 credits        |
| CMPR 345 Organizational Communication for Professionals | 3 credits        |
| CMPR 346 Intercultural Communication for Professionals  | 3 credits        |
| CMPR 415 Professional Communication                     | 3 credits        |
| CMPR 416 Communication Ethics                           | 3 credits        |
| CMPR 425 Oral Communication                             | 3 credits        |
| CMPR 426 Nonverbal Communication                        | 3 credits        |
| CMZZ 410/435 Communication Research Methods             | 3-6 credits      |
| CMZZ 436 Rhetorical Communication                       | 3 credits        |
| CMZZ 445 Communication Theory                           | 3 credits        |
| CMZZ 446 Capstone Seminar                               | 3 credits        |
| Electives   | 15-18 credits    |

### **Bachelor of Arts in Communication, Concentration in Animation**

| <b>Academic Subject Area Courses</b>          | <b># Credits</b> |
|---|------------------|
| CMAN 311 Drawing Studio 1                     | 1 credit         |
| CMAN 312 History of American Animation        | 3 credits        |
| CMAN 313 Fundamentals of 3D Animation in MAYA | 2 credits        |
| CMAN 321 Drawing Studio 2                     | 1 credit         |
| CMAN 323 Advanced 3D Animation in MAYA        | 2 credits        |
| CMAN 331 Drawing Studio 3                     | 1 credit         |
| CMAN 332 History of World Animation           | 3 credits        |
| CMAN 333 Digital Puppetry in MAYA             | 2 credits        |
| CMAN 341 Drawing Studio 4                     | 1 credit         |
| CMAN 343 Character Animation in MAYA          | 2 credits        |

|   |           |
|---|-----------|
| CMAN 344 Editing for Animators                      | 3 credits |
| CMAN 411 Drawing Studio 5                           | 1 credit  |
| CMAN 412 Styles and Impact of Animation             | 3 credits |
| CMAN 413 Computer Based Dynamics                    | 3 credits |
| CMAN 415 The Art of the Storyboard                  | 2 credits |
| CMAN 421 Drawing Studio 6                           | 1 credit  |
| CMAN 422 The Business of Animation                  | 2 credits |
| CMAN 425 Cell and Stop Motion Animation             | 3 credits |
| CMAN 426 Pre-Production for Culminating Project     | 1 credit  |
| CMAN 431 Drawing Studio 7                           | 1 credit  |
| CMAN 433 MEL Scripting in MAYA                      | 3 credits |
| CMAN 437 Designing Graphics Packages for Television | 3 credits |
| CMAN 436 Culminating Project, Part 1                | 2 credits |
| CMAN 441 Drawing Studio 8                           | 1 credit  |
| CMAN 446 Culminating Project, Part 2                | 2 credits |
| CMAN 445 Web Based Animation                        | 2 credits |

| <b>Required Courses for a Communication Minor:</b> | <b>#Credits</b> |
|--|-----------------|
| CMZZ 316 Introduction to Communication Studies     | 3 credits       |
| CMZZ 326 Argumentation and Critical Thinking       | 3 credits       |

*Plus a choice of any 3 listed below:*

|   |           |
|---|-----------|
| CMZZ 436 Rhetorical Communication           | 3 credits |
| CMZZ 445 Communication Theory               | 3 credits |
| CMYY 312 Introduction to Communication Arts | 3 credits |
| CMYY 365 Visual Communication               | 3 credits |
| CMYY 420 Communication Criticism            | 3 credits |
| CMYY 455 Media Studies                      | 3 credits |
| CMPR 416 Communication Ethics               | 3 credits |
| CMPR 425 Oral Communication                 | 3 credits |
| CMPR 426 Nonverbal Communication            | 3 credits |

**\*A complete listing of all undergraduate course descriptions is provided on page 371\***

## **B.S. in ORGANIZATIONAL LEADERSHIP & MANAGEMENT**

(120 Credit Hours)

The School of Undergraduate Studies offers two concentrations, Leadership and Management, to accommodate student interests. Both concentration can be completed entirely online, at your convenience or on either our Virginia Beach, Virginia or Washington D.C. campuses. All courses are taught in an accelerated format, with each course taught over an eight-week period.

All students pursuing a Bachelor of Arts in Communication must complete 120 credit hours for the degree. This is accomplished by completing all general education courses as well as the 45 credit hours in the core curriculum and 15 credit hours of elective credits.

## Bachelor of Science in Organizational Leadership and Management

| <b>Required Core Courses (45 Credit Hours):</b>  | <b># Credits</b> |
|--|------------------|
| RELS 306 Personal Growth and Formation           | 3 credits        |
| RELS 307 Worldviews                              | 3 credits        |
| RELS 308 Global Vision and Outreach              | 3 credits        |
| OLAM 305 Innovation and Entrepreneurship         | 3 credits        |
| OLAM 310 Systems Thinking (Cornerstone Course)   | 3 credits        |
| OLAM 315 Knowledge Management                    | 3 credits        |
| OLAM 320 Research I                              | 3 credits        |
| OLAM 330 Ethics                                  | 3 credits        |
| OLAM 350 Leadership: A Communication Perspective | 3 credits        |
| OLAM 430 Leadership: Creating Shared Vision      | 3 credits        |
| OLAM 440 Personal Leadership for Change          | 3 credits        |

### Organizational Leadership Program Concentrations

Students successfully completing 16 semester hours in either of the following two concentrations will be eligible to receive a Bachelor's of Science degree in Organizational Leadership with an emphasis in Management or Leadership:

#### LEADERSHIP CONCENTRATION

|  |           |
|--|-----------|
| OLAM 405 Examining Your Leadership Potential | 3 credits |
| OLAM 435 Strategic Planning                  | 3 credits |
| OLAM 415 Organizational Development          | 3 credits |
| OLAM 425 Culminating Experience              | 3 credits |

#### MANAGEMENT CONCENTRATION

|   |           |
|---|-----------|
| OLAM 420 Economic Environment of Organizations  | 3 credits |
| OALM 450 Managerial Accounting and Finance      | 3 credits |
| OLAM 460 Marketing Environment of Organizations | 3 credits |
| OLAM 425 Culminating Experience                 | 3 credits |

**Electives (15 credit hours total)** are offered in Professional Writing, Surveys of the Old and New Testaments, Persuasive Presentations, Decision-Making Techniques, Diversity, Human Resource Leadership, among others.

### Required Courses for Leadership or Management Minor: #Credits

#### Organizational Leadership - Management Minor

|   |           |
|---|-----------|
| OLAM 310 Systems Thinking (Cornerstone Course)  | 3 credits |
| OLAM 315 Knowledge Management                   | 3 credits |
| OLAM 430 Leadership Creating Shared Vision      | 3 credits |
| OLAM 460 Marketing Environment of Organizations | 3 credits |
| OLAM 450 Managerial Accounting and Finance      | 3 credits |

**Organizational Leadership - Leadership Minor**

|          |                                       |           |
|----------|---------------------------------------|-----------|
| OLAM 310 | Systems Thinking (Cornerstone Course) | 3 credits |
| OLAM 315 | Knowledge Management                  | 3 credits |
| OLAM 430 | Leadership Creating Shared Vision     | 3 credits |
| OLAM 405 | Examining Your Leadership Potential   | 3 credits |
| OLAM 435 | Strategic Planning                    | 3 credits |

**Organizational Leadership & Management Electives**

|          |                                     |           |
|----------|-------------------------------------|-----------|
| OLAM 325 | Teams and Virtual Teams             | 3 credits |
| OLAM 445 | Research II                         | 3 credits |
| OLAM 370 | Decision Making Techniques          | 3 credits |
| OLAM 400 | Diversity (cross list with OLM 400) | 3 credits |
| OLAM 360 | Persuasive Presentations            | 3 credits |
| OLAM 410 | Human Resource Leadership           | 3 credits |

*\*A complete listing of all undergraduate course descriptions is provided on page 371\**

**B.S. IN PSYCHOLOGY**

(120 credit hours)

The School of Undergraduate Studies B.S. in Psychology can be completed entirely online, at your convenience, or on either our Virginia Beach, Virginia or Washington, D.C. campuses. All courses are taught in an accelerated format, with each course taught over an eight-week period.

All students pursuing a Bachelor of Science in Psychology must complete 120 credit hours for the degree. This is accomplished by completing all general education courses as well as the 45 credit hours in the core curriculum and 15 credit hours of elective credits.

**Bachelor of Science in Psychology****Required Core Courses (48 Credit Hours):**

|   | <b># Credits</b> |
|---|------------------|
| RELS 303 Survey of the Old Testament                            | 3 credits        |
| RELS 304 Survey of the New Testament                            | 3 credits        |
| RELS 306 Personal Growth and Formation                          | 3 credits        |
| RELS 307 Social and Worldview Development                       | 3 credits        |
| RELS 308 Global Vision and Outreach                             | 3 credits        |
| PSYC 300 Advanced Survey of Psychology                          | 3 credits        |
| PSYC 303 Theories of Personality                                | 3 credits        |
| PSYC 311 Developmental Psychology                               | 3 credits        |
| PSYC 313 Introduction to Statistics, Research & Writ for Psych. | 3 credits        |
| PSYC 321 Methods of Research and Statistics for Psychology      | 3 credits        |
| PSYC 400 Abnormal Psychology                                    | 3 credits        |
| PSYC 410 Physiological Psychology                               | 3 credits        |

|  |           |
|--|-----------|
| PSYC 411 Cognitive Psychology                        | 3 credits |
| PSYC 412 Cultural Diversity                          | 3 credits |
| PSYC 421 Introduction to Social Psychology           | 3 credits |
| PSYC 422 Capstone Seminar in Ethics & Prof. Identity | 3 credits |

**Electives (15 credit hours total)** are offered in Addictive Disorders, Case Management, Marriage and Family, Psychology of Religion, Group Facilitation, Gerontology, Industrial and Organizational Psychology, Counseling Skills, Psychological Assessments, Sensation and Perception, among others.

### **Concentration in Substance Abuse Treatment (For Psychology Majors)**

*In addition to the Psychology Core Curriculum, students must successfully complete:*

|  |           |
|--|-----------|
| PSYC 306 Introduction to Addictive Disorders                 | 3 credits |
| PSYC 316 Case Mgmt, Treatment Planning & Crisis Intervention | 3 credits |
| PSYC 406 Group Facilitation                                  | 3 credits |
| PSYC 418 Introduction to Counseling Skills                   | 3 credits |
| PSYC 495 Internship  | 3 credits |

| <b>Required Courses for a Psychology Minor</b>          | <b># Credits</b> |
|---|------------------|
| PSYC 300 Advanced Survey of Psychology                  | 3 credits        |
| PSYC 303 Theories of Personality                        | 3 credits        |
| PSYC 313 Intro to Statistics, Research & Writ for Psych | 3 credits        |

*Plus a choice of any 2 listed below:*

|  |           |
|--|-----------|
| PSYC 311 Developmental Psychology            | 3 credits |
| PSYC 400 Abnormal Psychology                 | 3 credits |
| PSYC 410 Physiological Psychology            | 3 credits |
| PSYC 421 Intro to Social Psychology          | 3 credits |
| PSYC 428 Survey of Psychological Assessments | 3 credits |

**\*A complete listing of all undergraduate course descriptions is provided on page 371\***

### **B.A. IN RELIGIOUS STUDIES**

(120 credit hours)

The School of Undergraduate Studies B.A. in Religious Studies can be completed entirely online, at your convenience or on either our Virginia Beach, Virginia or Washington, D.C. campuses. All courses are taught in an accelerated format, with each course taught over an eight-week period.

All students pursuing a Bachelor of Arts in Religious Studies must complete 120 credit hours for the degree. This is accomplished by completing all general education courses as well as the 48 credit hours in the core curriculum and 15 credit hours of elective credits.

### Bachelor of Arts in Religious Studies

| <b>Required Core Courses (48 Credit Hours):</b> | <b># Credits</b> |
|---|------------------|
| RELS 303 Survey of the Old Testament            | 3 credits        |
| RELS 304 Survey of the New Testament            | 3 credits        |
| RELS 306 Personal Growth and Formation          | 3 credits        |
| RELS 307 Social and Worldview Development       | 3 credits        |
| RELS 308 Global Vision and Outreach             | 3 credits        |
| RELS 310 Biblical Background and Interpretation | 3 credits        |
| RELS 320 Ministry Communication Skills          | 3 credits        |
| RELS 330 Theological Writing and Research       | 3 credits        |
| RELS 340 World Religions and Cultures           | 3 credits        |
| RELS 420 Introduction to Systematic Theology    | 3 credits        |
| RELS 430 Introduction to Christian Ethics       | 3 credits        |
| RELS 450 Introduction to Philosophy of Religion | 3 credits        |
| RELS 467 Church in the United States            | 3 credits        |
| RELS 401 Introduction to Christian Ministry     | 3 credits        |
| RELS 410 Introduction to Christian Discipleship | 3 credits        |
| RELS 440 Introduction to Christian Missions     | 3 credits        |

**Electives (15 credit hours total)** are offered in Biblical Languages, Contemporary Issues in the Church, Contemporary American Cults and Sects, Practical Evangelism, Mentoring and Coaching, among others.

| <b>Required Courses for a Religious Studies Minor</b> | <b># Credits</b> |
|---|------------------|
| RELS 310 Biblical Background and Interpretation       | 3 credits        |
| RELS 401 Introduction to Christian Ministry           | 3 credits        |
| RELS 420 Introduction to Systematic Theology          | 3 credits        |
| RELS 430 Introduction to Christian Ethics             | 3 credits        |
| RELS 304 New Testament Studies                        | 3 credits        |

\*A complete listing of all undergraduate course descriptions is provided on page 371\*

### B.S. IN INTERDISCIPLINARY STUDIES K-6 (120 credit hours)

The School of Undergraduate Studies B.S. in Interdisciplinary Studies K-6 can be completed on our Virginia Beach, Virginia or Washington, D.C. campuses. All courses are taught in an accelerated format, with each course taught over an eight-week period.

All students pursuing a Bachelor of Science in Interdisciplinary Studies must complete 120 credit hours for the degree. This is accomplished by completing all general education courses as well as the 48 credit hours in the core curriculum and 15 credit hours of elective credits.

### **Bachelor of Science in Interdisciplinary Studies**

| <b>Academic Subject Area Courses</b>                    | <b># Credits</b> |
|---|------------------|
| UED 400 Curriculum Design & Assessment Techniques       | 3 credits        |
| UED 343 Technology in Education                         | 3 credits        |
| UIS 304 Character Education                             | 3 credits        |
| UED 425 Teaching Reading and Language Arts              | 3 credits        |
| UED 406 Classroom Management & Instructional Strategies | 3 credits        |
| UED 408 Teaching Reading in the Elementary Grades       | 3 credits        |
| UED 441 Child and Adolescent Growth & Development       | 3 credits        |
| UED 442 Foundations in Education                        | 3 credits        |
| UED 451 Characteristics of Students with Disabilities   | 3 credits        |
| UIS 330 Topics in Geometry                              | 3 credits        |
| UIS 360 Introduction to Integrated Science              | 3 credits        |
| UIS 310 Fundamentals of Grammar                         | 3 credits        |
| UIS 430 Topics in Advanced Math                         | 3 credits        |
| UIS 414 Advanced Integrated Science                     | 3 credits        |
| UED 495 Field Experience/Student Teaching               | 6 credits        |

*\*A complete listing of all undergraduate course descriptions is provided on page 371\**

## UNDERGRADUATE STUDIES COURSE DESCRIPTIONS

| COURSE NAME/NUMBER                        | #CR | DESCRIPTION  |
|---|-----|--|
| ARTA 101 Art Appreciation                 | 3   | This course features three main areas: the language of art, the media of art and a survey of the history of art. Students will learn to describe art, understand the purpose of a work and recognize the broad historical and cultural context of art. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods and media.   |
| BIOL 101 Introduction to Biology with Lab | 4   | This course is a basic introduction to biology, including scientific method, cell structure and function, DNA and RNA, heredity, cell division diversity, organ systems, nutrition, reproduction and the environment. The relationship between Christianity and science will be examined. A virtual lab component facilitates experiments and data collection to illustrate biological concepts.   |
| BIOL 102 Human Biology with Lab           | 4   | This course with its virtual lab component is a basic study of the structure and functioning of the human body including cell structure, cell function and physiology of digestion, circulation, excretion, reproduction and coordination in normal and disease states. Emphasis will be placed on the interrelationships among the systems of the human body. Each topic will be considered from a Christian perspective. An online lab component is included in this course. |
| CMAN 100 Fundamentals of 2D Design        | 3   | This course is designed to help the student explore the relationship of value and shape using a two dimensional format. The principles of color harmonies will also be explored. Weekly critiques will introduce the student to the language of visual communication. Prerequisite: None. This class is open to all majors with preference given to students who have declared the concentration in animation.   |
| CMAN 110 Advanced Design Techniques       | 3   | This course will explore the interaction of form and structure in three dimensional space. The development of special sense, proportion and creative problem solving will increase the student's visual communication skills. Prerequisite: None. This class is open to all majors with preference given to students who have declared the concentration in animation.   |
| CMAN 200 Introduction to Digital Art      | 3   | This course is designed to give the student an introduction to the creation of digital art using Adobe Photoshop and Illustrator. Students will be required to have an approved laptop with Illustrator and Photoshop. Prerequisite: None. This class is open to all majors with preference given to students who have declared the concentration in animation.  |

| COURSE NAME/NUMBER                            | #CR | DESCRIPTION   |
|---|-----|---|
| CMAN 210 Introduction to Post Production      | 3   | This course will acquaint the student with the principles of animation post-production using Adobe Premiere and Sonic Foundry Sound Forge. The student will be introduced to the software interfaces of both programs and given the basic tools for understanding how each program functions. Students are required to have an approved laptop with Adobe Premiere and Sound Forge software. Prerequisite: CMAN 200. This class is open to all majors with preference given to students who have declared the concentration in animation. |
| CMAN 220 Editing Effects                      | 3   | This course will provide the students with a hands-on introduction to the creation of motion graphics and visual effects, specifically in relation to digital video and animation using Adobe After Effects. Students will be required to have an approved laptop with Adobe After Effects & Photoshop. Illustrator and Sonic Sound Forge would be helpful. Prerequisite: CMAN 200. This class is open to all majors with preference given to students who have declared the concentration in animation.                                  |
| CMAN 311 Drawing Studio 1                     | 1   | This studio class will introduce students to the basic principles, techniques and materials for drawing. The formal elements of art will be emphasized. Gesture drawing, perspective and composition will be included to prepare the student for animation. Readings will be assigned & discussed. Prerequisite: None. This class is open to all majors with preference given to students who have declared the concentration in animation.   |
| CMAN 312 History of American Animation        | 3   | This course will take a critical look at the styles of animation developed in America, covering Winsor McCay through John Lassiter. Students will view animation and analyze the social and technical factors that shaped the evolution of this art form, using readings and presenting 3 papers. There are 5 hours of web based material that each student must view. Prerequisite: None   |
| CMAN 313 Fundamentals of 3D Animation in MAYA | 2   | This course will acquaint the student with the principles of 3-D animation using Alias' Maya. Students will be given the basic tools to start to understand how MAYA functions. Students are required to have an approved laptop with Alias' Maya software. Lab requirement: 6 Hours supervised lab time. Prerequisite: None.   |
| CMAN 319 Writing for Animators                | 3   | This course will present the students with the opportunity to analyze and critique the writing of existing animation productions, as well as write short scripts for animation themselves. Students will learn to adapt short stories and fables as well as original story ideas into animation scripts. Prerequisite: None. This class is open to all majors with preference given to students who have declared the concentration in animation.   |

| COURSE NAME/NUMBER                     | #CR | DESCRIPTION   |
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| CMAN 321 Drawing Studio 2              | 1   | This studio class is designed to give students the needed skills to draw animals. Readings will be assigned & discussed. Prerequisite: None. This class is open to all majors with preference given to students who have declared the concentration in animation.   |
| CMAN 323 Advanced 3D Animation in MAYA | 2   | This course will give the student the next step in their knowledge of animation in MAYA, including how to plan an animation, set up and light a scene, the types of motion needed to make a scene flow, how to create and use textures and the importance of sound and editing in a project. Students are required to have an approved laptop with Alias' Maya software, Adobe Photoshop, Premiere and After Effects. Lab requirement: 6 Hours supervised lab time. Prerequisite: CMAN 313. |
| CMAN 329 Graphic Design                | 3   | This course will give an overview of the history, principles and evolution of graphic design. Students will be required to submit designs for posters and logos in four distinct, different styles. Students are required to have an approved laptop with Adobe Photoshop software. Prerequisite: None.   |
| CMAN 331 Drawing Studio 3              | 1   | This studio class is designed to give students the needed skills to draw human forms. Readings will be assigned & discussed. Prerequisite: None. This class is open to all majors with preference given to students who have declared the concentration in animation.   |
| CMAN 332 History of World Animation    | 3   | This course will take a critical look at the work of animation artists from outside the United States. Students will view their work, analyze their styles and generally gain an appreciation of their work. There are 5 hours of web based material that each student must view. Prerequisite: None.   |
| CMAN 333 Digital Puppetry in MAYA      | 2   | This course is designed to give the student the skills to model and rig an assigned 3-D character in Maya. A fully developed and textured model with 14 blend shapes and sliders will be created by each student. Students are required to have an approved laptop with Alias' Maya software, and Adobe Photoshop. Lab requirement: 6 Hours supervised lab time. Prerequisites: CMAN 313, CMAN 323.   |
| CMAN 339 Sound for Animators           | 3   | Creating the visuals still only makes half a film. Music and sound FX complete the picture. This course will help develop the skills and knowledge base to create those elements. Prerequisite: None. This class is open to all majors with preference given to students who have declared the concentration in animation.  |
| CMAN 341 Drawing Studio 4              | 1   | This studio class is designed to give students the needed skills to create a series of pictures that can show motion for animation. Readings will be assigned & discussed. Prerequisite: None. This class is open to all majors with preference given to students who have declared the concentration in animation.   |

| COURSE NAME/NUMBER                   | #CR | DESCRIPTION  |
|--------------------------------------|-----|--|
| CMAN 343 Character Animation in MAYA | 2   | This course is designed to give the student the skills to animate the model built in CMAN 333 in Maya. A fully planned, animated, rendered and edited 10 second animation with sound using that model will be the outcome of this course. Students are required to have an approved laptop with Alias' Maya software, Adobe Photoshop, Premiere and After Effects. Lab requirement: 6 Hours supervised lab time. Prerequisites: CMAN 313, CMAN 323, CMAN 333.  |
| CMAN 344 Editing for Animators       | 3   | This course will cover the skill sets and aesthetics need to creatively edit and composite animation and special effects using Avid and Adobe Photoshop, After Effects and Premiere. It will also cover how elements should be created to be presented to the editing room. Each student will edit 4 clips needing special effects or animation to pass. Students are required to have an approved laptop with Adobe Photoshop, After Effects and Premiere software. Lab requirement: 5 Hours supervised lab time. Prerequisite: None, however CMAN 210 & CMAN 220 are strongly recommended. |
| CMAN 349 Anime                       | 3   | This course will be an in-depth study of this Japanese animation form, its creators and audience. Students will have to produce a short animation in this style. Prerequisite: None. This class is open to all majors with preference given to students who have declared the concentration in animation.  |
| CMAN 359 Scene Design for Animators  | 3   | The students will be encouraged to develop original environments using a variety of mediums. Various compositional approaches will be explored incorporating drawing, painting and collage. Prerequisite: None. This class is open to all majors with preference given to students who have declared the concentration in animation  |
| CMAN 369 Digital Composition         | 3   | The students will explore the medium of digital photography and its application to individual expression. Using the directorial mode, students will increase their knowledge of editing, sequencing and visual communication. Prerequisite: None. This class is open to all majors with preference given to students who have declared the concentration in animation  |
| CMAN 411 Drawing Studio 5            | 1   | This studio class is designed to give students the needed skills to create a clay model. Readings will be assigned & discussed. Prerequisite: None.  |

| COURSE NAME/NUMBER                      | #CR | DESCRIPTION  |
|---|-----|--|
| CMAN 412 Styles and Impact of Animation | 3   | This course, by viewing clips and research, will give students a critical overview of the differences between various individual styles of different studios/artists. Coverage should include, but not be limited to: Disney, Japanese Anime, Nick Parks, Will Vinton, Don Bluth, Pixar and Big Ideas. This course will also take a critical look at how animation and animated special effects have enhanced the content of media in American society through movies, television shows, games and advertising. Through movies and assigned readings students should reach an understanding of the evolution and impact of the various forms of animation on society and computer-based animation. There are 5 hours of web based material that each student must view.<br>Prerequisites: CMAN 312 & CMAN 332. |
| CMAN 413 Computer Based Dynamics        | 3   | This course is an extensive study of how and why fluid dynamics are used in computer-based animation and special effects. Three short projects will be required in this course. Students are required to have an approved laptop with Alias' Maya software. Lab requirement: 13 Hours supervised lab time. Prerequisites: CMAN 313, CMAN 323, CMAN 333, CMAN 343.  |
| CMAN 415 The Art of the Storyboard      | 2   | This course will explore the functionality and style of storyboards. Students will be required to produce a color presentation board and a detailed black and white board set for an assigned script. Prerequisites: CMAN 311, CMAN 321, CMAN 331, CMAN 341 or permission of the Instructor.   |
| CMAN 419 3D Game Design                 | 3   | This course will introduce students to the tools used to create levels for real-time games. The course will incorporate level design and architecture theory as well as techniques for interactive animation as applies to games. Topics will include sequencing periodic animation (such as walk cycles, jumping and swimming), hierarchies and motion data. Students will apply these techniques to models and characters in interactive environments. Students are required to have an approved laptop with Alias' Maya software. Lab requirement: 6 hours supervised lab time. Prerequisite: CMAN 313, CMAN 323, CMAN 333, CMAN 343  |
| CMAN 421 Drawing Studio 6               | 1   | This studio class is designed to continue to give students the basics of water color techniques. Readings will be assigned & discussed. Prerequisite: None.  |

| COURSE NAME/NUMBER                              | #CR | DESCRIPTION  |
|---|-----|--|
| CMAN 422 The Business of Animation              | 2   | This course is designed to explore the roles of the various people involved in the production of animation including the Executive Producer, Producer, Director, Director of Animation, animator, etc. needed to produce successful, marketable animation. Pitching, budgeting and business plans will be covered. Each student will be required to submit a budget and business plan for their culminating project. They will have to pitch their project for their final. This class must be taken in conjunction with <i>Pre-Production for Culminating Project</i> . There are 6 Hours of web based materials that each student must view. Prerequisite: Permission of the instructor. |
| CMAN 425 Cell & Stop Motion Animation           | 3   | The first half of this course will cover the techniques needed for the creation of traditional hand drawn and colorized cell animation. Students will need to produce at least 2 seconds of cell animation for their mid-term grade. The second half of this course will be devoted to the various forms of stop motion animation, including clay, paper and found objects. A 2 second animation utilizing all of these techniques will be required for the final grade. Lab requirement: 13 Hours supervised lab time. Prerequisite: CMAN 411.  |
| CMAN 426 Pre Production for Culminating Project | 1   | This is a self-driven course where the students prepare scripts, storyboards, budgets and crew for their culminating project. This course must be taken in conjunction with <i>The Business of Animation</i> . Students meet once a week to discuss their progress with class. Prerequisite: Permission of the instructor & advisor.   |
| CMAN 429 Lighting and Atmospheres               | 3   | This will be an in-depth look at the functions of lights and environmental elements like smoke, fog and clouds in MAYA. Prerequisites: CMAN 313, CMAN 323, CMAN 333, CMAN 343  |
| CMAN 431 Drawing Studio 7                       | 1   | This studio class is designed as an open studio for student to explore their own unique art style with an instructor for guidance. Readings will be assigned & discussed. Prerequisites: None.   |
| CMAN 433 MEL Scripting in Maya                  | 3   | Students will explore the scripting language MEL that is used to facilitate the animator to customize MAYA procedures. Each student will produce a 5 second animation without key frames. Lab requirement: 13 Hours supervised lab time. Prerequisites: CMAN 313, CMAN 323, CMAN 333, CMAN 343, CMAN 413.  |
| CMAN 436 Culminating Project, Part 1            | 2   | Students will have to independently produce a 5 minute animation over the course of 2 sessions in order to graduate. Students meet once a week to discuss their progress with class. Prerequisite: Permission of Advisor and acceptance from the Pre-production class.   |

| COURSE NAME/NUMBER                                     | #CR | DESCRIPTION   |
|--|-----|---|
| CMAN 437 Designing Graphics Packages for Television    | 3   | This course is geared to Television News, Sports, Promotion and Advertising. It will cover the needs of each area, issues of typography and how to design for the Chyron Duet and other systems currently in use in Post-Production and live Production situations. Lab requirement: 5 Hours supervised lab time. Prerequisite: CMAN 317.   |
| CMAN 439 Advanced Texture Mapping                      | 3   | This will be an in-depth look at the various types of, uses for and creation of texture maps for use in MAYA. Prerequisites: CMAN 313, CMAN 323, CMAN 333, CMAN 343.  |
| CMAN 441 Drawing Studio 8                              | 1   | This studio class is designed as an open studio for student to explore their own unique art style with an instructor for guidance. Readings will be assigned & discussed. Prerequisite: None  |
| CMAN 445 Web Based Animation                           | 2   | Students will explore web based animation techniques using <i>Flash</i> , <i>Front Page</i> and other web related software packages. Lab requirement: 6 Hours supervised lab time. Prerequisite: Permission of the instructor.  |
| CMAN 446 Culminating Project, Part 2                   | 2   | Students will have to independently produce a 5 minute animation over the course of 2 sessions in order to graduate. Students meet once a week to discuss their progress with class. Prerequisites: Permission of Advisor, acceptance from the Pre-production class and satisfactory completion of CMAN 436.  |
| CMAN 449 Shaders and Renderers                         | 3   | This will be an advanced look at how shaders and the different renderers available for MAYA can enhance your animation skills. Prerequisites: CMAN 313, CMAN 323, CMAN 333, CMAN 343  |
| CMAN 459 Special Effects                               | 3   | Subject matter to be determined.  |
| CMAN 469 History of Special Effects                    | 3   | This course is designed to give students an overview of the history of special effects in film and television. Readings, screenings and discussions will be utilized to introduce the techniques of green screen, miniatures, CGI, lighting techniques, cloud tanks/liquids, glass mattes, editing tricks, shooting tricks and color correction. Motion capture, motion control, stunts and wire effects will also be discussed. Prerequisite: None. This class is open to all majors with preference given to students who have declared the concentration in animation. |
| CMPR 335 Interpersonal Communication For Professionals | 3   | This course focuses on developing communication skills in the dyadic setting including emphasis on essential preconditions, conflict management, interpersonal relationships, non-verbal behavior and creative supportive climates. Prerequisite: None.   |

| COURSE NAME/NUMBER                                      | #CR | DESCRIPTION   |
|---|-----|---|
| CMPR 336 (Small) Group Communication For Professionals  | 3   | This course is designed to help the adult student develop the skills necessary (problem-solving, creative thinking, decision-making) for effective communication in the small group through appropriate readings and by providing related group activities such as round-table discussions, lecture forums, symposiums, and panels. Prerequisite: None.   |
| CMPR 345 Organizational Communication For Professionals | 3   | This course is designed to examine and develop some proficiency in the skills that are necessary to effectively communicate within organizations as well as between organizations and their constituencies. Of particular interest are topics such as conflict resolution, developing trust, clear presentation of organizational image, and decision-making in organizations. Prerequisite: None.  |
| CMPR 346 Intercultural Communication For Professionals  | 3   | A study of the relationship between communication and culture with emphasis on factors affecting the processes and quality of interpersonal communication between those of differing cultures and subcultures. Mediated communication across cultures will be emphasized. Prerequisite: None.   |
| CMPR 415 Professional Communication                     | 3   | The course involves the study of communication in the workplace. Listening, verbal and nonverbal communication, communication technology, interpersonal, group, and team communication are just a few of the areas that will be covered in this course. Prerequisite: None.   |
| CMPR 416 Communication Ethics                           | 3   | The course involves the study of various Christian and other ethical perspectives and their application to the communication field, professions and media. Students will have the opportunity to further develop a biblical basis for communication ethics and the study of communication generally. Prerequisite: None.  |
| CMPR 425 Oral Communication                             | 3   | An introduction to the principles and practice of effective oral communication. Through formal and informal speaking activities, students develop skills at framing and articulating ideas through speech. Strategies are presented for speaking extemporaneously, preparing and delivering presentations, formulating persuasive arguments, refining critical clarity of thought and enhancing general facility and confidence at oral expression. Students sharpen skills with the aid of textbooks, video and audio tapes, texts of famous speeches and participation in various speech types-- exposition, informative and persuasion--and their criticism. Prerequisite: None. |
| CMPR 426 Nonverbal Communication                        | 3   | Reviews the nature of nonverbal communication as part of the human message system. Discusses research on the types of cues that are part of the nonverbal system, reviews some communicative functions allowed by nonverbal cues (e.g., emotional expressions, relational messages, deception, coordination or interaction), and ties nonverbal communication to language. Prerequisite: None.  |

| COURSE NAME/NUMBER                    | #CR | DESCRIPTION   |
|---------------------------------------|-----|---|
| CMVV 100 Intro to Communication       | 3   | A course providing a broad overview and understanding of the definition of communication; levels of communication (interpersonal, small group, organizational, public, and mass); a survey of the types of communication (speaking, writing, and nonverbal); a survey of the history of communication; and a survey of the field of communication theory. Prerequisite: None.   |
| CMVV 110 Public Speaking              | 3   | An introduction to the principles and practice of effective oral communication. Through formal and informal speaking activities, students develop skills at framing and articulating ideas through speech. Strategies are presented for speaking extemporaneously, preparing and delivering presentations, formulating persuasive arguments, refining critical clarity of thought and enhancing general facility and confidence at oral expression. Students sharpen skills with the aid of textbooks, video and audio tapes, texts of famous speeches and participation in various speech types-- exposition, informative and persuasion--and their criticism. Prerequisite: None. |
| CMVV 120 Interpersonal Communication  | 3   | This course focuses on developing communication skills in the dyadic setting including emphasis on essential preconditions, conflict management, interpersonal relationships, non-verbal behavior and creative supportive climates. Prerequisite: None.   |
| CMVV 210 Introduction To Theater      | 3   | Students are provided with a broad knowledge of the theatre through theatre history, theory and criticism, dramatic literature and dramaturgy. An informed approach to the study and practice of many forms of drama is provided as well as an understanding of the various disciplines involved in presenting plays and interpreting performance. The reading, viewing and/or attendance of plays and their criticism will be required. Prerequisite: None.  |
| CMVV 240 Cross Cultural Communication | 3   | An introduction to the principles and procedures of competent interpersonal communication with people of other cultural backgrounds. Attention is given to people as bearers of culture and to the application of theory and research to real-life communication situations. Students will benefit from cross-cultural films and guest speakers. Prerequisite: None.  |
| CMVV 250 Mass Communication           | 3   | An exploration of television, film, radio, print media and the Internet as distinctive forms of communication. The course introduces the student to fundamentals of human communication and emphasizes the development and function of current mass communication technologies. The student will focus on ethical, socio-cultural, aesthetic, economic, legal and political contexts and effects of these mass media systems. Prerequisite: None.   |

| COURSE NAME/NUMBER                          | #CR | DESCRIPTION  |
|---|-----|--|
| CMYY 312 Introduction to Communication Arts | 3   | A survey of film, theatre and journalism. The student will be introduced to general issues as related to those areas that fall under the umbrella of the title communication arts.   |
| CMYY 356 Public Relations and Communication | 3   | The nature and role of public relations in a democratic society and worldwide, activities of public relations professionals, major influences that affect organizational behavior, ethics and professional development of practitioners in the private and public sectors. Emphasis is placed on management functions and developing effective public relations strategies. A course designed to prepare students to meet the demands of the marketplace for persuasive, professional public relations writing skills. Prerequisite: None.   |
| CMYY 365 Visual Communication               | 3   | This course is designed for the preparation and analysis of visual communications of all types. Visual Communication refers to communication across a range of visually based forms which includes, but is not limited to, graphic design, web design, film and video production design, broadcast identity design, new media, communication design, print and publication design, information design and exhibition design to name but a few. This course gives a solid knowledge of visual communication design, plus the opportunity for students to specialize in whatever media suits their professional interests. Coursework emphasizes creativity, innovation and communication in the analysis and visualization of ideas and information through print, screen and interactive multi-media technologies. Prerequisite: None. |
| CMYY 420 Communication Criticism            | 3   | This course will apply principles of aesthetical criticism, rhetorical criticism, ethical criticism and perceptual criticism to all modes of human communication. The student will place emphasis on the practice of communication criticism in various contexts. Prerequisite: None.  |
| CMYY 455 Media Studies                      | 3   | A survey of mass media, including history, regulation, current scope, support systems, effects and ethics of the Internet, the computer, newspapers, magazines, radio, television, movies, records and books. Prerequisite: None.  |
| CMYY 490 Independent Study                  | 1-3 | This course is an approved independent study option, supervised by faculty, in a directed area of professional ministry or relevant ministry topic. Study is administered according to a directed learning contract between a chosen faculty member and the student.   |
| CMYY 497 Internship                         | 1-3 | Approved internship in a field of the student's specialty. This guided learning experience will be a culminating experience where the student is expected to apply the principles and skills learned in this degree specialty program and demonstrate competency under the guidance of a specialist in the field of communication.   |

| COURSE NAME/NUMBER                             | #CR | DESCRIPTION   |
|--|-----|---|
| CMZZ 316 Introduction to Communication Studies | 3   | A course providing a broad overview and understanding of the definition of communication; levels of communication (interpersonal, small group, organizational, public, and mass); a survey of the types of communication (speaking, writing, and nonverbal); a survey of the history of communication; and a survey of the field of communication theory. Prerequisite: None.   |
| CMZZ 326 Argumentation and Critical Thinking   | 3   | This course is designed to help the student identify, discuss intelligently and apply as advocates the principles and practices of effective, efficient and ethical argumentation and debate in appropriate settings. The student will study and apply the principles of argumentation and debate in various contexts. Prerequisite: None.  |
| CMZZ 410 Communication Research Methods        | 3   | Methodologies for communication research, qualitative, quantitative and historical including focus groups, ethnography, historical/critical, survey analysis, content analysis, experimental design and an introduction to statistics and statistical software (SPSS) are included. A major goal is to become adept at reading and evaluating research reports. Prerequisite: None.   |
| CMZZ 435 Communication Research Methods        | 6   | Methodologies for communication research, qualitative, quantitative and historical including focus groups, ethnography, historical/critical, survey analysis, content analysis, experimental design and an introduction to statistics and statistical software (SPSS) are included. Students conduct research projects. A major goal is to become adept at reading and evaluating research reports. Students conduct research projects. Prerequisite: None. |
| CMZZ 436 Rhetorical Communication              | 3   | Reading and detailed study of the theories of principal rhetoricians from ancient to modern times and how to apply this understanding to various contexts. Prerequisite: None.  |
| CMZZ 445 Communication Theory                  | 3   | As a broad-based introduction to communication theory, this course surveys scientific and interpretative approaches to the study, analysis and explanation of communication within a variety of contexts. Prerequisite: None.   |
| CMZZ 446 Capstone Seminar                      | 3   | This seminar will integrate the major disciplines in communication and will afford the student direction and advisement in proposing, designing and executing a senior research paper or project. Prerequisite: None.   |
| ECON 101 Introduction to Economics             | 3   | This is a survey course in economic concepts and systems that will examine the American economic system as well as exploring the impact of the international market. The course will offer an overview of both micro- and macroeconomics. Topics will include markets and competition, price, supply and demand, aggregate performance, fiscal policy and international trade and finance.  |

| COURSE NAME/NUMBER                               | #CR | DESCRIPTION  |
|--|-----|--|
| EDUC 400 Online Orientation                      | 0   | *Interdisciplinary Studies Program only* Required during the first semester of enrollment in some programs; acclimates students to Blackboard, the platform off which online classes are launched.   |
| EFND 400<br>Orientation/Professional<br>Concerns | 0   | *Interdisciplinary Studies Program only* Required during the first semester of enrollment. It includes a program overview and various guidelines and procedures.   |
| ENGL 098 Reading Skills                          | 0   | This course focuses on developing and enhancing critical reading skills. Students will work on improvement of comprehension, vocabulary and reading efficiency. This course is appropriate for both ESL students and native speakers of English who need to improve their general reading ability before proceeding further with their education. This course is offered on a PASS/NO PASS grading system and will <b>not</b> count toward the fulfillment of General Education graduation requirements. Students required to take UGE 093 must pass the course before taking any courses in the Core Curriculum.      |
| ENGL 099 Writing Skills                          | 0   | This course prepares students for college composition by offering a basic introduction to the various aspects of writing including grammar, usage, punctuation and construction of clear, logical statements. Coursework presents writing as a process and provides instruction and practice in prewriting, drafting, revising and editing strategies. This course is offered on a PASS/NO PASS grading system and will <b>not</b> count toward the fulfillment of General Education graduation requirements. Students required to take UGE 091 must pass the course before taking any courses in the Core Curriculum. |
| ENGL 101 English<br>Composition                  | 3   | This course focuses on planning, writing and revising the expository essay, including developing a thesis, providing adequate support and developing paragraphs with clear introductions and conclusions. Essays will increase in complexity as the course progresses. At the conclusion of the course, the student will be able to clearly and concisely relate information that will assist them throughout their education.   |
| ENGL 102 Research and<br>Academic Writing        | 3   | This course will focus on the common steps and formats in writing a university-level research paper, such as writing and submitting proposals, writing literature reviews, following general research paper formats, and using an annotated bibliography. This course will introduce students to various research skills.  |

| COURSE NAME/NUMBER  | #CR | DESCRIPTION  |
|---|-----|--|
| ENGL 201 American Literature * course number change             | 3   | This course includes a survey of important works of American literature from pre-colonial times through the present day, viewed in both historical and contemporary global perspective. An overview of relevant literature from a variety of styles and subcultures will be provided. Students are expected to reflect on works and respond. Critical thinking and communication skills are emphasized.  |
| ENGL 210 British Literature *course number change               | 3   | This course offers an introduction to British literature, examining major works and authors from the Middle Ages through the present. An overview of relevant literature from a variety of styles and subcultures will be provided. Students are expected to reflect on works and respond. Critical thinking and communication skills are emphasized.  |
| ENGL 215 African American Literature                            | 3   | A survey of the African American literary tradition with critical reading of and writing about various genres of literature, including essays, poetry, drama and fiction, by representative African-American authors.  |
| ENGL 275 Shakespearean Literature                               | 3   | Critical reading of and writing about selected tragedies, comedies and histories of William Shakespeare.   |
| GBUS 305 Innovation and Entrepreneurship [crosslist w/OLAM 305] | 3   | Students will identify and describe leadership behaviors that cultivate innovation. As part of the life-long learning process, students will begin to develop the skill of environmental scanning to identify trends and opportunities in the same way that leaders apply this technique to anticipate and respond to external and internal change in organizations. As a result, students will learn how leaders can bring about change in organizations by successfully introducing and presenting new ideas and processes.                                    |
| GBUS 330 Ethics [crosslist w/OLAM 330]                          | 3   | In this course students will explore the nature of ethical leadership by discerning the ethical foundations of leadership principles evident in the lives of great leaders. Students will learn how the leader's values and beliefs affect decision-making by identifying key factors involved in ethical decision-making. Finally, students assess and apply the concepts of organizational and social responsibility by looking at real world problems.  |
| GBUS 335 Principles of Design                                   | 3   | This innovative cornerstone course encourages new ways of "seeing" and the use of design thinking to solve problems. Students learn radical collaboration by working in multidisciplinary teams as they consider client constraints and requirements, develop rapid prototype, and successfully overcome intractable problems. Through the completion of a significant "hands-on" corporate identity project, students engage in all elements of design thinking as they reach out to previously unknown possibilities. Must be completed in the first semester. |

| COURSE NAME/NUMBER   | #CR | DESCRIPTION  |
|--|-----|--|
| GBUS 340 Intercultural Relations [to be crosslisted w/INTS 300 - SP06] | 3   | An introduction to the principles and procedures of competent interpersonal communication with people of other cultural backgrounds. Special attention is given to organizations as bearers of culture and to the application of theory and research to real-life corporate communication situations. Students will also benefit from cross-cultural films and guest speakers.   |
| GBUS 345 Electronic Commerce   | 3   | World Wide Web design techniques using CGI scripts, JavaScripts and Perl 5 are used to develop websites utilized in eCommerce. Consumer behavior, marketing strategy, data security and ethical considerations are emphasized in this course.  |
| GBUS 420 Economic Environment of Organizations [crosslist w/OLAM 420]  | 3   | In this course, students will apply the principles and tools of microeconomics (production, buying and selling of a particular good or service and the study of supply and demand), macroeconomics (unemployment, inflation, interest rates, money supply, national economic policy, and GDP - national output), and the impact of international trade in organizational decision making. From this perspective, students will also analyze the impact of economic factors on organizations and the influence of organizations on economic conditions. This will enable students to use economic understanding as a resource for responding to and implementing change in organizations. |
| GBUS 430 Leadership: Creating a Shared Vision [crosslist w/OLAM 430]   | 3   | In this course students will apply key leadership and management theories to specific situations within organizations and examine leadership behaviors that illustrate the importance of people as the most valuable organizational asset. In the process of developing a personal leadership philosophy, students will also analyze the relationship between vision, personal values and corporate values. As a result, students will learn the process of creating shared vision within an organization and energizing collective commitment to its realization.   |
| GBUS 435 Strategic Planning [crosslist w/ OLAM 435]                    | 3   | In this course, students will evaluate the constraints and opportunities leaders face in strategic planning. From this perspective, students will examine how the leader's task is to accommodate these limitations, and develop ways to minimize them, and the impact of these constraints on strategic choices.  |
| GBUS 450 Managerial Accounting and Finance [crosslist w/OLAM 450]      | 3   | This course is an introductory course in managerial accounting. The use of managerial accounting is unique in that it equips the leader with specific information to make decisions on prices, resource allocation and capital investment. As a result students will learn how the functional areas of a business (marketing, production, purchasing, and finance) must work interdependently to achieve profit goals and the leader's decision-making role in this process.   |

| COURSE NAME/NUMBER                          | #CR | DESCRIPTION   |
|---|-----|---|
| GBUS 460 Marketing [crosslist w/OLAM 460]   | 3   | In this course, students will apply the major concepts, principles and theories of marketing (product, price, distribution, promotion and E-commerce), ethical behavior (truthful advertising, non-harmful products) and understand the impact of international trade in product development and market segmentation decisions. From this perspective, students will develop a vocabulary of terms that facilitates effective comprehension of the art and science of marketing. Students will demonstrate understanding of fundamental e-commerce business models and apply marketing concepts to analyze case studies and real marketplace situations to formulate and write a marketing mix. Students will also analyze the feasibility of a business opportunity for an organization and the influence of marketing. This will enable students to use an understanding of marketing as a resource for responding to, and implementing change in, organizations. |
| GBUS 470 International Market Research      | 3   | This survey course examines consumer behavior analysis and how it can be used to develop effective marketing techniques and strategies. The methods by which primary and secondary data are collected (including use of the Internet) and multiple techniques for analyzing relevant data, are reviewed. Emphasis is on persuasion strategies, enhancing brand memory, consumer profiling and trends and relationship management.   |
| GBUS 480 International Trade                | 3   | A wide-ranging course designed to develop understanding of the dynamics of the current global business environment. This course will include geography, “hard” and “soft” currency concepts, regionally focused trade blocks, intermodal transportation practices, exchange mechanisms and rates, duties and duty-free zones, quotas and U.S. government trade practices. Students will consider investment flows and foreign exchange concerns as they relate to the firm. The impact of legal, political and cultural forces on the multinational enterprise are also examined in the context of the strategic management process.  |
| GBUS 490 International Logistics Management | 3   | A survey of the critical logistical problems relative to imports and exports, including documentary credit, insurance, statistical quality control, ISO 9000, international transportation, sales and distribution team management and benchmarking.  |

| COURSE NAME/NUMBER               | #CR | DESCRIPTION  |
|----------------------------------|-----|--|
| GBUS 495 Business Plan           | 3   | This is the capstone course for the B.S. in Global Business. Individual students will complete a significant business plan for a marketable product, service or idea, and formally present the plan for scrutiny to a panel of working venture capitalists, bankers and technical specialists, who will assign the final grade for the course. The product, service, or idea must utilize internationally sourced components or involve sales in a country other than the United States. Students must be in the last semester of the Global Business program and receive permission from the Faculty Chairperson before enrolling in this course. |
| GENE 100 University Skills       | 2   | This course supports the transition to undergraduate level education. It focuses on time management, studying skills, computer and technology skills, stress management, developing values and effectively adapting to the online learning environment. Students who complete this course will be prepared to effectively manage the adjustment to the Regent Undergrad program.   |
| GEOG 101 World Geography         | 3   | This course explores the spatial distribution of cultures and regions. Emphasis will be placed on defining key geographical concepts, identifying major political boundaries, illustrating current and recent national and ethnic conflicts, exploring economic and social processes that are leading to increasing global interaction, examining the variation religious practices and beliefs and assessing the basis for international disparities in economic development.   |
| HIST 101 Western Civilization I  | 3   | This course explores the events, peoples, groups, ideas, institutions and trends that shaped Western Civilization from the prehistoric era to 1650. Emphasis will be placed upon the rise and fall of empires, the legacy those empires left and the impact of religion on the ancient, medieval and early modern western world. The multiple perspectives of gender, class, religion and ethnic groups will be explored. Students will be presented with a historical account of civilization with an expectation of personal reflection and feedback.  |
| HIST 102 Western Civilization II | 3   | This course explores the events, peoples, groups, ideas, institutions and trends that shaped Western Civilization from 1650 to the present. The multiple perspectives of gender, class, religion and ethnic groups will be explored, including reference to the interaction among the peoples of the modern world. Students will be presented with a historical account of western civilization and its interaction with non-western cultures, along with an expectation of personal reflection and feedback.  |

| COURSE NAME/NUMBER                       | #CR | DESCRIPTION  |
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| HIST 201 U.S. History I (to 1877)        | 3   | This course focuses on the political, social and economic development of American society from about 1607 through the end of the Civil War era in 1877. Inclusive to this course is the native American perspective and the interaction with Europeans. Students will be exposed to the issues related to the formation and establishment of the new nation. This course also examines the international impact of the birth of a nation.  |
| HIST 202 U.S. History II (from 1877)     | 3   | This course focuses on the political, social and economic development of American society from the post Civil War era to present. This course exposes the student to the development of a party system of government, industrial development, an analysis of labor issues and the impact of the reconstruction, American involvement in the world stage and the present state of American society.   |
| ITEC 101 Fundamentals of PC Applications | 3   | This course is designed to develop computer skills using the Windows Operating System software, including managing Windows files and folders. Areas covered will include an introduction to the Internet and Internet searches, an overview Word processing, spreadsheet, database and presentation software.  |
| MATH 099 Math Skills                     | 0   | This course is designed to review elementary mathematics skills in preparation for study in mathematics at the university level. Topics covered in this course include basic operations with whole numbers, fractions, decimals and negative numbers; ratios and proportions; percents; radicals; solving simple equations; perimeter, area and volume. This course is offered on a PASS / NO PASS grading system and will <b>not</b> count toward the fulfillment of General Education graduation requirements. Students required to take UGE 092 must pass the course before taking UGE 133, 134 or 137. |
| MATH 101 Mathematics for Liberal Arts    | 3   | This course is designed to provide a broad overview of several different fields of mathematics in a way that will help to engage and equip liberal arts students. Using the process of discovery with everyday applications, students will develop an appreciation for the beauty and elegance of mathematics as they improve their critical thinking and analysis skills. Topics covered include set theory, inductive and deductive reasoning, basic probability and statistics, number theory, algebraic modeling, triangle trigonometry and finance applications.                                      |
| MATH 102 College Algebra                 | 3   | This course covers linear equations, systems of equations, inequalities, polynomials, rational expressions, quadratic functions, exponential and logarithmic functions, and conic sections. The emphasis will be on a thorough understanding of the underlying concepts, and using algebra in solving real-life applications.  |

| COURSE NAME/NUMBER   | #CR | DESCRIPTION   |
|--|-----|---|
| MATH 201 Statistics  | 3   | This course involves the study of basic descriptive and inferential statistics with an emphasis on real-world applications and use of current technology. Topics covered include probability, random variables, probability distributions, measures of central tendency and variation and testing of hypotheses. Students are provided with a foundational understanding of statistics useful for advancement into higher education.  |
| MUSI 101 Music Appreciation                                    | 3   | This course covers all the major periods in music history, and helps the student in developing listening skills. Melody, harmony, rhythm, simple forms, vocal and instrumental music, textures and the orchestra are also addressed. This course intends to broaden the listening experience of the student by introducing non traditional music and the music of non-western culture.  |
| OLAM 101 Relationships & Leadership                            | 3   | This course provides an introduction to foundational leadership concepts through the lens of teams and groups, understanding complex organizations, building coalitions and communities and leading with integrity and moral purpose. As a result, the student will have the beginnings of a sound understanding of leadership and its relationship to the human systems we know as organizations.  |
| OLAM 201 Survey of Leadership                                  | 3   | This survey course examines leadership from the perspective of historical and contemporary leadership theory. During the course, the student will compare and contrast how leadership and management have evolved over time. An exploration of expectancy, leader-member exchange (LMX), transactional, transformational, servant leadership and other theories will afford the student an opportunity to apply theory to organizations and leaders of today.   |
| OLAM 305 Innovation & Entrepreneurship [crosslist w/ GBUS 305] | 3   | Students will identify and describe leadership behaviors that cultivate innovation. As part of the life-long learning process, you will begin to develop the skill of environmental scanning to identify trends and opportunities in the same way that leaders apply this technique to anticipate and respond to external and internal change in organizations. As a result, you will learn how leaders can bring about change in organizations by successfully introducing and presenting new ideas and processes. |
| OLAM 310 Systems Thinking                                      | 3   | Students will be introduced to the vocabulary and methodologies associated with the discipline of systems thinking. You will learn to apply the tools, processes and principles that aid in understanding the relationship between the parts of any system, particularly human systems. As a result, you will greatly enhance your ability to understand how organizations operate and how various leadership styles and decisions can affect those operations.   |

| COURSE NAME/NUMBER                             | #CR | DESCRIPTION   |
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| OLAM 315 Knowledge Management                  | 3   | This course focuses on the interactive dynamics of building, sharing, retaining, and utilizing individual and collaborative expertise and knowledge. As a result of these studies, you will better understand how to apply these concepts to help your organization set and achieve organizational objectives through developing the knowledge capacity of their members by putting systems and procedures in place to maximize the flow and assimilation of critical information. You will gain an understanding of the value of building commitment among employees to the change process as a tool for transforming people and organizations. Additionally, you will begin to build a change management skills toolkit you can use in real world environments. |
| OLAM 320 Research I                            | 3   | You will identify where statistics are used to solve real world problems including how to analyze organizational situations through the application of appropriate research methodologies, techniques and fundamental concepts. By constructing an hypothesis you will explain or predict results and justify the hypothesis with data. You will demonstrate an ability to operate SPSS to perform basic statistical functions and apply and present descriptive and inferential statistics. Students also conduct statistical tests and analyses, including chi-square, correlation and regression.  |
| OLAM 325 Teams & Virtual Teams                 | 3   | In this course, you will explore how virtual teams influence leadership effectiveness. You will examine the various mediums of sharing information when working in any team environment and develop the skill of environmental scanning to identify communication issues and formulate solutions. As a result, you will learn the importance of developing interactive and dynamic groups, working in the virtual or face to face environment.  |
| OLAM 330 Ethics [crosslist w/GBUS 330]         | 3   | In this course you'll explore the nature of ethical leadership by discerning the ethical foundations of leadership principles evident in the lives of great leaders. You'll learn how the leader's values and beliefs affect decision-making by identifying key factors involved in ethical decision-making. Finally, you assess and apply the concepts of organizational and social responsibility by looking at real world problems.  |
| OLAM 350 Leadership: Communication Perspective | 3   | You will examine how the leader's behaviors and decisions send messages to people throughout the organization. Within the course, you will analyze the concept of organizational culture, how it develops and the affect it has on the leader and people in the organization. As a result, you will learn how leaders can bring about change in organizations with care and responsibility for the people being led.  |

| COURSE NAME/NUMBER  | #CR | DESCRIPTION  |
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| OLAM 370 Decision-Making Techniques                                   | 3   | In this course, you will explore the analytical and process skills that will enable you to make effective decisions. You will learn how to assess key factors in the change process and examine how proper planning can increase the value of proposed solutions. As a result, you will learn how leaders can bring about change in organizations by successfully introducing and presenting new ideas and processes.  |
| OLAM 400 Diversity  | 3   | In this course, you will learn to identify and evaluate ways that effective leadership can leverage a diverse organization for adaptive change and competitive advantage. You will learn how to approach diversity from a management perspective in the workplace. As a result, you will be able to define various ways that individuals can use differences to empower others in the work force.  |
| OLAM 405 Examining Your Leadership Potential                          | 3   | In this course you will analyze fundamental leadership theories, examine and apply biblical principles of leadership. As you engage in personal reflection and assess personal leadership abilities, you will critique your philosophy of leadership and construct a leadership development plan.  |
| OLAM 410 Human Resource Leadership                                    | 3   | In this course you will learn how Human Resource Leadership is a vehicle for creating and implementing organizational mission and vision. You will be able to develop strategies for recruiting, interviewing, selecting and training employees. Explore potential areas of employee disputes, how to prevent them and how to handle them. Find out about various legal concepts such as Equal Employment Opportunity, Worker's Compensation, OSHA, the Family Leave Act, Affirmative Action, Sexual Harassment and ADA with existing legislation.   |
| OLAM 415 Organizational Development                                   | 3   | In this course, you will explore the concepts of organization theory and design, including the major organization forms, the idea of culture as structure and the impact of environment on structure and leadership. As a result, you will gain understanding of how organizations work and how best to approach an organizational assessment.   |
| OLAM 420 Economic Environment of Organizations [crosslist w/GBUS 420] | 3   | In this course, you will apply the principles and tools of microeconomics (production, buying and selling of a particular good or service and the study of supply and demand), macroeconomics (unemployment, inflation, interest rates, money supply, national economic policy and GDP - national output), and the impact of international trade in organizational decision making. From this perspective, you will also analyze the impact of economic factors on organizations and the influence of organizations on economic conditions. This will enable you to use economic understanding as a resource for responding to and implementing change in organizations. |

| COURSE NAME/NUMBER   | #CR | DESCRIPTION   |
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| OLAM 425 Culminating Experience                                      | 3   | Synthesizes the knowledge and skills learned throughout the OLAM program. This experience may be, but is not limited to, a guided project, (i.e., designing a new organization, analyzing an existing organizational problem and recommending solutions, etc.), or a major research paper. Prerequisite: permission of instructor.  |
| OLAM 430 Leadership: Creating a Shared Vision [crosslist w/GBUS 430] | 3   | In this course you will apply key leadership and management theories to specific situations within organizations and examine leadership behaviors that illustrate the importance of people as the most valuable organizational asset. In the process of developing a personal leadership philosophy, you will also analyze the relationship between vision, personal values and corporate values. As a result, you will learn the process of creating shared vision within an organization and energizing collective commitment to its realization.   |
| OLAM 435 Strategic Planning [crosslist w/GBUS 435]                   | 3   | In this course, you will evaluate the constraints and opportunities leaders face in strategic planning. From this perspective, you will examine how the leader's task is to accommodate these limitations, develop ways to minimize them and the impact of these constraints on strategic choices.  |
| OLAM 440 Personal Leadership for Change                              | 3   | In this course, you will compare and contrast your personal values with organizational values. You will begin to develop the skill of environmental scanning to identify resistance to change and ways to accept it. As a result, you will develop a measurable development plan for personal change and growth and identify individual behaviors that affect your leadership and how to work with others.  |
| OLAM 445 Research II   | 3   | This course will emphasize the scientific method as part of the decision making process. You will continue to analyze organization situations through appropriate research methodologies, techniques and concepts. Instruction will reinforce statistical tests and analyses, including chi-square, correlation, and regression and application and presentation of descriptive and inferential statistics. You will create survey instruments and conduct quantitative analysis using those instruments. You will also use a qualitative method to gather data (interviews, focus groups or observation). Prerequisite: completion of OLAM 320 (Research I) or equivalent. |
| OLAM 450 Managerial Accounting & Finance [crosslist w/GBUS 450]      | 3   | This course is an introductory course in managerial accounting. The use of managerial accounting is unique in that it equips the leader with specific information to make decisions on prices, resource allocation and capital investment. As a result you will learn how the functional areas of a business (marketing, production, purchasing, and finance) must work interdependently to achieve profit goals and the leader's decision-making role in this process.   |

| COURSE NAME/NUMBER   | #CR | DESCRIPTION   |
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| OLAM 450A Managerial Accounting & Finance Lab                          | 1   | Building on the OLAM 450 course, this course will create a culminating experience for the learner providing a final accounting project/learning experience, which will be administered and supervised by a chosen faculty member.   |
| OLAM 460 Marketing Environment of Organizations [crosslist w/GBUS 460] | 3   | In this course, you will apply the major concepts, principles, and theories of marketing (product, price, distribution, promotion and E-commerce) and ethical behavior (truthful advertising, non-harmful products), and understand the impact of international trade in product development and market segmentation decisions. From this perspective, you will develop a vocabulary of terms that facilitates effective comprehension of the art and science of marketing. You will demonstrate understanding of fundamental e-commerce business models and apply marketing concepts to analyze case studies and real marketplace situations to formulate and write a marketing mix. You will also analyze the feasibility of a business opportunity for an organization and the influence of marketing. This will enable you to use an understanding of marketing as a resource for responding to, and implementing change in, organizations. |
| PHIL 101 Introduction to Philosophy                                    | 3   | This course introduces students to the traditional terrain of philosophy as developed in the European tradition, yet in a manner that embraces significant philosophical insights borne out of different cultural legacies. It addresses a selection of seminal philosophical questions in epistemology, metaphysics and axiology. Both historical and thematic approaches will be utilized, and an emphasis will be on the student's personal philosophical development.   |
| PHIL 102 Logic and Critical Thinking                                   | 3   | This course examines the relationship of communication to critical thinking with an emphasis on valid reasoning and the obstacles to its mastery. A major focus of this course is developing skills in logical processes and argumentation and applying these principles to the practical problems of everyday life.  |
| POLI 101 Introduction to Political Science                             | 3   | This course is an introduction to concepts and methods appropriate to the understanding and analysis of individual and group political behavior and political systems. This course is intended to develop an appreciation of the political process and the capacity to assess political developments as they occur.   |

| COURSE NAME/NUMBER  | #CR | DESCRIPTION   |
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| PSYC 101 Psychology of Adjustment                         | 3   | This course is designed to help students apply psychological principles to their own lives. More specifically, it should help students: (1) develop greater self-understanding and self-help skills; (2) increase their understanding of other people and sensitivity to those who may be different from the student; and (3) become familiar with relevant theories and research findings. Topics include coping with stress, the self, forming impressions of others, prejudice, conformity, interpersonal communication, relationships, gender, sexuality and career issues. |
| PSYC 102 Introduction to Psychology and Christian Thought | 3   | This course will focus on applying Christian thought to the study and practice of psychology. It includes the major themes in psychology, human nature, motivation, change, and development, spiritual struggles, as well as applied psychological knowledge for everyday life. It will also deal with how issues in psychology relate to Christians and how Christians function in the field of psychology.  |
| PSYC 250 Human Sexuality                                  | 3   | This course is presented from a Christian worldview, focusing on the psychology of human sexuality. Theories, perspectives, concepts and data from the scientific field of sexuality will be presented. Students will gain practical information about many aspects of sexuality that will be useful for daily living and decision-making.  |
| PSYC 260 Psychology of Women                              | 3   | This course will focus on psychological theory, myths and stereotypes related to the development of women, organized around critical issues and events in women's experience from infancy through adulthood, such as biological and sexual differentiation, identity and personality development, careers, parenting and mental health.   |
| PSYC 300 Advanced Survey of Psychology                    | 3   | (Those majoring or minoring must take this course before all Psychology courses). A survey of the various subfields of psychology including biopsychology, cognition and learning, sensation and perception, motivation and emotion, personality and assessment, health psychology, developmental psychology, history and systems, abnormal psychology and social psychology. Each subfield will be examined from various worldviews and a multicultural perspective. Prerequisite: ENGL 102 (Research and Academic Writing) or equivalent.                                     |
| PSYC 303 Theories of Personality                          | 3   | A survey of the major schools within personality theory, with a focus on their contributions and usefulness in understanding human behavior, principal theorists from each school, the limitations of each theory and comparisons between theoretical perspectives.   |

| COURSE NAME/NUMBER   | #CR | DESCRIPTION  |
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| PSYC 306 Addictive Disorders                                       | 3   | An overview of contemporary psychological models of addiction and treatment including the theories that drive various approaches to treatment, specialized assessments, prevention, stages of change and recovery, policy issues and relapse prevent.  |
| PSYC 311 Developmental Psychology                                  | 3   | An examination of the major theoretical perspectives related to physical, cognitive, language, emotional, spiritual and social development in people over the life span.   |
| PSYC 313 Statistics, Research, & Writing for Psychology            | 3   | An introduction to methodological concepts in psychological investigation including developing hypotheses, experimental design, procedure, application of statistical principles, and developing research reports. Prerequisite: completion of PSYC 300, UNIV LIB, and MATH 101/102/201 or equivalent.   |
| PSYC 316 Case Management, Treatment Planning,& Crisis Intervention | 3   | An examination of case management principles and techniques, treatment planning, effective referral methods and crisis intervention skills used in human services and addiction treatment.   |
| PSYC 317 Marriage and Family                                       | 3   | A study of marriage and family from various perspectives, including: the theories of and methods used to research marriage and the family, diversity of families, contemporary gender roles, love and commitment, systems, communication and conflict resolution, sexual relationships and problems, pregnancy, childbirth, parenthood, care-giving and spiritual concerns.  |
| PSYC 321 Methods of Research and Statistics                        | 3   | A continuation of PSYC313. Students will choose a research topic and complete a research project according to American Psychological Association requirements. They will learn how to apply the research and statistical principles including the use of SPSS. Prerequisite: completion of PSYC 313.   |
| PSYC 327 Psychology of Religion                                    | 3   | An examination of the theory and research in psychology of religion, including topics such as psychological methods and measures used to study religion; also, objective and subjective approaches to the study of religion as related to prayer, meditation, spiritual healing, dreams, tongue speaking, social attitudes and behavior, mental health, mysticism, religious orientation and personal development. |
| PSYC 390 Independent Study   | 3   | An opportunity to earn academic credit for learning outside the formal class structure. A student who is interested in knowing more about a Psychology topic may do a library, laboratory, or field research of their own design conducted under faculty supervision. A proposal and written report is required. Prerequisite: completion of PSYC 321.   |
| PSYC 400 Abnormal Psychology                                       | 3   | A survey of various categories of abnormal or deviant behavior such as developmental, personality, mood, psychophysiological, psychotic, anxiety, somatoform, chemical dependency and dissociative disorders. Prerequisite: completion of PSYC 300 or equivalent.  |

| COURSE NAME/NUMBER                              | #CR | DESCRIPTION   |
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| PSYC 406 Group Facilitation                     | 3   | A study exploring the key aspects of the group process including communication patterns-both verbal and nonverbal, leadership, trust, cohesion, risk-taking, group membership skills, facilitation skills, group problem-solving, decision-making, conflict resolution, interviewing techniques and summary session report writing. This course provides both a group experience and a theoretical analysis of group process. |
| PSYC 410 Physiological Psychology               | 3   | A study of the biological bases of behavior with an emphasis on the role of the nervous and endocrine systems. Topics explored are: attention, learning and memory, sensation and perception, sleep, language, reproduction, emotions, aggressive behavior, addictions and behavioral disorders. Prerequisite: completion of PSYC 300 and BIOL 102 or equivalent.   |
| PSYC 411 Cognitive Psychology                   | 3   | An overview of recent research and theory in cognitive processes concerning the representation, storage, retrieval, forgetting, conditioning, learning, concept formation, problem solving, and memory.   |
| PSYC 412 Cultural Diversity                     | 3   | An examination of the theories and research in the study of psychosocial issues of racial, ethnic and cultural groups as well as an exploration of the relationship of race, culture and social class in psychological development.   |
| PSYC 416 Gerontology                            | 3   | An exploration of the specific age-stages of adult development and aging emphasizing psychosocial, psychopathological, biological, intellectual and personality processes from a theoretical and research-oriented perspective.   |
| PSYC 417 Industrial & Organizational Psychology | 3   | An introduction to the field of Industrial-Organizational (I-O) Psychology. Specific topics to be addressed include the foundations of industrial-organizational psychology, values and ethics, work performance, problem solving, motivation, managing stress, relationships and communication in the work place, decision making, teamwork, leading and influencing others, productivity and achieving a satisfying career. |
| PSYC 418 Counseling Skills                      | 3   | An introduction to the development of the communication skills used in interviewing and counseling with an emphasis on the necessity of understanding the interpersonal dynamics between the human service worker/counselor and the individual client.  |
| PSYC 421 Social Psychology                      | 3   | A survey of theories and research in the major areas of social psychology including: perception, attitude change, attraction, aggression, altruism, conformity, prejudice, values and group dynamics. (Prerequisite: UPSY313 or permission from the instructor).  |

| COURSE NAME/NUMBER                                     | #CR | DESCRIPTION  |
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| PSYC 422 Capstone Seminar                              | 3   | A discussion of ethical issues, professional orientation and role identity for those working in the helping professions. Topics include the objectives of professional organizations, codes of ethics, legal aspects of practice, standards of preparation and other professional issues will be discussed. Prerequisite: for Psychology majors only who have completed a minimum of 6 of their upper level psychology courses (18 credits). |
| PSYC 427 History of Psychology                         | 3   | A survey of the origin and development of psychology with a special emphasis placed on contemporary schools and systems of psychological thought.  |
| PSYC 428 Survey of Psychological Assessments           | 3   | A study of the theory and techniques of psychological assessment including the statistical foundations of testing and assessment, principles of psychological measurement and the most common domains of testing such as cognitive ability, achievement, interests and personality.  |
| PSYC 429 Sensation and Perception                      | 3   | An exploration of the five major human sensory systems (i.e., vision, hearing, smell, touch and taste) and perceptual experiences related to these senses as they occur in the human brain. The anatomical structures, the physiological mechanisms and neural pathways that form a substrate for the sensory experience for each sensory system will be examined. (Prerequisite: UPSY410).  |
| PSYC 490 Advanced Independent Study                    | 3   | An opportunity to earn academic credit for learning outside the formal class structure. A student who is interested in completing an in-depth study of a Psychology topic may do a library, laboratory or field research of their own design conducted under faculty supervision. A proposal and written report is required. Prerequisite: completion of PSYC 390  |
| PSYC 495 Internship                                    | 3   | This 16 week course involves one hour of class meetings and 12 hours of field work each week. A log of the experience is maintained by each student. Prerequisite: for Psychology majors only (senior status) and by permission of the Psychology faculty chair  |
| RELS 103 Old Testament Studies [crosslist w/RELS 303]* | 3   | A study of the nature, contents and history of the Old Testament, which provides an overview of its background and key themes. These themes are examined both from within their own context and from the perspective of their New Testament fulfillment.   |
| RELS 104 New Testament Studies [crosslist w/RELS 304]* | 3   | A study of the nature, contents and history of the New Testament, with background study in the intertestamental period.  |
| RELS 106 Spiritual Formation [crosslist w/RELS 306]*   | 3   | Successful people understand their purpose and apply timeless principles to impact their world morally and ethically. This course examines the ideas and concepts related to personal and professional success.  |

| COURSE NAME/NUMBER  | #CR | DESCRIPTION   |
|---|-----|---|
| RELS 107 Worldviews [crosslist w/RELS 307]*                             | 3   | In this course, you will learn how to assess cultural influences on human experiences, behavior and belief systems and develop heightened empathy and respect for individuals from cultures different from your own. You will learn how to identify the seven major components of a worldview and be able to discuss the differences between dominant philosophical worldviews. As a result, you will be able to cultivate relationships in organizations that reflect people as the most important asset.  |
| RELS 108 Christian Vocation in the Modern World [crosslist w/RELS 308]* | 3   | In this course, you will gain an understanding of the nature of effective intrapersonal, interpersonal and public communication as these contribute to leadership competence. You will examine the basic assumptions of one's field of study (discipline) and the relationship to faith and analyze the contributions one's field of study (discipline) makes to building the Kingdom of God. As a result, you will be prepared for a life in community with others from a global perspective.  |
| RELS 201 Principles of Theology   | 3   | This course is a study of the foundations of Christian belief. It explores the basic themes in Christian thought such as the knowledge of God, the origin of sin, the nature of man, the person and work of Jesus Christ and the doctrine of the Holy Spirit.   |
| RELS 250 Mission & Message of Jesus                                     | 3   | This course will focus on the ministry and teachings of Jesus as presented in the synoptic gospels, taking into consideration the Hebrew, Greek and Roman cultural contexts. The purpose of this course is to familiarize students with foundational developments in historical Jesus research, to examine important themes in the synoptic gospels, and to develop students' skills in critical reading (exegesis), interpretation and writing.  |
| RELS 301 Apologetics  | 3   | A survey of both theoretical and applied apologetics from a Christian perspective. Theoretical apologetics analyzes the five primary methods for doing apologetics: (a) classical; (b) evidential; (c) cumulative case; (d) presuppositional; and (e) Reformed epistemology. Applied apologetics involves providing answers to the most challenging objections to Christian faith: (a) the existence and nature of God; (b) the reliability and authority of the Christian scriptures; (c) the verifiability of miracles in general and the resurrection in particular; and (d) the problem of evil. Other topics covered in the course include the nature of the relationship between faith and reason, and specific problems of truth given a postmodern, pluralistic world. Some prior knowledge of introductory philosophy is helpful but not required. |

| COURSE NAME/NUMBER  | #CR | DESCRIPTION  |
|---|-----|--|
| RELS 303 Old Testament Studies [crosslist w/RELS 103]*                  | 3   | A study of the nature, contents and history of the Old Testament, which provides an overview of its background and key themes. These themes are examined both from within their own context and from the perspective of their New Testament fulfillment.   |
| RELS 304 New Testament Studies [crosslist w/RELS 104]*                  | 3   | A study of the nature, contents and history of the New Testament, with background study in the intertestamental period.  |
| RELS 306 Spiritual Formation [crosslist w/RELS 106]*                    | 3   | Successful people understand their purpose and apply timeless principles to impact their world morally and ethically. This course examines the ideas and concepts related to personal and professional success.  |
| RELS 307 Worldviews [crosslist w/RELS 107]*                             | 3   | In this course, you will learn how to assess cultural influences on human experiences, behavior and belief systems and develop heightened empathy and respect for individuals from cultures different from your own. You will learn how to identify the seven major components of a worldview and be able to discuss the differences between dominant philosophical worldviews. As a result, you will be able to cultivate relationships in organizations that reflect people as the most important asset. |
| RELS 308 Christian Vocation in the Modern World [crosslist w/RELS 108]* | 3   | In this course, you will gain an understanding of the nature of effective intrapersonal, interpersonal and public communication as these contribute to leadership competence. You will examine the basic assumptions of one's field of study (discipline) and the relationship to faith and analyze the contributions one's field of study (discipline) makes to building the Kingdom of God. As a result, you will be prepared for a life in community with others from a global perspective.             |
| RELS 310 Biblical Background and Interpretation                         | 3   | This course is an introduction to history, geography and cultures that act as a backdrop to the Old and New Testament scriptures. It also introduces fundamentals for an inductive approach to the interpretation of the scriptures.   |
| RELS 311 Biblical Archeology  | 3   | This course will survey Old and New Testaments and give special emphasis to archeological research as it relates to the understanding and interpretation of the text. The current state of Biblical archeology, its historic development, problems in deciphering texts, dating of artifacts and its more recent finds such as the Dead Sea Scrolls will be discussed.   |

| COURSE NAME/NUMBER                      | #CR | DESCRIPTION  |
|---|-----|--|
| RELS 313 Study of the Prophets          | 3   | This course is a study of the writing prophets focusing on one of the Major Prophets or a selection of the Minor Prophets. The course will cover the historical situation and place of the text as well as the role of the prophet in ancient Israel. The theology of the text(s) studied and its influence on New Testament theology will be discussed. Significant passages from the text(s) studied will be examined exegetically. The theology of the text as a whole and significant passages will be applied to the contemporary life of the students. |
| RELS 314 Pauline Literature             | 3   | This course is a study of one or more of the major writings of the Apostle Paul. The cultural and philosophical background of the text, its provenance and its place in the canon will be discussed. The theology of each book studied, the exegesis of significant passages and the application of both theology and exegesis to contemporary life will compose the majority of the course.   |
| RELS 320 Ministry Communication Skills  | 3   | This course introduces the student to basic public speaking, reading and written communication skills that are necessary for the ministry environment. Emphasis will be placed on verbal communication (voice, diction and pronunciation), written communication (specialized publications) and specialized communication strategies (media and pulpit ministry)   |
| RELS 330 Theological Writing & Research | 3   | A survey of research and writing as they relate to the field of theology, designed to prepare the student for these aspects of professional ministry. Students will learn formal writing in typical style formats (Turabian, MLA, APA) as they apply to the writing of research papers and thesis work. They will also learn basic writing skills for publishing their professional work in journals and other professional publications   |
| RELS 340 World Religions & Cultures     | 3   | A survey of the ten major world religions that examines their belief systems and their impact on the cultures associated with them. This course examines the origins, history, and impact of major world religions. It also presents practical penetration strategies for the presentation of the Gospel in each context.  |
| RELS 350 Biblical Languages             | 3   | This course introduces the ministry student to very basic fundamentals of both the biblical Hebrew (Old Testament) and Greek (New Testament) languages in order to facilitate the use of Bible-based software for study and research. The student will also gain practical hands-on instruction and experience in the use of Bible Works and Logos software packages.  |

| COURSE NAME/NUMBER                              | #CR | DESCRIPTION  |
|---|-----|--|
| RELS 360 Contemporary Issues in the Church      | 3   | This course is an introduction to special topics that affect ministry in the twenty-first century. This course will examine gender, racial and post-modern cultural issues that have a major impact on the way ministry is done today.   |
| RELS 370 Contemporary American Cults & Sects    | 3   | A survey of the leading pseudo-Christian and non-Christian cults that exist today, as well as relevant major divisions (sects) in the Church that vary from accepted orthodoxy. Emphasis will be placed on understanding the belief systems of the cults and sects, how they differ from orthodox Christianity and penetration strategies for the presentation of the Gospel to those in a cult setting. |
| RELS 390 Independent Study                      | 3   | This course is an approved independent study option, supervised by faculty, in a directed area of professional ministry or relevant ministry topic. Study is administered according to a directed learning contract between a chosen faculty member and the student.   |
| RELS 396 Portfolio - Guided Learning            | 3   | Approved directed study based on prior life assessment and experience in a directed area of professional ministry. Directed study involves selected reading, synthesis with prior life or ministry experience and written synthesis paper. Study is administered according to a directed learning contract between a chosen faculty member and the student.  |
| RELS 401 Intro to Christian Ministry            | 3   | This course is an introduction to the various kinds of ministry that can be found in church and parachurch organizations with an emphasis on leadership and involvement of the laity. It also introduces team ministry strategies in a ministry context and a natural church development basis for ministry health and growth.   |
| RELS 410 Introduction to Christian Discipleship | 3   | This course examines the biblical and philosophical basis of personal spiritual formation and growth, as well as basics strategies that can be used to facilitate formation and growth in church and parachurch ministry.  |
| RELS 420 Introduction to Systematic Theology    | 3   | An introduction to the basics of a systematic approach to the doctrines found in the Old and New Testament scriptures. This course is meant to introduce the ministry student to a systematic mindset about the major doctrines and beliefs of the Christian faith in the context of Renewal Theology.   |
| RELS 430 Introduction to Christian Ethics       | 3   | A survey of contemporary moral issues in the light of biblical teachings. The student will learn the basic building blocks of ethics, ethical analysis, worldview and ethical decision-making as they relate to ministry-related topics and situations.  |
| RELS 440 Intro to Christian Missions            | 3   | An introduction to the worldwide mission of the Church, presented in the context of world perspectives and evangelism. This course includes an introduction to the theological basis for world missions and a practical survey of missions strategies and application in local church and parachurch ministries.   |

| COURSE NAME/NUMBER                                      | #CR | DESCRIPTION   |
|---|-----|---|
| RELS 450 Introduction to Philosophy of Religion         | 3   | Introduction to the philosophical basis of Christianity that forms the basis of hermeneutics (interpretation), language-based exegesis, ethics, Christian doctrine and theology.  |
| RELS 460 Practical Evangelism                           | 3   | This course introduces practical strategies for evangelism in local and para-church ministries. A solid biblical basis for evangelism will be presented along with major strategies and field-based evangelistic guided experience for the student to implement in their ministry setting.  |
| RELS 467 American Church History                        | 3   | This course introduces the student to the history of the Church in America by examining its origin, its impact and its societal implications from the 17th through the 20th century. Emphasis will be placed on the tension between Church and state, formation of denominations and the work of the Holy Spirit (i.e. Holiness and Pentecostal-Charismatic movements).   |
| RELS 470 Introduction to Coaching & Mentoring           | 3   | This course introduces transformational leadership coaching as a basis for mentoring strategies in local church and para-church ministries. This experience- based course examines mentoring-based personal growth strategies in a ministry context.  |
| RELS 490 Independent Study                              | 3   | This course is an approved independent study option, supervised by faculty, in a directed area of professional ministry or relevant ministry topic. Study is administered according to a directed learning contract between a chosen faculty member and the student.  |
| RELS 496 Portfolio - Guided Learning                    | 3   | Approved directed study based on prior life assessment and experience in a directed area of professional ministry. Directed study involves selected reading, synthesis with prior life or ministry experience and written synthesis paper. Study is administered according to a directed learning contract between a chosen faculty member and the student.   |
| UED 343 Technology in Education [crosslist w/ EDIP 543] | 3   | Increase learning and learner success by designing educational events that use instructional technology. Covers three basic areas of technology integration: planning, implementation and evaluation. Does not cover specific applications. Within this framework, various technologies and tools will be investigated for the purpose of determining which are best suited for particular instructional situations. Discusses broader issues regarding the usefulness and effectiveness of technology integration in education. The ultimate goal is to create a plan to integrate technology in your educational setting. |

| COURSE NAME/NUMBER   | #CR | DESCRIPTION   |
|--|-----|---|
| UED 400 Curriculum Design and Assessment Techniques [crosslist w/ ECUR 500]              | 3   | The purpose of this experience is to provide the learner with research-based knowledge and skills necessary to identify exemplary curricula, appropriate assessment practices including familiarity with the VA SOL and informative feedback mechanisms, as well as how to modify and/or design units for enhancement of a pre-existing curriculum. Proper selection and use of materials including media and computers will be explored. In addition, the learner will be able to guide fellow personnel in school-based curriculum design/redesign processes.   |
| UED 405 Teaching Reading and Language Arts Across the Curriculum [crosslist w/ EFND 505] | 3   | This course examines the complex nature of language acquisition. It also addresses instruction in listening, speaking, reading and writing, including spelling and grammar and the integration of these language modes across the curriculum. Special attention will be given to reading comprehension in narrative and expository texts. Other course topics include familiarity with VA SOL and attention to diversity in the classroom. This course includes as a competency a practicum experience.   |
| UED 406 Classroom Management & Instructional Strategies [crosslist w/ EFND 506]          | 3   | This course is designed to provide the student with strategies to effectively provide instruction while managing the classroom. The relationship between classroom environment and student behavior will be addressed and effective intervention strategies will be presented. Various models, methods and approaches for managing and modifying students' classroom behavior will be explored. The link between discipline and character development will also be addressed. The learner will also demonstrate understanding of effective instructional design principles – such as flexible groupings, collaborative learning and methods for gifted and talented students as well as for those students with disabling conditions – for instructional improvement. This course includes a classroom observation as a competency and instructional strategies that focus on the VA SOL. |
| UED 408 Teaching Reading in the Elementary Grades [crosslist w/ EFND 508]                | 3   | This course addresses the nature of reading, stages of reading development, approaches to reading instruction, word identification strategies including explicit phonics, fluency development and vocabulary and comprehension instruction. Other course topics include fostering independent reading using a variety of literature, evaluation including familiarity with the VA SOL, and attention to diversity in the classroom. This course includes as competencies a classroom observation and practicum experience.  |

| COURSE NAME/NUMBER  | #CR | DESCRIPTION  |
|---|-----|--|
| UED 441 Child & Adolescent Growth & Development [crosslist w/ ETLC 541]       | 3   | <p>Covers the physical, cognitive, cultural, social/emotional, spiritual and psychological development of children and adolescents with an emphasis on knowing and understanding theories of human development to incorporate children's individual differences and guide learning experiences.</p> <p>Considers individual differences (socio-economic, racial, ethnic, religious, physical and mental) with the approximate timing and effects of age-related changes and at-risk factors such as attention deficit disorder, substance abuse, child abuse and family disruptions on normal development.</p> <p>Children are studied in the context of family, culture and community. Emphasizes the importance of partnership with families and communities in the teaching and learning process.</p> |
| UED 442 Foundations of Education [crosslist w/ ETLC 542]                      | 3   | <p>Basic understanding of the foundations of education in the U.S. Covers the historical, philosophical and sociological development and organization of American education. A portion is devoted to education and the law, both federal and state, and to the legal status of teachers and students.</p> <p>Establishes a philosophical foundation of education and surveys various worldviews that affect education today. The students will examine contemporary issues in education and their own educational philosophies, attitudes and aptitudes for teaching and will build a commitment to professional growth and development through reflection, collaboration and continuous learning.</p>   |
| UED 451 Characteristics of Students with Disabilities [crosslist w/ ETSP 551] | 3   | <p>Discusses students who demonstrate patterns of behavior consistent with learning disabilities, mild mental retardation and emotional disorders and the characteristics of students with hearing, vision and/or physical impairments. Survey the range of conditions, which contribute to students being eligible for special education services. Presents an overview of identification, assessment, program options and intervention services. This course includes as competencies a classroom observation and practicum experience.</p>  |
| UED 495 Field Experience-Internship [crosslist w/ EFND 595]                   | 6   | <p>Placement for one semester in one or more elementary schools for supervised teaching practice thereby giving students the opportunity to bridge theory and practice.</p>  |

| COURSE NAME/NUMBER   | #CR | DESCRIPTION  |
|--|-----|--|
| UIS 304 Character Education<br>[crosslist w/ EFND 504]                             | 3   | Participants will study the foundations of ethics, ethical behavior and moral decision-making. Development of these ethical and moral value systems and their impact on individual character growth, within the context of historical and contemporary psychological theories and scientifically-based research will be discussed. Students will be required to analyze character education: historical and multi-cultural perspectives, its effectiveness and necessity. The course also includes many practical strategies and methodologies for supporting character development with an emphasis on the affirmation of the principles of truth, justice, and love. |
| UIS 306 Probability and Statistics for Teachers<br>[crosslist w/ EDUC 506]         | 3   | This course prepares elementary school teachers in the following: basic descriptive statistics of a sample of measurements; normal distributions; experimental and theoretical basic probability; and graphical representations of probability and statistics.   |
| UIS 310 Fundamentals of Grammar  | 3   | Instructs students in the structure of the English language including grammar, usage, punctuation, spelling and mechanics.   |
| UIS 330 Topics in Geometry for Teachers  | 3   | This course presents various topics in geometry relevant to the content identified in the Virginia Standards of Learning. Topics to be addressed include geometric figures and their properties and relationships; application of the Pythagorean Theorem; deductive axiomatic methods of proof; perimeter, area and volume of two- and three-dimensional figures; and constructions and coordinate and transformational geometry.   |
| UIS 360 Introduction to Integrated Science   | 3   | This course will present the knowledge, skills and processes for physical science instruction in the elementary grades. The competencies and skills necessary for a solid foundation in the areas of scientific investigation; reasoning and logic; force, matter and energy; interrelationships in Earth/space systems; Earth patterns such as cycles and change will be explored. This course will also address the perspectives of creation and evolution   |
| UIS 401 Teaching Math and Science in Elementary Schools<br>[crosslist w/ EFND 501] |     | This course is designed to aid future teachers in their understanding and integration of the knowledge, skills and processes to support learners. Participants will investigate various instructional and assessment techniques and, in particular, end-of-the-grade VA SOL assessments in mathematics and science.  |
| UIS 414 Advanced Integrated Sciences   | 3   | In this course, participants will apply the content from UIS 360 developing scientific inquiry, investigating experimental design, research, selecting appropriate experimental materials and the application of technology within the context of technical, social and ethical issues.  |

| COURSE NAME/NUMBER  | #CR | DESCRIPTION   |
|---|-----|---|
| UIS 430 Topics in Advanced Math for Teachers                        | 3   | Presents arithmetic and geometric sequences and series; algebraic functions; trigonometric functions; transformations among graphical, tabular and symbolic forms of functions; and inductive reasoning.  |
| UIS 440 Multi-Cultural Education [crosslist w/ ETSL 540]            | 3   | Overview of principles and practices for providing effective instructional programs for linguistically and culturally diverse student populations. Explores current issues in multi-cultural education, with an emphasis on the second language learner and TESOL curriculum development. Includes examination of socio-cultural variables in the instructional setting.  |
| UIS 460 First & Second Language Acquisition [crosslist w/ ETSL 560] | 3   | Review of research findings regarding first and second language acquisition with emphasis on the second-language learner and TESOL curriculum development.  |
| UNIV LIB Information Research and Resources                         | 0   | This course will teach you how to locate information, develop a search strategy and perform effective research both in the library and online. You will learn how to retrieve pertinent information, evaluate it, organize it, analyze what you have found and synthesize the information to meet your needs. This non-credit, pass/fail course must be completed by all new students during their first semester at Regent University. |

**\*Upper level crosslisted courses require additional significant paper or project.**

## **UNDERGRADUATE FACULTY**

Beth Doriani (2005) B.A., Calvin College; M.A., Kent State University; Ph.D., University of Notre Dame; Associate Dean of the Faculty; Professor

P. Douglas Chapman (2005) B.A., Central Bible College; M.A., Ashland Theological Seminary; Instructor, Religious Studies

Charles Fox (2004) B.A., Columbia Bible College and Seminary; M.A. Regent University; Instructor, Religious Studies

Robert L. Fultz (2005) B.S., Lee University; M.A., Regent University; Program Development Manager, Political Science; Instructor

Philip L. Genetti (2005) B.A., Oral Robets University; M.A. and Ph.D., University of Georgia; Faculty Chair, General Education Studies; Associate Professor

Matthew E. Gordley (2005) B.A., Wheaton College; M.Div., Alliance Theological Seminary; Instructor, Religious Studies

James Henderson (2004) B.A. Life Pacific College; M.A. Fuller Theological Seminary;; Instructor, Religious Studies

Mark Menga (2004) B.S., Philadeophia Biblical University; M.A. and Ph.D., Regent University; Faculty Chair, Communication; Assistant Professor

Almarie Munley (2004), B.A., Universidad Del Valle de Guatemala; M.A., Regent University; Instructor, Organizational Leadership

Maureen Nixon (2004) A. A., St. Mary's Junior College; B. A., North Carolina State University; M. A., Norfolk State University; Faculty Chair, Organizational Leadership and Management; Associate Professor

Carmela O'Hare (2003) B.A., University of South Carolina; M.A., Regent University; Psy. D., Regent University; Faculty Chair, Psychology; Assistant Professor

Gary Oster (2005) B.A., Hope College; M.A., Case Western Reserve University; M.B.A., Baldwin-Wallace College; M.S.L., Western Michigan University; Associate Dean of Academics; Faculty Chair, Global Business

Ruth-Anne Wideman (2005) B.S., University of Toronto; M.T.S., Ontario Theological Seminary; Ph.D., Regent University; Faculty Chair, Religious Studies; Associate Professor