THE REGENT GRADUATE CATALOG

Fall 2026

Regent University

1000 Regent University Drive

Virginia Beach, VA 23464-9800

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www.regent.edu

PREFACE

Institutional Accreditation
Regent University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Regent University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

National and State Accreditation

Regent University (its undergraduate school and graduate schools) is accredited or certified by the following bodies:

- **The American Bar Association (ABA)** *The School of Law* is fully approved by the American Bar Association. Council of the Section of Legal Education and Admission to the Bar of the American Bar Association, 321 N. Clark, 21st Floor, Chicago, IL 60654. Phone: (312) 988-6738. Website: www.abanet.org.

- **The American Psychological Association (APA)** The Doctoral Program in Clinical Psychology is accredited by the Commission on Accreditation (CoA) of the American Psychological Association (APA): Phone: (202) 336-5979. Website: http://www.apa.org/ed/accreditation/, Mailing Address: Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242.

- **The Association of Theological Schools in the United States and Canada (ATS)** The Regent University School of Divinity is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved: M.A. in Spiritual Formation, M.A. in Christian Ministry, MTS, M.Div., Th.M., D.Min., Ph.D.

  Approved for a Comprehensive Distance Education Program.

  The Commission contact information is:

  The Commission on Accrediting of the Association of Theological Schools in the United States and Canada

  10 Summit Park Drive

  Pittsburgh, PA 15275

  Telephone: 412-788-6505

  Fax: 412-788-6510

  Website: www.ats.edu

- **The Council for Accreditation of Counseling and Related Educational Programs (CACREP)** 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 accredited the following programs in the *School Psychology & Counseling*: Master of Arts in Clinical Mental Health Counseling, Master of Arts in School Counseling, Master of Arts in Marriage, Couple & Family Counseling, and Ph.D. in Counselor Education & Supervision.

- **Commission of the Council for the Accreditation of Educator Preparation (CAEP)** The School of Education's educational leadership and teacher preparation programs and the College of Arts and Science's interdisciplinary studies program are awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a

period of seven years, to 12/31/2023. The accreditation does not include individual education courses that these programs offer to P-12 educators for professional development, re-licensure, or other purposes. For more information on this accreditation, visit caepnet.org

- **Commission on Collegiate Nursing Education**
  The baccalaureate degree program in nursing and the master's degree program in nursing at Regent University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791

Regent University is authorized to operate in the state of Virginia and is exempt from the requirements of certification provided by the State Council of Higher Education for Virginia (SCHEV) www.schev.edu.

Equal Opportunity Policy for Students

Regent University does not discriminate on the basis of race, color, sex, national or ethnic origin, disability or veteran status in admissions, or in the administration of educational policies, scholarships, loan programs, athletics or other University administered student programs. In addition, Regent does not discriminate based on religion, except as necessary to comply with Regent's Standard of Personal Conduct and Statement of Christian Community and Mission.

Regent University has attempted to provide information, which at the time of publication, most accurately described the policies, procedures, regulations, and requirements of the University. The University reserves the right to alter or change any statement contained herein—i.e., necessary modifications in classes, fees, personnel lists, academic policies, and programs at any time and without prior notice. This Catalog is thus a guide and does not establish contractual relationships.

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THE UNIVERSITY

Message from our Chancellor

Our nation and our world are faced with tremendous challenges—challenges that sometimes can seem insurmountable. The eyes of the Lord go to and fro over the whole earth to show himself strong to those whose hearts are loyal to him. God will do remarkable things through those who believe in Him and say yes and amen when they see an opportunity to serve.

This is why Regent University was founded—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 God's grace, this university has become 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 are 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.

Gordon Robertson
Chancellor

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.

Vision

Our vision is to be the most influential, Christian, transformational university in the world.

Mission

Regent University serves as a center of Christian thought and action to provide excellent education through a biblical perspective and global context equipping Christian leaders to change the world.

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 making disciples of Christians.

History of the University

Dr. M. G. "Pat" Robertson, founder 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 11,000 students earning associates, bachelors, masters, or doctoral degrees at our Virginia Beach Campus or online via the worldwide web.

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. In addition, the following expectations apply:

- 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. The full substance abuse policy is printed in the *Student Handbook*.
- 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 full Standard of Personal Conduct and student discipline policy is printed in the Student Handbook, which is located online at www.regent.edu/studenthandbook.

Campus Facilities

The Virginia Beach Campus is comprised of eight stately Georgian buildings. In addition, several student housing facilities with varied configurations from resident halls to apartments are on or near the main campus. 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. Beyond the main campus, others are earning Regent degrees online.

Built in 1979, the **Administration Building** is the original building on campus. The building houses the offices of the Chancellor, Academic Affairs, Chief Financial Officer, Administrative Services, Facilities & Engineering, Human Resources, Special Events, Marketing, Public Relations, Alumni Relations, and the Business Office. It also houses the School of Education and several classrooms.

Dedicated in 1984, the **University Library** provides students access to online resources worldwide and offers research assistance to on-campus and online students. The third floor of the library building houses the Law Library, the largest, most complete law library in Hampton Roads, with an extensive collection of federal and state materials. Established in 1986, the Law Library contains significant materials for research in public policy and law, constitutional law, legal history, religion and law, international law, and international human rights, among others.

Built in 1986, the **Classroom Building** houses the School of Psychology & Counseling, the Psychological Services Center, offices for the School of Business & Leadership, the Applied Science and Ethics Laboratory and a PC teaching lab, Academic Advising offices, in addition to numerous classrooms and seminar rooms.

Dedicated in the fall of 1994, the four-story **Robertson Hall** is equipped with audio/video technology and cameras for simultaneous broadcasting. Many of the classrooms are tiered and seminar-sized. The 132,000-square foot building houses the School of Law, the Robertson School of Government, and offices for the College of Arts & Sciences, plus a 376-seat moot court/city council chamber, various student organizations and the offices of the American Center for Law and Justice (ACLJ).

Opened in the summer of 2002, the 135,000-square-foot **Communication and Performing Arts Center** houses all the functional areas of the School of Communication & the Arts, along with Media Services and Information Technology. Key elements in the building are a 710-seat proscenium arch theatre, a 195-seat experimental theatre, a TV studio, a film sound stage, nonlinear video editing suites, costume and scene shops, acting and dance labs, two film screening theatres,

a complete film production suite, a computer graphics animation studio, a converged media journalism newsroom, and a film back lot.

Completed in fall 2002, the Dede Robertson **Student Center** houses the offices of Student Services, Registrar, and Career Services. In addition, Campus Dining Services (The Regent Ordinary), COGS offices, student government offices, student lounge, and a coffee shop are housed on the building's first floor.

The **University Chapel** and the **Divinity School** were dedicated in March 2013 and are the centerpiece of campus life, providing a unifying venue where people can experience the presence of God. The 22,164-square-foot Chapel features a 1,000-seat sanctuary for services, convocations, commencements, weddings and baptisms, as well as for individual reflection and prayer. A smaller prayer room is open around the clock for prayer, Bible studies and devotions. In addition, a beautiful prayer garden offers respite for intercession and reflection. Connected to the Chapel by a covered walkway, the 36,645-square-foot Divinity building houses the Welcome Center, equipped to provide prospective students with admissions guidance, facilitate campus tours, and answer visitor inquiries. Campus Ministries, classrooms, meeting spaces, Student Financial Aid, admissions and enrollment teams and offices for the School of Divinity are also here.

The University Library

The University Library supports the academic curriculum and research needs of Regent University through a comprehensive collection of resources, programs, and services. Through reciprocal agreements, print resources also are shared with students and faculty in Hampton Roads academic institutions and are available for community use.

The University Library collections consist of print and electronic books, online databases, physical and streaming media, and print and electronic journals.

Multidisciplinary databases such as Academic Search Complete, JSTOR, and ProQuest Platform Databases, as well as subject-specific databases such as APA (American Psychological Association) PsycTherapy, ATLA Religion, Science Direct, and many others, are available through the Library. E-book collections include ABC-CLIO, eBook Academic (EBSCO), eBook Central (ProQuest), O'Reilly for Higher Education, and many others.

Microform materials 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 Rev. Dennis J Bennett Papers, the Clark Hymnology Collection of 9,000 volumes, the Pentecostal Research Collection, the John Wimber Collection, the Baptista Film Collection comprising 125 early Christian Baptista films, the John Lawing Collection of Christian cartooning, and other rare books, documents, and artifacts. Of special note are a Torah scroll from Yemen (c. 1750), a 1608 edition of the Geneva Bible and Book of Common Prayer in one volume, and a 1st edition copy of Samuel Johnson's Dictionary of the English Language (1755). The Film Research Center holds thousands of films of different genres including Christian films, some of which date back to the 1930s.

All Regent University students must learn and be competent in using library resources and applying information literacy principles. For undergraduate students, course content in the General Education classes provides this needed information literacy education. Graduate students receive information literacy education via their school's foundation course or through UNIV LIB coursework. These courses will benefit students' awareness and utilization of the vast information resources available in print and online through the Regent University Library. Special tours, individualized research consultations, library workshops, and course-specific library instruction sessions are available. A full complement of library services is available to all distance education students. Library social media outlets include Instagram, Facebook, YouTube, and a blog titled Library Link.

Library users with disabilities can access a range of services and equipment, such as a 24-inch large-screen computer monitor, a specialized keyboard, spacious aisles, ramps, elevators, and a study room designed for wheelchair accessibility.

The University Library is open approximately 100 hours each week. Changes in service hours for exam periods, holidays, breaks, summer sessions, and special university events are posted. Research

Assistance is available during the Library's open hours and outside of normal hours by appointment. In addition, research assistance is available through our Ask 24/7 online chat service.

Library Faculty

Gillie, Esther (2016), DMin, Northeastern Seminary; *Dean, University Library, Librarian*

Ader, Meredith (2022), M.L.S. North Carolina Central University; *Research & Instruction; Associate Librarian*

Crews, Denise (2022), Ph.D. Baylor University; M.A., Grand Valley State University; *Undergraduate Instruction Librarian; Assistant Librarian*

Hargett, Dorothy (2000), Ph.D., Regent University ; *Head of Public Services, University Library; Assistant Librarian*

Henkel, Harold (2005), M.S.L.S., Catholic University of America; MBA, Regent University; *Head of Special Collections, Archives, and Digital Initiatives, Associate Librarian.*

Emeritus Faculty

Sivigny, Robert (1983), M.Div., Gordon-Conwell Theological Seminary; M.L.S., Simmons College

Student Life, Campus Services and Academic Support

Student Services

Regent University's Department of Student Services provides support to students by offering the following services:

Campus Ministries
Career Services
Center for Student Happiness
Council of Graduate Students
Counseling Services
Disability Services
Health Center
International Student Services
Regent Bookstore
Regent Giftshop
Regent Ordinary/Food Service
Resident Life
Student Activities and Leadership
University Shuttle Services

To find out more information on these services and others offered by Student Services, please visit the website: https://www.regent.edu/resources/student-resources/

The University Writing Lab

The University Writing Lab offers free, one-on-one assistance to Regent students working on university writing assignments. The goal of the Writing Lab is to help students become better self-editors. Therefore, the Writing Lab staff and tutors offer individualized guidance in applying principles of effective writing rather than merely focusing on "fixing"

a paper. Tutors work with students to help build their confidence, think critically about an assignment, and teach them skills to improve their writing style and technique so that they are better equipped for future writing projects.

Workshops

The Writing Lab provides writing workshops throughout the calendar year, which are available for both local and distance students. Reference the Writing Lab's website and the University Events Calendar for the workshop schedule. Workshops are free of charge, but students must register in advance to insure a space. Writing workshops cover a wide range of writing topics, including *The 20 Most Common Errors in Writing*, *Style Guide Formatting (APA, MLA, and Turabian)*, *Writing Clearly*, *Writing Quality Research Papers,* and *Avoiding Plagiarism*.

Online Resources Page

The Writing Lab's website contains tutorial videos, sample papers, formatting checklists, and other tools for writers. The resources page also contains handouts designed to help with grammar and punctuation, sentence structure, research and organization, as well as avoiding plagiarism.

Tutoring Writing

ENGL 501 (1)

The English Department and the University Writing Lab also offer an academic course on effectively tutoring writing. ENGL 501 introduces the theory and practice of tutoring in a writing center context. Cross-listed with ENGL 301.

Information Technology

The mission of the Information Technology department is to provide the technology infrastructure and tools with increase the productivity of students, staff and faculty. We provide leadership, technical expertise and support.

MyRegent

MyRegent is your portal into many of the systems and services available to you at Regent University. We recommend using the MyRegent Portal for integrated access to all of your online Regent resources. After logging in to the MyRegent Portal, you can conveniently access your Student Mail by Google, Canvas, the student profile, DegreeWorks, and the library Databases as well as many other Regent Systems. You can log in to the MyRegent Portal at my.regent.edu.

The Information Technology department is committed to ensuring the privacy of your information during and after your tenure here at Regent. By staying up-to-date on the latest techniques for information security, you will protect yourself and others against fraud, theft, and worse.

The Information Technology department maintains an overview of the established security program and efforts. An overview of this program is maintained at www.regent.edu/it/infosec.

For more information on MyRegent, please refer to www.regent.edu/myregentid.

For all other information related to Information Technology, including the University Help Desk, please refer to https://my.regent.edu/web/myregent/information-technology-faculty-staff.

Psychological Services Center

The Psychological Services Center (PSC) at Regent University is open to all students and their immediate families, in addition to those from the Regent and Hampton Roads community. The PSC provides consultation, workshops/trainings, individual, family, couple, and group counseling, as well as psychological and intelligence testing. Doctoral students in clinical psychology, under the supervision of licensed psychologists, are the primary service providers. 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 moderately priced. Employees of Regent, CBN and others from the general community are invited to schedule appointments and reduced fees are available for those with financial

need. In addition, referrals from pastors and local community partners can offset service costs. Call 352.4488 for more information.

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 fall, spring, or summer semesters are strongly encouraged to participate in commencement for the conferring of the degree. All graduates are asked to RSVP as per the instructions provided by the Registrar's Office in early spring.

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.

Graduate Academic Information and Policies

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. FERPA rights apply once a student is considered "in attendance" by the institution. Regent defines "in attendance" as being registered for at least one class at 12:01 a.m. on the first day of the student's first term, as determined by the official university academic calendar. At its discretion, the institution may provide directory information to include: student name, address, email 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 fall notice that advises students of their rights. The full text of this policy, including procedures for inspecting and amending one's education records, is printed in the Student Handbook.

Access to Student Educational Records by Others

1. Directory Information

At the end of the fall add/drop period the Registrar's Office will send to students a notice of the students' right not to have student directory information released. Students may, at any time, request that directory information not be released by writing to the Registrar's Office. Information already published will not be affected by this request. Without such written request, the university may release directory information to outside parties if considered appropriate. Students may request in writing that future releases of directory information not be made.

Directory information includes: name, address, email 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. Only the Registrar's Office should disseminate directory information. All inquiries for such information should be forwarded to the Registrar's Office.

Student Services may distribute in-school directories to students if this policy is followed. If additional information is added, the Registrar's Office must receive signed waivers from students whose names and other information will appear in the directory. Names or lists must not be released to outside parties.

2. Non-directory Information

The university will maintain the confidentiality of student educational records and such non-directory information may be released only with the student's written request. However, information may be released to the following:

- Officials of other institutions in which students seek to enroll;
- Persons or organizations providing students financial aid;
- Accrediting agencies carrying out their accreditation function;
- Persons in compliance with a judicial order;
- Persons in an emergency in order to protect the health or safety of students or other persons;
- As otherwise legally required as the university deems appropriate.
- School officials with "legitimate educational interests"

Regent University identifies the following as "school officials," depending on their duties and only within the context of those duties: University faculty and staff, agents of the University, students employed by the University or serving on official University committees, and representatives of agencies under contract with the University, including but not limited to the CBN/Regent University Police Department.

Health and counseling records may be provided to physicians and licensed psychologists of the students choosing.

Students may have access to appropriate information as designated by the dean or department head. If a breach of confidentiality occurs, appropriate formal disciplinary action will be taken up to and including dismissal from employment.

3. Parental Access

The definition of "student" under FERPA refers to a person who either has reached the age of 18 or who is attending an institution of post-secondary education. At the post-secondary level parents have no inherent rights to inspect student records; this right is limited solely to the student. It is the University's policy to release academic or financial information to parents and/or guardians of students (whether or not the student has reached the age of 18) only upon the student's written authorization. The student may complete a "Student Information Release" (FERPA waiver), available in the Registrar's Office or online at http://www.regent.edu/admin/registrar/studentforms.cfm, to grant this authorization.

Graduate Academic Programs (Degrees, etc.)

Regent University offers graduate education through a variety of modes as well as bachelor's degrees though the undergraduate programs in the College of Arts & Sciences (see College of Arts & Sciences Catalog). The Regent University graduate academic organization consists of: the School of Business and Leadership, the College of Arts & Sciences, the School of Communication and the Arts, the School of Divinity, the School of Education, the Robertson School of Government, the School of Law, and the School of Psychology and Counseling.

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, the Regent School of Education offers programs in the metro Washington D.C. area as well as online.

Graduate Degree Programs Limits

Degree programs offered by Regent University must be approved by the university's Board of Trustees. Students must complete all course requirements within five years for any certificate programs, other master's degree programs (seven years for M.Div.), post-graduate degrees (including the Th.M.), and the traditional juris doctor program; six years for the flexible juris doctor program; and seven years for all doctoral degrees from the date of the student's initial enrollment.

Each graduate school is administered by a dean who is responsible for the school's overall program. Following are the schools and authorized degree programs:

Business and Leadership (SBL)

- Master of Business Administration (MBA, Non-Licensure)
- Master of Arts (M.A.) in Organizational Leadership
- Master of Science (M.S.) in Accounting (Non-Licensure)
- Master of Science (M.S.) in Business Analytics
- Certificate of Graduate Studies in Leadership (CGS)
- Certificate of Advanced Graduate Studies (CAGS)
- Doctor of Philosophy (Ph.D.) in Organizational Leadership
- Doctor of Strategic Leadership (DSL)
- Doctor of Philosophy (Ph.D.) in Business
- Doctor of Business Administration (DBA)
- Certificate of Post-Doctoral Studies in Organizational Leadership (CPD)

College of Arts & Sciences (CAS)

- Master of Science (M.S.) in Cybersecurity
- Certificate of Graduate Studies in Cyber Practitioner Preparation

College of Health & Behavioral Sciences (CHBS)
School of Nursing

- Master of Science in Nursing (MSN) in Nursing Education and Leadership (online)
- Master of Science in Nursing (MSN) in Advanced Practice Registered Nursing (APRN) (online with some on-campus requirements)
- Doctor of Nursing Practice (DNP, Non-Licensure) Degree in Nursing Administration and Leadership
- Doctor of Nursing Practice (DNP) in Advanced Practice Registered Nursing (online with some on-campus requirements)
- Graduate Certificate (Post-Master's) in Advanced Practice Registered Nursing (APRN) – Family Nurse Practitioner Concentration (online with some on-campus requirements)

- Graduate Certificate (Post-Master's) in Advanced Practice Registered Nursing (APRN) – Psychiatric Mental Health Nurse Practitioner Concentration (online with some on-campus requirements)

School of Psychology and Counseling

- Doctor of Psychology in Clinical Psychology (On Campus)
- Doctor of Philosophy in Counselor Education & Supervision (Online)
- Doctor of Philosophy in Counseling & Psychological Studies (Non-Licensure, Online)
- Master of Science in Psychology (Non-Licensure, Online)
- Master of Arts in Clinical Mental Health Counseling (On-campus or Online)
- Master of Arts in Human Services (Non-Licensure, Online)
- Master of Arts in Marriage, Couple & Family Counseling (On-campus or Online)
- Master of Arts in Pastoral Counseling (Non-Licensure, Online)
- Master of Arts in School Counseling (On-campus or Online)
- Certificate of Graduate Studies in Clinical Mental Health Counseling (On Campus or Online)
- Certificate of Graduate Studies in Marriage, Couple & Family Counseling (On Campus or Online)
- Certificate of Graduate Studies in School Counseling (On Campus or Online)
- Certificate of Graduate Studies in Trauma (On Campus or Online)

Communication and the Arts (SCA)

- Certificate of Graduate Studies (CGS)
- Master of Arts (M.A.) in Communication
- Master of Arts (M.A.) in Journalism
- Master of Arts (M.A.) in Film and Media Culture
- Master of Arts (M.A.) in Film Producing and Management
- Master of Arts (M.A.) in Screenwriting
- Master of Arts (M.A.) in Theatre
- Master of Fine Arts (MFA) in Acting
- Master of Fine Arts (MFA) in Film and Television Production
- Master of Fine Arts (MFA) in Screenwriting
- Doctor of Strategic Communication (DSC)
- Doctor of Philosophy (Ph.D.) in Communication

Divinity (SOD)

- Certificate of Graduate Studies in Biblical Languages
- Certificate of Graduate Studies in Biblical Studies
- Certificate of Graduate Studies in Theology
- Certificate of Graduate Studies in Church History
- Certificate of Graduate Studies in Church Leadership
- Certificate of Graduate Studies in Cyber Theology
- Certificate of Graduate Studies in Spiritual Formation
- Certificate of Graduate Studies in Worship & Theology
- Master of Arts in Apologetics & Cosmogony
- Master of Arts in Christian Discipleship
- Master of Arts in Church Leadership
- Master of Arts in Church Planting
- Master of Arts in Evangelism & Mission
- Master of Arts (M.A.) in Spiritual Formation
- Master of Arts (M.A.) in Christian Ministry
- Master of Theological Studies (MTS)
- Master of Divinity (M.Div.)
- Master of Theology (Th.M.)
- Doctor of Ministry (D.Min.)
- Doctor of Philosophy in Renewal Theology (Ph.D.)

Education (SOE)

- Master of Science in Library Sciences (M.S.L.S.)
- Master of Education (M.Ed.)
- Educational Specialist Degree (Ed.S.)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.) in Education
- Joint Degrees: Joint degrees with the M.Ed. and a degree with the Schools of Communication and the Arts, Divinity, Business and Leadership, Government, or Psychology and Counseling are available. See the M.Ed. programs listed in the degree programs for School of Education and the General Information section of the catalog for more information.
- Career Switcher Certificate (CGS)
- Post-Master's Certificate in Advancing Leadership (CAL)
- Post-Master's Certificate in Reading Specialist
- Certificate of Graduate Studies in Artificial Intelligence for Education (CGS)

- Certificate of Graduate Studies in Autism (CGS)
- Certificate of Graduate Studies in Christian School Administration and Leadership (CGS)
- Certificate of Graduate Studies in Gifted and Talented Education (CGS)
- Certificate of Graduate Studies in Teaching English to Speakers of Other Languages, TESOL (CGS)
- Certificate of Advanced Graduate Studies (CAGS)
- Certificate of Graduate Studies in STEM (CGS)
- Professional Development

Government (RSG)

- Master of Arts (M.A.) in Government
- Master of Arts (M.A.) in International Development
- Master of Arts (M.A.) in National Security Studies
- Master of Public Administration (MPA)
- Doctor of Philosophy (Ph.D.) in Government
- Certificate of Graduate Studies in Government

Law (SOL)

- Juris Doctor (J.D.)
- Master of Laws (LL.M.) in American Legal Studies
- Master of Laws (LL.M.) in Human Rights
- Master of Legal Studies (Non-Licensure)
- Master of Arts in Financial Planning and Law (Non-Licensure)

Joint Degrees

A joint degree 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.). Each joint degrees program requires completion of core courses, some electives and method courses, and in most cases an internship, thesis or their equivalent. The internship or thesis focuses on a topic involving interaction between both fields represented by the degrees being sought. 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. 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 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 nine (9) credit hours (master's level), ten (10) credit hours (law), and six (6) credit hours (post-graduate and doctoral) per regular academic semester or six (6) credit hours during the summer session(s). This definition will be used for enrollment reporting purposes.
2. Be enrolled for at least one credit hour per semester in one of the following culminating academic experiences: dissertation, thesis, portfolio, internship, comprehensive or qualifying exams, externship 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 semesters while working exclusively on a culminating experience except as approved by the dean of the school or college.
3. Be enrolled for at least one (1) credit hour in the last semester of enrollment necessary for completing the degree. It is the student's responsibility to notify the Registrar's Office in writing, via Academic Petition, at the beginning of the applicable term.
4. If program design does not allow for at least nine (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, at the beginning of 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 Plan (ADP). 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. Unless otherwise stated, the attempt associated with the highest grade points and semester credit hours earned will be used 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.

Law School Courses (J.D./LL.M. only)

Students who receive a grade of F, FX, or NP 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 and II) 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 J.D. students (only) 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 2.33 (C+ grade).
2. The average grade points (not to exceed 2.33) 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.

Grading Systems

To remain in good academic standing in all graduate degree programs except the J.D., LL.M., School of Divinity Master's Degree Programs, and M.S. in Cybersecurity, a student must maintain a 3.00 GPA. To remain in good academic standing, a student in the LL.M. program must maintain a 2.00 GPA, and a student in any School of Divinity Master's Degree Program or the M.S. in Cybersecurity Program must maintain a 2.50 GPA. The minimum GPAs required to remain in the J.D. program are specified in the J.D. Academic Probation and Dismissal/Administrative Withdrawal Policy (see "Academic Probation and Dismissal" below).

To remain in good standing, a J.D. or LL.M. student must possess at least the minimum cumulative law GPA to avoid academic dismissal/administrative withdrawal or academic probation, must meet all requirements for enrollment in the School of Law, must have fulfilled all financial and administrative obligations to Regent University and/or the School of Law, must not be on academic or disciplinary probation, and must not otherwise currently be subject to any other form of sanction or disciplinary censure imposed by Regent University and/or the School of Law.

The following grading scale is the authorized grading scale for the university. [See the Regent University Undergraduate Catalog for the undergraduate grading scale].

A+	4.00/4.33(3)
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	**0.00**

Notes:

1. This grading scale does not preclude specific courses from being graded on a pass/no pass or pass/low pass/no pass model.
2. Individual schools may choose to offer a subset of the grades listed above.
3. The grade point value for an A+ is 4.33 only in the J.D. and LLM programs

AU	Audit (No Credit)	**(Used for audit courses only)**

FX	Failure to make up or finish an Incomplete	
I	Incomplete	
IP	In Progress	
P	Pass	**(Used for pass/no pass or pass/low pass/no pass courses only)**
LP	Low Pass	**(Used for J.D. pass/low pass/no pass courses only)**
NP	No Pass	**(Used for pass/no pass or pass/low pass/no pass courses only)**
W	Withdrew	
WF	Withdrew Failing	

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, P/LP/NP, Audit and courses in which an Incomplete or In Progress is assigned. Courses with 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 or P/LP/NP basis.

Incomplete Grades

A grade of "Incomplete" ("I") will be assigned only if proper arrangements have been made prior to the end of the course. The "Incomplete" grade is intended for use only in extraordinary circumstances, beyond the student's control, which prevent the student from completing the course on time. To qualify for an Incomplete, the student must have completed over 70% of the weighted total of work for the entire course. If these conditions are met, the student may complete a "Request for Incomplete" (available at http://www.regent.edu/admin/registrar/onlineforms.cfm) and submit it to the instructor for review and approval before the end of the course. The University reserves the right to request additional documentation from the student. A grade of "I" will be given in a regular course only for legitimate deficiencies due to illness, emergencies, or other extraordinary circumstances. **The student must submit the instructor-approved form to University Advising by 11:59pm on the last day of the session or semester.**

Once the grade of "I" has been assigned, the student must complete all outstanding requirements for the course **by the last day of the subsequent session (e.g., 8 week classes) or semester (e.g., 15 week classes)**; for example, a student who has been granted an Incomplete for a Session A class, must complete all coursework for that class by the last day of Session B classes. It is the student's responsibility to work with the instructor to ensure these requirements are submitted. If all course requirements are not completed by the last day of the subsequent session or semester, respectively, the incomplete grade will be converted to a grade of "FX," (NP for Pass/No Pass or Pass/Low Pass/No Pass courses) and the student must re-register and pay the appropriate tuition to re-enroll in the course the next time it is offered. The FX shall be counted as an F in the computation of the GPA. A student will be issued only one Incomplete per course. A student who acquires two concurrent grades of "Incomplete" in one semester will not be permitted to enroll in additional courses until the "Incomplete" grades are resolved. The grade of "Incomplete" is removed when the instructor assigning such a grade submits a change of grade form.

The issuance of an "I" grade may have a direct impact on a student's receipt of a grade for tuition reimbursement purposes and may directly affect the student's eligibility for and receipt of financial aid. It is imperative that students contact the Academic Advising Office at Regent University immediately upon receiving an "I."

Individual schools and/or programs may have Incomplete policies that differ from the general university policy. Refer to program and school specific requirements and policies for additional details.

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, professional projects, theses dissertations, and clinical courses. 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

An appeal is defined as a request to a higher authority to change a decision that was made, typically a decision that the student believes adversely affects her/his academic career. A grievance is defined as a complaint or concern of a student regarding a faculty or staff member or a policy of the University that the student believes adversely affects her/his academic career or personal well-being. For information on how to file an appeal or grievance, please see the "Student Appeals and Grievances" section in the Student Handbook. Grade appeals by J.D. and LL.M. students are governed by the following policy

J.D. and LL.M Student Petitions to Review Course Grades

1. Notwithstanding any University policy to the contrary, unless they have just completed the final semester before their degree is conferred, students shall have a period of 14 days from the date grades are published to students by the University Registrar to initiate contact with the instructor (by email or in person) concerning a grade appeal. If they have just completed the final semester before their degree is conferred, students shall have a period of 7 days to initiate contact with the instructor concerning a grade appeal.
2. Before filing a petition for grade change, a student shall review the basis for his grade with the course instructor and seek to resolve all issues. The review with the instructor may be in person, over the phone, or via written communication. The review must take place within 7 days of initiating contact with the instructor concerning the grade appeal. Within 2 days of the review, the instructor must contact the student with his or her decision. The instructor may raise or lower the grade if there was a mechanical or clerical error such as a misread Scantron sheet, arithmetic error, or the wrong grade box clicked on the Faculty Dashboard when entering final grades. The instructor may not change the grade, up or down, based on reevaluation of any graded course component.
3. If the student believes that an issue has not been satisfactorily resolved with the instructor, if a review does not take place within 7 days of contacting the instructor, and/or if the instructor does not communicate a decision to the student within 2 days of the review, the student may file (using the available online graduate form) a petition for grade change with the Dean of the School of Law. The petition must be filed within 7 days from the instructor's decision (or 14 days from initiating contact with the instructor if a review does not take place or a decision by the instructor has not been communicated by that date), and must include a detailed explanation justifying the student's position on why the grade should be changed. If the instructor is not notified of a potential grade appeal by the student in a timely manner or a petition to the Dean is not timely filed or does not comply with these requirements, the grade will be considered final. Students filing a petition to change a grade received in their final semester before their degree is conferred risk delaying the conferral of their degree and being disqualified from sitting for a bar examination.
4. Petitions to change grades given by adjunct faculty members shall be considered, and granted or denied, by the Dean in consultation with the adjunct faculty member. The Dean's decision is final. The instructor's grade bears a very high presumption of validity, so the grade will only be changed if there is clear and convincing evidence that the original grade falls outside of a reasonable grade range for the student's work in that course. For all other grades, paragraphs (5) and (6) below apply.
5. Petitions to change grades shall initially be considered by the Dean of the School of Law and course instructor together with one faculty member of the School of Law appointed by the Dean with the approval of the course

instructor. The purpose of this consideration shall be to attempt to achieve an agreement among the Dean, the reviewing faculty member, and the course instructor as to the proper resolution. The instructor's grade bears a very high presumption of validity, so the grade will only be changed if there is clear and convincing evidence that the original grade falls outside of a reasonable grade range for the student's work in that course.

6. In the event that the course instructor, Dean, and reviewing faculty member cannot agree on the disposition of a petition, the instructor's original grade will stand.
7. At the discretion of the Dean, the Associate Dean may act on the Dean's behalf, and in the Dean's place, in all matters pertaining to grade appeals.
8. Whether made by the Dean or the Associate Dean on the Dean's behalf, a decision on a petition to change a grade is final and not appealable.

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:

1. **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 use 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. 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 (2.50 for School of Divinity Master's Degree Programs and M.S. in Cybersecurity; 2.00 for the LL.M.) cumulative GPA for courses taken at Regent University. However, individual programs may have more stringent requirements. For example, the academic requirements for the J.D. Program are outlined in the School of Law's Academic Probation and Academic Dismissal Policy below. A student's academic status will be determined at the end of each term by the Registrar's Office (or for J.D. students, the School of Law Student Affairs and Records Office). Students on academic probation are not eligible for an incomplete in any course.

1. Academic Probation

   When a student's cumulative GPA falls below 3.00 (2.50 for School of Divinity Master's Degree Programs and M.S. in Cybersecurity;.; and 2.00 for the LL.M.), 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, he or she shall be notified in writing of any specific instructions for improving academic performance; JD and LLM students will be notified directly by their dean. A student will be removed from academic probation when the cumulative GPA is 3.00 (2.50 for School of Divinity Master's Degree Programs, M.S. in Cosmogony and M.S. in Cybersecurity; 2.20 for the J.D.; and 2.00 for the LL.M.) or above.

2. Academic Dismissal

A student on probation whose cumulative GPA is below 3.00 (2.50 for School of Divinity Master's Degree Programs and M.S. in Cybersecurity; 2.00 for the LL.M.) 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 [2.50 for School of Divinity Master's Degree Programs and M.S. in Cybersecurity; 2.00 for the LL.M,]). Except for the School of Law students, all students will be notified of dismissal by the University Registrar at the end of the term.

In the School of Law, the dismissal action is taken at the end of the spring term. The dean, not the University Registrar, will notify the student, in writing, of the dismissal.

School of Law's Academic Probation and Academic Dismissal Policy

A J.D. student is required to have a cumulative law GPA of at least 2.200 for students to graduate. The following policies govern academic dismissal and probation. For the purposes of these policies, "credit hours" include all law courses that appear on the student's transcript with a grade ranging from "A+" to "F" or, in the case of a Pass/Low Pass/No Pass course, a grade of either "Pass," "Low Pass," or "No Pass."

1. A traditional J.D. student will be academically dismissed if he or she

   a. Has completed 13-18 law credit hours at the end of a semester and has a cumulative law GPA below 1.850; or

   b. Fails to maintain a cumulative law GPA of 2.200 at the end of the spring semester of his or her first year of law study, even if the student was in good standing at the end of the preceding fall semester; or

   c. Fails to maintain a cumulative law GPA of 2.200 at the end of any spring semester after his or her first year of law study, even if the student was in good academic standing at the end of the preceding fall semester; or

   d. Is reinstated after being academically dismissed/administratively withdrawn and fails to achieve the higher of a cumulative law GPA of 2.200 or the cumulative law GPA otherwise set as a term of reinstatement by the end of his or her first semester after readmission; or

   e. Is required to retake a course and either fails to receive a grade of "D" or higher in the retaken course or receives a "WF" in the retaken course(s).

2. A flexible J.D. student will be academically dismissed if he or she

   a. Has a cumulative law GPA below 1.850 at the end of the spring semester of his or her first year of law study, or at the end of the fall semester of his or her second year of law study; or

   b. Fails to maintain a cumulative GPA of 2.200 at the end of the spring semester of his or her second year in the courses required in the first year of study for traditional J.D. students; or

   c. Fails to maintain a cumulative law GPA of 2.200 at the end of any spring semester after his or her second year of law study, even if the student was in good standing at the end of the preceding fall semester; or

   d. Is reinstated after being dismissed or administratively withdrawn and fails to achieve the higher of a cumulative law GPA of 2.200 or the cumulative law GPA otherwise set as a term of reinstatement by the end of his or her first semester after readmission; or

   e. Is required to retake a course and either fails to receive a grade of "D" or higher in the retaken course or receives a "WF" in the retaken course(s).

Any student who is academically dismissed at the end of a semester is entitled to a full tuition refund for any courses for which the student has paid for the upcoming semester.

3. A law student will be placed on academic probation if he or she

    a. Has completed fewer than 19 law credit hours at the end of a semester and has a cumulative law GPA of less than 2.200 but is not subject to dismissal under section (1) above; or

    b. Is a flexible J.D. student and fails to maintain a cumulative law GPA of 2.200 at the end of the spring semester of his or her first year of law study; or

    c. As a second-year traditional J.D. student, or as a third-year student or beyond, fails to maintain a cumulative law GPA of 2.200 at the end of the fall semester; or

    d. Receives a "F," "D-," or "WF" in any first-year required class, but is not otherwise subject to dismissal; or

    e. Is reinstated after academic dismissal or administrative withdrawal.

4. Any student who is on Academic Probation

    a. Will be referred to the Academic Success Program, must meet with the Director of the Academic Success Program and/or his/her designee as often as the Director deems necessary, and must complete any supplemental work the Director and/or his/her designee deems necessary (and any student who fails to complete these meetings and/or supplemental work requirements may be subject to student discipline); and

    b. Will be enrolled in the Strategies for Academic Success course if the student is placed on probation after the student's first semester of law study (and will receive one credit hour for the course if the student has not previously received one credit hour for taking the course); and

    c. Must register for and take only required courses (i.e., courses listed on the J.D. Degree Program Checklist as First-Year Required Courses or as Upper-Level Required Courses other than Skills courses) until all required courses have been completed or repeated as required.

5. Any first-year student who is not on Academic Probation but whose cumulative law GPA indicates a risk for academic dismissal, as determined by the Director of the Academic Success Program, must meet with the Director and/or his/her designee as often as the Director deems necessary, and must complete any supplemental work the Director and/or his/her designee deems necessary. Any student who fails to complete these meetings and/or supplemental work requirements may be subject to student discipline.

6. Any first-year student who receives lower than a 2.450 cumulative law GPA after his or her first semester will be enrolled in the Strategies for Academic Success course (and will receive one credit hour for the course if the student has not previously received one credit hour for taking the course).

7. A student on academic probation after the fall semester may register for the next summer session only upon a petition granted by the Associate Dean. A student on academic probation after the spring semester who enrolled in coursework for the following summer session will be withdrawn from the summer coursework and their tuition refunded. To preserve their priority under the registration process, students on probation after the fall semester may pre-register for the following fall semester, and students on probation after the spring semester may pre-register for the following spring semester.

Attendance and Participation

Regent University recognizes the importance of class participation for students' learning. While attending a class alone does not guarantee learning, engagement with the class is essential to learning, both to the individual student and to the class itself as all benefit by others' contributions. At Regent University, students are expected to be present in class and participate and actively engage in discussion and other forms of interaction, which leads to a valuable student learning experience.

Regulatory Requirements

Regent University is not designated as an "attendance taking institution" under the federal aid compliance definition. However, Regent University is required to track each student's academic activity. "Academic Activity" includes attending a scheduled course meeting time (either in-person within a classroom or through an online platform, via Zoom or Microsoft Teams), submitting an assignment, taking an exam or tutorial, engaging in computer-assisted instruction, participating in online discussion about academic matters, or initiating contact with a faculty member to discuss academic matters concerning the course. Regent faculty must report each student's initial participation of academic activity for each class within the first seven days of the course. Students that are considered to have not participated will be dropped administratively (please refer to **Registration Processes** for details). Instructors are responsible to maintain ongoing awareness of student engagement and to follow course policies for grading student work. In certain circumstances, the university may need to identify an individual student's last date of attendance, at which time institutional records will be examined to determine this date. Furthermore, Instructors will determine a last date of attendance for all students who received a failing ("F") final grade. The standard by which a final date of attendance in the class is measured will be the last date on which the student completed an Academic Activity. Students should be aware that this date could affect their financial aid and financial obligations.

Petitioning for Reinstatement

Other than J.D. students, students who have been dismissed for academic reasons 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 to the J.D. program is governed by the policy below; reinstatement to all other programs 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. Reinstatement is at the discretion of the school and cannot be appealed. 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.

After academic dismissal from one school, admission of a student to a different school must be approved by the Executive Vice President for Academic Affairs in consultation with the deans of each school.

Reinstatement to the J.D. Program is governed by the following policies:

1. Students dismissed as a result of failing a required course a second time may immediately petition for reinstatement. All other students who are academically dismissed/administratively withdrawn can petition no earlier than nine months after academic dismissal/administrative withdrawal to be reinstated.
2. Students who petition for reinstatement into a term that is no more than one full academic year after their academic dismissal/administrative withdrawal will have their petitions considered by a faculty committee. The committee will be comprised of at least two full-time faculty members who have taught the student seeking reinstatement. The committee will consider such petitions on an individual basis, and the committee's decision is final. Such petitions generally are not granted and must demonstrate, with clear and convincing evidence, that:
    a. Exceptional circumstances caused the academic dismissal/administrative withdrawal;
    b. The exceptional circumstances have been resolved; and
    c. The petitioner has both the motivation and capacity to succeed in law school in the future and pass a bar examination.

3. Students reinstated after academic dismissal/administrative withdrawal will be placed on academic probation, and by the end of their first semester after reinstatement, they must have the higher of a cumulative law GPA of 2.200 or the cumulative law GPA set by the faculty committee as a condition of reinstatement. Reinstatement may also be conditioned upon other requirements, such as repeating specified courses (even if the student would not otherwise be required to repeat the courses) and/or requiring the student to register for and complete a specified set of courses by a specified time. In some cases, a reinstated student may be required to retake the entire first year curriculum.

4. Students who petition to be reinstated into a term that is more than one full academic year after their academic dismissal/administrative withdrawal may be required to complete new law school application materials or provide other information requested by the School of Law's Dean of Admissions. In their petition and/or admission materials, such students should address the three elements required for reinstatement noted above. These re-applications will be submitted to the School of Law's Admissions Committee. In acting upon a re-application, the Admissions Committee shall (1) consider the student's academic indicators in light of the academic indicators of the most recent entering J.D. class to determine if the student would ordinarily be admitted under the most recent admissions standards; and (2) consult with faculty who taught the student while the student was enrolled at the School of Law to determine whether the elements for reinstatement are established by clear and convincing evidence. The Admissions Committee's decision is final. Such re-applications generally are not granted. If readmitted, students who have not been enrolled for more than one year must meet the degree requirements in the catalog year of readmission. Students readmitted under this section will be placed on academic probation and by the end of their first semester after readmission, they must have the higher of a cumulative law GPA of 2.200 or the cumulative law GPA set by the Admissions Committee as a condition of readmission. Readmission under this section may also be conditioned upon other requirements, such as repeating specified courses (even if the student would not otherwise be required to repeat the courses) and/or requiring the student to register for and complete a specified set of courses by a specified time. In some cases, a readmitted student may be required to retake the entire first year curriculum.

5. To be eligible for degree completion, any readmitted student must enroll in and complete a minimum of one (1) credit hour of coursework at Regent University following readmission.

Graduation Requirements

Regent graduates are those students who are in good standing upon the satisfactory completion of all degree requirements. 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. See "Graduation Procedures" in the previous section, "Student Life, Campus Services and Academic Support."

Graduation Procedure

1. Students will be notified by the Registrar's Office of their impending graduation once their personalized degree progress reaches a minimum of 85% in Degree Works.
2. Students will be directed by the Registrar's Office to provide information and complete certain tasks to qualify for degree conferral and graduation by: September 15 for fall graduation; and by December 1 for graduation in either spring or summer.
3. The Registrar's Office obtains approval from the authorized school official to confirm graduation eligibility.
4. The Registrar's Office posts degrees on transcripts and issues diplomas 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 Approved Degree Plan (ADP) must satisfy all course and credit requirements of that plan prior to graduating.
    b. Completion of all requirements within five years for any certificate, other master's degree programs (seven years for the M.Div.), post-graduate degrees, and the traditional juris doctor program; six years for the flexible juris doctor program; and seven years for all doctoral degrees from the date of the student's initial enrollment. Extensions may be 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 (2.50 for School of Divinity's Master's Degree Programs; 2.200 for the J.D.; 2.00 for the LL.M).

d. Federal regulations require students to be enrolled until they have finished their program. For any students enrolled in a degree program that requires a dissertation, thesis, or other major curricular project to be submitted to ProQuest as an indicator of program completion, that program is not complete until their final curricular project (e.g., dissertation continuation) has been submitted to ProQuest. Therefore, they must be enrolled in a course (e.g., dissertation continuation) until that last step of the process has been completed.

e. 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.

6. Students will be notified of their graduation approval by the Registrar's Office.

University Requirements

Students enrolling in a degree or certificate program at Regent University must demonstrate that they possess basic competencies in writing and traditional and electronic research methods.

GRADUATE FOUNDATIONS

A number of graduate programs require an online two credit course designed to help acclimate students to Regent University, academic research, and online learning. This Foundations course will provide the knowledge, resources, and essential skills during the first semester to ensure success at the graduate level. Topics include academic writing, online learning, information literacy, and advising and support services. It may be required for some students as a condition of admission and may substitute for UNIV LIB Information Research and Resources and/or ENGL 500 Graduate Academic Writing Seminar.

A Foundations course is offered by each of the schools with the following designations:

- School of Business and Leadership: BUS 600 Graduate Foundations for Business/Leadership (master's/doctoral)
- School of Divinity: DIV 500 (master's), DIV 700 (doctoral) Post-Graduate Foundations for Divinity
- School of Education: EDU 600 Graduate Foundations for Education (master's/doctoral)
- School of Law: MLAW 500 Graduate Foundations for Law (master's)
- Robertson School of Government: GOV 501 Graduate Foundations for Government (master's)
- College of Health and Behavioral Sciences: CHBS 500 Graduate Foundations for Healthcare and Behavioral Sciences (master's/doctoral)
- School of Communication and the Arts: COM 500 Graduate Foundations for Communication/Arts (master's)College of Arts & Sciences/School of Nursing/School of Allied Health : UNIV 500 Regent Foundations for Graduate Success (master's)

These are university requirements for all graduate students ***with the following exceptions***:

- Students enrolled in doctoral and post-master's degree programs in School of law, School of Communication & the Arts, and School of Psychology and Counseling
- Students enrolled in master's or post-master's level certificate programs (Note: Only the School of Education requires the foundations course for certificates)
- Students enrolled in master's level licensure programs in the School of Psychology & Counseling
- Students who score a 6 on the admissions writing sample requirement (with the exception of MLS (Non-Licensure), M.A. in Financial Planning & Law (Non-Licensure), and M.A. in Journalism students – see below)
- Students returning to Regent who have previously completed a Graduate Foundations course within the past three (3) calendar years

UNIVERSITY LIBRARY COURSE

All students not required to complete the Graduate Foundations course must complete the University Library's Information Research and Resources course (UNIV LIB) as specified below.

The University Library offers a required noncredit information research and resources course (UNIV LIB) for graduate students (see below for several exceptions). Completion of UNIV LIB or the Graduate Foundations course is a requirement for graduation. The Registrar's Office will include on each student's transcript the course name and a P for successful completion.

School of Communication & the Arts: All M.A. Journalism students must complete COM 500 (requirement may not be exempted or waived).

School of Education: Post-master's and doctoral Education students with a valid Virginia teaching license are exempt from EDU 600.

School of Law: UNIV LIB is not required for J.D. and LL.M. students as these students complete their information research requirements by taking Legal Analysis, Research & Writing I & II. All MLS students and M.A. in Financial Planning & Law (Non-Licensure) students must complete MLAW 500 (requirement may not be exempted or waived).

Returning Students: Students returning to Regent who have previously completed UNIV LIB or a Graduate Foundations course, as required by Admissions, must repeat the course if more than three (3) calendar years have elapsed since the course was completed. Students returning to Regent who are required to take a Graduate Foundations course must take it even if they previously completed UNIV LIB within three years.

Cornerstone and Capstone Requirement

Consistent with the mission, values, and goals articulated by the Board of Trustees, each school of Regent University requires a cornerstone and capstone experience for each bachelor and master's degree program. The essential content of the cornerstone experience is a focus on (1) biblical literacy, (2) an understanding of Christian historical perspectives, (3) articulation of a biblical and Christian worldview, and (4) the Regent ethos. The cornerstone expectation is generally completed within the first year of program requirements. The capstone consists of a culminating experience prior to graduation that demonstrates student growth and understanding of these foundational values since entrance into Regent University.

Graduate Admissions Requirements & Financial Aid

Regent University considers applications for admission on a rolling basis. Applicants are encouraged to apply early to allow time to request necessary documents. Applicants to Regent's graduate programs must be at least 18 years of age. Refer to the Regent University website for school and program specific admissions requirements.

Generally, admission to a master's or professional degree program at Regent University requires a completed four-year bachelor's degree from an institutionally accredited post-secondary institution or an institution accredited by an agency on the list of accrediting agencies recognized by the U.S. Department of Education. Applicants with a bachelor's degree from a non-accredited institution, or from an institution in "candidacy" status with a DOE recognized agency will be considered on an individual basis.

Applicants for a post-master's or doctoral program must have a master's degree from an institutionally accredited institution or an institution accredited via approved, Council for Higher Education Accreditation (CHEA) listed accrediting bodies, such as ABA, ATS, CACREP, or TEAC; the exception is the doctoral program in Clinical Psychology (Psy.D.) which admits students who have at least a bachelor's degree. Professional experience in the academic discipline is preferred, but not required. For those programs that require a master's degree for admission, applicants lacking a master's degree from an institutionally accredited or CHEA recognized institution will be considered on an individual basis and only for provisional admission via an evaluation of standardized test scores, completed professional courses, other achievements related to the Regent program of interest (e.g., a master's degree from a non-accredited institution), and/or additional material required by the program or school that lend insight into an applicant's ability to complete the Regent program.

Regent University offers a limited number of awards on an institution-wide basis

School of Business & Leadership: https://www.regent.edu/school-of-business-and-leadership/

School of Communication & The Arts: https://www.regent.edu/school-of-communication-and-the-arts/

School of Divinity: https://www.regent.edu/school-of-divinity/

School of Education: https://www.regent.edu/school-of-education/

School of Law: https://www.regent.edu/school-of-law/

School of Psychology & Counseling: https://www.regent.edu/school-of-psychology-and-counseling/

Robertson School of Government: https://www.regent.edu/robertson-school-of-government/

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 law school admits a limited number of transfer students. No third-year transfer students will be accepted; however, a third-year student may apply to attend the law school on visiting student status. Any applicant for transfer to Regent University School of Law 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. The applicant for transfer to, or visiting student status at, Regent University School of Law must state whether he or she is applying for admission to the traditional or flexible program.

A maximum of 32 semester credits or 45 quarter credits may be accepted for transfer credit. Only courses with grades of "C" (or equivalent) or better and which are equivalent to courses at Regent or which have acceptable course content will be accepted. The law school will not accept the transfer of the student's grade point average from the previous law school for any reason. All transfer students are required to take LAW 511 Foundations of Law. As with all Regent law students, transfer students must complete a total of six credits of constitutional law to fulfill the law school curriculum. Credits of constitutional law taken at a previous law school may count towards the six credits. The balance of credits needed must be taken from LAW 683 Constitutional Law I and LAW 684 Constitutional Law II offered at Regent. The appropriate course will be determined at the discretion of the Associate Dean in consultation with the current constitutional law professors based on the coverage of issues taught by the previous law school. Students may therefore end up completing more than six credits of constitutional law. Additional hours may be accepted for transfer as elective hours.

Joint Degrees Program with Juris Doctor

Joint degrees apply to master's degrees and the J.D. degree 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.

Nondegree/Professional Development Admissions Requirements

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. Non-degree applicants are not considered for admission as regular degree-seeking students. Rather, they are classified as non-degree students. Courses for all non-degree students are posted on a non-degree transcript.

Professional Development students may take a maximum of nine (9) credits and are not eligible to receive financial aid. Should a Professional Development student wish to take more than nine (9) credits, he or she must first apply and be accepted as a degree and certificate-seeking student. If a Professional Development student is accepted to a graduate certificate or degree program, the student must petition in writing to have those credits count towards the degree or certificate the student is seeking. Non-degree coursework is not guaranteed to apply to a certificate or degree program. Refer to program and school specific requirements and policies for additional details.

Processing and Notification

It is the applicant's responsibility to insure that all required information is submitted to the Enrollment Support Services Office. The school Admissions Committee will review the applicant's 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.

Readmission
Former students who have not been enrolled for longer than one calendar year and who desire to enroll in the same degree program to which they were originally admitted should apply for readmission through the Office of Admissions. Such students should submit a readmission application for review. Students who have not been enrolled for more than one year must meet the degree requirements in the catalog year of readmission. To be eligible for degree completion, the readmitted student must enroll in and complete a minimum of one (1) credit hour of coursework at Regent University following 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 Office of Admissions.

Admission for International Students

Regent University is authorized under Federal law to enroll non-immigrant F-1 students. New F-1 international students may begin their program of study in either the Fall or Spring semesters. Summer admission is not permitted for students who are new to the U.S. An International Student Orientation is offered each Fall and Spring semester to help new students acclimate to the University, Virginia Beach, and to the United States. Students should be aware that on-campus housing is limited and the area has inadequate public transportation, therefore early and careful planning is necessary.

The following admission requirements for international students are in addition to the University Admissions requirements mentioned previously for all Regent applicants. Those who are not seeking F-1 student immigration status may not need to submit financial statements. Please contact the International Admissions Counselor for further clarification. The following requirements are subject to change in order to meet United States immigration regulations.

International Students Admission Requirements

In addition to the standard admission requirements mentioned previously for all Regent applicants, nonimmigrant applicants must comply with the following:

1. In order to provide prospective students with sufficient time to apply for the student visa, Regent University should receive admission materials at least five to nine months prior to the anticipated semester of enrollment. This will provide adequate time to process the application, determine acceptance and admittance decisions, and issue the SEVIS I-20, which is needed for the student visa application.
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 (or its equivalent) from (a) an accredited U.S. post-secondary institution; (b) the equivalent degree from a foreign institution (16 years of formal education); or (c) an international institution with which Regent University has a special articulation agreement or has otherwise approved.
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. Applicants who do not meet the criteria specified in item 3 above must submit an official ***course-by-course*** or detailed evaluation of all academic credit received from foreign educational institutions. These evaluations will serve as the applicant's official record of academic achievement and will be used to determine eligibility for Regent's program offerings. Regent University will accept official course by course or detailed evaluations from agencies accredited through or who are members of NACES, AACRAO, and NAFSA. All other course by course or document level, detailed evaluations will be reviewed on an individual basis.

   www.wes.org
   E-mail:dc@wes.org
   Bowling Green Station

P.O. Box 5087
New York, NY 10274-5087
Tel: (212) 966-6311

Educational Perspectives, NFP
www.edperspective.org
E-mail: info@edperspective.org
P.O. Box A3462
Chicago, IL 60690-3462
Tel: (312) 421-9300

Educational Credential Evaluators, Inc.
www.ece.org
P.O. Box 51470
Milwaukee, WI 53203-3470
Tel: (414) 289-3400

6. Applicants whose native language is not English may take either the Test of English as a Foreign Language (TOEFL®), PTE Academic® exam, Duolingo®, or International English Language Testing System (IELTS®) exam. The minimum TOEFL requirement is a score or 577 (paper), 233 (computer) or 90 (iBT). TOEFL scores are only valid for two years. Applicants who have previously taken the TOEFL® and scored less than 577 (paper), 233 (computer) or 90 (iBT) may and should retake the test to achieve the required score. The test should include the Test of Written English (TWE). The minimum PTE Academic® requirement is 61 (internet). The minimum Duolingo® requirement is 115 (internet). The minimum IELTS® requirement is a band score of 7.

   The tests can be waived in the following circumstances:

   a. Nonnative speakers who hold degrees or diplomas from postsecondary institutions in English-speaking countries (e.g., the United States, Canada, England, Ireland, Australia, New Zealand);

   b. Nonnative speakers who have successfully completed at least a two-year postsecondary course of study in which English was the language of instruction;

   c. Transfer students from institutions in the United States or Canada whose postsecondary academic course work was favorably evaluated in relation to its demands and duration;
   d. Nonnative speakers who have taken the TOEFL®, PTE Academic® test, Duolingo®, or IELTS® within the past two years and whose scores met Regent standards;

   e. Nonnative speakers who have successfully pursued postsecondary academic work at schools where English was the language of instruction in an English-speaking country for specified period, generally two years.

   Please see www.toefl.org, http://pearsonpte.com/Pages/Home.aspx, https://englishtest.duolingo.com/home, or http://www.ielts.org/default.aspx 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 government reporting.

10. Applicants must complete a Financial Certification 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 the applicant has one or multiple sponsors, all must complete the Sponsor's Affidavit of Support and return it to the International Admissions Counselor at intladmissions@regent.edu. The financial documentation must be dated within six months of the designated program start date.

11. Applicants who cannot come to Regent University for interviews may be required to 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.

12. Applicants should retain a copy of their application materials, including the Financial Certification Form and bank statements, for their records.

13. Applicants must provide a copy of their passports and current visa documentation.

Conditional Enrollment

International graduate applicants who have submitted all application materials except test results, an official transcript or a letter of reference may be admitted on a "conditional" enrollment status. Furthermore, except for situations where the language tests (TOEFL/PTE Academic/Duolingo/IELTS) may be waived—as explained in sections 6.a-e, the TOEFL/PTE Academic/Duolingo/IELTS test requirement cannot be excluded for the purpose of conditional admission. An acceptable TOEFL/PTE Academic/Duolingo/IELTS score must be received before conditional or full admission can be granted. Those on conditional status have one semester to submit all of the required admissions materials. The student will not be eligible to register for a second semester until the school removes the conditional designation. Failure to register is a serious violation of the F-1 status, which would result in the student's need to depart the United States immediately. Any request for an exception to this registration block must be submitted to the dean of the school through an academic petition. F-1 non-immigrant students may not be admitted on a "provisional" basis.

International Transfer Students

1. According to immigration definitions, the following applicants are considered Transfer students and must abide by the F-1 nonimmigrant transfer procedures:

    a. Those who are currently attending a school in the U.S. in F-1 immigration status and wanting to change schools before completing the degree at the first school.

    b. Those in F-1 status who have just completed a degree at one U.S. school and want to attend another U.S. school for another degree program.

    c. Those in F-1 status who are currently involved in post-completion Optional Practical Training through one school and are wanting to begin a new degree program at another U.S. school.

2. The Designated School Official (DSO) at the applicant's current institution should complete the *Transfer Eligibility Form* and email/fax/mail it to the International Admissions Counselor, Regent University's DSO. Because of federal deadlines with immigration transfer procedures, this form must be submitted to Regent's International Admissions Counselor within 30 days after an F-1 student completes his/her studies at his/her latest U.S. institution or his/her post-completion OPT.

3. The applicant should include copies of the current immigration documents with their application materials: I-20 form including the U. S. Visa history (copy of latest visa and the visa used to enter the U.S.), the biographical pages of the Passport; the electronic I-94 report, and the EAD work permit (if applicable).

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. International student applicants should allow at least four to six weeks for an admission decision to be made once the applicant has submitted all required documents to the appropriate offices and has followed all processes and procedures required for an admission decision.

University Admission- Once academically *accepted*, an Enrollment Deposit is due for all international students enrolling in classes, which will be applied toward tuition for the first semester of study. Please contact your enrollment counselor for more information pertaining to your specific enrollment deposit. When the deposit is received and all financial and immigration documentation is verified, the applicant will be considered *admitted* to the University. Regent University will then issue the SEVIS I-20 to the student. NOTE: International students should not book their flights to the U.S. until they have received their student visa and know the dates of the mandatory International Student Orientation program.

Conditions for Issuing SEVIS Forms I-20

Before Regent University can issue the SEVIS Forms I-20 to an applicant, the following conditions must be met prior to the established I-20 issuance deadlines included in the chart below:

1. Academic acceptance for admission to Regent University must be granted at least four to five months prior to the semester of enrollment so the I-20 can be issued in enough time to secure the visa. For transfer applicants,

the admission decision must be made at least three to four months prior to the semester of enrollment. "Regular" or "conditional" acceptance may be considered. "Provisional" acceptance is not permissible.

2. Regent must receive all applicable immigration documentation.
3. Regent must receive the Financial Certification Form and all supporting documents by the established deadline.
4. Regent must receive the applicant's program specific enrollment deposit by the established deadline. This deposit will be applied toward tuition for the first semester of study and is required of all applicants unless waived by the school's dean.

The following chart outlines the deadlines for application, acceptance and I-20 issuance:

Enrollment Term	International Application Deadlines (Date by which the applicant must submit his/her application and all required Admissions documents)	I-20 Issuance Deadlines (Date by which all applicants must submit all documents required for the I-20)
Fall Semester		
Overseas/Initial Attendance Students	February 15	April 1
Immigration Transfer Students/ Regent COL **(F-1 students who are transferring from another U.S. institution or students who are changing their degree levels at Regent.)**	March 15 *current I-20 must be valid	May 15
Spring Semester		
Overseas/Initial Attendance Students	June 15	August 1
Immigration Transfer Students/ Regent COL **(F-1 students who are transferring from another U.S. institution or students who are changing their degree levels at Regent.)**	July 15 *current I-20 must be valid	September 1

Visa Information

According to current regulations, foreign nationals are strictly prohibited from enrolling in on campus degree programs in the B-1/B-2 immigration status. F-2 visa holders may apply for admission for on campus or online degree programs, but on a part-time basis only (for more information see https://www.ice.gov/sites/default/files/documents/Document/2015/dsoLimitsDependentStudyFAQs.pdf). To apply for F-1 student immigration status /visas, foreign nationals must meet all international student requirements in order to receive a SEVIS I-20 from Regent. Applicants are strongly advised to begin the admission process nine to twelve months prior to the date they intend to enroll because they will need to have the I-20 issued at least three to four months prior to their enrollment date for their F-1 visa or change of status application. The visa application is a lengthy process that could take several months, and students should not book their flights to the U.S. until they have been approved for the visa. All

applicants are strongly encouraged to apply for their visa at the earliest date possible and to make their appointment as soon as they receive the I-20 from Regent.

An F-1 visa is not needed for Canadian or Bermudian citizens to enter the United States, but these citizens must pay the I-901 SEVIS fee and obtain the F-1 student immigration status at the U.S. Port of Entry. As of January 23, 2007, all citizens of Canada, Mexico, and Bermuda are required to have a valid passport when entering the U.S. by air/at any airport. As of June 1, 2009, Canadian and Bermudian citizens who are entering the U.S. by land/sea travel will need to present a single document that complies with the Western Hemisphere Trade Initiative (WHTI). The document must show proof of identity and proof of citizenship, such as a passport. Mexican citizens who are entering the U.S. by land/sea travel must present a passport with a nonimmigrant visa, or a laser visa border-crossing card. For more details, please visit: www.dhs.gov/western-hemisphere-travel-initiative.

Special Notes:

- Students from Canada & Bermuda, Bahamian Nationals, & British Subjects in the Bahamas, Cayman, Turks, or Caicos Islands do not need an F-1 visa but will need the Regent I-20 to apply for the F-1 student immigration status at the U.S. Port of Entry.
- Students admitted to Regent University for on campus degree programs should NOT enter the U.S. in the B-1/B-2 visitor/tourist status to attend classes at Regent because federal regulations strictly prohibit enrollment in an on campus degree program in the B-1/B-2 visitor/tourist status.
- Due to immigration rules, students who are in F-1 immigration status through post-completion OPT or an on-campus degree program at another school, will not be able to remain in the U.S. for online enrollment at Regent once their F-1 status with the other school expires.

International Students and On-Campus Residencies

Residency is a term that Regent University uses to describe the portion of an online academic program that meets on campus for seminars, workshops, or 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. A residency may consist of online classes or on campus classes.

Residencies that are required for degree completion and that meet full-time on-campus credit requirements will require an I-20 for the F-1 visa/F-1 student immigration status. In order to obtain the F-1 visa/F-1 student immigration status for this type of residency, all required documentation included in the Application and the Supplementary International packet must be submitted to Enrollment Support Services (for new students) so that an I-20 can be issued to the student. The Form I-20 is required for the F-1 visa application (if applicable) and application for the F-1 student immigration status at the U.S. Port of Entry. A new I-20 must be requested from Enrollment Support Services prior to each and every residency. Returning residency students must submit the following items to the International Admissions Counselor at least four months prior to each residency: The Request for a New I-20 Form; the Financial Certification Form and supporting documents; and a copy of the biographical pages of the passport.

Mandatory International Student Orientation

All new and transfer F-1 students with I-20s who will be enrolled in on campus degree programs are required to attend the SEVIS/ International Student Orientation held by the Office of International Student Services (OISS). A comprehensive Orientation is typically held in the weeks prior to the beginning of classes in the Fall and Spring terms. Most of the academic schools will also hold a one-day orientation for all students in the Fall. Students who are transferring from another U.S. institution who are admitted to Regent for the summer term are required to be enrolled full-time in that first summer term and must attend the mandatory SEVIS/International Student Orientation before the fall semester. Summer admission is not permitted for international students who are new to the U.S. F-1 students should not book their flights to the U.S. for the fall or spring semesters until they have received their student visa and have confirmed the dates of the SEVIS/International Student Orientation program for the semester they were admitted to Regent.

Regent University DACA & Non-Immigrant Policy

General Policy Overview

Deferred Action for Childhood Arrivals (DACA) or Non-Immigrant students are eligible for admission to Regent University if they meet program-specific admissions criteria. One of Regent's foundational commitments is to develop and build strong, multifaceted programs that attract faculty, staff, and students from many cultures and ethnic

backgrounds who are committed to our global mission and statement of faith, who value a collegial atmosphere and who embrace diverse perspectives as framed by our core values and statement of faith. Additionally, we believe that everyone deserves an equal opportunity to succeed, where inclusion can thrive within globally contextual academic programs and a Spirit-filled community. We embrace and welcome students to our university regardless of their citizenship and immigration status.

EOP Disclaimer & Policy

Our Equal Opportunity Policy for Students states that Regent University does not discriminate on the basis of race, color, sex, national or ethnic origin, disability or veteran status in admissions or in the administration of educational policies, scholarships, loan programs, athletics or other University administered student programs. In addition, Regent does not discriminate based on religion, except as necessary to comply with Regent's Standard of Personal Conduct and Statement of Christian Community and Mission.

Admissions Process

It is the applicant's responsibility to ensure that all required information is submitted to the Office of Admissions. The Admissions Committee will review applicant's records when all information is complete. Admission decisions will be communicated to applicants in writing as soon as possible after the decision has been made, typically within one to two weeks. Admission into undergraduate and graduate programs is decided on a rolling basis. Students are thus encouraged to complete and submit their applications as early as possible. ***All applicants are asked to share their citizenship status during the admissions process; however additional disclosure of status information is not required unless the applicant is seeking certification to study under a temporary student visa.***

Financial Aid Overview

Regent University does not exclude any student from institutional aid opportunities based on citizenship status. Therefore, DACA or Non-Immigrant students are equally eligible for institutional aid. At this time, federal financial aid is not available for students of a Non-Immigrant status; however, the state of Virginia has made funding available for qualifying DACA and Non-Immigrant students who meet Virginia domicile residency requirements. Regent University provides information regarding scholarship options that can be pursued by DACA and Non-Immigrant students.

International Student Enrollment and Registration

International students are responsible for fully and properly complying with all federal, state and local immigration laws and regulations, and for maintaining lawful immigration status throughout their enrollment at Regent University. Students must provide current and proper verification of their immigration status upon request by University staff. In addition, all F-1 student visa holders must maintain full-time registration for each Fall and Spring semester until graduation. (Please note that U.S. federal regulations significantly limit the number of online and distance learning courses/credits that international students studying in the U.S. may apply to their degree/program requirements during a given term. Refer to Federal Regulation 8 C.F.R.214(f)(6)(i)(G) for more information.)

Students who fail to maintain legal immigration status and/or full-time enrollment will be considered "out-of-status" and may be subject to registration cancellation, withdrawal from the University, and other legal and academic actions. Out of status students may also be reported to the USCIS. Please contact the OISS for additional information regarding these policies.

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. These sub-classifications are explained below.

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.

1. **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 (2.50 GPA for School of Divinity Degree Programs and M.S. in Cybersecurity) 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 (2.50 GPA for School of Divinity Master's Degree Programs and M.S. in Cybersecurity) after attempting 9 credit hours, are subject to immediate dismissal. All provisions of the Academic Probation and Dismissal policy will then apply.

Conditional

Applicants who have not submitted all official, required documents for admission may be admitted with a conditional enrollment status. Conditionally admitted students may be eligible for some forms of financial aid and some of the university scholarships and grants, as determined by the Student Financial Aid Office.

All required official transcripts and documents must be submitted no later than the end of the first academic semester following admission. Students who fail to meet this requirement will be placed on a registration hold and may be ineligible to register for subsequent terms until all documents are received and reviewed as satisfactory. Any pre-existing registration for upcoming terms may be cancelled, therefore forfeiting any financial aid offers including federal, state, institutional forms of assistance that require active enrollment.

Transfer credit evaluations will not be applied to student accounts until all official transcripts have been received and reviewed by the university. Once all required documentation is submitted and reviewed as satisfactory, the student's enrollment classification will be updated to "regular" status.

Nondegree Students

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

Graduate Transfer Credit, Advanced Standing & Prior Learning Assessment

A majority of the credits for a graduate or post-baccalaureate professional degree must be earned through Regent University. Thus, the limit for the percentage of non-Regent credits is less than 50% of any degree program. Some individual Regent schools and programs may have stricter limits. Refer to the Evaluation of Transfer Credits and Advanced Standing information on each school's admissions page. Individual Regent post-master's programs may elect to further restrict the percentage of available advanced standing based on specialized accreditation, discipline-based requirements, or other relevant requirements.

Advanced standing is credit granted towards a degree program for study already undertaken but not available for direct transfer. Specifically, advanced standing credits are credits earned at a lower degree level and applied to a higher one; for example, master's degree credits applied to a doctoral program. Prior learning assessment (PLA) involves the evaluation of non-academic experiences and training and assigning credit value to them. Transfer credits are credits earned at and applied to equivalent degree levels.

By giving recognition to prior learning, whether through formal coursework or life experience, advanced standing and PLA prevent the unnecessary duplication of study and may save time and money. The availability of advanced standing and PLA does not guarantee entry into a particular program of study. In some cases there are high levels of competition for admission and in other cases applicants may need to have fulfilled other requirements to gain entry.

When advanced standing, transfer credit, or PLA is approved, the total credit hours granted are entered on the Regent University transcript. Individual courses and grades are not entered on the transcript and are not used in the calculation of the Regent University cumulative grade point average.
Students who desire advanced standing, transfer credit or PLA in a Regent University degree program shall initiate an official request through the dean's office or the student's academic advisor. Please note that PLA cannot be pursued after the student's last semester at Regent University (see details below).

When the evaluation process is complete and advanced standing, transfer credit or PLA has been approved, the dean's office forwards a copy of the official transcript(s), any additional required information, and the Advanced Standing Evaluation or PLA form to the Registrar's Office for entry of the advanced standing or PLA on the student's academic transcript.

All transfer credit and advanced standing completed by an active Regent University student is subject to review for acceptability and applicability. Transfer, PLA, and advanced standing credit can only be applied to one program. For students seeking multiple graduate degrees, transfer credit and advanced standing may have further restrictions. Based on our accreditation standards, at least thirty (30) unique credits must be completed toward each graduate degree program. Transfer credit and advanced standing may be applied when the additional degree program has applicable overlap beyond the thirty (30) credit hours requirement. Additional information can be obtained by contacting the Registrar's Office.

Any related transfer credit, advanced standing, or PLA completed after a student's last semester at Regent University will not be accepted. The last semester at Regent University is considered the final semester registered for coursework bearing credit.

Graduate Credit by Advanced Standing

Regent University students enrolled in post-master's programs are eligible for advanced standing based on credits earned from conferred master's degrees. Less than 50% of the post-master's degree is eligible for advanced standing when credits are earned through a Regent University master's degree. Up to 30% of the post-master's degree is eligible for advanced standing when credits are earned through a non-Regent master's degree. This policy is designed to assist post-master's students in earning credits towards fulfilling degree requirements. Students must submit official transcripts, syllabi, and other documentation related to the requested course(s) to demonstrate successful completion and comparability with Regent's post-master's course(s). Students are only eligible to request Post-Masters Advanced Standing within the first two semesters of the student's enrollment of the program. The submitted documentation will be reviewed and approved by a credentialed faculty member.

Individual Regent post-master's programs may elect to further restrict the percentage of available advanced standing based on specialized accreditation, discipline-based requirements, or other relevant requirements. If a post-master's program's advanced standing availability is below 49% (for Regent's master's programs) or 30% (for non-Regent master's programs), the acceptable advanced standing amount is described within the program's section of the Regent Graduate Catalog.

Advanced standing in combination with other forms of graduate transfer credit must be less than 50% of the academic degree program.

Criteria guiding the acceptability of advanced standing credit include:

• **Currency of qualifications** - Work undertaken more than a decade previous to the application ordinarily may not be recognized for advanced standing.

• **Relevance of the credit/s** - When a student can demonstrate that coursework reflects the curriculum, 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 and assessment criteria of Regent University, the student may be granted credit toward the degree requirements at Regent.

• **Accredited work** - To be approved for advanced standing, coursework must have been taken from an accredited institution or one approved by the Regent school in which the student is enrolled. When appropriate, Regent will consider awarding credit for

military or workforce training that has been evaluated by the American Council on Education (ACE), in accordance with ACE recommendations.

• **Course grades** - Courses with grades of B- and below will not be considered for advanced standing. *Students requesting advanced standing from a JD program into the MLS degree may have grades of C- or better considered.

• **Experiential learning vs. formal coursework** - Advanced standing with credit may not be granted for life experience. Experiential learning may only be considered under the PLA option.

GRADUATE CREDIT FOR PRIOR LEARNING ASSESSMENT

For qualified students, Regent University makes available the opportunity to apply up to 20% of their graduate program credit hour requirement through Prior Learning Assessment (PLA). This policy is designed to assist graduate students in earning credits towards fulfilling degree requirements. Such credit is earned by a careful process of documenting the learning gained through non-academic experiences and training, not through a previous degree program. To document such learning, students prepare a comprehensive portfolio according to specific instructions by completing the Graduate-Level PLA Form, which is reviewed and approved by a credentialed faculty member. The Graduate-Level PLA Form must be submitted within the first two semesters of the student's enrollment of the program. PLA is evaluated for a course-to-course equivalency.

While 20% indicates the maximum PLA credits allowable, individual Regent programs may elect to restrict the percentage further based on specialized accreditation, discipline-based requirements, or other relevant requirements. If a program's PLA availability is below 20%, the available PLA amount is described within the program's section of the Regent Graduate Catalog.

PLA in combination with other forms of graduate transfer credit cannot exceed 49% of the academic degree program.

Doctoral Transfer Credit

For students seeking a second doctorate, transfer credit from a conferred doctorate is limited to 12 credits and are subject to general transfer credit policies. Some individual Regent schools and programs may have stricter limits.

Registration and Payment

The following information relates to Regent's graduate programs. For the undergraduate academic calendar, and registration and payment information, see the Regent Undergraduate Catalog or the College of Arts & Sciences web site.

University Academic Calendar

See https://www.regent.edu/programs/academic-resources/calendar/.

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. Students may only request to audit a course that is not required as part of their matriculated program. Audit courses will appear on the student's transcript, but the student will not receive credit for these courses. Students taking courses for credit shall be given enrollment priority over auditors. School approval is needed to register in a course as an auditor. Students auditing a course will pay all course fees and 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 week of classes, 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.

Course Changes (Add/Drop) and Refund Policy

Students may change their class schedules online via the MyRegent Portal 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 one-week period, beginning on the first day of the university-defined term, students may add classes or drop classes and receive a 100% refund of tuition and fees by contacting the appropriate staff representative at their school. This one-week period is defined as the university's authorized add/drop period. Courses dropped during the first week of an eight (8) week session or fifteen (15) week term will not appear on the student's transcript. Courses dropped after the first week of an eight (8) week course and up to the mid-point of the term will appear on the student's transcript with a "W." Courses dropped after the mid-point of the term will result in a grade of "WF" for standard letter grade courses or "NP" for P/NP or P/LP/NP courses. NOTE: In instances where courses are significantly concentrated (e.g., summer course with fewer class meeting dates) or are in a modular or other non-standard format, students must receive the approval of the dean before adding or dropping such a course after it has already begun, and these courses may not be subject to the above refund provisions. Dropping such a course after the stated school deadline will result in a grade of "WF" or "NP" on the transcript. (The Law School's policy on issuance of a "WF" grade may be found in the School of Law Policies and Procedures Manual, located at http://www.regent.edu/acad/schlaw/student_life/docs/ppmanual.pdf.

Students who have not physically attended an on-campus course, or who show no participation in any academic activities for an online course will, at the end of the add/drop period, be administratively withdrawn from that course in accordance with university practice. "Academic activity" includes submitting an assignment, taking an exam or tutorial, engaging in computer-assisted instruction, participating in online discussion about academic matters, or initiating contact with a faculty member to discuss academic matters concerning the course.

After the add/drop period, student requests for schedule changes must be submitted to the Advising 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.

- 100% refund through the end of the first week of either an eight (8) week session or the fifteen (15) week university-defined term.
- No refund after the start of the second (2) 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 Student 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.

See the Withdrawals and Return of Title IV Funds Policy in the Financial Aid section of this Catalog for more information.

MyRegent Portal

The MyRegent Portal 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, financial aid information, and the Bill and Payment Center.

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.

Registration

Only students who have formally applied and have been officially accepted to enroll at Regent University may register for courses. All students must be formally registered with an associated class in order to attend and participate in the course. Any student who has been dropped, withdrawn, or is not registered in a class will not be permitted to attend or participate. An open registration period for each term shall be conducted in the previous term. Students may enroll for a maximum of 17 credit hours per term in master's programs, 16 credit hours per term in the J.D. program, and 15 credit hours per term in doctoral programs. 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 are subject to 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.

Withdrawal from Course Grades

For standard courses, a non-punitive grade of W (Withdrew) is assigned to a student who withdraws from a course after the authorized add/drop period up to the midpoint of the term registered. For courses taught in non-standard formats (i.e., modulars, cluster courses, etc.) the deadline to withdraw with a W is determined by the individual school. A grade of WF (Withdrew Failing) for standard letter grade courses or NP (No Pass) for P/NP courses will be assigned if the course withdrawal takes place after the stated deadline, unless the dean grants an exception. The designation WF is counted as an F in the computation of the GPA; the designation of NP or W are not counted in the computation of the GPA. Any student who seeks to complete a course to which a W, WF, or NP grade has been posted must register in a subsequent term and pay the full current tuition for the course. (The Law School's policy on issuance of a "WF" grade may be found in the School of Law Policies and Procedures Manual, located at http://www.regent.edu/acad/schlaw/student_life/docs/ppmanual.pdf).

Transcripts

Requests for copies of transcripts from Regent University may be made online at www.getmytranscript.com. The Registrar's Office issues only official transcripts. Current students and alumni will be charged a fee for transcripts. The university does not provide copies of students' transcripts from other educational institutions, nor other documents such as test scores that originate elsewhere.

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 balance with the university. Such individuals will not be allowed to register for classes nor will certain academic documentation or information (i.e. 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 his/her designee and secure school approval on the withdrawal form. Students must satisfy all financial obligations before leaving campus or they will not be allowed to re-enroll. Grades of W (Withdrew), WF (Withdrew Failing), or NP (No Pass) shall be placed on the students' transcripts for the courses in which they were enrolled.

The grade W (Withdrew) will be posted on the transcript for all standard courses taken during the term if the student withdraws before the mid-point of the term; a grade of WF (Withdrew Failing) for standard letter grade courses or NP (No Pass) for P/NP courses will be posted thereafter. Withdrawal from courses taught in non-standard formats (i.e., modular cluster courses, etc.) will result in a W, WF, or NP on the transcript, depending on the withdrawal deadline determined by the individual school. On-campus students who have not physically attended any classes for which they are registered that term, or online students who have not participated in any academic activities by the end of the add/drop period will, in accordance with university practice, be assumed to have unofficially withdrawn and will be administratively withdrawn. "Academic activity" includes submitting an assignment, taking an exam or tutorial, engaging in computer-assisted instruction, participating in online discussion about academic matters, or initiating contact with a faculty member to discuss academic matters concerning the course.

For students who leave the university during the term or for students who are suspended for disciplinary reasons, a grade of W, WF, or NP 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.

See the Withdrawals and Return of Title IV Funds Policy in the Financial Aid section of this Catalog for more information.

Payment

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

Tuition & Fees

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.

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 student's 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.

Tuition Rates (subject to change)

See https://www.regent.edu/admissions-aid/tuition-costs/.

Payments and Late Fees

Each term's tuition and fees are due according to the payment deadline specified in the university academic calendarhttps://www.regent.edu/programs/academic-resources/calendar/.Payments can be made in cash, by check in the Business Office, or in the Bill and Payment Center via the MyRegent Portal. There is no fee for paying by check in the Bill and Payment Center. MasterCard, VISA, Discover, and American Express are accepted in the Bill and Payment Center for a 2.85% (effective May 1, 2018) processing fee. A tuition installment plan (TIP) is also available (see below).

A student is not permitted to register and/or continue for a new semester until the account balance is paid or satisfactory arrangements are made with the Business Office. Diplomas will not be furnished until the student's account balance is paid in full.

Late fees are charged to students who pay tuition past the published semester payment deadline: a $100 late fee will be assessed to all student accounts with a balance after the payment deadline unless:

- Federal financial aid funds have been certified by the semester payment deadline AND the certified funds will cover all tuition charges.
- An approved third-party payment or Employer Reimbursement Deferment Plan has been received and approved by the Business Office.
- Student enrolled in Tuition Installment Plan by payment deadline.

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 as listed on the Academic Calendar. Any student whose enrollment is canceled will no longer be authorized to attend classes.

Tuition Payment Plan (TIP)

The Tuition Installment Plan (TIP) is a convenient payment plan alternative to paying your bill in full by first day of the semester (payment deadline). In the monthly TIP option, the total bill for the semester is divided into four (4) monthly installment payments (three (3) installments for summer term). Alternately, students may choose to enroll in the semi-monthly TIP option in which the total bill for the semester is divided into 6-8 installment payments. Students must enroll in TIP by the payment deadline, and there is a $45 TIP enrollment fee due with the first installment. Students can enroll in the Tuition Installment Plan (TIP) in the Bill and Payment Center via the MyRegent Portal.

Refund Policy

Charges are incurred upon completion of course registration. Students withdrawing from courses are entitled to refunds according to the following schedule:

Before course starts through end of first week of either an eight (8) week session or fifteen (15) week term	100%
After start of second week of either an eight (8) week session or fifteen (15) week term	No refund

See the Withdrawals and Return of Title IV Funds Policy in the Financial Aid section of this Catalog for more information.

Employer Reimbursement

Regent University's School of Business and Leadership and School of Education, 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. Students should review these guidelines and file them in a safe place for future reference.

- Students need to identify which approach their employer follows for reimbursement: The employer reimburses students for tuition *prior to* the beginning of the semester, or it pays Regent University directly. In the latter case, the student must insure that the tuition payment is made or that his or her 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 the student to a $100 late fee. It is the student's responsibility to follow up with both the company and the Business Office to insure that these items have been processed by the deadline. *OR*

- The employer reimburses the student for tuition costs *after* the completion of a given semester. In this case, the student may wish to utilize the Employer Reimbursement Deferment Plan (as described below) or he or she will need to pay tuition and fees out of pocket before the start of the term.

The Employer Reimbursement Deferment Plan

Most employers who provide tuition reimbursement pay their employees after they complete their courses and receive their grades for a given semester. As a service to employer-reimbursed students, Regent University allows such students

to defer payment for a given semester until the fourth (4th) Friday of the following semester. Students choosing to defer any part of their tuition payment under this plan must submit the online employer reimbursement deferment form (see below) to the Business Office prior to the start of each semester and are charged a $45 fee to set up their deferment. The student must submit payment in full by the fourth (4th) Friday of the following semester. Payments can be made online in the Bill and Payment Center via the MyRegent Portal or check/money order by mail. Failure to make payment will result in a $100 late fee and the student will be withdrawn from classes.

Students whose companies reimburse *less* than 100% of tuition can defer payment only 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).

To utilize the Employer Reimbursement Deferment Plan, students need to:

- E-mail a copy of the employer's tuition reimbursement policy to either the School of Business and Leadership or the School of Education.
- Submit the secure online **Employer Reimbursement Deferment Form** prior to the payment deadline of **each** semester in which the student desires to participate in the plan.
- Fax an **Authorization to Release Student Records Form** to the Registrar's Office (fax: 757-352-4033).

Any questions regarding the employer reimbursement deferment should be directed to the Business Office (Toll Free: 877-850-8434, Phone: 757-352-4059, International Phone: 877-386-9525, Fax: 757-352-4342).

Please note: Failure to set up the employer reimbursement deferment plan by the payment deadline each semester will subject the student to a $100 late payment fee. If students have any questions about these guidelines, they should contact their school advisor or the Regent University Business Office at busoff@regent.edu.

Financial Aid

Virginia Tuition Assistance Grant

Regent University participates in the Virginia Tuition Assistance Grant Program (VTAG). Students in the Master's in Human Services program (Non-Licensure) are the only graduate students eligible to receive VTAG. Virginia residents enrolled full-time, (a minimum of 9 credit hours per semester for graduate students) in this degree program, may be eligible for an award. 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 2017-2018 academic year was $1,650 for graduate students. Awards are based upon State funding and may be reduced to an amount lower than originally offered; depending upon the State's appropriated funds. VTAG awards are only available for the fall and spring semesters. A completed VTAG application must be submitted to the Student Financial Aid Office by July 31 for the following academic year. The recommended application date is April 15 to insure the appropriate coordination of all aid offered to a student. For more information and an application, contact the Student 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.

TEACH grant Program

The TEACH Grant program awards grants to students who intend to teach. The Grant will provide up to $4,000 a year in grant aid to undergraduate and graduate students in eligible programs. In turn, you must agree to serve as a full-time teacher in a high-need field in a school serving low-income students for at least four academic years within eight years of

completing the program of study for which you received the grant. If you do not complete your service as a teacher, the *grant* will convert to an unsubsidized federal *loan*.

On August 2, 2011, Congress passed the Budget Control Act of 2011, which put into place automatic federal budget cuts, known as a "sequester." These budget cuts have resulted in a reduction of TEACH grant funding. For additional information on the impact of the Sequester and TEACH grant amounts, please visit: https://studentaid.ed.gov/sa/about/announcements/sequestration.

To see if you qualify, please answer the questions listed. Will you work in one of the following high-need fields?

- Bilingual Education or English Language Acquisition
- Foreign Language
- Mathematics
- Reading Specialist
- Science
- Special Education

Other teacher shortage areas listed in the Dept. of Education's Annual Teacher Shortage Area Nationwide listing at: www.ed.gov/about/offices/list/ope/pol/tsa.html. Will you be enrolled in one of Regent's qualifying degree programs?

- Bachelor of Science
    - Interdisciplinary Studies (Pre-K through 6th Grade Elementary Education and Secondary Education 6-12th grade)
    - Bachelor of Science in Mathematics
    - History and Social Sciences in Secondary Education
    - Secondary Education
    - Secondary English Education
- Master of Education
    - Special Education (K – 12)

Will you work in a school serving low-income students?

- Schools serving low-income students include elementary or secondary schools listed in the Dept. of Education's Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits at: www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp.

Do you plan to teach full-time in a school serving low-income students for at least four (4) out of eight (8) years once you complete your program at Regent?

If you meet **all** of the above requirements, you may be eligible for a TEACH Grant. The TEACH Grant program will provide up to $4,000 a year in grant aid. Eligible undergraduate students may not receive more than $16,000 and graduate students may receive no more than $8,000 in total TEACH Grants. Students enrolled less than full-time will have their TEACH Grant reduced accordingly: three-quarter time to $3000; half-time to $2,000; less than half-time to $1,000. The amount of TEACH Grant awarded, when combined with other student aid, may not exceed a student's cost of attendance (COA). Please visit, https://studentaid.ed.gov/sa/about/announcements/sequestration to determine the impact of Sequestration on TEACH grant amounts.

Loan Programs

Regent University students may apply for assistance through the Federal Stafford Direct and Graduate PLUS Loan programs. The University also participates in a variety of alternative education loan options through private lenders.

To have eligibility determined for a Stafford and/or Graduate Plus 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) may

submit a FAFSA as early as, but not before, October 1. Submission of the FAFSA by March 15 is recommended for students who will be attending the following fall semester. Federal loans can only pay for courses that are part of the student's degree plan.

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.

Federal Direct 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. The student must be making satisfactory academic progress in order to qualify for this program (see explanation below).

In order to qualify for a student loan (Stafford or private), a student must be enrolled and attend classes/submit assignments on at least a half-time basis. Half-time is defined as follows:

Minimum number of credits for loans:	**Fall**	**Spring**	**Summer**
Undergraduate	6	6	6
Graduate Students *	5	5	3
Doctoral Students *	3	3	3

* Graduate and doctoral students enrolled in the School of Psychology & Counseling are considered to be at half-time status during qualified internship courses. First-time Stafford Loan borrowers at Regent must complete online entrance counseling 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 Friday after the first day of classes for the term (if timely application was made and all requirements are met). If a student withdraws from classes, a refund may be due to 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, the Withdrawals and Return of Title IV Funds policy, and visit www.regent.edu/finaiddrop 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.

150% Direct Subsidized Loan Limit Information

Effective July 1, 2013, the Federal Government's Moving Ahead for Progress in the 21st Century Act (MAP-21, Public Law 112-141) established new Direct Loan Program regulations, which provide that a first-time borrower (on or after July 1, 2013) is no longer eligible to receive **additional** Direct Subsidized Loans if the period during which the borrower has received such loans meets or exceeds 150% of the published length of the program in which the borrower is currently enrolled. Under certain conditions, the provision also causes first-time borrowers who have exceeded the 150% limit to lose the **interest subsidy** on their Direct Subsidized Loans.

Note: With the exception of Career Switcher Alternative Route to Licensure students, graduate students are no longer eligible for subsidized Stafford loans (beginning with the 2012-2013 award year). However, for the purposes of this legislation, Regent University defines its Career Switcher Alternative Route to Licensure maximum program time limit as five years. Therefore, students in these programs will become ineligible for additional subsidized loans, and may lose interest subsidy on existing subsidized loans, after 7.5 years.

Unsubsidized Stafford Direct Loans

A graduate/professional student may be eligible for up to $20,500 per academic year with the Unsubsidized Stafford Loan. Clinical Psychology students are eligible for a maximum of $37,167 per academic year. 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 to the principal amount.

Note: Stafford loans may be consolidated once you are in the repayment period. Consolidation may extend the length of your repayment period and 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 for more information.

Federal Direct Graduate PLUS Loans

There are two types of PLUS Loans offered: Graduate PLUS and Parent PLUS (undergraduates only).

1. Graduate PLUS Loans are available to graduate students. Unlike private loans, Graduate PLUS Loans are based on adverse credit history, not your credit score. This difference should make the loan more easily obtainable for those with little or no credit history. Adverse credit includes the following:

    - One or more debts that are 90 or more days delinquent or that are in collection or have been charged off during the two years preceding the date of the applicant's credit report, but only if the total combined outstanding balance of those debts is greater than $2,085.

    - Has been the subject of a default determination, bankruptcy discharge, foreclosure, repossession, tax lien, wage garnishment or charge-offs/write-off of a debt during the five years preceding the date of the credit report.

2. Parent PLUS loans are available to parents of dependent undergraduate students (see the Undergraduate Catalog 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. Private loans are not guaranteed and lenders will examine your credit history and may utilize a process of "credit scoring" to determine eligibility. Graduate students are advised to apply for the Graduate PLUS loan rather than a private loan. Contact the Student Financial Aid Office for more information. Information on loan repayment schedules is available.

Estimated Monthly Payments Based on a 10-year Repayment Period

Amount Borrowed	6.8% Interest	7.9% Interest
$10,000	$115	$121
$20,000	$230	$242
$30,000	$345	$362
$50,000	$575	$604
$70,000	$806	$846
$90,000	$1,036	$1,087

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. Usually, students go into an automatic, in-school deferment when they re-enter school, however, students must be enrolled at least half-time in order to qualify. The registrar's office notifies the National Student Clearinghouse after the conclusion of the Add/Drop period of your first semester.

Private Grants and Scholarships

Students are strongly encouraged to research other sources of private grants and scholarships. More information on private scholarships is available at www.regent.edu/privateaid.

Withdrawals and Return of Title IV Funds Policy

This policy applies to students who withdraw or are dismissed from enrollment at Regent University. It is separate and distinct from the Regent University Refund Policy. The calculated amount of the "Return of Title IV Funds" that is required for students affected by this policy is determined according to the following definitions and procedures, as prescribed by regulation, and may or may not be the same as used in other contexts at the University.

- Official Withdrawals - A student who withdraws is one who either officially goes through a "withdrawal from the university," is administratively withdrawn, suspended, or withdraws from all of his or her courses taken for credit.
- Unofficial Withdrawals - At the end of each semester, all federal financial aid recipients who receive no passing grades (NP or F grades) will be reviewed to determine if the non-passing grade was earned while attending or due to no longer attending class. If the grade was earned while not having confirmed their participation through the end of the semester, then the student will be considered as unofficially withdrawn and will be subject to a Return of Title IV Funds review as outlined above.

A student's withdrawal date is:

- The date the student began the institution's withdrawal process (as described in the University Catalog) or officially notified the institution of intent to withdraw; or
- The midpoint of the period for a student who leaves without notifying the institution; or
- The student's last date of attendance at a documented academically related activity.

A student may rescind his or her official notification to withdraw by filing a written statement that he or she is continuing to participate in academically-related activities and intends to complete the term (payment period) for which payment of Title IV funds were or would be received. The cancelled withdrawal is negated if the student subsequently ceases to attend prior to the end of the payment period. The withdrawal date then is the student's original date of withdrawal unless there is acceptable documentation showing a later date of attendance at an academically related activity and the University chooses to use such date.

Title IV aid is earned in a prorated manner on a per diem basis (calendar days) up to the 60% point in the semester. Title IV aid is viewed as 100% earned after that point in time. A copy of the worksheet used for this calculation can be requested from the Student Financial Aid office.

In accordance with federal regulations, when Title IV financial aid is involved, the calculated amount of the "Return of Title IV Funds" is allocated in the following order:

- Unsubsidized Direct Stafford loans
- Subsidized Direct Stafford loans
- PLUS loans
- Federal Pell Grants
- Other Federal Grants

Regent University is responsible for:

- Providing students with the information given in this policy;
- Identifying students who are affected by this policy and completing the Return of Title IV Funds calculation for those students; and
- Returning any Title IV funds that are due the Title IV programs.

The student's responsibilities with regard to the return of Title IV funds include:

- Returning to the Title IV programs any funds that were disbursed to the student and which the student was determined to be ineligible for via the Return of Title IV Funds calculation.
- Any notification of a withdrawal should be in writing and addressed to the appropriate institutional official.
- A student may rescind his or her official notification of intent to withdraw. Submission of intent to rescind a withdrawal notice must be filed in writing.
- Either of these notifications, to withdraw or a rescission of intent to withdraw must be made to the official records/registration personnel in your school of attendance at Regent and the Regent University Registrar's Office.

If you believe that your individual circumstances warrant that your charges or refund should be determined in a manner other than the published University Refund policy or you would like examples of the worksheets for this Return of Title IV Funds policy, contact the Student Financial Aid office. The financial aid office may be contacted by calling 757.352.4125, or by e-mail at finaid@regent.edu.

This policy supersedes and replaces the prior required "Federal Title IV Refund Policy" portion of the Regent University refund policy. This policy is subject to change at any time, and without prior notice.

- The term "Title IV Funds" refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended). These programs include the following: loans under the Federal Direct Loan Program that encompasses subsidized and unsubsidized Federal Stafford loans (for graduate and undergraduate students), Federal Pell Grants (for undergraduate students), and other eligible Federal Grants (for undergraduate students).
- Oral notification may be acceptable if the institution has acceptable documentation to verify the intent to withdraw.

Satisfactory Academic Progress (SAP)

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 Student 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 J.D and LLM program transcript level which requires a 2.20 minimum, students in the LLM program transcript level which requires a 2.00, students in the School of Divinity Master's Degree Programs and M.S. in Cybersecurity programs which require a 2.50 minimum.
- Successful completion* of 50 percent of all credits attempted at a particular transcript level of graduate and/or professional programs of study (e.g., general graduate, Law, M.Div., etc.).

  * "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 post-graduate (see exceptions below) program, the student can be 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, Ed.S., or Mdiv, 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).

- 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 warning.

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 Warning" for the term 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 academic progress for financial aid purposes. As a result, he or she will be ineligible for financial aid offered through the Student 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 Student Financial Aid Office. Reasons for appeal may include such extenuating circumstances as prolonged illness, hospitalization, death of an immediate family member, etc. The appeal must be submitted in written form on a "Satisfactory Academic Progress Appeal for Financial Aid Form" and indicate the reasons why the minimum requirements were not met and why aid should not be terminated. Appealing students must also provide an academic plan on the Satisfactory Academic Progress (SAP) appeal form.

The Student Financial Aid Office will review the appeal and determine whether suspending aid is justified. The student will be advised, in writing, of the decision. If the appeal is approved, the student will be placed on financial aid probation.

The Dean of the School (or designee) will review the appeal and determine whether suspending aid is justified. The student and Student Financial Aid Office will be advised, in writing, of the decision. The Director of Student Financial Aid may consult with the Dean of the School regarding the decision provided before Student Financial Aid clears an ineligible status. To insure federal compliance, the Student Financial Aid Office receives the right to override the decision of the school of enrollment. The decision of Student Financial Aid is final and cannot be appealed. If the appeal is approved, the student will be placed on financial aid probation.

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, unless otherwise stated, the attempt associated with the highest grade points and credit hours earned will be used in computing the grade point average.

For students in the JD program, a student who voluntarily withdraws or is withdrawn from a required course or receives a grade of "F" in a required course must repeat the course in order to graduate. A student who voluntarily withdraws or is withdrawn from or receives a "D-" grade in a required nonsequential course must repeat the course prior to graduation. A student who receives a "D-" grade in a required sequential course or courses (e.g., Contracts I and II) must repeat the course(s) except upon the granting of a petition showing good cause that the course or courses need not be repeated. A student may elect to repeat a required course in which a grade of "C-" or below is received. Except upon the granting of permission by the Academic Policies Committee upon good cause shown, courses are to be repeated the next time they are offered.

A student who is required to repeat a course due to having received a "WF," "D-," or "F" pursuant to the above policy will be academically dismissed if the student does not receive a grade of "D" or higher in the retaken course or if the student receives a "WF" in the retaken course.

When a student repeats a course, the transcript, hours earned, and grade point average will be affected as follows: The total quality points earned for both courses will be divided by the total credit hours for the two courses to obtain the average quality points. The average quality points (expressed in hundredths, not rounded) will be assigned as the quality points for each credit hour for the repeated course; however, the average quality points per credit hour shall not exceed 2.00 ("C" grade). When the average quality points are assigned to the final repeat credit hours, the total course quality points will be reflected in hundredths. The student will receive no credit hours or quality points for the prior taking of

the course, and that information shall be removed from the transcript. However, all grade entries on the transcript remain a permanent part of the student's academic record.

For further information, please refer to the School of Law Policies & Procedures Manual.

Transfer Students

Courses that transfer students took at previous institutions prior to attending Regent are counted as both completed and attempted hours; however, they do not affect a student's GPA at Regent, 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 two- five- or 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 Student Financial Aid Office. 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 Government, or a Master of Divinity, Ph.D. 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 insure 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 insure that recipients of federal student aid and other aid administered by the Student 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.

Student Employment

In addition to awarding scholarships and grants, and administering the various loan programs, the Human Resources Department posts employment opportunities with Regent University, CBN, and other employers in the surrounding communities. The Human Resources Department 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/jobs 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/jobs.

VA Education BENEFITS

For information concerning VA Education Benefits, contact the Military Resource Center at https://www.regent.edu/military/contact-us/Learn more online at https://www.regent.edu/military/admissions-aid/va-education-benefits/.

Regent University currently complies with the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, United States Code, which permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of

Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes.) Regent University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Regent University is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency. The Virginia State Approving Agency (SAA) is the approving authority of education and training programs for Virginia and investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact the SAA office via email at saa@dvs.virginia.gov.

GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by VA is available at the official U.S. Government website at https:/www.va.gov/education/

More Information

Student Financial Aid's website address is www.regent.edu/finaid. This page is updated regularly and provides the most comprehensive and up-to-date information available regarding financial aid programs at the University. We recommend students access it frequently for updated or new information, application dates, 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 https://www.finaid.org for more information.

E-mail Notification and MyRegent Portal.

The Student 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 each student. If you do not plan to utilize this e-mail address as your primary address, insure you have made plans to check and/or forward these messages to a preferred e-mail address.

Students must access the Financial Aid Page (https://student-ssb.regent.edu/StudentSelfService/ssb/financialAid) to see financial aid awards, outstanding document requirements, etc. You will be provided with your login and password shortly after Student Financial Aid receives your first submitted financial aid document. Otherwise, you will receive this information after your acceptance to Regent. Develop a habit of frequently checking the Financial Aid page for the most up-to-date information about your status. If you do not have access to the financial aid page, please contact Student Financial Aid to arrange alternative notification options.

GRADUATE SCHOOLS

Regent University is composed of several colleges and graduate schools— Business & Leadership; Communication & the Arts; Divinity; Education; Government; Law; the College of Arts & Sciences and the College of Health & Behavioral Sciences, compromised of the School of Allied Health, School of Nursing, and School of Psychology and Counseling; both colleges accommodate both graduate and undergraduate programs.

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School of Business & Leadership

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

From its inception, Regent University's focus has been on transforming the world. The university's motto, *Christian Leadership to Change the World*, points to our desire to impact lives across the globe. The School of Business & Leadership is accomplishing this vision by developing Christian leaders in the areas of organizational leadership, business, and entrepreneurship. Moreover, we understand our mission not as separated from, but integrated with, the overall mission of the Church: seeking to fulfill both the Great Commandment and the Great Commission.

The School of Business & Leadership represents two distinct, yet related disciplines. Our online leadership programs address the relational aspect of people interacting together to build transformational organizations, while our online and on-campus business programs represent the creation and innovation of processes that help organizations produce goods and services. All of our programs provide a unique blend of knowledge, critical thinking, practical application, technology and Judeo-Christian values to enhance and empower professionals, entrepreneurs, emerging scholars, teachers and leaders to adapt to ever-changing organizational realities; to clearly communicate a vision, motivating others to action; and to discover and maintain a life-long pursuit of God's truths for business, leadership and organizational development.

Meeting the most rigorous standards of excellence, our MBA degree program has earned prestigious accreditation by the Accreditation Council for Business Schools and Programs (ACBSP).

Through the use of innovative learning methods, our distinguished faculty of globally diverse scholars and skilled practitioners lead students in how best to bridge theory and practice, both inside and outside of the classroom, as well as facilitate the authentic spiritual formation of students and approach their teaching profession as their vocation, energized by a deep desire for God, love of Scripture and relationship with a Triune God. Ultimately, we understand our call as educators to support students in their chosen discipline to be shaped into a people who desire the kingdom of God and thus, undertake their own vocations as an expression of that desire.

Doris Gomez, Ph.D.

Dean

CONTACT INFORMATION

Application information is available on our website.

School of Business & Leadership

Regent University

1000 Regent University Drive

Virginia Beach, VA 23464-9800

Phone: 757.352.4550 | 800.373.5504 | Fax: 757.352.4823

Email: sbladmissions@regent.edu | Website: www.regent.edu/sbl

MISSION AND PHILOSOPHY

The School of Business & Leadership supports the mission and vision of Regent University by:

Preparing people to build and lead transformative organizations that improve the well-being of all stakeholders including, but not limited to, owners, leaders, clients, partners, employees, societies and the greater global kingdom.

Establishing a forum grounded in biblical foundations for reflection, thought, research, publication and dissemination of values-based worldview issues regarding leadership and entrepreneurship, thereby influencing a global community of leaders, followers, employees, clients and societies.

Delivering quality graduate education in leadership, management and entrepreneurship through on-campus interaction and/or online computer-mediated methods and blended learning/teaching styles to meet the needs of a diverse student population.

Providing learning environments that foster critical thought, scholarship and practical application so that students who complete our graduate programs become transforming leaders and entrepreneurs within global spheres of influence.

DISTINCTIVES OF THE SCHOOL

The School of Business & Leadership distinguishes itself from other graduate and doctoral programs by the following characteristics:

- Leadership and Business Education from a Christian Worldview: For those engaged in business, management or leadership of an organization, the School of Business & Leadership provides a unique perspective in innovation, excellence and the impact of biblical principles in today's world as well as strategizing for tomorrow's opportunities.
- Entrepreneurial Perspective: Whether our students plan to work for a large company or start their own organization, our emphasis on creativity, innovation, and change will help them develop and implement new ideas to serve ever-changing global markets. Furthermore, our MBA program is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).
- Online Distance Education: Without sacrificing the quality or rigor of graduate and doctoral studies, SBL operates within a virtual, autonomous learning environment that accommodates almost any schedule.
- Multidisciplinary Leadership Programs: Focusing on Christian leadership training and the development of leadership paradigms that apply to a variety of organizations and can be applied to any type of organization including for-profit, nonprofit, church, parachurch, government, and educational institutions at all levels.

PROGRAM OVERVIEW

More than any other time in history, companies, organizations, and nations need proven, qualified leaders. These 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 Business & Leadership recognizes society's need for this exceptional type of leader; therefore, the SBL experience extends beyond traditional theory and practical application in the fields of business and leadership to allow for the wisdom and inspiration that come from God. This spiritual foundation inspires innovation, encourages excellence and maximizes the gifting of promising, transformational leaders and scholars.

The School of Business & Leadership offers the following masters degrees:

- Master of Business Administration (MBA)
- Master of Arts (M.A.) in Organizational Leadership
- Master of Science (M.S.) in Accounting
- Master of Science (M.S.) in Business Analytics

The School of Business & Leadership offers the following doctoral degrees:

- Doctor of Philosophy (Ph.D.) in Organizational Leadership
- Doctor of Strategic Leadership (DSL)
- Doctor of Philosophy (Ph.D.) in Business
- Doctor of Business Administration (DBA)

The School of Business & Leadership offers the following non-degree (for-credit) certificates:

- Certificate of Graduate Studies in Leadership (CGS)
- Certificate of Advanced Graduate Studies (CAGS)
- Certificate of Post-Doctoral Studies in Organizational Leadership (CPDS)

ADVANCED STANDING

Students who have successfully completed SBL's Master of Business Administration (MBA) program receive a maximum of 9 credit hours of advanced standing in SBL's Doctor of Strategic Leadership program.

Students who complete the MBA receive a maximum of 9 credit hours of Advanced Standing in the Doctor of Strategic Leadership (DSL) under the following conditions:

- Courses approved for advanced standing must have been completed within 10 years of start of DSL program.
- Courses with grades of B- and below will not be considered for advanced standing.
- Students must still apply for acceptance to the DSL program after completion of the MBA program.
- Advanced Standing will be granted for any of the following courses (up to a maximum of 9 credits):
  - MBA 600 (3) for LDSL 718 (3)
  - MBA 640 (3) for LDSL 726 (3)
  - MBA 621 (3) for LDSL 732 (3)
- If students received transfer credit or Advanced Standing from another university as part of an MOU for SBL's MBA degree and that course is one of the courses that qualifies for Advanced Standing, SBL will grant the Advanced Standing.

Students who complete the M.A. in Organizational Leadership receive a maximum of 9 credit hours of Advanced Standing in the Doctor of Strategic Leadership (DSL) under the following conditions:

- Courses approved for advanced standing must have been completed within 10 years of start of DSL program.
- Courses with grades of B- and below will not be considered for advanced standing.
- Students must still apply for acceptance to the DSL program after completion of one of the listed above masters programs.
- Advanced Standing will be granted for any of the following courses (up to a maximum of 9 credits):
  - LMOL 601 (3) for LDSL 728 (3)
  - LMOL 602 (3) for LDSL 710 (3)

- LMOL 603 (3) for LDSL 730 (3)

- If students received transfer credit or Advanced Standing from another university as part of a MOU for one of SBL's M.A. degrees and that course is one of the courses that qualifies for Advanced Standing, SBL will grant the Advanced Standing.

Students who complete the M.A. in Organizational Leadership receive a maximum of 9 credit hours of Advanced Standing in the Doctor of Business Administration (DBA) under the following conditions:

- Courses approved for advanced standing must have been completed within 10 years of start of DBA program.
- Courses with grades of B- and below will not be considered for advanced standing.
- Students must still apply for acceptance to the DBA program after completion of one of the listed above masters programs.
- Advanced Standing will be granted for any of the following courses (up to a maximum of 9 credits):
  - LMOL 601 (3) for DBA 705 (3)
  - LMOL 602 (3) for DBA 704 (3)
  - LMOL 607 (3) for DBA 709 (3)
- If students received transfer credit or Advanced Standing from another university as part of a MOU for one of SBL's M.A. degrees and that course is one of the courses that qualifies for Advanced Standing, SBL will grant the Advanced Standing.

Students who have successfully completed SBL's Master of Business Administration (MBA) program receive a maximum

of 9 credit hours of advanced standing in SBL's Doctor of Business Administration program.

Students who complete the MBA receive a maximum of 9 credit hours of Advanced Standing in the Doctor of Business Administration (DBA) under the following conditions:

- Courses approved for advanced standing must have been completed within 10 years of start of DBA program.
- Courses with grades of B- and below will not be considered for advanced standing.
- Students must still apply for acceptance to the DBA program after completion of the MBA program.
- Advanced Standing will be granted for any of the following courses (up to a maximum of 9 credits):
  - MBA 640 (3) for DBA 704 (3)
  - MBA 645 (3) for DBA 705 (3)
  - MBA 621 (3) for DBA 709 (3)
- If students received transfer credit or Advanced Standing from another university as part of an MOU for SBL's MBA degree and that course is one of the courses that qualifies for Advanced Standing, SBL will grant the Advanced Standing.

MILITARY ADVANCED STANDING

Active duty service members and veterans (regardless of military branch) may be eligible to receive Advanced Standing into the following programs based on rank achieved in the military.

Master of Business Administration (General Management concentration)

- Those who achieved the pay grade of E-7, W-3, O-3 and above are eligible for up to 9 credit hours of Advanced Standing.

M.A. in Organizational Leadership (Interdisciplinary studies concentration)

- Those who achieved the pay grade of E-7, W-2, O-2 and above are eligible for up to 6 credit hours of Advanced Standing.
- Those who achieved the pay grade of E-8, W-3, O-3 and above are eligible for up to 9 credit hours of Advanced Standing and will be eligible to have BUS 500 (or its equivalent) waived.

Doctor of Strategic Leadership (Individualized concentration)

- Those who achieved the pay grade of E-7, W-3, O-3 and above are eligible for up to 6 credit hours of Advanced Standing.
- Those who achieve the pay grade of E-9, W-4, O-4 and above are eligible for up to 9 credit hours of Advanced Standing and will be eligible to have BUS 500 (or its equivalent) waived.

Advanced Standing does not imply acceptance into any program.

- Students must begin classes no later than 10 years from the date of separation from active duty.
- Students must have a minimum of 5 years of active duty service in order to be eligible.
- Students must submit a petition to their academic advisor in order to be considered for Advanced Standing. The School of Business and Leadership will approve or disapprove requests after careful review.
- Student must include appropriate documentation showing military training, promotion history, and dates of service (abbreviated military personnel file – ERB/ORB, ESR/OSR, etc., or DD-214) at the time of petition submission in order to be considered.
- Military Advance Standing can only be awarded for one degree program per student. (For example, if Advanced Standing is awarded for the MBA or MAOL, Advanced Standing may not also be awarded for the DSL).
- Approved credits can only be applied toward concentration courses with Military Advanced Standing programs listed above.

JOINT DEGREES

The School of Business & Leadership (SBL) offers students the opportunity to pursue a joint degree between its MBA and one of SBL's other master's degrees. Students must apply and be accepted to both programs as a joint degree student. Under the joint-degree agreement, students complete 27 (instead of 33) credit hours in SBL's master's and 36-credit-hour MBA option. The credit hour reductions applies to elective courses only and no courses may be counted twice.

In addition, SBL master's students have the opportunity to pursue joint degrees between the SBL 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 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. The SBL joint degree requirement for the MBA is 36 credit hours, and students do not complete a concentration. The SBL joint degree requirement for the M.A. is a reduction of 6 credit hours to 27 credit hours. The credit hour reduction applies to elective courses only and no courses may be counted twice.

CAREER OBJECTIVES

A variety of positions are available to students graduating from the School of Business & Leadership, 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. Our programs also prepare students for positions in middle- and upper-management, not-for-profit, ministry, government agencies, and entrepreneurial ventures. Most School of Business & Leadership students are employed throughout the program and use the degree to either advance 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 Business & Leadership does not offer placement services; however the university's Career Center offers a number of services, seminars and resources that are available to both on-campus and online students.

Students with limited employment history within their field of study, 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.

ACADEMIC POLICIES

Enrollment Policy

Students enrolled in the School of Business & Leadership may be enrolled in 3 to 16 credit hours per semester. A full-time course load for the master's programs 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:

- Have completed at least one full semester with a 3.0 GPA or higher.
- Petition and gain approval from the dean of the School of Business & Leadership.

Tuition for courses taken through other Regent University schools outside the School of Business & Leadership 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 Business & Leadership programs. Students should consult their advisor prior to registration.

Transfer of Graduate Credits

Students who have been admitted into the doctoral or master's degree programs may request that graduate-level coursework completed at another accredited college or university be applied toward their degree at Regent University.

Additional requirements for those students transferring graduate credits into the School of Business & Leadership programs are as follows:

- A maximum of 6 credit hours may be applied toward the MBA, M.A. and M.S. programs.
- A maximum of 9 credit hours may be applied toward the coursework of the Ph.D. in Organizational Leadership and the Doctor of Strategic Leadership the Ph.D. in Business and the Doctor of Business Administration
- 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 School of Business & Leadership programs at Regent University are not accepted for transfer.

Students requesting transfer credits for elective courses must obtain approval from their academic advisor.

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 Certificate of Graduate Studies can be completed within 12 months and the master's degree can be completed within three years. However, the maximum time that is permitted to complete all coursework at the master's level 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 Business & Leadership 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.

FACULTY ACCESS

Members of the Regent University faculty are available to students through a variety of means, including the Internet, email, telephone, and the postal service. Scheduled in-person appointments with faculty members are also available for students living in or visiting the Virginia Beach area.

STUDYING ONLINE AT REGENT

All School of Business & Leadership programs are offered online. From the onset, our online students are exposed to virtual communication and to the mass of worldwide information available. Significant portions of the online 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 Business & Leadership 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 https://www.regent.edu/information-technology/#tab-new-student-resources for the most current information regarding computer requirements and support.

Degree Programs

Recognizing that true leadership is a combination of education and God-given talent, the School of Business & Leadership offers several graduate programs that provide the educational foundation to enhance one's leadership and entrepreneurial abilities and meet various needs in the global marketplace. 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 Business & Leadership programs allows students from a variety of professional backgrounds to interact with one another and faculty, incorporating firsthand professional experience into online class discussions that enhance the pure and applied research found in these programs.

Doctor of Philosophy Degree (Ph.D.)

Ph.D. in Business Program (60 credit hours)
(Program delivered entirely online.)

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

The Ph.D. in Business is a heavily research-focused and rigorous academic curriculum. Students have access to the State-of-the-Art learning infrastructure. The SBL's Center of Entrepreneurship is a global laboratory of applied business cases and industry partnerships. In addition, Regent library houses multidisciplinary research collections, top journals, and other scientific research materials, which are easily accessible to our students. SBL has a solid, innovative research culture. Faculty members with diverse disciplinary backgrounds are recognized internationally for their scholarships, and experts in their respective disciplines can provide outstanding mentorship to students' cutting-edge, independent research.

Students select 6 credit hours from a list of multiple business, leadership, and education doctoral courses. 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. Upon completion of this degree students will obtain a concentration in General Business Management due to the nature of the core courses and elective courses offered. 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 are critical thinking, scholarly research, writing and learning from a Judeo-Christian worldview.

The Ph.D. in Business can be completed in a minimum of three years (nine semesters), but usually is completed in four to four and a half years. The maximum time allowed to complete the program is seven years.

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.

Dissertation

A candidate for the Ph.D. in Business. degree must present an acceptable dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known or present a significant interpretation of the subject based upon original investigation and research. Each Ph.D. student must register for a minimum of 12 credit hours of dissertation research. 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. After the successful final dissertation defense, a student must register for the Dissertation Editing course to complete the required dissertation editing and publishing process. The student must register for dissertation editing courses for as long as necessary to maintain continuous enrollment beyond the final dissertation defense term and until the dissertation gets submitted to PROQUEST.

Ph.D. in Business Core Curriculum

All students in the Ph.D. in Business degree program complete the following core curriculum in the sequence and semesters specified.

Ph.D. students must complete a total of 60 credit hours, within 7 years:

- 27 credit hours of core courses
- 6 credit hours of elective courses
- 15 Research Methods Courses
- 4 units of Comprehensive exams[1]
- 12 credit hours of dissertation courses[2]
- 2 virtual residencies as part of BPHD 701 and BPHD 783

Comprehensive Exam 4 Units (0 Credit Hours)
BPHD 770 Comprehensive Exam 1 (0)
BPHD 771 Comprehensive Exam 2 (0)
BPHD 772 Comprehensive Exam 3 (0)
BPHD 773 Comprehensive Exam 4 (0)

Dissertation (12 Credit Hours)[3]
BPHD 790 Dissertation Research (3)

BPHD 791 Dissertation Research (3)

BPHD 792 Dissertation Research (3)

BPHD 793 Dissertation Research (3)

BPHD 794Dissertation Continuation Course (1)

BPHD 795Dissertation Editing Course (0)

[1] At the successful completion of all Ph.D. core and elective courses (cumulative GPA 3.0), students proceed to comprehensive exams. Each comprehensive exam unit is offered as an 8-weeks unit. BPHD 770 and BPHD 771 must be taken concurrently. BPHD 772 and BPHD 773 must be taken concurrently. As non-credit bearing units, enrolling in comprehensive exams, does not qualify as continuous enrollment required at this stage in the doctoral program. Thus, students are required to also register for BPHD 790 (3) during the first semester of their comprehensive exams. Students who require more than one semester to successfully complete their comprehensive exam are required to register for subsequent dissertation courses (BPHD 791, BPHD 792, BPHD 793, BPHD 794).

[2] Students are required to begin registering for dissertation credits immediately following the successful completion of all required courses (core and elective). Students must register for BPHD 794 (1) continuing dissertation credit after completion of all required 12 dissertation credits (BPHD 790, BPHD 791, BPHD 792, and BPHD 793) and until successful final defense of the dissertation.

[3] Dissertation courses will be administered like Ph.D. dissertation research courses in the Ph.D. in Organizational Leadership program.

Ph.D. in Business Residencies

The School of Business & Leadership 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 course-embedded intensive virtual residencies (BPHD 701 and BPHD 783) and a variety of interactive discussion modes that extend beyond topical course discourse.

University Requirement BUS 600 Graduate Foundations for Business/Leadership (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

Required Courses
BPHD 701 Christian Worldview for the Christian Business Scholar and Practitioner (3)
BPHD 702 Economics for Business Leaders (3)
BPHD 703 Corporate Finance and Accounting (3)
BPHD 705 Global Leadership (3)
BPHD 706 Leadership Analytics (3)
BPHD 707 Marketing and Communication Management (3)
BPHD 708 Business Ethics and Law (3)
BPHD 710 Strategic Foresight (3)
EHEA 807 Curriculum and Assessment for College/University Teaching (School of Education) (3)

RESEARCH METHODS COURSES
BPHD 780 Qualitative Analysis Methods (3)
BPHD 781 Quantitative Analysis Methods(3)
BPHD 782 Advanced Analysis (3)
BPHD 783 Research Practicum 1 (3)
BPHD 784 Research Practicum 2 (3)

Elective Courses (6 Credit Hours)

Students choose 6 credit hours from the list of courses below:

FNCE 720 – Data Analysis & Empirical Finance (3)
FNCE 751 – International Finance (3)
FNCE 754 – Portfolio Analysis (3)

FNCE 755 – Investment Analysis (3)

LPEN 768 – Theoretical Foundations of Leading Entrepreneurial Ventures (3)
LPEN 769 – Kingdom Business Leadership Strategies (3)
LPEN 770 – Theories of the Firm in Developing Economies (3)
LPEN 771 - Entrepreneurial Strategies to Lead Technological and Innovational Change (3)

LPHD 761 – Contemporary Perspectives in Organizational Leadership Theory (3)
LPHD 762 – Organizational Theory & Design (3)
LPOL 761 – Organizational Culture & Climate (3)
LPOL 763 – Organizational Spirituality (3)

EDDE 822 Teaching, Learning & Technology (3)
EHEA 813 Admin. Organization & Change (3)

BPHD 770 Comprehensive Exam 4 units (0 Credit Hours)
BPHD 770 Comprehensive Exam 1 (0)
BPHD 771 Comprehensive Exam 2 (0)
BPHD 772 Comprehensive Exam 3 (0)
BPHD 773 Comprehensive Exam 4 (0)

Dissertation (12 Credit Hours)
BPHD 790 Dissertation Research (3)

BPHD 791 Dissertation Research (3)

BPHD 792 Dissertation Research (3)

BPHD 793 Dissertation Research (3)

BPHD 794 Dissertation Continuation Course (1)

BPHD 795 Dissertation Editing Course (0)

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 Business. 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 SBL faculty.
- Compliance with all applicable requirements of Regent University.

Ph.D. in Organizational Leadership Program (51 credit hours)

(Program delivered entirely online.)

The degree of Doctor of Philosophy at Regent University is awarded in recognition of high attainment in a special field of knowledge. Ph.D. students must pass the qualifying examination for the Ph.D. degree and present an acceptable dissertation

within their field of study which presents the results of independent, original research. The degree program's emphasis is on preparation for competent professional and scholarly performance.

The 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. 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 are critical thinking, scholarly research, writing and learning from a Judeo-Christian worldview.

The Ph.D. can be completed in a minimum of two and a half years (eight semesters), but usually is completed in four years. The maximum time allowed to complete the program is seven years.

A minimum of 51 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.

Dissertation

A candidate for the Ph.D. degree must present an acceptable dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known or present a significant interpretation of the subject based upon original investigation and research. Each Ph.D. student must register for a minimum of 9 credit hours of dissertation research. 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.

Ph.D. Core Curriculum

All students in the Ph.D. in Organizational Leadership degree program complete the following core curriculum in the sequence and semesters specified.

Ph.D. students must complete a total of 51 credit hours, within 7 years:

- 30 credit hours of core courses
- 12 credit hours of elective courses
- Comprehensive Exams
- 9 credit hours of dissertation courses

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 SBL faculty.
- Compliance with all applicable requirements of Regent University.

Core Courses and Research Course

UNIV LIB (0) or BUS 600 (2)
LPHD 761 Contemporary Perspectives in Organizational Leadership Theory (3)*
LPHD 763 Organizational Behavior (3)*
LPHD 785 Seminar: Trends in Organizational Leadership Research (3)
SBL 765 Exegetical Research (3)**
LPHD 762 Organizational Theory & Design (3)*
SBL 753 Doctoral Teaching Practicum (3)
SBL766-Quantitative Research (3)**
SBL 758 Biblical Perspectives in Leadership and Human Flourishing *
SBL 767 Qualitative Research Methods (3)
LPHD 758 Advanced Analysis (3)

Elective Courses (12 Credit Hours)
Students choose 12 credit hours from the list of courses below:

SBL 756 Leadership Perspectives in the Pauline Epistles (3)
SBL 757 Leadership Perspectives in the Gospels (3)
LPHD 764 Group Behavior
LHRD 761Human Resource Development (3)
LHRD 762 Autonomous Learning & Human Resource Development (3)
LHRD 763 Design of Adult Learning Communities (3)
LHRD 764 Ethical Human Resource Development (3)
LPOL 762 Followership (3)
LPOL 764 Organizational Communication (3)
LPEN 769 Kingdom Business Leadership Strategies

*LPHD761, LPHD762, LPHD763 and SBL 758 will have the PhD-OL program introduction; thus, it does not matter which of the four required core content courses a student takes first, but where feasible, students should take LPHD761 and LPHD763 before LPHD762 and SBL758.

Comprehensive Exams
LPHD 801 Comprehensive Exam 1 (0)
LPHD 802 Comprehensive Exam 2 (0)
LPHD 803 Comprehensive Exam 3 (0)
LPHD 804 Comprehensive Exam 4 (0)

Dissertation (9 Credit Hours)
LPHD 861 Dissertation Research (3)
LPHD 862 Dissertation Research (3)
LPHD 863 Dissertation Research (3)

Doctor of Business Administration (DBA)
Doctorate in Business Administration (54 credit hours)

(Program delivered entirely online.)

The Doctor of Business Administration (DBA) is a terminal professional degree designed to provide immediate solutions for today's senior business executives and professionals through its applied multidisciplinary approach, enabling professionals to effectively renew and transform the organizations they lead. The DBA emphasizes the value and implementation of advanced business skills and tools required for decision making and strategic planning in today's global business world. While this

program is thoroughly grounded in theoretical concepts, the courses place greater emphasis on the practical components of those theories essential to the student's success in the ever-changing business environment.

Graduates of the DBA program will possess a comprehensive framework for effective business skills and tools applicable to organizations of all sizes. This includes business enterprises, nonprofit organizations, educational institutions, government agencies and the military.

Students may select one of several concentrations in which to specialize: Corporate Consulting, Entrepreneurship, Executive Leadership, Finance and Investing, General Management, Marketing, and Organizational Leadership. All of the courses in the doctoral program incorporate the underlying scriptural principles that are essential to creating and sustaining transforming organizations.

The DBA 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.

Requirements

- Completion of all required coursework (core and concentration courses)
- Completion of a minimum of 9 credit hours of the DBA Project
- Completion of all requirements associated with the DBA Project

Students must have successfully completed all core courses before being eligible to register for final doctoral project courses. Students must register for continuing doctoral project credit – DBA 793 Project 4 (1) – after completion of all required 9 doctoral project credits until successful completion of the project.

If a student needs additional time to complete the DBA Project after registering and paying for 54 credit hours, the student then continues to register for one DBA Project credit per semester for each semester until the project is successfully completed and defended.

DBA Residencies

The School of Business & Leadership 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 course-embedded intensive virtual residencies and a variety of interactive discussion modes that extend beyond topical course discourse.

Required Courses for All DBA Concentrations*

BUS 600 Graduate Foundations for Business/Leadership (2) or UNIV LIB Information Research & Resources (0), as required upon admission

DBA 701 Christian Worldview for the Christian Business Scholar and Practitioner (3)

DBA 702 Economics for Business Leaders (3)

DBA 703 Corporate Finance and Accounting (3)

DBA 704 Corporate Governance & Christian Worldview (3)

DBA 705 Global Business Leadership (3)

DBA 706 Leadership Analytics (3)

DBA 707 Marketing and Communication Management (3)

DBA 708 Business Ethics and Law (3)

DBA 709 Emerging Issues in Business Leadership (3)

DBA 710 Strategic Foresight (3)

DBA 711 Quantitative Research Methods (3)

Final DBA Project (9 Credit Hours) Integrating Experience

DBA 790 Project 1 (3)

DBA 791 Project 2 (3)

DBA 792 Project 3 (3)

2 Required Course-Embedded Virtual Residencies

1 - Introduction to Doctoral Studies in Business as part of DBA 701

2 - Presentation of Progress and Results as part of DBA 711

Students must have successfully completed all core courses before being eligible to register for final doctoral project courses. Students must register for continuing doctoral project credit – DBA 793 (1) – after completion of all required 9 doctoral project credits until successful completion of the project.

DBA Concentrations

Students select from one of several concentrations in which to specialize: Corporate Consulting, Entrepreneurship, Executive Leadership, Finance and Investing, General Management, Marketing, and Organizational Leadership.

DBA with a concentration in Corporate Consulting (12 credit hours)

LDSL 761 Consulting Design (3)

LDSL 762 Ethical Interventions (3)

LDSL 763 Consulting Strategies (3)

LDSL 764 Global Consulting (3)

DBA with a concentration in Entrepreneurship (12 credit hours)

LPEN 768 Theoretical Foundations of Leading Entrepreneurial Ventures (3)

LPEN 769 Kingdom Business Leadership Strategies (3)

LPEN 770 Theories of of the Firm in Developing E

LPEN 771 Entrepreneurial Strategies to Lead Technological and Innovational Change (3)

DBA with a concentration in Executive Leadership (12 credit hours)

LDSL 722 Leaders & Followers (3)

LDSL 774 Servant Leadership: The Experiential (3)

LDSL 726 Human Research Development (3)

LDSL 733 Leadership Development (3)

DBA with a concentration in Finance & Investing (12 credit hours)

FNCE 720 – Data Analysis & Empirical Finance (3)

FNCE 751 - International Finance (3)

FNCE 754 – Portfolio Analysis (3)

FNCE 755 – Investment Analysis (3)

DBA with a concentration in General Management (12 credit hours)

Students will have the flexibility to design an individualized 12-credit-hour concentration drawing on doctoral-level courses offered in any of the Regent University graduate schools. A student's concentration must be approved by the program director by academic petition submitted to the Registrar's Office. If other Regent graduate school courses proposed in a concentration require prior approval for SBL DBA, this approval must be obtained and provided to the student's academic advisor.

Choose any 4 courses from the other DBA concentrations and/or other Regent University graduate programs with the consultation and approval of the academic advisor.

DBA with a concentration in Marketing (12 credit hours)

MKTG 731 – Promotion and Advertising (3)

MKTG 732 - Marketing Psychology (3)

MKTG 734 – Viral Marketing (3)

MKTG 736 - Digital Marketing (3)

DBA with a concentration in Organizational Leadership (12 credit hours)

LPHD 761 Contemporary Perspectives in Organizational Leadership Theory

LPHD 762 Organizational Theory and Design.

LPOL 761 Organizational Culture & Climate (3)

LPOL 763 Organizational Spirituality (3)

Admission to Candidacy

Admission to the doctoral program does not constitute or guarantee a student's admission to candidacy for the DBA degree. Admission to candidacy is contingent upon the following:

- Successful completion of coursework (with at least a 3.0 GPA)
- The recommendation of the student's final DBA project chair
- Approval by the doctoral faculty committee
- Approval by the SBL faculty
- Compliance with all applicable requirements of Regent University

Doctor of Strategic Leadership Degree (DSL)

DSL Program (51 credit hours)

(Program delivered entirely online.)

The Doctor of Strategic Leadership (DSL) is a terminal professional degree designed to provide immediate solutions for today's organizational challenges through its applied multidisciplinary approach, enabling professionals to effectively renew and transform the organizations they lead. The DSL emphasizes the value and implementation of effective organizational leadership, organizational communication, structure, and development in relation to people, team building, and cultural understanding. While this program is thoroughly grounded in theoretical concepts, the courses place greater emphasis on the practical components of those theories essential to the student's leadership of the organization and the processes critical to organizational transformation.

Graduates of the DSL program will possess a comprehensive framework for effective leadership applicable to organizations of all sizes. This includes business enterprises, nonprofit organizations, educational institutions, government agencies and the military.

Students may select one of several concentrations in which to specialize: Ecclesial Leadership, Entrepreneurial Leadership, Global Consulting, Healthcare Leadership, Human Resource Development, Individualized, Leadership Coaching, Servant Leadership, Strategic Foresight, or Strategic Leadership. All of the courses in the doctoral program incorporate the underlying scriptural principles that are essential 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.

Requirements

- Completion of all required coursework (core and concentration courses)
- Completion of a minimum of 6 credit hours of the DSL Project
- Completion of all requirements associated with the DSL Project

Students must have successfully completed all core courses before being eligible to register for final doctoral project courses. Students must register for continuing doctoral project credit – LDSL 863 (1) – after completion of all required 6 doctoral project credits until successful completion of the project.

If a student needs additional time to complete the DSL Project after registering and paying for 51 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.

DSL Residencies

The School of Business & Leadership 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 course-embedded intensive virtual residencies and a variety of interactive discussion modes that extend beyond topical course discourse. The two virtual residencies occur in LDSL 722 & LDSL 727.

Required Courses for All DSL Concentrations*

BUS 600 Graduate Foundations for Business/Leadership (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

LDSL 710 Organizational Strategy & Design (3)

LDSL 711 Strategic Foresight (3)

LDSL 718 Organizational Culture, Values & Ethics (3)

LDSL 720 Applied Exegetical Studies (3)

LDSL 722 Leaders and Followers (3)

LDSL 726 Human Resource Development (3)

LDSL 727 Global Leadership (3)

LDSL 728 Leadership Theory & Communication (3)

LDSL 730 Leadership Analytics (3)

LDSL 731 Consulting Principles (3)

LDSL 732 Creativity & Innovation (3)

LDSL 733 Leadership Development (3)

LDSL 861-862 (863 as required) DSL Project (6 min)

* The following courses must be completed before students will be able to participate in LDSL 727 and their second residency: BUS 600/UNIV LIB, LDSL 718, 720, 722, 728, 710 and 732. Student Academic Advising will work with each student to develop their degree plan accordingly.

DSL Concentrations

Students select from one of several concentrations in which to specialize: Ecclesial Leadership, Entrepreneurial Leadership, Global Consulting, Healthcare Leadership, Human Resource Development, Individualized, Leadership Coaching, Servant Leadership, Strategic Foresight, and Strategic Leadership.

DSL with a concentration in Ecclesial Leadership (9 credit hours choose 3 of 4)

The concentration in Ecclesial Leadership combines with core DSL courses to explore Ecclesial Leadership theology and philosophy, the historical research, organizational design and leadership development along with the spiritual formation of the ecclesial leader.

LPEC 761 Ecclesial Leadership Theology & Philosophy (3)

LPEC 762 Historic Research & Ecclesial Leadership (3)

LPEC 763 Ecclesial Organizational Design & Leadership Development (3)

LPEC 764 Spiritual Formation & the Ecclesial Leader (3)

DSL with a concentration in Entrepreneurial Leadership (9 credit hours choose 3 of 4)

The concentration in Entrepreneurial Leadership combines with core DSL courses to explore the nature of entrepreneurial activity and the dynamic relationships between firms, markets, the organization of the firm, and opportunities related to building kingdom-strategic business ventures.

LPEN 768 Theoretical Foundations of Leading Entrepreneurial Ventures (3)

LPEN 769 Kingdom Business Leadership Strategies (3)

LPEN 770 Theories of the Firm in Developing Economies (3)

LPEN 771 Entrepreneurial Strategies to Lead Technological and Innovational Change (3)

DSL with a concentration in Global Consulting (9 credit hours choose 3 of 4)

Designed to equip students with a solid foundation of consulting principles and practice, the Global Consulting concentration will develop key cross-cultural interpersonal consulting skills and competencies, prepare students to assist significant international organizations through strategic interventions and guidance, and plan and build a successful consulting practice.

LDSL 761 Consulting Design (3)

LDSL 762 Ethical Interventions (3)

LDSL 763 Consulting Strategies (3)

LDSL 764 Global Consulting (3)

DSL with a concentration in Healthcare Leadership (9 credit hours choose 3 of 4)

The concentration in Healthcare Leadership combines with core DSL courses to explore current issues and trends in the healthcare industry setting the stage for forecasting, seeks to provide a perspective for self-leadership and professionalism in the field, discusses the ideas of team leadership and engagement in healthcare, and finally explores the ideas of leadership theory and practice in healthcare application.

LDSL 791 Healthcare: Issues, Trends & Forecasting (3)

LDSL 792 Healthcare: Self Leading & Professionalism (3)

LDSL 793 Healthcare: Team Leadership & Engagement (3)

LDSL 794 Healthcare: Theory & Practice (3)

DSL with a concentration in Human Resource Development (9 credit hours choose 3 of 4)

The concentration in Human Resource Development combines with core DSL courses to explore current issues and trends in the human resource functions in private- and public-sector organizational settings. Theories and models and the construction and implementation of HRD practices and procedures from individual, group and team perspectives will be explored.

LHRD 761 Human Resource Development (3)

LHRD 762 Autonomous Learning & Human Resource Development (3)

LHRD 763 Design of Adult Learning Communities (3)

LHRD 764 Ethical Human Resource Development (3)

Individualized Concentration (9 credit hours)

Students will have the flexibility to design an individualized 9-credit-hour concentration drawing on doctoral-level courses offered in any of the Regent University graduate schools. A student's concentration must be approved by his/her academic advisor by academic petition submitted to the Registrar's Office. If other Regent graduate school courses proposed in a concentration require prior approval for SBL DSL, this approval must be obtained and provided to the student's academic advisor.

Choose any 3 courses from the other DSL concentrations and/or other Regent University graduate programs with the consultation and approval of the program director at the School of Business & Leadership.

DSL with a concentration in Leadership Coaching (9 credit hours)

The Leadership Coaching Concentration emphasizes concepts and practices through a biblical lens focusing on leadership, team, and organizational development. Explore and apply theory, models, skills, and assessments that strategically impact the contemporary global environment and performance.

LDSL 755 Leadership Coaching Overview (3)

LDSL 756 Leadership Coaching Applied (3)

LDSL 757 Executive and Team Coaching (3)

DSL with a concentration in Servant Leadership (9 credit hours choose 3 of 4)

The concentration in Servant Leadership provides an emphasis on concepts that focus on theories, models, social issues, biblical foundations, and the experiential aspects of servant leadership.

LDSL 771 Models & Theories of Servant Leadership (3)

LDSL 772 Servant Leadership & Social Issues (3)

LDSL 773 Biblical Perspectives & Servant Leadership (3)

LDSL 774 Servant Leadership & the Experiential (3)

DSL with a concentration in Strategic Foresight (9 credit hours choose)

The Strategic Foresight concentration prepares students to lead those initiatives that require a futures perspective.

LDSL 741 System Dynamics (3)

LDSL 743 Social Change (3)

LDSL 744 Issues Management (3)

DSL with a concentration in Strategic Leadership (9 credit hours choose 3 of 4)

The Strategic Leadership concentration provides an emphasis on those concepts that have the greatest impact on leading and shaping the organization. The following coursework provides a synthesis of dynamic leadership theories, methodologies, and concepts that are vital to leading and transforming an organization and having a positive impact on the current work environment.

LDSL 734 Learning Organizations (3)

LDSL 735 Design Thinking (3)

LDSL 736 Venture Development (3)

LDSL 737 Change Management (3)

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)
- The recommendation of the student's final DSL project chair
- Approval by the doctoral faculty committee
- Approval by the SBL 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 the program orientation and 30 credit hours of doctoral coursework, 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 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 web page.

Certificate of Post-Doctoral Studies in Organizational Leadership

The online Certificate of Post-doctoral Studies in Organizational Leadership is currently a non-degree program and provides an avenue for those with a doctoral degree in a field other than organizational leadership to add to their base of knowledge and research. Students complete two required doctoral-level organizational leadership courses along with four 3-credit doctoral concentration courses in one of the four Ph.D. in Organizational Leadership concentrations: Ecclesial Leadership, Entrepreneurial Leadership, Human Resource Development, or Organizational Leadership. Students will participate in organizational research projects at the conclusion of the certificate program; therefore, those who apply to this program are expected to have earned a theory/research-based doctorate from an accredited institution* prior to beginning the post-doctoral certificate program.

* If an applicant's doctorate is granted from an institution outside of the U.S., then the institution must have an equivalent status as an accredited university in the U.S.

Requirements

In order to receive the Certificate of Post-Doctoral Studies in Organizational Leadership, students must apply to and obtain acceptance into the program. Furthermore, students must complete the following coursework:

Required Courses

UNIV LIB Information Research & Resources (0)

LPHD 761 Contemporary Perspectives in Organizational Leadership Theory (3)

LPHD 762 Organizational Theory & Design (3)

Elective Courses

Choose 4 of the 5 courses from one of the following Ph.D. in Organizational Leadership concentrations: Ecclesial Leadership (LPEC 761-764, 785), Entrepreneurial Leadership (LPEN 768-771, 785), Human Resource Development (LHRD 761-764, 785), or Organizational Leadership (LPOL 761-764, 785) (12).

Total (18)

Master of Business Administration Degree (MBA)

MBA Program (36 or 42 credit hours)

(Program delivered online as well as face-to-face/hybrid)

The Master of Business Administration (MBA) programs offered by the SBL combines a comprehensive business management core with major that prepare today's professional for the rapidly changing global environment. Our 42 credit-hour MBA program offers a broad range of concentrations that allow students to tailor their studies to specific professional goals and interests. Options include: Accounting, Artificial Intelligence for Business Leaders, Business Analytics, Cybersecurity Management, Entrepreneurship, Finance and Investing, General Management, Healthcare Management, Human Resource Management, Innovation Management, Leadership, Marketing, Not-for-Profit Management, and Product Management.

The degree addresses strategic opportunities produced by a global economy as well as entrepreneurial approaches to solving problems and capitalizing on new business ventures. The degree is firmly grounded in traditional business theory and contemporary concepts and a biblical worldview. Throughout the MBA programs, students will further refine their knowledge of key business principles as well as hone their skills in creativity, innovation and leadership to successfully develop, launch, and lead new or expanded enterprises anywhere across the globe.
Designed for both full-time and part-time professionals and executives, the MBA offers a 36-credit-hour, no-concentration option, and a 42-credit-hour option, which includes a 12-credit-hour concentration. Under the non-concentration option, students complete twelve 3-credit-hour courses for a total of 36 credit hours. Under the 42-credit-hour option, MBA students take fourteen 3-credit-hour courses. Students complete 30 credit hours for core

courses and 12 credit hours of concentration courses. Due to specialized accreditation regulations governing the MBA program,, the MBA program does not consider any Prior Learning Assessment (PLA) options or opportunities for students.

University Requirement

BUS 600 Foundations for Business/Leadership (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

Required Core Courses (36 or 42 credit hours)

MBA 500 Orientation (0)

MBA 509 Program Assessment Survey (0)

MBA 600 Corporate & Personal Ethics (3)

MBA 610 Managerial Economics (3)

MBA 621 Innovation & Technological Success (3)

MBA 630 Marketing Management (3)

MBA 640 Managing People (3)

MBA 645 Managing Organizations (3)

MBA 651 Accounting for Entrepreneurial Leaders (3)

MBA 655 Corporate Finance (3)

MBA 660 Operations & Supply Chain Management (3)

MBA 679 Business Planning & Launch (3)

Students not wishing to take a concentration must complete 6 credit hours in MBA 615 and MBA 620.

MBA 615 Business Communications (3)

MBA 620 Managing Business Analytics (3)

MBA with a concentration in Accounting (Non-Licensure)

Required Courses (12 credit hours)

NOTE: ACCT630 Accounting Ethics and ACCT631 Accounting Research and Communication are required accounting concentration courses.

ACCT630 Accounting Ethics (Required)

ACCT631 Accounting Research and Communication (Required)

MBA students can choose any two additional elective courses from this list:

FNCE 653 Financial Analysis (3)

ACCT632 Advanced Financial Accounting (3)

ACCT633 Advanced Taxation (3)

ACCT634 Advanced Cost/Managerial Accounting (3)

ACCT635 Advanced Auditing (3)

ACCT636 Government/Non Profit Accounting (3)

ACCT640/FNCE653 Financial Statement Analysis (3)

ACCT641 Fraud and Forensic Accounting (3)

ACCT642 Accounting Information Systems (3)

ACCT644 Data Analytics for Accountants (3)

MBA with a concentration in Artificial Intelligence for Business Leaders

Required Courses (12 credit hours)

AISY 610 Foundations of Artificial Intelligence (3)
AISY 630 Managing Artificial Intelligence Systems (3)
AISB 620 AI for Business Decision-Making (3)
AISB 630 AI-Driven Innovation and Entrepreneurship (3)

MBA with concentration in Business Analytics (MBAN)

Required Courses (12 credit hours)

BAN 610 Foundations of Analytics (3)

BAN 615 Descriptive Analytics (3)

BAN 620 Decision Models (3)

BAN 625 Enterprise Data Management (3)

MBA with a concentration in Cybersecurity Management

Required Courses (12 credit hours)

CYBR 610 Cybersecurity Ethics (3)

CYBR 630 Information Systems Security & Assurance (3)

CYBR 645 Information Security Management (3)

CYBR 650 Business Continuation & Disaster Recovery (3)

MBA with a concentration in Entrepreneurship

Required Courses (12 credit hours)

ENTR 622 Quality Management (3)

ENTR 640 Entrepreneurial Government Contracting Strategies (3)

ENTR 651 Investment, Financing, & Funding Relationships (3)

ENTR 670 Strategic Management (3)

MBA with a concentration in Finance and Investing

Required Courses (12 credit hours)

FNCE 620 Data Analysis for Decision Making (3)

FNCE 652 Financial Planning (3)

FNCE 653 Financial Analysis (3)

FNCE 654 Portfolio Analysis (3)

MBA with a concentration in General Management

Required Courses (12 credit hours)

Choose any 4 courses from the other MBA concentrations and/or other Regent University graduate programs with the consultation and approval of the program director at the School of Business & Leadership.

MBA with a concentration in Healthcare Management

Required Courses (12 credit hours)

HLTH 606 Managing Change in Healthcare Organizations (3)

HLTH 607 Healthcare Finance (3)

HLTH 683 Healthcare Policy & Ethics (3)

MLAW 643 Health Care Law (3)

MBA with a concentration in Human Resource Management

Required Courses (12 credit hours)

HRMT 641 Training & Development (3)

HRMT 642 Labor Relations & Collective Bargaining (3)

HRMT 646 Leading the Remote Workforce (3)

HRMT 644 Strategic Human Resource Management & Issues (3)

MBA with a concentration in Innovation Management

Required Courses (12 credit hours)

INNV 601 Corporate Learning & Change (3)

INNV 603 Prototyping Methods (3)

INNV 604 New Product Development (3)

MKTG 632 Consumer Behavior — the Psychology of Marketing (3)

MBA with a concentration in Leadership

Required Courses (12 credit hours)

Choose 4 courses from the Master of Arts in Organizational Leadership graduate program concentrations with the consultation and approval of the program director at the School of Business & Leadership.

MBA with a concentration in Marketing

Required Courses (12 credit hours)

MKTG 631 Advertising & Promotion (3)

MKTG 632 Consumer Behavior — The Psychology of Marketing (3)

MKTG 634 Viral Marketing (3)

MKTG 636 The Digital Marketing Landscape (3)

MBA with a concentration in Not-for-Profit Management

Required Courses (12 credit hours)

This concentration is CFRE-Aligned: Each course is mapped to CFRE knowledge domains. The school will pursue CFRE Approved Provider status so graduates can readily apply their coursework toward CFRE education requirements.

NFP 631 Principles & Techniques of Fundraising (3)

NFP 632 Donor Analytics & Digital Fundraising (3)

NFP 633 Strategy, Marketing & Partnerships (3)

NFP 634 Nonprofit Financial Management & Grants (3)

MBA with a concentration in Product Management (MAPA)

Required Courses (12 credit hours)

INNV 602 Product Management & Professional Survey (3)

INNV 603 Prototyping Methods (3)

INNV 604 New Product Development (3)

INNV 605 Design Strategy (3)

Master of Arts Degrees (M.A.)

M.A. in Organizational Leadership Program (33 credit hours)

(Program delivered entirely online.)

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 M.A. in Organizational Leadership program was designed to meet those requirements by using autonomous learning methods and communication technology. Conducted online, the M.A. in Organizational Leadership 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 M.A. in Organizational Leadership online format allows flexibility and adaptability to accommodate almost any schedule and requires no on-campus residency.

The M.A. in Organizational Leadership provides students with a core curriculum of in-depth leadership and organizational development topics combined with a focused concentration in one of several 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 M.A. in Organizational Leadership program may select one of the following concentrations:

- Artificial Intelligence & Organizational Leadership
- Global Business Leadership and Communication
- Healthcare Management
- Human Resource Management
- Interdisciplinary Studies
- Leadership Coaching & Mentoring
- Not-for-Profit Management
- Organizational Development Consulting
- Servant Leadership
- Social Entrepreneurship

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 M.A. in Organizational Leadership 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 M.A. in Organizational Leadership degree is five years. No residency is required for the M.A. in Organizational Leadership.

University Requirement

BUS 600 Graduate Foundations for Business/Leadership (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Core Courses Required of all M.A. in Organizational Leadership Students

(24 credit hours)

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)

LMOL 609 Culminating Experience (3)

M.A. in Organizational Leadership with a concentration in Artificial Intelligence & Organizational Leadership
(9 credit hours)

The concentration in Artificial Intelligence & Organizational Leadership builds on the core M.A. in Organizational Leadership courses to develop the competencies needed to understand foundational AI concepts, manage AI systems, and guide teams through digital transformation with ethical clarity and faith-informed discernment. Graduates are prepared to apply emerging technologies strategically while fostering innovation, accountability, and a people-centered organizational culture.

AISY 610 Foundations of Artificial Intelligence (3)
AISY 630 Managing Artificial Intelligence Systems (3)
AISB 640 Leading with AI (3)

M.A. in Organizational Leadership with a concentration in Global Business Leadership and Communication

(9 credit hours)

The concentration in Global Business Leadership and Communication combines with core M.A. in Organizational Leadership courses to develop the competencies to facilitate the effectiveness and impact of those leading in cross-cultural, multinational settings, to achieve organizational objectives including internal and external communication strategies.

Choose 3 of 4 courses below:

LMOL 641 Multinational Organizations (3)

LMOL 643 Regional Assessment (3)

LMOL 665 Organizational Communication Theory (3)

LMOL 667 Organizational Communication Methods & Strategies (3)

M.A. in Organizational Leadership with a concentration in Healthcare Management

(9 credit hours)

Designed for health care professionals, the healthcare management concentration equips students to lead within the health care industry.

HLTH 606 Managing Change in Healthcare Organizations (3)

HLTH 683 Healthcare Policy & Ethics (3)

MLAW 643 Health Care Law (3)

M.A. in Organizational Leadership with a concentration in Human Resource Management

(9 credit hours)

Providing skills, knowledge, and understanding of human resource functions in private- and public-sector organizational settings, the Human Resource Management concentration includes the following School of Business & Leadership concentrations:

HRMT 641 Training & Development (3)

HRMT 642 Labor Relations & Collective Bargaining (3)

HRMT 644 Strategic Human Resource Management & Issues (3)

M.A. in Organizational Leadership with a concentration in Interdisciplinary Studies

(9 credit hours)

The Interdisciplinary Studies concentration allows professionals to customize the M.A. in Organizational Leadership 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.

Choose any 3 courses from the other MAOL concentrations and/or other Regent University graduate programs with the consultation and approval of the program director at the School of Business & Leadership.

M.A. in Organizational Leadership with a concentration in Leadership Coaching & Mentoring

(9 credit hours)

Designed to prepare professionals for influential positions as training coaches and consultants, students in the Leadership Coaching & Mentoring concentration take the following courses from the School of Business & Leadership:

LDRC 501 Leadership Coaching: Transformations (3)

LDRC 502 Leadership Coaching: Convergences (3)

LDRC 503 Leadership Coaching: Activations (3)

M.A. in Organizational Leadership with a concentration in Not-for-Profit Management

(9 credit hours)

Designed to prepare those seeking to lead not-for-profit organizations by equipping them with essential not-for-profit knowledge, leadership skills, and spiritual wisdom to succeed in not-for-profit professional organizations and their unique work environment. This concentration is CFRE-Aligned: Each course is mapped to CFRE knowledge domains. The school will pursue CFRE Approved Provider status so graduates can readily apply their coursework toward CFRE education requirements.

NFP 631 Principles & Techniques of Fundraising (3)

NFP 632 Donor Analytics & Digital Fundraising (3)

NFP 633 Strategy, Marketing & Partnerships (3)

M.A. in Organizational Leadership with a concentration in Organizational Development Consulting

(9 credit hours)

The concentration in Organizational Development Consulting combines with core M.A. in Organizational Leadership courses to explore tools and research available to assist consultants with effectively auditing, assessing, and implementing changes required for organizational development.

LMOL 611 Consulting Practices (3)

LMOL 612 Organizational Diagnosis & Intervention (3)

LMOL 613 Measurement & Analysis (3)

M.A. in Organizational Leadership with a concentration in Servant Leadership

(9 credit hours)

The concentration in Servant Leadership combines with core M.A. in Organizational Leadership courses to explore the models, practices and biblical foundations of servant leadership.

SVNT 601 Models & Theories of Servant Leadership (3)

SVNT 602 Servant Leadership & Social Issues (3)

SVNT 603 Biblical Perspectives & Servant Leadership (3)

M.A. in Organizational Leadership with a concentration in Social Entrepreneurship

(9 credit hours)

The concentration in Social Entrepreneurship combines with core M.A. in Organizational Leadership courses to explore the principles of entrepreneurship and its connection with the Great Commission and Great Commandment.

ENTR 601 Principles of Biblical Entrepreneurship & Management (3)

ENTR 602 Kingdom Business Planning Strategies (3)

Choose one of the following courses:

SVNT 602 Servant Leadership & Social Issues (3)

SVNT 603 Biblical Perspectives & Servant Leadership (3)

Master of Science Degree (M.S.)

M.S. in Accounting (Non-Licensure,30 credit hours)

(Program delivered entirely online)

Accounting majors with a CPA certification remain some of the most qualified graduates in the professional arena. The Regent University Master of Science in Accounting program includes the additional benefit and enhancement of a cooperative partnership with Becker CPA Review, a leading professional organization in the development of CPA study materials. Students enrolling in this degree program may have the benefit of earning a master's degree, completing the 150 total credit hour requirement to qualify for the CPA certification plus having access to the most up-to-date accounting study materials. The degree covers accounting topics such as financial theory, the Financial Accounting Standards Board (FASB) regulations, cost and managerial processes, auditing, individual and corporate taxation, not-for-profit organization reporting, forensic examination, and data analytics. Most important, because the program is taught from a Christian worldview perspective, the Regent University M.S. in Accounting program (Non-Licensure) emphasizes ethical uses of accounting information and practices and specific strategies to protect the integrity of the financial reporting process, audit procedures, tax implications and governmental compliance. The degree may help students complete additional certifications like the CMA, CIA, and CFE.

Students should consult with their state agencies to determine individual requirements for licensure. More information can be found on the Regent University website under the "Regent's CPA Licensure Programs – Compliance with state licensure requirements" section.

Prerequisite Requirements

Students should have completed the following undergraduate classes, with a grade of B or better, prior to taking any courses in the M.S. in Accounting program (Non-Licensure):

Intermediate Accounting I (3 credit hours)

Intermediate Accounting II (3 credit hours)

Taxation (3 credit hours)

Auditing (3 credit hours)

Finance (3 credit hours)

Economics (3 credit hours)

Degree Requirements

To successfully complete the M.S. in Accounting (Non-Licensure), students must complete 30 credit hours of coursework as noted in this section of the catalog and must demonstrate independent scholarly ability at the master's level. Prior learning in accounting, finance and economics is required for admission into the M.S. in Accounting program (Non-Licensure) as these areas will serve as a foundation for more advanced study within the program.

Full-time students can complete the M.S. in Accounting (Non-Licensure) in as little as 12 months. Part-time students can complete he program in approximately 16-30 months. Regent University considers 9 credit hours in a semester to be full-time. The maximum tie allowed to complete the degree is five years.

University Requirement

BUS 600 Graduate Foundations for Business/Leadership (2) or UNIV LIB Information Research & Reso8rces (0), as required upon admission

Required Courses (21 credit hours)

ACCT 630 Accounting Ethics (3)

ACCT 631 Accounting Research & Comm (3)

ACCT 632 Advanced Financial Theory & Practice (3)

ACCT 633 Advanced Taxation (3)

ACCT 634 Adv Cost/Managerial Accounting (3)

ACCT 635 Advanced Auditing & Assurance (3)

ACCT 636 Advanced Not-for-Profit Accounting (3)

M.S. in Accounting with a concentration in Financial Reporting

Required Courses (9 credit hours)

Choose any 3 courses

ACCT 640 Financial Statement Analysis (3)

ACCT 641 Fraud & Forensic Accounting (3)

ACCT 642 Advanced Accounting Information Systems (3)

ACCT 643 Business Law in Accounting (3)

ACCT 644 Data Analytics for Accountants (3)

M.S. in Accounting with a concentration in Tax

Required Courses (9 credit hours)

Choose any 3 courses

ACCT 651 Tax Research & Prof Practice (3)

ACCT 652 Adv Tax C-Corporations (3)

ACCT 653 Adv Tax S-Corp & Partnerships (3)

Becker CPA Review Courses

Optional Courses (1 to 4 credit hours) These courses are outside the curriculum and not covered by Financial Aid. Students are advised to budget for these courses and consult with the financial aid department with any questions.

ACCT 661 CPA Financial Review (1)

ACCT 662 CPA Auditing Review (1)

ACCT 663 Regulation Review (1)

ACCT 664 CPA Business Concepts Review (1)

M.S. in Business Analytics (30 credit hours)

(Program delivered entirely online)

Remarkably powerful computers, speedy Internet communications, and complex statistical algorithms help modern corporations find general trends and patterns in the deluge of raw data available to them. To explain, illustrate, and predict valuable data-driven decision-making insights additionally requires well-trained data scientists. They require skills in business processes, high-level mathematics, computer science, and statistics, to provide organizations with more efficient ways to operate. The Regent University Master of Science in Business Analytics program covers topics such as information technology, statistical models, predictive analytics, data mining, optimization, risk analysis, and data visualization. Most important, because it is taught from a Christian worldview, the Regent University M.S. in Business Analytics emphasis ethical uses of data and specific strategies to protect the integrity of data and privacy of individuals and organizations.

Degree Requirements

To successfully complete the M.S. in Business Analytics, students must complete 30 credit hours of coursework as noted in this section of the catalog and must demonstrate independent scholarly ability at the master's level. Prior learning in advanced mathematics is not required for admission into the M.S. in Business Analytics program but will instead be taught within the program.

Full-time students can complete the M.S. in Business in as little as 12 months. Part-time students can complete the program in approximately 16-30 months. Regent University considers 9 credit hours to be full-time. The maximum time allowed to complete the degree is five years.

University Requirement

BUS 600 Graduate Foundations for Business/Leadership (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses (30 credit hours)

BAN 600 Business Decision-Making (3)

BAN 605 Corporate Ethics & Data Privacy (3)

BAN 610 Foundations of Analytics (3)

BAN 615 Descriptive Analytics (3)

BAN 620 Decision Models (3)

BAN 625 Enterprise Data Management (3)

BAN 630 Predictive Analytics (3)

BAN 635 Data Mining (3)

BAN 640 Analytics Programming (3)

BAN 698 Analytics Capstone Project (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 four core courses of the M.A. in Organized Leadership program, a library information research course and a three-credit-hour culminating experience. Students who complete the certificate program and who desire to continue their studies may apply the credits to the M.A. in Organization Leadership 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. No residency is required for the CGS in Leadership. Students desiring to earn the CGS must complete the following School of Business & Leadership courses:

Required 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.

Certificate of Graduate Studies (CGS) in Marketing (15 credit hours)

The Certificate of Graduate Studies (CGS) in Marketing is a graduate-level certificate designed to enhance a person's marketing abilities and provide practical application of values-based marketing within a variety of organizations. The certificate is comprised of one core course and four concentration courses of the Master of Business Administration (MBA) program, and a library information research course. Students who complete the certificate program and who desire to continue their studies may apply the credits to the Master of Business Administration (MBA) if accepted to the program. An additional 27 or 21 credit hours of coursework is required to complete the traditional or accelerated MBA degrees. The maximum time permitted to complete the CGS is five years. No residency is required for the CGS in Marketing. Students desiring to earn the CGS must complete the following School of Business & Leadership courses:

Required Courses:

UNIV LIB Information Research & Resources (0)

MBA 630 Marketing Management (3)

MKTG 631 Advertising & Promotion (3)

MKTG 632 Consumer Behavior--The Psychology of Marketing (3)

MKTG 634 Viral Marketing (3)

MKTG 636 The Digital Marketing Landscape (3)

Students wanting to receive the CGS in Marketing must complete and submit the CGS Graduation Application found on the Registrar's Office web page.

Certificate of Graduate Studies (CGS) in Nonprofit Management(12 credit hours)

The Certificate of Graduate Studies (CGS) in Nonprofit Management is a graduate-level certificate designed to enhance a person's leadership and management abilities for work in nonprofit (NP) organizations, and provide practical application of values-based ethics within a variety of NP organizations. The certificate comprises four concentration courses from the Master of Business Administration (MBA) program, as well as a library information research course. Students who

complete the certificate program and wish to continue their studies may apply the credits toward the Master of Business Administration (MBA) if accepted into the program. An additional 30 or 24 credit hours of coursework is required to complete the traditional or accelerated MBA degrees. The maximum time permitted to complete the CGS is five years. No residency is required for the CGS in Marketing.

*This concentration is **CFRE-Aligned**: Each course is mapped to CFRE knowledge domains. The school will pursue **CFRE Approved Provider** status so graduates can readily apply their coursework toward CFRE education requirements.*

Required Courses:

UNIV LIB Information Research & Resources (0)

NFP 631 - Principles & Techniques of Fundraising (3)

NFP 632 - Donor Analytics & Digital Fundraising (3)

NFP 633 - Strategy, Marketing & Partnerships (3)

NFP 634 - Nonprofit Financial Management & Grants (3)

Students wanting to receive the CGS in Nonprofit Management must complete and submit the CGS Graduation Application found on the Registrar's Office web page.

Course Descriptions

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 ten hours to complete.

ENGL 500 Graduate Academic Writing Seminar (0) Development of the scholarly writing skills of entering graduate students, including consistent standards in grammar and punctuation, academic style, avoiding plagiarism, and learning to critique academic works.

BUS 600 Graduate Foundations for Business/Leadership (2) Provides the knowledge, resources, and essential skills needed for success at the graduate level. Topics include academic writing, online learning, information literacy, and advising and support services for Business/Leadership students.

Master's Courses

ACCT 630 Accounting Ethics (3) Reviews the background of morals and ethical decision making. Addresses business leadership and ethical standards as it might affect an accounting professional Examination of the AICPA Code of Professional Conduct. Reviews Ethics in Taxation, Auditing & Assurance. Incorporates Becker CPA Review.

ACCT 631 Accounting Research & Comm (3) Addresses accounting research, critical thinking and communication skills that are fundamental in the accounting profession. Opportunity for locating and applying guidance within key research tools to a variety of actual accounting topics including financial accounting, taxation and auditing. Incorporates Becker CPA Review.

ACCT 632 Advanced Financial Theory & Practice (3) Analyzes the accounting process, various financial statements, reporting requirements, asset classifications, liabilities, leases, pensions, equity, earnings per share, cash flows, business combinations, consolidated financial statements and other concepts. Incorporates Becker CPA Review.

ACCT 633 Advanced Taxation (3) Focuses on the fundamental concepts of federal income taxation that apply to individuals and corporations with issues such as measurement of taxable income (loss) from operations, acquisitions &

dispositions of property, nontaxable exchanges, cost recovery, compensation & retirement planning, and investment & tax planning. Incorporates Becker CPA Review.

ACCT 634 Advanced Cost/Managerial Accounting (3) Covers the measurement, aggregation and evaluation of internal accounting information useful for decision making. Incorporate Becker CPA Review.

ACCT 635 Advanced Auditing & Assurance (3) Introduces the nature and value of external audits of corporate financial statements, the structure and performance of the public accounting profession, approaches to assessing the risk of material misstatement and evaluating financial statement assertions. Advances understanding of professional ethics, liability and fraudulent financial reporting. Incorporates Becker CPA Review.

ACCT 636 Advanced Not-for-Profit Accounting (3) Includes Not-for-Profit financial reporting, revenue recognition and other fund accounting issues. Transactions and events involving government and nonprofit organizations and comprehensive annual financial reporting are also presented. Incorporated Becker CPA Review.

ACCT 640 Financial Statement Analysis (3) Analyzes the financial model and operating performance of a company compared to its competitors and market trends to determine the attractiveness of an investment in the company. Incorporates Becker CPA Review. Crosslisted with FNCE 653

ACCT 641 Fraud & Forensic Accounting (3) Covers the theory, processes and methods of fraud and forensic examinations, criminal and civil procedures relevant to forensic accounting, fraud investigation including fraud prevention, fraud detection and the fraud evidence collection and specialized fraud areas such as tax fraud and money laundering. Incorporates Becker CPA Review.

ACCT 642 Advanced Accounting Info Systems (3) Addresses how information systems support transaction processing and how the risks these systems may threaten the integrity of financial reporting. Focuses on controls management should implement to mitigate such risk and why auditors should evaluate the effectiveness of the controls in a financial statement audit. Incorporates Becker CPA Review.

ACCT 643 Business Law in Accounting (3) Reviews areas of law that people in business are likely to encounter including contracts, bankruptcy, partnerships, corporations, limited liability companies, securities laws, antitrust real property law and intellectual property. Reviews the Uniform Commercial Code dealing with sales of goods, negotiable instruments and secured transactions. Incorporates Becker CPA Review.

ACCT 644 Data Analytics for Accountants (3) Introduces the process of data analytics in accounting and auditing. Covers topics including data scrubbing, data preparation, data quality, data manipulation and descriptive data analytics. Incorporates Becker CPA Review.

ACCT 651 Tax research & Prof Practice (3) Reviews the Internal Revenue Code, Federal regulations and court cases. Examines the role and regulation of the tax practitioner and taxpayers before the IRS. Introduces ethical responsibilities, IRS examination of returns, statues of limitations and tax practice strategies and techniques. Incorporates Becker CPA Review.

ACCT 652 Adv Tax C-Corporations (3) Focuses on the fundamental concepts of federal income taxation that apply to C-corporations and shareholders. Emphasis on organization and capital structure of the C-corporation, dividends and other distributions, stock redemptions, corporate divisions, taxable and tax-free mergers and acquisitions and liquidation of the corporation. Incorporates Becker CPA Review.

ACCT 653 Adv Tax S-Corp & Partnerships (3) Focuses on the fundamental concepts of federal income taxation that apply to pass-through corporations, partnership and shareholders. Emphasis on organization and capital structure of the pass-through organization, dividends and other distributions, stock redemptions, corporate divisions, taxable and tax-free mergers and acquisitions and liquidation of the pass-through organization. Incorporates Becker CPA Review.

ACCT 661 CPA Financial Review (1) Structured study plan for taking or retaking the Financial Accounting and Reporting section of the CPA examination incorporating Becker CPA review materials.

ACCT 662 CPA Auditing Review (1) Structured study plan for taking or retaking the Auditing section of the CPA examination incorporating Becker CPA review materials.

ACCT 663 CPA Regulation Review (1) Structured study plan for taking or retaking the Regulation section of the CPA examination incorporating Becker CPA review materials.

ACCT 664 CPA Business Concepts Review (1) Structured study plan for taking or retaking the Business Concepts section of the CPA examination incorporating Becker CPA review materials.

AISY 610 Foundations of Artificial Intelligence (3) Exploration of artificial intelligence concepts, algorithms, applications, and trends.

AISY 630 Managing Artificial Intelligence Systems (3) Principles and practices for managing AI systems, including models, architectures, human-AI interaction, security, and safety.

AISB 620 AI for Business Decision-Making (3) This course examines how artificial intelligence is transforming managerial decision-making across analytics, finance, marketing, and operations. Students explore the design and evaluation of AI-powered decision systems while considering the philosophical, ethical, and theological implications of algorithmic judgment. Emphasis is placed on preserving human discernment and accountability, recognizing the ethical limits of automation, and developing AI strategies that reflect Christian-Judeo Biblical principles of truth, love, ethics, and compassion.

AISB 630 AI-Driven Innovation and Entrepreneurship (3) This course examines how artificial intelligence transforms innovation management and entrepreneurial venture creation, framed by Judeo-Christian principles of creativity and stewardship. Students explore how AI enables new forms of innovation, expands access to entrepreneurship, and addresses global challenges through technology. Emphasis is placed on developing Biblically informed business models that leverage AI for human flourishing and sustainable impact.

BAN 600 Business Decision-Making (3) Development of a deep understanding of the organization, positions, purpose, methods, informational processes, and decision-making mechanisms of the corporation.

BAN 605 Corporate Ethics & Data Privacy (3) The ethical conduct of business organizations as specifically related to the gathering, storage, analysis, dissemination, and use of public and private data.

BAN 610 Foundations of Analytics (3) Survey of central issues related to corporate data storage and handling, and the role and value of data analytics in parsing large volumes of complex multi-source data to meet the decision-making needs of contemporary organizations.

BAN 615 Descriptive Analytics (3) The fundamentals of statistical exploration and visualization techniques, including descriptive statistics and probability distributions, inferential statistics, parametric and non-parametric hypothesis tests and regression analysis.

BAN 620 Decision Models (3) Hands-on use of modern analytical software, focusing on optimization models and other decision strategies to solve discrete real-world case studies as key aids to rational decision-making in organizations. Prerequisite: BAN 615.

BAN 625 Enterprise Data Management (3) Introduction to technologies, principles, and activities involved in corporate data management, primarily data warehousing.

BAN 630 Predictive Analytics (3) Uses SAS Enterprise Guide to cover foundational analytics concepts and procedures which are necessary for making predictions based on statistical analyses for decision making purposes. Prerequisite: BAN 620.

BAN 635 Data Mining (3) Provides students with a foundation in the use and application of machine learning methods to large data sets. Methods covered include classification models, regression models, clustering techniques and neutral networks. Prerequisite: BAN 630.

BAN 640 Analytics Programming (3) Introduction to R (an open-source programming language for statistics and graphics), widely used within corporations, non-profits, and government, and related languages.

BAN 698 Analytics Capstone Project (3) Building upon the tools and techniques of the M.S. in Business Analytics curriculum, teams of three (or less) students will conduct an applied analytical research project to address an important industry-supplied issue. Course should be completed in the final semester of study.

ENTR 601 Principles of Biblical Entrepreneurship & Management (3) Examines how biblical principles of business and economics suggest a Kingdom Business biblical model. Defines Kingdom Business and describes its distinguishing principles and elements. Compares Kingdom Business and social entrepreneurship.

ENTR 602 Kingdom Business Planning Strategies (3) Explores the biblical call for Christians to engage and influence society, focusing on the part that Kingdom Business plays in advancing the kingdom of God on earth.

ENTR 622 Quality Management (3) A comprehensive understanding of quality concepts and perspectives, designing and implementing quality, and continuous improvement of the quality system in different functional areas of the firm.

ENTR 640 Entrepreneurial Government Contracting Strategies (3) Strategies and approaches to prepare small business leaders and their organizations to market, capture, bid, and execute contracts with federal, state, and local government agencies.

ENTR 651 Investment, Financing, & Funding Relationships (3) The most efficient and effective way to fund a new venture or expand an existing enterprise including the best sources of funds to use (venture capitalists, bank loans, investors, angels, family funding) and the specific relationship one has to cultivate with each entity depending upon the wants/needs of each in the funding transaction.

ENTR 670 Strategic Management (3) Dynamic alignment of a firm's activities with the changing global environment in order to achieve one's firm's multiple goals.

FNCE 620 Data Analysis for Decision Making (3) How to formulate and research a problem; collecting and analyzing data to support a decision. Persuading others to join in one's recommended action.

FNCE 652 Financial Planning (3) Principles of risk, return, liquidity, horizon planning, inflation, and taxation applied to personal financial planning of discretionary income, saving, credit, investing, and retirement planning.

FNCE 653 Financial Analysis (3) Use and generate financial statements to perform comprehensive analyses of firm operating performance, financial position, and earnings management. Non-financial indicators and company reports are used to understand management incentives, firm investments and performance. Cross-listed with ACCT 640

FNCE 654 Portfolio Analysis (3) Managing financial assets by establishing appropriate investment objectives, developing optimal portfolio strategies considering, risk-return tradeoffs, investing the assets, and evaluating of investment performance. Includes choosing stocks or bonds for a style-specific portfolio as well as setting an asset allocation across asset classes and choosing managers for each.

FNCE 720 – Data Analysis & Empirical Finance (3) The course will build on DBA 711 by introducing firm value models implemented in statistical software. The course will introduce current research on the efficient market hypothesis, the structure of capital markets, trading of securities, investment strategies, and behavioral finance.

FNCE 751 - International Finance (3) FNCE 751 studies aspects of finance done across international borders. Topics include the many risks and opportunities presented in doing business across borders: foreign exchange, tax, regulation and culture. International business is also influences by variation in macroeconomic conditions. We will analyze hedging international finance risk through operational hedging and financial hedging.

FNCE 754 - Portfolio Analysis (3) Investors manage financial assets using modern portfolio management tools. This class will study components of portfolio analysis including diversification within and across asset classes, risk management and tactical asset allocation. The class will also investigate asset manager and portfolio advisor selection for institutions and individuals. Goal setting and target portfolio returns is considered in light of biblical references regarding investment strategy and returns.

FNCE 755 - Investment Analysis (3) We review recent literature in the field with the goal of applying it to investment analysis. Assignments include comparable analysis for industry specific situation, valuing currencies, constant-growth stock valuation, real estate valuation, and providing quantitative tools to analyze individual securities and investment opportunities. This course introduces skills required for a career in the institutional investment business. We also evaluate the intangible attributes of firms, including how individual opportunities should be evaluated in the context of a Judeo-Christian value system.

HLTH 606 Managing Change in Healthcare Organizations (3) Principles and application of change management concepts necessary to effect change in healthcare organizations. Includes methods for assessing organizational environments, competitive situations, developing strategic plans, and processes ensuring successful strategy implementation.

HLTH 607 Healthcare Finance (3) Revenue cycles, disbursement functions, budgeting and forecasting, internal control, financial reporting, contract management, and pricing.

HLTH 683 Healthcare Policy & Ethics (3) Describes major healthcare decision making frameworks on a federal, state and local level, and examines key issues such as the intersection of race, poverty, gender and health. Introduces key ethical and philosophical principles associated with healthcare management, planning and delivery from a Christian perspective.

HRMT 641 Training & Development (3) The training and development function at all levels from initial orientation to executive development.

HRMT 642 Labor Relations & Collective Bargaining (3) The National Labor Relations Act (NLRA) and collective bargaining concepts and issues in contemporary organizational life.

HRMT 646 Leading the Remote Workforce(3) Examines the current remote work leadership strategies, best practices, policies, and methods of preparing employees for success.

HRMT 644 Strategic Human Resource Management & Issues (3) Key issues and trends in Strategic Human Resource Management with a focus on planning, strategy formulation, and implementation of initiatives aligned to the business results in an organization.

INNV 601 Corporate Learning & Change (3) Survey of key leadership attributes and methods necessary to develop effective corporate learning environments necessary to meet customer needs and enterprise readiness.

INNV 602 Product Management Professional Survey (3) Survey of the business acumen, digital methods, leadership skills, and social intelligence, required for the unique profession of product manager.

INNV 603 Prototyping Methods (3) Use of simple, inexpensive, and quickly-developed prototypes to elicit product and service specifications from current and prospective clients.

INNV 604 New Product Development (3) A rigorous product and service development process that includes opportunity identification, market definition, consideration of emerging technologies, and illustration of viable alternatives.

INNV 605 Design Strategy (3) Study of the broad context of business design planning, including technological change, competition, adaption to the dynamic global marketplace, and strategic thinking and design planning in alignment with corporate goals.

INNV 606 Entrepreneurial Economics (3) Hands-on methods to raise start-up funding, properly account for expenditures, and forecast future fiscal needs for a fledgling company. Of special interest will be guidance from entrepreneurs who have succeeded, and failed, at raising the funds needed for products, staffing, and growth of the company.

INNV 698 Business Design Final Project (3) Detailed development of a new, innovative product, service, idea, process, or environment, including written documents, planning prototypes, three-dimensional final artifacts, financial schedules, and a public *Shark-Tank* style presentation to a panel (banker, entrepreneur, and venture capitalist) experienced with successful start-ups.

LDRC 501 Leadership Coaching: Transformations (3) Prepares the student to understand the coaching process, certification, ethics, coach-client relationships, and to develop a biblical worldview of coaching. The course is one of three courses (LDRC 501, LDRC 502, LDRC 503) that comprise the concentration in Coaching and Mentoring.

LDRC 502 Leadership Coaching: Convergences (3) Prepares the student to interact with the coaching client to create awareness of issues and alternatives, design coaching interventions, help the client begin the process of change and help the client monitor progress against goals that were defined in the coaching process. The course is one of three courses (LDRC 501, LDRC 502, LDRC 503) that comprise the concentration in Coaching and Mentoring. Students construct an individual life plan and prepare and conduct a professional life planning seminar.

LDRC 503 Leadership Coaching: Activations (3) Prepares the student to build a coach-client relationship with leaders through the use of interpersonal communication. In addition, this course helps the student conduct a feasibility analysis in preparation for starting a coaching consultancy or improving an existing consulting operation. The course is one of three courses (LDRC 501, LDRC 502, LDRC 503) that comprises the concentration in Coaching and Mentoring. Students also participate in a guided practice peer coaching engagement and participate in a practice peer coaching engagement. Prerequisite: Either LDRC 501 or LDRC 502.

LMOL 601 Foundations of Leadership: History, Theory, Application & Development (3) An understanding of leadership from the wisdom literature from the evolution of leadership/management thought from 1900 to the present. Leadership as a contingent/context-specific application and organizational problems that have leader- follower interaction as a cause.

LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (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) Qualitative and quantitative research methods and data analysis that leaders and consultants use in organizations with particular attention to interview and observation.

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) 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) 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.

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 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 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 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.

MBA 500 Orientation (0) Required during the first semester of enrollment. Includes instructional materials and assessment measures in compliance with the Accreditation Council for Business Schools & Programs. Pass/No Pass, Fee-based course.

MBA 509 Program Assessment Survey (0) Required during the last semester of enrollment. Includes instructional materials and assessment measures in compliance with the Accreditation Council for Business Schools & Programs. Pass/No Pass, Fee-based course.

MBA 600 Corporate & Personal Ethics (3) The role, purpose, and ethical conduct of business organizations. Discovering one's life purpose and developing a plan to pursue it with excellence and integrity. Developing and applying ethical reasoning skills and one's values to a wide variety of ethical issues in business.

MBA 610 Managerial Economics (3) The intersection of economic thinking and Christian worldview, especially related to basics of efficient production management, personnel economics, and price determination.

MBA 615 Business Communications (3) Application of business and organization communications principles through the creation of effective business documents and oral presentations. Includes study and application of team communication and use of technology to facilitate the communication process. (Required for the MBA with no concentration option).

MBA 620 Managing Business Analytics (3) An overview of data analytics in small business management and the technologies that can be used to manage and enhance data-driven decision making. Explore and apply analytical methods to solve real-world business issues (business plan section course, portfolio document) (Required for the MBA with no concentration option).

MBA 621 Innovation & Technological Success (3) Present and future elements of technology with a specific focus on the innovative development and integration of technology in the modern enterprise. Likely paradigm shifts in global industries such as telecommunications, nanotechnology, bioinformatics, and energy to determine immediate and future implications on commerce.

MBA 630 Marketing Management (3) Managing market analysis techniques with demographic and psychographic research to identify a specific set of ideas and actions to guide decisions on the best or chosen way to feasibly create, distribute, promote, and price a product or service.

MBA 640 Managing People (3) The foundational theory, principles, and skills by which senior executives manage the human capital in an organization. Includes the study and application of human resource processes. Leverages best practices in human resource management.

MBA 645 Managing Organizations (3) Managing organizations through designing, developing, and integrating the human resources, social context, organization structure and spiritual values to enhance business outcomes.

MBA 651 Accounting for Entrepreneurial Leaders (3) Offers an understanding of essential accounting principles for leading and managing small businesses or startups. Focuses on unique challenges such as financial statements, cash flow, budgeting, tax planning, financing, and using accounting data for strategic decisions. Equips future leaders with the expertise needed for informed, data-driven choices, emphasizing real-world applicability and ethical practices.

MBA 655 Corporate Finance (3) Concepts in financial management including financial evaluation, financial forecasting, working capital management, capital budgeting, long-term financing, valuation and cost of capital. Prerequisite: MBA 651.

MBA 660 Operations & Supply Chain Management (3) Modern approaches to managing the design, operation, and improvement of systems and processes, and also the creation and delivery of firms' products and services.

MBA 679 Business Planning & Launch (3) Detailed plan development for a company project, expanding an existing product or service line, creating a new business venture, or producing a new product or service.

MKTG 631 Advertising & Promotion (3) Marketing activities that stimulate consumer purchasing including fundamental advertising principles while examining the role advertising and promotion plays in marketing by approaching the subject from the advertiser's perspective. Cross-listed with GOV 541.

MKTG 632 Consumer Behavior — The Psychology of Marketing (3) The processes used to select, secure, use, and dispose of products, services, experiences, and ideas to satisfy needs, and the impacts that these processes have on the consumer and society.

MKTG 634 Viral Marketing (3) Emerging marketing techniques that use pre-existing social networks to produce increases in brand awareness or to achieve other marketing objectives (such as product sales) through self-replicating viral processes. Cross-listed with GOV 544.

MKTG 636 The Digital Marketing Landscape (3) An overview of digital marketing including ad networks, demand-side platforms, and data management platforms interaction with advertisers, agencies, and publishers. Cross-listed with

GOV 546.

MKTG 731 – Promotion and Advertising (3) Advertising builds brand value, stimulates consumer purchase and differentiates a firm from its peers. This course is taught from the perspective of the advertiser. The student will learn how to develop a comprehensive, strategy-aligned marketing plan, in an exceptionally fast changing media landscape.

MKTG 732 – Marketing Psychology (3) Social media, streaming video and cloud enabled AI are causing a change in consumer psychology. This course will review the latest research on the effect of marketing activities on consumers. Students will learn how to interpret consumer psychology and adapt messaging and media.

MKTG 734 - Viral Marketing (3) Marketing objectives can be achieved by using self-replicating viral online and social media processes. From a defensive perspective, students will learn how to respond when a viral online or social trend has a negative influence on company reputation, brands or business.

MKTG 736 - Digital Marketing (3) This course surveys the latest trends in fast changing digital marketing industry. Students will learn most effective ways to take advantage of advertising networks, search engine optimization, data management, artificial intelligence, cloud computing platforms, and advertising agencies and publishers.

NFP 631 Principles & Techniques of Fundraising (3) Explore fundraising as ministry and stewardship. Grounded in a Christian worldview, this course equips students to master the donor lifecycle, craft a mission-true case for support, design multi-channel solicitations, and steward gifts ethically in ways that honor donor dignity and advance kingdom impact. Students practice Spirit-led listening, gratitude disciplines, and prayerful discernment; complete solicitation role-plays; and produce a mini-campaign plan that models transparency, accountability, and generosity.

NFP 632 Donor Analytics & Digital Fundraising (3) Apply analytics and experimentation to increase giving while treating people as image-bearers, not data points. Topics include segmentation, RFM and CLV, propensity modeling, funnel design, A/B testing, SEO/ads/email, and SMS, with data governance, consent, and truthful communication at the core.

NFP 633 - Strategy, Marketing & Partnerships (3) Design growth strategies that keep mission-faithfulness central while creating value for stakeholders. Build campaigns that align brand, content, and channels; craft alliances with churches, networks, and institutions; and integrate advocacy or earned-income where appropriate—avoiding fear-based or manipulative messaging and championing stories that honor the imago Dei. Assessment includes a conversion-focused campaign and an ecosystem strategy brief.

NFP 634 Nonprofit Financial Management & Grants (3) Lead finance as faithful stewardship for sustainability, integrity, and compliance: ASC 958, Form 990 + Schedules, UBIT, endowment spending, restricted cash, and federal grants (2 CFR 200, Single Audit). Emphasizes truth-telling, prudence, and honoring donor intent as expressions of Christian witness.

SVNT 601 Models & Theories of Servant Leadership (3) Engages existing Servant Leadership models and theories within the context of both leadership and followership. Cross-listed with LDSL 771.

SVNT 602 Servant Leadership & Social Issues (3) Seeks a thoughtful engagement of how Servant Leadership works in a contemporary world regarding issues such as social movements, social corporate responsibility, justice & humanity. Cross-listed with LDSL 772.

SVNT 603 Biblical Perspectives & Servant Leadership (3) Studies the biblical foundations, perspectives, and examples of Servant Leadership contained in Scripture with a focus on current application. Cross-listed with LDSL 773.

Doctoral Courses

DBA 701 Christian Worldview for the Christian Business Scholar and Practitioner (3) – In this course, students explore the components of a Christian Worldview and its impact on the discovery and use of contemporary business theory and practice. Topics include personal and organizational spirituality, biblically based components of relational behaviors in business dyads, teams, and organizations. The course is interdisciplinary drawing on the disciplines of exegetical study of Scripture, psychology, sociology, organizational behavior, and team development. Cross-listed with BPHD 701.

DBA 702 Economics for Business Leaders (3) - Covers microeconomic theories of the firms, consumer behavior, resource allocation, capital theory, theories of choice under risk and uncertainty, competitive and non-competitive markets. Cross-listed with BPHD 702.

DBA 703 Corporate Finance and Accounting (3) Concepts in accounting and financial management. Accounting issues include financial statement reporting, revenue and expense determination and classification of assets. Financial management concepts include capital budgeting and capital sources, equity and bond valuation, working capital management and cost of capital. Cross-listed with BPHD 703

DBA 704 Corporate Governance & Christian Worldview (3) Practitioners will examine relationship between owners, managers and stakeholders. Firms may be owner-operated or manager-operated. For manager-operated firms agency issues will be considered from the perspective of owners, senior managers and junior managers. The class also considers the monitoring role of shareholders, boards of directors and external government regulators. The class integrates Judeo-Christian faith principles on leadership, and agency principals of the Christian worldview evident in the bible from Genesis chapter 1 through the New Testament great commission mandate and admonition to do business until the return of Jesus.

DBA 705 Global Leadership (3) Understanding of global issues and the significance of global leadership competencies. Cross-listed with LDSL 727 and cross-listed with BPHD 705

DBA 706 Leadership Analytics (3) Effective decision-making, using data, analysis, and systematic reasoning to improve efficiency, risk-management, and profits. Cross-listed with LDSL 730 and cross-listed with BPHD 706

DBA 707 Marketing and Communication Management (3) - Students explore the intersection of marketing and communication as both relate to understanding customers' decision-making, consumer behavior, businesses product development, and customers' brand loyalty. Foci include empathetic thinking about customers, design thinking in product development, human machine interface, sustainability, and the role of marketing research in forecasting demand and production operations. Cross-listed with BPHD 707

DBA 708 Business Ethics and Law (3) - Students will be exposed to different business ethics theories and legal frameworks for investigating issues, including, corporate moral agency, corporate social responsibility, theories of values, and corporate governance. Cross-listed BPHD 708

DBA 709 Emerging Issues in Business Leadership (3) Students will be challenged to develop their own bibliology of leading in an evolving business landscape. The curriculum will include a review current literature and best practices in critical emerging areas including disruptive technologies, sustainable business practices, crisis management, and fostering a learning organization by building organization capital.

DBA 710 Strategic Foresight (3) Strategic leaders' future orientation as they assess emerging changes in an organization's external environment, market diversities, competitive complexities, resource changes, socio-political shifts, and across technological discontinuities. Cross-listed with LDSL 711 and cross-listed with BPHD 710

DBA 711 Quantitative Research Methods (3) The foundations of quantitative research methods. Topics include research questions and hypotheses, types of research designs, sampling techniques, variables and measurements, reliability and validity, data collection methods, and types of statistical analyses. Cross-listed with SBL 767

DBA 790 Final Project Integrating Experience (3) Students will work with a faculty mentor on a project that will allow them to use the material gained from the program on a practical project. DBA 791 Final Project Integrating Experience (3) Students will work with a faculty mentor on a project that will allow them to use the material gained from the program on a practical project. Prerequisites" Successful completion of all DBA courses.

DBA 791 Final Project Integrating Experience (3) Students will work with a faculty mentor on a project that will allow them to use the material gained from the program on a practical project. Prerequisites: Successful completion of all DBA core courses.

DBA 792 Final Project Integrating Experience (3) Students will work with a faculty mentor on a project that will allow them to use the material gained from the program on a practical project. Prerequisites: Successful completion of all DBA core courses.

DBA 793 Final Project Integrating Experience Continuation (1) Students will sign up for this course as needed if they do not complete their project during DBA 792. Prerequisites: DBA 790, DBA 791, DBA792 registered and paid.

BPHD 701 Christian Worldview for the Christian Business Scholar and Practitioner (3) –Students explore the components of a Christian Worldview and its impact on the discovery and use of contemporary business theory and practice. Topics include personal and organizational spirituality, biblically based components of relational behaviors in business dyads, teams, and organizations. The course is interdisciplinary drawing on the disciplines of exegetical study of Scripture, psychology, sociology, organizational behavior, and team development. Cross-listed with DBA 701

BPHD 702 Economics for Business Leaders (3) - Covers microeconomic theories of the firms, consumer behavior, resource allocation, capital theory, theories of choice under risk and uncertainty, competitive and non-competitive markets. Cross-listed with DBA 702

BPHD 703 Corporate Finance and Accounting (3) - Concepts in accounting and financial management. Accounting issues include financial statement reporting, revenue and expense determination and classification of assets. Financial management concepts include capital budgeting and capital sources, equity and bond valuation, working capital management and cost of capital. Cross-listed with DBA 703

BPHD 705 Global Leadership (3) Understanding of global issues and the significance of global leadership competencies. Cross-listed with LDSL 727 and DBA 705

BPHD 706 Leadership Analytics (3) Effective decision-making, using data, analysis, and systematic reasoning to improve efficiency, risk-management, and profits. Cross-listed with LDSL 730 and DBA 706

BPHD 707 Marketing and Communication Management (3) - Students explore the intersection of marketing and communication as both relate to understanding customers' decision-making, consumer behavior, businesses product development, and customers' brand loyalty. Foci include empathetic thinking about customers, design thinking in product development, human machine interface, sustainability, and the role of marketing research in forecasting demand and production operations. Cross-listed with DBA 707

BPHD 708 Business Ethics and Law (3) - Students will be exposed to different business ethics theories and legal frameworks for investigating issues, including, corporate moral agency, corporate social responsibility, theories of values, and corporate governance. Cross-listed with DBA 708

BPHD 710 Strategic Foresight (3) Strategic leaders' future orientation as they assess emerging changes in an organization's external environment, market diversities, competitive complexities, resource changes, socio-political shifts, and across technological discontinuities. Cross-listed with LDSL 711 and DBA 710

BPHD 770 Comprehensive Exam 1 (0) First of the four comprehensive exam topics that Ph.D. in Business students must pass to graduate. Prerequisites: ALL required Ph.D. core and elective coursework must be successfully completed, and the student must be in good academic standing (cumulative GPA of 3.0 or higher). Advisor approval needed for registration for this course. Pass/No Pass

BPHD 771 Comprehensive Exam 2 (0) Second of the four comprehensive exam topics that Ph.D. in Business students must pass to graduate. Prerequisites: ALL required Ph.D. core and elective coursework must be successfully completed, and the student must be in good academic standing (cumulative GPA of 3.0 or higher). Advisor approval needed for registration for this course. Pass/No Pass.

BPHD 772 Comprehensive Exam 3 (0) Third of the four comprehensive exam topics that Ph.D. in Business students must pass to graduate. Prerequisites: ALL required Ph.D. core and elective coursework must be successfully completed, and the students must be in good academic standing (cumulative GPA of 3.0 or higher). Advisor approval needed for registration for this course. Pass/No Pass.

BPHD 773 Comprehensive Exam 4 (0) Fourth of the four comprehensive exam topics that Ph.D. in Business students must pass to graduate. Prerequisites: ALL required Ph.D. core and elective coursework must be completed, and the students must be in good academic standing (cumulative GPA of 3.0 or higher). Advisor approval needed for registration for this course. Pass/No Pass.

BPHD 780 Qualitative Analysis Methods (3) Exploration of manual and computer-assisted thematic coding, Delphi methods, document analysis, and recursive abstraction. Cross-listed with LPHD 757 and SBL 766.

BPHD 781 Quantitative Analysis Methods (3) The purpose, rationale, and application of quantitative data analysis methods, including descriptive statistics, parametric and nonparametric analyses of differences and relationships, and factor analysis. Cross-listed with LPHD 754 and SBL 767.

BPHD 782 Advanced Analysis (3) The purpose, rationale, and application of advanced quantitative data analysis methods. Prerequisite: LPHD 754. Cross-listed with LPHD 758.

BPHD 783 Research Practicum 1 (3) - Writing a manuscript for conference presentation, writing journal article or book chapter for publication purposes.

BPHD 784 Research Practicum 2 (3) - Writing a manuscript for conference presentation, writing journal article or book chapter for publication purposes.

BHPD 790 Dissertation Research (3). Ph.D. dissertation proposal. Prerequisites are completion of all required coursework and the successful completion of the comprehensive examination. Doctoral students will work with their dissertation committee to write and defend three chapters of their dissertation.

BPHD 791 Dissertation Research (3) Ph.D. dissertation proposal. Prerequisites are completion of all required coursework and the successful completion of the comprehensive examination. Doctoral students will work with their dissertation committee to write and defend three chapters of their dissertation.

BPHD 792 Dissertation Research(3). Ph.D. dissertation defense. Prerequisite is the successful completion of BPHD 790 and BPHD 791. Doctoral students will work with their dissertation committee to research and collect data, write, and defend five chapters of their dissertation.

BPHD 793 Dissertation Research (3). Ph.D. dissertation defense. Prerequisite is the successful completion of BPHD 790 and BPHD 791. Doctoral students will work with their dissertation committee to research and collect data, write, and defend five chapters of their dissertation.

BPHD 794 Dissertation Continuation Course (1). Doctoral students will work with their dissertation committee to research and collect data, write, and defend five chapters of their dissertation.

BPHD 795 Dissertation Editing Course (0) - Ph.D. dissertation work. Prerequisites: BPHD 793 registered and paid. (Fee-based course).

LDSL 710 Organizational Strategy & Design (3) Relationships between organizational strategy and design/structure in contexts of culture, communication, technology, and leadership cultures.

LDSL 711 Strategic Foresight (3) Strategic leaders' future orientation as they assess emerging changes in an organization's external environment, market diversities, competitive complexities, resource changes, socio-political shifts, and across technological discontinuities. Prerequisite: LDSL 727, or DBA 705, or BPHD 705. Cross-listed with BPHD 710 & DBA 710

LDSL 718 Organizational Culture, Value & Ethics (3) The role of organizational values and ethics and the impact of Judeo-Christian faith principles on leadership formation around the globe.

LDSL 720 Applied Exegetical Studies (3) Reading and understanding the sacred texts of the Bible, foundational methodologies of applied biblical exegesis, and the use of simplified socio-rhetorical criticism.

LDSL 722 Leaders and Followers (3) Strategic leadership as it explores the insights and tools of followers in effective partnership with leaders. This course contains the first of two required residencies.

LDSL 726 Human Resource Development (3) Fundamental principles and practices of managing and developing human resources from a senior leadership perspective. Consideration from biblical and theological perspectives.

LDSL 727 Global Leadership (3) Understanding of global issues and the significance of global leadership competencies. Perquisites: LDSL 710, 718, 720, 722, 728, and 732. Cross-listed with BPHD 705 & DBA 705

LDSL 728 Leadership Theory & Communications (3) An overview of leadership and communication theory to enhance leadership and communication application and scholarship.

LDSL 730 Leadership Analytics (3) Effective decision-making, using data, analysis, and systematic reasoning to improve efficiency, risk-management, and profits. Cross-listed with BPHD 706 & DBA 706.

LDSL 731 Consulting Principles (3) Principles of consulting that undergird effective organizational change. Examines the knowledge base of the consulting profession focusing on the relationship between theory and practice.

LDSL 732 Creativity & Innovation (3) The roles of creativity and innovation in organizations as components for building vibrant transformational entities.

LDSL 733 Leadership Development (3) Salient and essential aspects of leadership development emphasizing the importance of finding the balance between personal, professional, community, spiritual and family priorities.

LDSL 734 Learning Organizations (3) Theoretical and practical underpinnings of various types of learning environments.

LDSL 735 Design Thinking (3) Development of practical alternate solutions to a specific problem, fully using individual and group capabilities as well as ideas from employees, customers, vendors, and the general public.

LDSL 736 Venture Development (3) Engages requirements for moving a product from idea through development to marketplace introduction and success.

LDSL 737 Change Management (3) Understanding change, the change process, resistance to change, change readiness, and the role of a leader as change catalyst.

LDSL 741 System Dynamics (3) Systems thinking by strategic leaders to map complexity in an organization's transactional and macro environments through the identification of variables, stock and flows, links and loops.

LDSL 743 Social Change (3) Theories for the appearance and direction of social order, conflict and action throughout history.

LDSL 744 Issues Management (3) Organizations' creation of anticipatory management systems to identify, track and remediate policy issues expected to emerge beyond the present planning cycle.

LDSL 755 Leadership Coaching Overview (3) Comprehensive professional coaching overview. Engaging global leaders who develop leaders, teams, and organizations. Sets the foundation for understanding the strategic and ever-growing necessity of leadership coaching through the exploration of coaching history, theory, models, competencies, and assessments to optimize performance outcomes.

LDSL 756 Leadership Coaching Applied (3) Coaching business tools developed and implemented. Applies individual skills, coaching, models and assessments. Coaching competencies are accelerated via multiple channels of practice and structured feedback. Prerequisite LDSL 755

LDSL 757 Executive and Team Coaching (3) Strategic organizational development through executive coaching practices . Assessments utilized. Exploration of team coaching and global trends. Prerequisites LDSL 755 and LDSL 756.

LDSL 761 Consulting Design (3) Different consulting approaches for data gathering and problem solving when dealing with the complex problems faced by consultants.

LDSL 762 Ethical Interventions (3) Philosophy of consulting based on personal values and morals and the premise that effective consultants are also ethical change agents.

LDSL 763 Consulting Strategies (3) Consulting as a strategic process and the meaning of strategic in a broad range of consulting contexts.

LDSL 764 Global Consulting (3) The role of the consultant as a global change agent, with emphasis on the need for increased cultural awareness and sensitivity to change within the shifting global marketplace.

LDSL 771 Models & Theories of Servant Leadership (3) Engages existing Servant Leadership models and theories within the context of both leadership and followership. Cross-listed with SVNT 601.

LDSL 772 Servant Leadership & Social Issues (3) Seeks a thoughtful engagement of how Servant Leadership works in a contemporary world regarding issues such as social movements, social corporate responsibility, justice & humanity. Cross-listed with SVNT 602.

LDSL 773 Biblical Perspectives & Servant Leadership (3) Studies the biblical foundations, perspectives, and examples of Servant Leadership contained in Scripture with a focus on current application. Cross-listed with SVNT 603.

LDSL 774 Servant Leadership & the Experiential (3) Examines the practice of Servant Leadership with focus on a deep understanding that moves toward the knowledge of how Servant Leadership works by encouraging student engagement.

LDSL 791 Healthcare: Issues, Trends & Forecasting (3) Examines current issues and trends in healthcare on a level that provides a solid grasp on driving issues, as well as prompts the ability to understand, plan and effectively forecast.

LDSL 792 Healthcare: Self Leading & Professionalism (3) Studies the concepts of self-leadership and professionalism in the healthcare context, providing the understanding and imperative for both.

LDSL 793 Healthcare: Team Leadership & Engagement (3) Seeks foundational understanding of how team leadership and engagement uniquely operate in the healthcare context.

LDSL 794 Healthcare: Theory & Practice (3) Engages existing leadership theories and models within the context of healthcare seeking deep examination and practical implementation.

LDSL 798 Independent Study (1-6) Prerequisites: completion of core courses, written proposal, and consent.

LDSL 861 DSL Project (3) DSL project work. Prerequisites: Successful completion of all DSL core courses.

LDSL 862 DSL Project (3) DSL project work. Prerequisites: Successful completion of all DSL core courses.

LDSL 863 DSL Project (1) DSL project work. Prerequisites: LDSL 861 & 862 registered and paid.

LHRD 761 Human Resource Development (3) Theories and models of considering human agents as resources in organizations and an historical expedition of the construct of human development from a social cognitive perspective. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

LHRD 762 Autonomous Learning & Human Resource Development (3) The facilitation of learning from the perspectives of the learner as well as the facilitator will be investigated in concert with the personal and organizational implications for the learning endeavor. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

LHRD 763 Design of Adult Learning Communities (3) Construction and implementation of HRD practices and procedures from individual, group and team perspectives. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

LHRD 764 Ethical Human Resource Development (3) Ethical considerations and the operational definitions of ethics as a universal construct. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

LPEC 761 Ecclesial Leadership Theology & Philosophy (3) Theological and philosophical developments in ecclesial leadership theories, models, praxis and research. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

LPEC 762 Historic Research & Ecclesial Leadership (3) Historic research methodologies, the origins and historic developments of ecclesial leadership, and key differences in ecclesial organizational and leadership traditions. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

LPEC 763 Ecclesial Organizational Design & Leadership Development (3) Ecclesial organizational designs, traditions and practices in leadership formation, principles of leadership legitimacy and ordination processes. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

LPEC 764 Spiritual Formation & the Ecclesial Leader (3) Christian spirituality, organizational spirituality, communal formation, ecclesial spirituality, and the spiritual formation of the ecclesial leader. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

LPEN 768 Theoretical Foundations of Leading Entrepreneurial Ventures (3) The international entrepreneurship concept in the overall context of organizational culture involving the international market orientation, the international learning orientation, the international innovation propensity, the international risk attitude, the international networking orientation, and the international motivation. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

LPEN 769 Kingdom Business Leadership Strategies (3) Global economics and unanticipated opportunities related to building kingdom-strategic business ventures. The Christian business as mission paradigm, and the unique constructs of the world of business and the world of missions that merge and contextualize into a significantly different entity than either alone. Prerequisites: LPHD 752, 754, 757, 761, 762, 762, 763, and 764.

LPEN 770 Theories of the Firm in Developing Economies (3) The nature of the most fundamental aspects of the market process—entrepreneurial activity. The dynamic relationships between firms, markets, the organization of the firm, and culture in emerging economies. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

LPEN 771 Entrepreneurial Strategies to Lead Technological and Innovational Change (3) The environment and its influence upon corporate entrepreneurship including the radically changing internal organizational behavior patterns that enhance creative corporate activity, enhance the innovative abilities of employees, and increase corporate success. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

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, original 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 751 Exegetical Research Methods (3) The foundational methodology of biblical exegesis, principles of textual hermeneutics and socio-rhetorical criticism as it relates to organizational leadership studies.

LPHD 752 Exegetical Analysis Methods (3) Exploration of contemporary exegetical research methodologies, reader-response theories, ethnographical studies, historical critical research methodologies and multi-disciplinary approaches. Prerequisite: LPHD 751.

LPHD 753 Quantitative Research Methods (3) The foundations of quantitative research methods. Topics include research questions and hypotheses, types of research designs, sampling techniques, variables and measurements, reliability and validity, data collection methods, and types of statistical analyses. Prerequisite: LPHD 751.

LPHD 754 Quantitative Analysis Methods (3) The purpose, rationale, and application of quantitative data analysis methods, including descriptive statistics, parametric and nonparametric analyses of differences and relationships, and factor analysis. Prerequisite: LPHD 751, 752, 753, 756, 761, and 763.

LPHD 756 Qualitative Research Methods (3) Research methods used in phenomenological, critical life instances, ethnographic, grounded theory, and critical social research studies. Prerequisite: LPHD 751.

LPHD 757 Qualitative Analysis Methods (3) Exploration of manual and computer-assisted thematic coding, Delphi methods, document analysis, and recursive abstraction. Prerequisite: LPHD 756.

LPHD 758 Advanced Analysis (3) The purpose, rationale, and application of advanced quantitative data analysis methods. Prerequisite: LPHD 754.

LPHD 761 Contemporary Perspectives in Organizational Leadership Theory (3) Micro, mid-range, and macro leadership theories in a multi-cultural global context. Prerequisite: LPHD 751.

LPHD 762 Organizational Theory & Design (3) Organization theories, design, internal and external environment, organizational life cycles, biblical concepts of time and organizational structure. Prerequisite: LPHD 754

LPHD 763 Organizational Behavior (3) Current theories and concepts of individual, dyadic, and group behavior in organizations. Prerequisite: LPHD 751.

LPHD 764 Group Behavior (3) Communities of human exchanges within unambiguous contexts related to groups, teams, and organizations. Prerequisite: LPHD 754

LPHD 785 Seminar: Trends in Organizational Leadership Research (3) Current topics and trends in organizational leadership research. Students must present a paper developed in the seminar at an academic conference, either in person or virtual. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

LPHD 797 Comprehensive Exams (0) Register for this course to take the Ph.D. in Organizational Leadership Comprehensive Exams. Prerequisite: all Ph.D. in Organizational Leadership coursework (Blocks 1 – 3) must be successfully completed and the student must be in good academic standing (cumulative **GPA** of 3.0 or higher). Advisor approval needed for registration for this course. Pass/No Pass.

LPHD801 PhD Program Comprehensive Exam 1 (0-credit) First of four required comprehensive exam topics that PhD in Organizational Leadership students must pass to graduate. This course is pass/no pass.

LPHD802 PhD Program Comprehensive Exam 2 (0-credit) Second of four required comprehensive exam topics that PhD in Organizational Leadership students must pass to graduate. This course is pass/no pass.

LPHD803 PhD Program Comprehensive Exam 3 (0-credit) Third of four required comprehensive exam topics that PhD in Organizational Leadership students must pass to graduate. This course is pass/no pass.

LPHD804 PhD Program Comprehensive Exam 4 (0-credit) Fourth of four required comprehensive exam topics that PhD in Organizational Leadership students must pass to graduate. This course is pass/no pass.

LPHD 861 Dissertation Research (3) Ph.D. dissertation work. Prerequisites: Successful completion of all PhD core courses and concentration elective courses.

LPHD 862 Dissertation Research (3) Ph.D. dissertation work. Prerequisites: Successful completion of all PhD core courses and concentration elective courses.

LPHD 863 Dissertation Research (3) Ph.D. dissertation work. Prerequisites: Successful completion of all PhD core courses and concentration elective courses.

LPHD 864 Dissertation Research (3) Ph.D. dissertation work. Prerequisites: Successful completion of all PhD core courses and concentration elective courses.

LPHD 865 Dissertation Research (1) Ph.D. dissertation work. Prerequisites: LPHD 861-864 registered and paid.
LPHD 866 Ph.D. Dissertation Editing (0) Ph.D. dissertation work. Prerequisites: LPHD 861-864 registered and paid. (Fee-based course). This course is P/NP.

LPHD 866 Ph.D. Dissertation Editing (0) Ph.D. dissertation work. Prerequisites: LPHD 861-864 registered and paid. (Fee-based course). This course is P/NP.

LPOL 761 Organizational Culture & Climate (3) Organizational culture and climate with emphasis on organizational values and the effect of the leader on culture and climate. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764

LPOL 762 Followership (3) Followers in the leader-follower relationship with particular focus on recent and emerging research trends. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

LPOL 763 Organizational Spirituality (3) Organizational spirituality, the emerging use of organizational chaplains, expressions of spirituality in the organization, and the impact on culture and climate. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

LPOL 764 Organizational Communication (3) Organizational communication theories and research to understand the attributes and impact of communication in organizations. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

SBL 753 Doctoral Teaching Practicum (3). This course combines theoretical foundations with practical experience in teaching leadership to faith-based learners across generational cohorts and learning modalities. Students will engage in both in-person and online teaching practicums, gaining hands-on experience in curriculum design, instructional delivery, and student engagement. Emphasis is placed on values-based pedagogy, integrating Christian principles with effective teaching strategies.

SBL 756 Leadership Perspectives in the Pauline Epistles (3) An exegetical study of leadership within the Pauline Corpus (Romans–Philemon). This course examines how Paul's writings inform contemporary leadership theory and practice within Christian and broader organizational contexts.

SBL 757 Leadership Perspectives in the Gospels (3) An in-depth examination of leadership as portrayed in the life and teachings of Jesus. The course explores Gospel narratives to identify foundational leadership principles, evaluates their relevance to modern organizational leadership, and assesses critical research methodologies used in Gospel studies.

SBL 758 Biblical Perspectives on Leadership and Human Flourishing (3) An exploration of the biblical foundations for human flourishing, with emphasis on the role of the Gospel, the Church, and Christian leadership. The course addresses the impact of sin on flourishing, integrates biblical theology with leadership theory, and develops a Christ-centered biblical worldview of human flourishing.

SBL 765 Exegetical Research (3) Exploration of the foundational research and analysis methodology of biblical exegesis, encompassing principles of textual hermeneutics and applied exegesis as they relate to leadership studies.

SBL 766 Quantitative Research (3) The foundations of quantitative research methods. Topics include research questions and hypotheses, types of research design collection methods, and types of statistical analyses. Cross listed with BPHD 780.

SBL 767 Qualitative Research (3) Qualitative research methods, data collection, along with manual, computer, and artificial intelligence-assisted analysis tools. Cross listed with BPHD 781.

Faculty

The school's international cadre of faculty members is comprised of distinguished academicians and skilled practitioners from around the world, providing a truly global perspective on business and leadership. 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

Gomez, Doris (2004), Ph.D., Regent University; *Dean*

Cabanda, Emilyn (2008), Ph.D., Monash University, Australia; Program Director, DBA/Ph.D. in Business; *Professor*

Copeland, Mary Kay (2025), Ph.D., Regent University; *Professor*

Firestone, Steve (2015), Ph.D., Northcentral University; *Program Director, Master of Arts in Organizational Leadership; Associate Professor*

Ganthner, Jeffrey (2025) DSL, Regent University, *Program Director, Master of Business Administration; Assistant Professor***Mulford, John E.** (1982), Ph.D., Cornell University; *Director, Center for Entrepreneurship; Professor*

Osula, Bramwell (2022), Ph.D, University of Waterloo, *Principal Lecturer*

Patterson, Kathleen (1999), Ph.D., Regent University; *Program Director, Doctor of Strategic Leadership; Professor*

Root, Andrew (2015), Ph.D., Old Dominion University; *Assistant Professor*

Winston, Bruce (1991), Ph.D., Virginia Commonwealth University; *Program Director, Ph.D. in Organizational Leadership; Professor*

Part-Time Faculty

Bocarnea, Mihai (1992), Ph.D., Regent University; *Associate Professor*

Moore, Brian (2024) Ph.D., Regent University, *Assistant Professor; Director, Executive Mentor Program*

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College of Arts & Sciences

DEAN'S MESSAGE

Welcome to Regent University.

Now is the perfect time to join us and be a part of the change happening on campus in Virginia Beach and online around the world. The College of Arts & Sciences offers a wide variety of in-demand degrees to help students remain competitive in the global marketplace. Regent realizes that our duty is to equip our students with a Christian worldview and specialized global competency skills, because in today's global economy our alums are not just competing for jobs with their neighbor, but with people all over the world. To achieve this, Regent offers an up-to-date curriculum delivered through our award-winning, state-of-the-art technology.

Our expert faculty serve dual roles as professor and shepherd – by both equipping you with knowledge and challenging you in the development of your faith. Since faith is so seamlessly integrated into your life, it follows that it also be integrated into your studies. There is no better teacher than Jesus Christ, no more important book than the Bible – God's Word – and the lessons of both are applied in every program. Our gifted faculty serve as academic and spiritual mentors that are dedicated to helping you realize and achieve the greatness that God has planned for your life. There are not many universities where faculty and staff pray for each student by name, but that is exactly the support you can enjoy here at Regent.

Our passion for preparing students' character and minds to become "Christian leaders to change the world" is demonstrated through our biblically-grounded, Christ-centered, and academically rigorous curriculum, excellent faculty, use of cutting-edge technology and spiritually vital campus community.

Now is the best time to join us and be a part of the change.

Josh McMullen, Ph.D.

Dean

MISSION AND PHILOSOPHY

The mission of the College of Arts & Sciences is to graduate exceptional students deeply committed to Christ's calling to cherish character, challenge culture, and serve the world.

This mission is founded on a Christian philosophy of education in which the Holy Bible is the inspired, infallible, and authoritative source of Christian doctrine and precept and thus profitable for "teaching, rebuking, correcting and training in righteousness" so that the people of God "may be thoroughly equipped for every good work" (2 Timothy 3:16-17).

DISTINCTIVES

The College of Arts & Sciences is shaped by its distinct identity and approach to higher education. The following principles characterize this distinction

- **Christian philosophy of education.** Regent's mission is "Training Christian Leaders to Change the World." The College of Arts & Sciences is committed to delivering an unparalleled and cutting-edge academic education integrated with biblical principles and Christian values to prepare ethical leaders for the 21st century.
- **Transformed lives.** Transformation is essential to the Christian experience. As believers, we are continuously transformed by the renewing of the mind (Romans 12:2). As transformation is essential to the Christian walk, the College of Arts & Sciences is committed to delivering courses and learning experiences that are designed to

change students. We will engage the students' mind, heart, body, and soul in order to encourage and support intellectual, spiritual, and emotional transformation.

- **Holistic Life.** In Matthew 22:37, Jesus Christ commands that we must love the Lord with all of our heart, soul, and mind. This reflects the totality of the human being – nothing should be reserved for ourselves, all should be given to God. The College of Arts & Sciences is dedicated to helping students grow in their total commitment to Christ through the renewals of their minds, characters, and lives in a vibrant and Spirit-filled Christian faith community.
- **Living Inheritance.** Inheritances are gifts from the past to be used in the present to benefit the future. The College of Arts & Sciences stands at the intersection of many inheritances: Regent University, the American founding principles, Christian liberal arts, the earth, and the Kingdom of Jesus Christ. We are committed to our students so they can be blessed and bless generations to come.

PROGRAM OVERVIEW

Regent University College of Arts & Sciences offers certificate, as well as masters programs:

- Master of Science in Cybersecurity (M.S.)
- Certificate of Graduate Studies in Cyber Practitioner Preparation (CGS)

All of these programs are delivered completely online.

COMPUTER REQUIREMENTS

Online students are expected to meet all the requirements of the Online and Distance section of the Catalog. Beyond those, online students in the College of Arts & Sciences 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: https://www.regent.edu/information-technology/#tab-new-student-resources. 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.

The College of Arts & Sciences online courses are delivered via the Internet using a web-based system called Canvas®. Additional computer hardware such as web cam, sound card and software 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/.

Degree Programs

In addition to undergraduate degrees, the College of Arts & Sciences offers graduate degree programs. The curriculum is both stimulating and relevant, preparing students to enter influential industries in the new millennium. The curriculum links theory to practice to enable students to implement their studies immediately.

Engineering and Computer Science

Department Chair, Alfandika Nyandoro, Ph.D.

The Department of Engineering and Computer Science offers graduate degrees in Cybersecurity. Department faculty members strive to equip students with the skills and understanding of technology theory and practices to not only contribute innovative and ethical solutions, but to find meaning and purpose in the use of the tools of technology as an instrument to honor God and serve His creation. Regardless of the major, the department seeks to graduate students who will grow into technical leadership positions committed to change the world for Christ's sake, by pursuing their professional careers as responsible users, designers, and promoters of modern technology.

Master of Science in Cybersecurity (M.S.) (30 credits)

(Program delivered online only)

The Master of Science in Cybersecurity is designed to equip leaders with the skills necessary to effectively develop, implement, and maintain a digital security strategy for the protection of organizational data. Students will learn about network security, systems security, identity management, network defense, information assurance compliance, strategic planning, organizational leadership, disaster recovery, business continuation, artificial intelligence, and cybersecurity ethics.

Four concentrations are offered: Artificial Intelligence, Cybersecurity Management, Cybersecurity Practitioner, and Cybersecurity Policy. Artificial Intelligence focuses on the integration of AI in organizations and cybersecurity operations. The Cybersecurity Management focuses on issues related to the management of cybersecurity programs and will equip graduates to become effective security and information assurance executives across a variety of public and private sector organizations. The Cybersecurity Practitioner focuses on relevant hands-on practice and skill application to prepare for industry sought after certifications. Cybersecurity Policy focuses on the implications of cyber issues within society, politics, theology, international relations, and the military.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Core Courses (21 credit hours)

AISY 610 Foundations of Artificial Intelligence (3)

CYBR 610 Cybersecurity Ethics (3)

CYBR 630 Information Systems Security & Assurance (3)

CYBR 635 Internet & Network Security (3)

CYBR 640 Digital Systems Design & Forensics (3)

CYBR 650 Business Continuation & Disaster Recovery (3)

CYBR 660 Cybersecurity Compliance (3)

Artificial Intelligence Concentration

Required Courses (9 credit hours)

AISY 620 Applied Artificial Intelligence (3)

AISY 630 Managing Artificial Intelligence Systems (3)

AISY 650 Artificial Intelligence & Cybersecurity (3)

Cybersecurity Management Concentration

Required Courses (9 credit hours)

LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (3)

LMOL 606 Strategic Thinking, Planning & Organizational Change (3)

LMOL 607 Leadership, Technology, Job Design, Socio-technical Systems & Innovation (3)

Cybersecurity Policy Concentration

Required Courses (3 credit hours)

GOV 606 Social, Political and Theological Implications of Technology (3)

Plus two additional courses from the following list (6 credit hours).

GOV 601 International Relations and Cyber Politics (3)

GOV 608 Public Information Systems Management (3)

GOV 609 Critical Infrastructure Protection and Resilience (3)

Cybersecurity Practitioner Concentration

Required Courses (9 credit hours)

CYBR 505 Operating Systems (3)

CYBR 524 Network Architecture and Protocols (3)

CYBR 581 Basic Cyber Practicum (1)

CYBR 582 Intermediate Cyber Practicum (1)

CYBR 583 Advanced Cyber Practicum (1)

Certificate of Graduate Studies (CGS) in Cyber Practitioner Preparation (9 credit hours)

CGS in Cyber Practitioner Preparation is the bootcamp program offered by the Institute of Cybersecurity to equip students with the knowledge and application to support their industry certification preparation. Students who complete the certificate program and who desire to continue their studies may apply the credits to the M.S. if accepted to the program. An additional 21 credit hours of coursework is required to complete the master's degree. The maximum time permitted to complete the CGS is five years. Students desiring to earn the CGS must complete the following College of Arts and Sciences courses:

Required Courses

CYBR 505 Operating Systems (3)

CYBR 524 Network Architecture and Protocols (3)

CYBR 581 Basic Cyber Practicum (1)

CYBR 582 Intermediate Cyber Practicum (1)

CYBR 583 Advanced Cyber Practicum (1)

Course Descriptions

Artificial Intelligence

AISY 610 Foundations of Artificial Intelligence (3) Exploration of artificial intelligence concepts, algorithms, applications, and trends.

AISY 620 Applied Artificial Intelligence (3) Application of AI technologies and tools, emphasizing hands-on usage and best practices.

AISY 630 Managing Artificial Intelligence Systems (3) Principles and practices for managing AI systems, including models, architectures, human-AI interaction, security, and safety.

AISY 650 Artificial Intelligence & Cybersecurity (3) Application of artificial intelligence tools and methods to enhance cybersecurity operations.

AISY 675 Special Topics in Artificial Intelligence (3) Intensive examination of a selected area of study in the field of artificial intelligence. Prerequisite: Instructor approval.

Cybersecurity

CYBR 505 Operating Systems (3) Essential understanding of the architecture of a Linux operating system. Includes hands-on labs for installing and maintaining workstations, working at the Linux command line, handling files, and providing system security. Practice includes performing maintenance tasks, user administration, data integrity, and system maintenance.

CYBR 524 Network Architecture and Protocols (3) Key principles of the network physical layer, applications, and security. Real-world example networks and hands-on labs are integrated for the development and testing of student created network protocols.

CYBR 581 Basic Cyber Practicum (1) Hands-on exercises within Regent's cyber range to implement basic cyber security principles. Labe exercises to reinforce key industry certification topics and live fire hands-on incident response scenarios. Requires some synchronous availability. Prerequisites: ISYS 324 or CYBR 524 or CompTIA Network+ certification or equivalent. Pass/No Pass. Cross-listed with CYBR 381.

CYBR 582 Intermediate Cyber Practicum (1) Hands-on exercises within Regent's cyber range to analyze threats, design/defend network environments, and respond/investigate cyber security incidents. Lab exercises include red/blue simulation exercises. Requires some synchronous availability. Prerequisites: ISYS 324 Networks and Telecommunication Concept, CYBR 524 Network Architecture and Protocols, CompTIA Network+ certification, or equivalent. Pass/No Pass. Cross-listed with CYBR 382.

CYBR 583 Advanced Cyber Practicum (1) Cyber defense practitioner skills through team collaboration and hands-on exercises within Regent's cyber range to identify, analyze, defend, and secure against emerging presented threats. Lab exercises include incident response and systems analysis exercises which include debriefs and the construction of comprehensive Incident Response reports. Requires some synchronous availability. Prerequisites: ISYS 324 Networks and Telecommunication Concept, CYBR 524 Network Architecture and Protocols, CompTIA Network+ certification, or equivalent. Pass/No Pass. Cross-listed with CYBR 383.

CYBR 610 Cybersecurity Ethics (3) Ethical principles, issues, and responsibilities associated with information systems security, cyber warfare, and ethical hacking. Identifying technological related ethical issues and the impact of personal ethics and organizational values on an ethical workplace.

CYBR 630 Information Systems Security & Assurance (3) Development of information systems security and assurance frameworks, policies, roles, responsibilities, practices, and procedures to include the basic principles of Information Assurance and Information systems Security.

CYBR 635 Internet & Network Security (3) Investigation of Internet and network architectures and procedures for preventing and addressing security vulnerabilities, threats, and attacks. Exploring security vulnerabilities and improved algorithms, protocols, and best security practices for public, private and enterprise systems.

CYBR 640 Digital Systems Design & Forensics (3) Techniques of systems design, analysis and best practices in digital forensics. Presents methods to properly conduct a computer forensics investigation and to handle a cybersecurity incident.

CYBR 645 Information Security Management (3) Examination of information security management issues for government, corporations, and other organizations, including the planning, designing, implementing, managing, and auditing security at all levels.

CYBR 650 Business Continuation & Disaster Recovery (3) Development of business continuation and disaster recovery strategies and plans, including the methodology used to create and validate a plan for maintaining continuous business operations before, during, and after disruptive events.

CYBR 660 Cybersecurity Compliance (3) Essential principles for network security and risk management. Prepares students for relevant industry certification. Prerequisites: Must be taken as the final course in the program. Prerequisites: CYBR 630, 635, 640, 645, and 650.

CYBR 675 Special Topics in Cybersecurity (3) Intensive examination of a selected are of study in the field of cybersecurity. Pass/No Pass. Prerequisite: Instructor approval.

CYBR 695 Internship (1-3) Practical opportunity to utilize the skills, competencies, and knowledge gained from course material to apply in professional environments. Prerequisites: Department chair approval and enrollment in the Cybersecurity degree program. Pass/No Pass.

UNIV 500 Regent Foundations for Graduate Success (2) Provides the knowledge, resources, and essential skills needed for success at the graduate level. Topics include academic writing, online learning, information literacy, and advising and support services.

Faculty

Department of Engineering and Computer Science

Ball, Albert (2017), Ph.D., Nova Southeastern University, *Visiting Professor, Engineering & Computer Science*

Choi, Young B. (2010), Ph.D., University of Missouri; *Professor, Engineering & Computer Science*

Nyandoro, Alfandika (2022), Ph.D., The University of New South Wales, Associate Professor, Engineering & Computer Science, chair

Nyandoro, Ndomupei (2024), M.S., Western Governors University; *Lecturer*

School of Communication and the Arts

DEAN'S MESSAGE

The vision of Regent's School of Communication and the Arts is to prepare for service generations of students committed to excellence in craft and depth in faith. Our exceptional professors have included Fulbright scholars and award-winning artists, authors, scholars, and professionals with experience in global entertainment markets and independent media fields.

The practice of communication and the arts is central to God's calling to us, and the examples He gives to us. As creatures made in His image, we are called to speak new things that are good, true and beautiful into existence, and above all we are commanded to communicate the Gospel. Therefore, our work together as a vibrant Christian community is essential to express order and meaning to the world around us. By telling the stories we are called to tell, by expressing the emotions that words cannot convey, and by making deeper sense of the mysteries around us, we make visible the invisible God and bring Christ to the world.

Simon Tarr, MFA, Ph.D.

Dean and Professor

CONTACT INFORMATION

The application is available online at www.regent.edu/apply. Program-specific admissions requirements can be found on each program's webpage: www.regent.edu/communication. For questions regarding the School of Communication and the Arts, please contact us by email at comadmissions@regent.edu or by phone at 833.581.5837.

MISSION AND PHILOSOPHY

The School of Communication and the Arts provides graduate and undergraduate education for aspiring servant leaders desiring 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 through:

- *Integration of Faith and Learning*: Our goal is to provide 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 content.
- *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

The School of Communication & the Arts offers certificates of graduate studies, as well as masters and doctoral programs:

- **Certificate of Graduate Studies.** We offer a certificate of graduate studies in Theatre Practices. Certificate students can matriculate into the M.A. in Theatre degree program.
- **Master of Arts in Film Producing and Management (M.A.).** Students complete a thesis production management project and specialized coursework to gain expertise in a rapidly evolving media development landscape in this completely online degree.
- **Master of Arts in Film and Media Culture (M.A.).** Students complete specialized coursework and a written thesis in the study of film, media, and digital culture.
- **Master of Arts in Communication (M.A.).** We offer two concentrations within the M.A. in communication, which are strategic communication and political communication. Students can choose a directed study or thesis option.
- **Master of Arts in Journalism (M.A.).** We offer a curriculum that includes courses in theory, broadcast, print and the Internet. Students can choose a directed project or thesis option.
- **Master of Arts in Screenwriting (M.A.).** Students complete specialized coursework and several works of writing for the screen to prepare for a variety of roles in media industries and beyond in this completely online degree.
- **Master of Arts in Theatre (M.A.).** The Master of Arts in Theatre requires a culminating experience in the final semester. Please note that the practical course options require at least a summer residency, yet the M.A. in Theatre can be completed entirely online.
- **Master of Fine Arts (MFA) in Acting.** The second MFA degree is offered by the Department of Theatre Arts; this is the Master of Fine Arts in Acting with two concentrations, directing or general. The goal of this program is to prepare graduates to become leaders who will be creative communicators or artists. These programs provide 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.
- **Master of Fine Arts (MFA) in Screenwriting.** This completely online terminal degree prepares graduates to become creative leaders in screenwriting through specialized coursework, and several works of screenwriting, including a thesis screenplay.
- **Master of Fine Arts (MFA) in Film and Television Production.** This MFA is a terminal degree that prepares graduates to become creative artists and leaders in the fields of film, television, and media production. Students must complete specialized coursework, perform as creative leads on multiple films, and complete a thesis creative project.
- **Doctor of Strategic Communication (DSC).** The DSC provides students with the opportunity to combine advanced study of communication tools with real-world application. The degree prepares communication professionals for advanced work in the field of communication for various organizations. Students must complete a communication core, electives, and final project.
- **Doctor of Philosophy (Ph.D.) in Communication**. The degree of Doctor of Philosophy at Regent University is awarded in recognition of high attainment in a special field of knowledge. Ph.D. students must pass the qualifying examination for the Ph.D. degree and present an acceptable dissertation within their field of study which presents the results of independent, original research. The degree program's emphasis is on preparation for competent professional and scholarly performance. The Ph.D. in Communication 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.

The School creates a think tank environment for aspiring scholars and experienced faculty 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 emerging 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 & the Arts for a listing of joint degrees available through the School. See the General Information section of this Catalog for a description of the joint degrees program.

CAREER OBJECTIVES

The School assists students and alumni in their search for internships and employment 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.

DISTANCE EDUCATION

The School offers five degrees online: M.A. in Communication, M.A. in Film Producing and Management, M.A. in Journalism, M.A. in Film and Media Culture, and M.A. in Theatre. Full documentation of the programs as well as online application forms can be obtained at 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.

COMPUTER REQUIREMENTS

Online students are expected to meet all the requirements of the Online and Distance section of the Catalog. Beyond those, online students in the School of Communication & 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.

The School of Communication & the Arts online courses are delivered via the Internet using a web-based system called Canvas®. 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/.

Degree Programs

The School of Communication & the Arts offers the following fully accredited Masters and doctoral programs.

Department of Communication Studies

Department Chair: Stephen Perry, Ph.D.

The Department of Communication Studies offers the following graduate degrees: M.A. in Communication, M.A. in Journalism, Doctor of Strategic Communication (DSC), and Ph.D. in Communication.

Students pursuing the Master of Arts in Communication with the Strategic Communication, Political Communication, or Media & Arts Management and Promotion concentration focus their attention on the strategies used to create persuasive communication with biblically based values, beliefs and behaviors that promote public health, education, environmental safety, political issues, peace, reconciliation, public policy, and other socially beneficial goals within the context of a global media and arts environment. Courses will engage students in studies that incorporate current theory, research and practical applications in the study of strategic communication. The programs in the Department Communication Studies are designed for graduate students who have a strong background in the humanities and the arts and who desire to advance their knowledge and expertise to prepare themselves for positions of leadership in the media industries, educational and religious institutions, artistic venues, and emerging centers for strategic communication.

Master of Arts (M.A.)

M.A. in Communication Program

(Program delivered online only)

M.A. in Communication with a concentration in Media & Arts Management and Promotion

Students in the Media & Arts Management and Promotion concentration will complete a minimum of 33 credit hours that can be completed entirely online with an option to complete a large proportion of the degree on campus if so desired. This program prepares students for careers in management of media companies and arts organizations such as theatres specifically but allows the student to tailor many components of the curriculum to meet their specific interests in the area of communication and arts management and promotion.

University Requirement

COM 500 Graduate Foundations for Communication/Arts (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses (15 hours)

COM 600 Story, Popular Culture & Worldview (3)

COM 628 Leadership Theory & Communication (3)

FILM 520 Business Strategy and Analysis of Film and Media (3)

THE 651 Theatre Promotion & Management (3)

COM 691 Culminating Project Preparation (0)

COM 696 Directed Project (3 credits minimum)

Students will choose one research course (3 hours)

COM 601 Media Research & Analysis (3)

LMOL 603 Organizational Research, Analysis & Problem Solving (3)

Students will choose three credit hours from the following Business Plan & Finance courses (3 hours)

FILM 550 Story Development for Production (3)

FILM 521 Strategic Management of Production (3)

FILM 523 Perspectives in Film and Media Financing (3)

ENTR 651 Investment, Financing, & Funding Relationships (3)

Students must select from the following law courses (3 hours)

COM 614 Issues in Media Law & Ethics (3)

MLAW 521 Contract Law (3)

MLAW 622 Nonprofit and Church Organizations (3)

MLAW 628 Employment Law (3)

MLAW 655 Negotiations (3)

And students must select from the following courses on marketing, image, and promotion (3 hours)

COM 607 Social Media & Internet Marketing (3)

COM 652 Crisis Communication & Organizational Image (3)

MKTG 631 Advertising & Promotion (3)

MKTG 634 Viral Marketing (3)

Students select an additional 6 elective hours from courses listed above to achieve a total of 33 credit hours. At least 6 credit hours in the degree must be taken from courses outside the School of Communication and the Arts.

M.A. in Communication with a concentration in Political Communication

The M.A. in Communication degree with a concentration in political communication is an interdisciplinary concentration program that can be completed entirely online or can be taken on campus with both online and residency components and a minimum of 33 credit hours. It requires coursework to be taken in COM or JRN and in GOV. Students who don't possess an undergraduate degree in Mass Communication, Public Relations, Journalism or a similar discipline will also be required to initially complete an additional 3 credit course – COM 504 Introduction to Communication Studies.

University Requirement

COM 500 Graduate Foundations for Communication/Arts (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

Required Courses (21 Hours)

COM 566 Free Speech and Civic Discourse (3)

COM/JRN 600 Story, Popular Culture & Worldview (3)

COM/JRN 601 Media Research & Analysis (3)

COM 611 Media & Social Influence (3)

COM/GOV 664 Political Communication (3)

COM 691 Culminating Project Preparation (0)

GOV 604 Christian Foundations of Government (3)

GOV 614 American Politics (3)

Plus 6 hours of electives:

Students must select up to 6 hours from other COM or JRN 500 or 600-level courses or from the following list of Government elective courses.

GOV 625 International Relations Theory (3)

GOV 646, 647, 648 Special Topics in Government and Politics (Subject to department approval) (3)

GOV 658 American Political Traditions (3)

GOV 677 Terrorism and Homeland Defense (3)

GOV 678 Crisis & Disaster Consequence Management (3)

HLTH 683 Healthcare Policy & Ethics (3)

Required Culminating Capstone Experience

Students will choose one of the following capstone paths as a culminating experience:

COM 595 Internship (3) or GOV 695 Internship (3) plus COM 651 Public Relations: Cases & Campaigns (3)

or COM 696 Directed Project (3) plus COM 651 Public Relations: Cases & Campaigns (3)

Or COM 699 Thesis (6 credits minimum with 3 credits every Fall and Spring semester and variable credits in the Summer. Three credits are required in the semester in which a defense of the thesis is held)

If COM 595, COM 696, or GOV 695 is selected it must be taken during the student's final semester. If COM 699 is selected it must be taken over a minimum of the final 2 semesters

M.A. in Communication with a concentration in Strategic Communication

The M.A. in Communication degree with a concentration in Strategic Communication is a program that can be completed entirely online or can be taken on campus with both online and residency components and a minimum of 33 credit hours.

University Requirement

COM 500 Graduate Foundations for Communication/Arts (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Core Courses (6 hours)

COM 600 Story, Popular Culture & Worldview (3)

COM 601 Media Research & Analysis (3)

COM 691 Culminating Project Preparation (0)

Required Elective Courses (choose 21 credit hours of coursework from the list below)

COM 542 Multiplatform Writing (3)

COM 607 Social Media & Internet Marketing (3)

COM 610 Influence through Entertainment (3)

COM 611 Media & Social Influence (3)

COM 614 Issues in Media Law & Ethics (3)

COM 628 Leadership Theory & Communication (3)

COM 631 Organizational Communication in the Digital Age (3)

COM 632 Media & the Church (3)

COM 636 Critical Approaches in Strategic Communication (3)

COM 651 Public Relations: Cases & Campaigns (3)

COM 652 Crisis Communication & Organizational Image (3)

COM 685 Seminar (3)

Required Culminating Capstone Experience:

Students will choose one of the following capstone paths as a culminating experience.

COM 696 Directed Project (3) plus COM 685 Seminar (3)

Or COM 699 Thesis (6 credits minimum with 3 credits every Fall and Spring semester and variable credits in the Summer. Three credits are required in the semester in which a defense of the thesis is held)

COM 696, if selected, must be taken during the student's final semester. If COM 699 is selected it must be taken over a minimum of the final 2 semesters

M.A. in Journalism Program

(Program delivered online only.)

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 Strategic Communication and Journalism department 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

Students pursuing the Master of Arts in Journalism focus their attention on reporting, writing, and distributing news and information through a converged global media environment through a minimum of 33 credit hours. Attention will be focused on developing knowledge and expertise in using the multimedia platforms employed by the news media industry, including web-based and mobile communication technologies. Graduates will be able to produce audio and visual content for dissemination through radio, television, mobile phones, smart pads, personal computers, and other mobile communication devices. By combining narrative techniques and refined writing skills with technical proficiency, graduates will prepare themselves for positions of leadership and expertise across all sectors of the news media industry.

The M.A. in Journalism program consists of 8 core courses, elective courses, and capstone coursework that serves as the culminating experience. Courses are completed entirely online or on campus with both online.

University Requirement

COM 500 Graduate Foundations for Communication/Arts (2).

Required Courses (24 credit hours)

JRN 550 Journalism Technology Tools (3)

JRN 600 Story, Popular Culture & Worldview (3)

JRN 601 Media Research & Analysis (3)

JRN 610 News Writing & Reporting (3)

JRN 613 Feature Writing & Specialty Reporting (3)

JRN 629 Reporting on American Government (3)

JRN 633 Multimedia Reporting & Mobile Field Production (3)

JRN 661 Community, Citizen & Civic Journalism (3)

COM 691 Culminating Project Preparation (0)

Plus 3 hours of electives:

Students must select one class from the following courses.

JRN 542 Multiplatform Writing (3)

JRN 566 Free Speech and Civic Discourse (3)

JRN 607 Social Media & Internet Marketing (3)

JRN 614 Issues in Media Law & Ethics (3)

Required Culminating Capstone Course

Students must choose one of the following capstone courses for their culminating experience:

JRN 696 Directed Project (3 credits minimum taken in the last semester of enrollment)plus either

JRN 614 Issues in Media Law & Ethics (3) or JRN 566 Free Speech and Civic Discourse (3)

Or

JRN 699 Thesis (6 credits minimum with continuous enrollment of 3 credits every Fall and Spring semester and variable credits in the Summer. Three credits are required in the semester in which a defense of the thesis is held)

Doctor of Strategic Communication (DSC)

DSC Program

(Program delivered online only with a residency requirement.)

The Doctor of Strategic Communication will prepare students to fill high-level communication positions in government, business, non-profit, religious, and higher education sectors. Students take a 21-credit core that provides them with a necessary grounding in communication tools and theories that will guide real-world applications in program electives across disciplines. Students are required to complete a doctoral project in their area of expertise. The program is offered online only with a residence requirement. The goal of the program is to develop Christian professionals with the research and practical expertise necessary to make an immediate impact on how communication is understood and practiced in the world today.

Requirements:

All students pursuing a DSC degree must complete the following requirements:

1. All required coursework (core and concentration courses)
2. Two semesters of one of the doctoral project courses (COM 896 or 899) with completed professional product

If a student needs additional time to complete the Doctoral Project Capstone or Thesis after registering and paying for the minimum of 51 credit hours, the student must re-register for either COM 896 or 899 until the project or thesis is successfully completed and defended.

University Requirement

UNIV LIB Information Research & Resources (0), as required upon admission.

Required Core Courses (21 credit hours)

COM 821 Introduction to Applied Doctoral Studies in Communication (3)

COM 822 Survey Content and Creation (3)

COM 823 Analyzing Content (3)

COM 824 Strategic Communication Research (3)

COM 853 Strategic Crisis Communication (3)

COM 855 Strategic Communication Theory (3)

COM 857 The Digital Mindset (3)

Electives (24 credit hours)

Required Elective

COM 885 Doctoral Seminar (3) (Select from Various Topics)

Recommended Electives

COM 708 History of Communication (3)

COM 710 Communication in a Global Environment (3)

COM 711 Media & Social Influence (3)

COM 714 Issues in Media Law & Ethics (3)

COM 717 Social Media & Internet Marketing (3)

COM 720 Influence through Entertainment (3)

COM 728 Leadership Theory & Communication (3)

COM 732 Media & the Church (3)

COM 736 Critical Approaches in Strategic Communication (3)

COM 751 Public Relations: Cases & Campaigns (3)

COM 785 Doctoral Seminar (3) (Select from Various Topics)

COM 852 Crisis Communication & Organizational Image (3)

COM 854 Strategic Rhetoric (3)

COM 856 Social Media for the Strategic Communicator (3)

Additional Requirements

COM 889 Doctoral Project Preparation (0)

Continuing Doctoral Project Capstone or Thesis Credits (6 credit hours minimum)

Must complete 45 credits including all core requirements before enrolling in doctoral project courses.

Choose one of the following:

COM 896 Doctoral Project Capstone (6 credit hours minimum)

COM 899 Doctoral Project Thesis (6 credit hours minimum)

Residency

Residency is a necessary component to building academic fellowship and camaraderie among a community of scholars. All doctoral students must attend a 3-credit hour on-campus course, COM 821 Introduction to Applied Doctoral Studies in Communication, scheduled for three days in the student's first semester of study. This course is a readying/lecture/writing course in the field of strategic communication. The course is also designed to orient students to the DSC program, the School's faculty, and doctoral-level study in the communication field.

In addition, doctoral students are required to take one class that is offered for residency prior to admission to candidacy. Residencies are typically offered during fall break weeks and in the first two weeks of June on the Virginia Beach campus.

Doctor of Philosophy (Ph.D.)

Ph.D. in Communication Program

(Program delivered online only with a residency requirement.)

The degree of Doctor of Philosophy at Regent University is awarded in recognition of high attainment in a special field of knowledge. Ph.D. students must pass the qualifying examination for the Ph.D. degree and present an acceptable dissertation within the field of communication study which presents the results of independent original research. The degree program's emphasis is on preparation for competent professional and scholarly careers. The Ph.D. in Communication program enables students to conduct basic or 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 program can be completed online with annual one-week residency periods.

The doctoral program in communication is designed to prepare a select number of students to enter either the teaching profession or to fill research and top-level administrative roles in organizations in need of highly educated professionals.

The goal of the program is to develop scholars who are able to integrate a Christian worldview with their chosen areas of expertise and teaching. A primary goal of the program is to prepare graduates to become Christian leaders who will contribute to communication research, writing, scholarship, and practice.

Doctoral Program Model & Philosophy

The doctoral program in Communication in designed after the Oxford Teaching Method, founded at Oxford University. The adaptation of the Oxford Method in the School of Communication & the Arts has three basic components: online and on-campus coursework and week-long residencies, special lectures and scholarly presentations by faculty and doctoral students, and regular meetings with faculty. Each doctoral student is assigned a doctoral advisor who serves as the student's mentor. In addition to the three traditional components of the Oxford Method, we have added a fourth component: teaching and research mentoring. Doctoral students may seek opportunities to assist faculty with teaching and research. The four major components of the doctoral program are described below.

1. Formal Coursework:

   A total of 9 core courses totaling 26 credit hours are required for all doctoral students. These courses are administered through an online program that can be accessed from anywhere in the world. In addition to these core courses, elective courses and seminars are also offered. Students take these courses through our online Canvas system. In addition, multiple courses that include one full week of face-to-face interaction with professors will be offered each year, including during the summer.

2. Meetings with Faculty:

   Each doctoral student will meet with his/her doctoral faculty members on a regular basis. These meetings may be in small groups and/or one-on-one via phone, video conference, or in person. During these meetings students will discuss their research and writing projects with the doctoral faculty and other doctoral students. These meetings will be held during the fall and spring semesters.

3. Teaching and Research Collaboration:

   Doctoral students may earn through strong performance the opportunity to collaborate with faculty on teaching classes and conducting scholarly research. Students can receive doctoral credit for this collaboration by enrolling in COM 791 Doctoral Mentoring: Pedagogy (1-3) or COM 792 Doctoral Mentoring: Research & Writing (1-3). A maximum of six credit hours may be applied to the degree from a combination of these two courses.

4. Independent Study:

   Students may arrange independent studies with faculty members based on the faculty strengths and the student needs. No more than six (6) credit hours of independent study (COM 790) may be applied to the degree program. Students may sign up for between 1 and 3 credit hours per semester with faculty approval.

Requirements for Ph.D. in Communication

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

1. The completion of all core courses and additional electives selected in conjunction with advisors and faculty mentors. Students must complete at least 52 credit hours of coursework before the qualifying exams (a maximum of six credits may be gained through advanced standing based on a recently earned Masters' degree in a field in the discipline), a minimum of three credit hours of qualifying exam, and a minimum of nine credit hours of dissertation research for a minimum of 64 total credits. Transfer credits may be considered as part of the coursework only up to a total of 18 credit hours of elective credit only. All transfer credits must have been taken at the doctoral level from an accredited graduate degree granting institution and be in addition to credits applied to a previously earned degree. There is no guarantee that previously earned doctoral level courses taken at this or any other institution will be permitted to transfer to Regent's Ph.D. in Communication program. Students should arrange evaluation and application of transfer credit upon admission into the program or within their first semester after admission. No mandatory core course listed below may be satisfied through transfer credit.

2. COM 700 Introduction to Doctoral Studies in Communication, which is offered on campus should be completed with a "B" or better during the first full semester of doctoral coursework. No more than six credits

of courses may be completed before COM 700 is taken and it must be passed successfully before continuing in the program.

3. Completion of 12 credit hours of doctoral research courses listed below. Students must take all four (4) research courses and must demonstrate their research competence in the methodology they plan to use in their dissertation research. (Students who have not previously taken a graduate-level research methods course will be required to take an appropriate bridging course such as COM 601Media, Research, and Analysis as an additional requirement before beginning COM 702 or COM 703.)
    - COM 701 Communication Research: Historical/Critical Methodologies
    - COM 702 Communication Research: Quantitative Methodologies
    - COM 703 Communication Research: Qualitative Methodologies
    - COM 704 Communication Research: Applied Methods
4. Completion of four additional mandatory doctoral courses listed below:
    - COM 705 Advanced Communication Theory
    - COM 708 History of Communication
    - COM 709 Theology & Communication
    - COM 730 Academic Writing for Publication
5. Completion of at least 3 credit hours of graduate seminar coursework (COM 785).
6. Students must pass all sections of the two-day qualifying examination following the completion of their 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 electives. The field-specific portion of the qualifying examination will also cover the research methodology area (COM 701, COM 702, or COM 703) that the student plans to employ in his or her dissertation research. Students may re-take a failed portion of the qualifying exam coursework in a subsequent semester only one time and must complete the retake within one year (i.e. by the same semester of the following academic year). Students must sign up for one additional credit of COM 797 Qualifying Examination for each 25% of the exam or part thereof that they are repeating, with students who are repeating more than 50% needing to re-enroll in the full 3 credits for the second semester in which they sit for the exam. A student who fails any portion of the exam the second time will not be permitted to advance to candidacy for the Ph.D.
7. Dissertation. A candidate for the Ph.D. degree must present an acceptable dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known or present a significant interpretation of the subject based upon original investigation and research. Doctoral students are required to complete a minimum of nine credit hours of COM 799 dissertation research over at least two semesters. Students must be registered for 3 credits of COM 799 in each Fall and Spring term. Students may register for variable credits (1 to 3) in summer in consultation with their chair and/or committee but may not defend a proposal or the final dissertation during that summer term unless they are registered for the full 3 credits and their committee members are available.
8. Elective Courses: In addition to the 29 cr/hrs of required coursework noted above, students complete the remaining 23 hours of coursework through advanced standing, by taking elective courses and through up to 4 dissertation research credit hours (COM 795). Recommended elective courses include COM 707 Philosophy and Communication, COM 710 Communication in a Global Environment, repeating COM 785 Doctoral

Seminar with different topics, and up to 6 credits from a combination of COM 791 Doctoral Mentoring: Pedagogy and COM 792 Doctoral Mentoring: Research & Writing. Students are also permitted up to 6 credits of Independent Study (COM 790)

9. ** All students are required to take UNIV LIB (0), but the course is waived if a student successfully completes UNIV 500 (2) or COM 500 (2). All students are registered for UNIV LIB.

Design of the Program

The program emphasizes each student's academic, professional and spiritual growth. It is devoted to both basic 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, intercultural/international communication, film studies, media effects new communication technologies, entertainment/education campaigns and interventions, 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 critical approaches. Coursework and research activities are tailored to the expressed interests and goals of the individual student.

Each student's program of study, which ordinarily must be completed within seven (7) years from admittance, is developed in conjunction with and guided by an individually assigned doctoral 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 broad field of communication study and topics for research must be original. Other than the dissertation study area, each student's program will incorporate a combination of the three types of courses: (1) required doctoral courses as previously outlined, (2) graduate/doctoral seminars, and (3) elective 700 level graduate courses (700 level courses in Communication (COM)

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:

1. Successful completion of all coursework, while maintaining at least a B average (3.0 GPA). Any student who a) fails to meet a semester GPA threshold of at least 2.67 (B minus) in any two semesters or b) who drops below a cumulative 3.0 GPA for more than one semester, whether consecutive or non-consecutive, will be dismissed from the program.
2. Successful completion of both portions of the qualifying examinations;
3. Meeting the residency requirement;
4. Attending or presenting at an academic conference or colloquium.

Residency

Residency is a necessary component to building academic fellowship and camaraderie among a community of scholars. Each academic year prior to admission to candidacy, doctoral students are required to take at least one class that is offered for residency. Residencies are typically offered during fall and/or spring break weeks and in the first two weeks of June on the Virginia Beach campus. All doctoral students must attend a 3-credit hour on-campus course, COM 700 Introduction to Doctoral Studies in Communication, scheduled for one week in the student's first semester of study. This week is a daily, intensive reading/lecture/writing course in the field of communication studies. The course is also designed to orient students to the doctoral program, the School's faculty, and doctoral-level study in the communication field.

Doctoral students have a seven-year limit within which they are expected to complete all requirements for the Ph.D. degree. Doctoral course offerings are normally on a 12-month rotation so that full-time students can complete their required coursework in a 24-to-36-month time period.

Department of Film and Media Arts

Department Chair: Alex Buffalo, MFA

The Department of Film and Media Arts offers an MA in Film Producing and Management, an MA in Film and Media Culture, an MA in Screenwriting, an MFA in Film and Television Production and an MFA in Screenwriting. Production facilities are made available to all on-campus students in the School of Communication and the Arts, with equipment and facilities (including film and television studios, field and post-production equipment and software, and animation and audio facilities) for an outstanding production experience. In addition to each students' production projects, the School of Communication and the Arts may provide funding for select student-led films through a competitive process that examines quality and redemptive storytelling.

MA in Film and Media Culture

Online only

The Master of Arts in Film and Media Culture at Regent gives students a deep understanding of the cultural, historical, and theoretical backgrounds of film, television, and other forms of media culture. By engaging in complex conversations around the impact of film and media on global Christian society, and those Christian society's effects on those film and media products and industries, graduates are prepared to participate in new, robust forms of contemporary apologetics through motion pictures. Students in the MA in Film and Media Culture must maintain continuous enrollment in the program for all terms (Fall, Spring, Summer) during their degree to provide access to faculty and university resources.

Students in the MA in Film and Media Culture will complete at least 30 credits as follows:

University Requirement

COM 500 Graduate Foundations for Communication/Arts (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

Take all fifteen 15 credits of required courses

FILM 560 Film Aesthetics and Analysis (3)

COM 600 Story, Popular Culture & Worldview (3)

COM 610 Influence through Entertainment (3)

FILM 660 Film and Media Studies Thesis (6)

Choose fifteen (15) credits of the following:

FILM 561 Television Aesthetics and Analysis (3)

FILM 562 Early US Film Aesthetics and Analysis (3)

FILM 563 Contemporary US Film Aesthetics and Analysis (3)

FILM 564 Early Global Film Aesthetics and Analysis (3)

FILM 565 Contemporary Global Film Aesthetics and Analysis (3)

FILM 569 Topics in Film Aesthetics and Analysis (3)

M.A. in Film Producing and Management

Online only

Regent's Master of Arts in Film Producing and Management is an innovative program designed for working professionals who aspire to leadership roles in film, television, and emerging media industries. Students demonstrate expertise in crucial areas such as media development, financing, marketing, exhibition strategy, and project management to be able to lead with godly excellence in a rapidly evolving media landscape. Students in the MA in Film Producing and Management must maintain continuous enrollment in the program for all terms (Fall, Spring, Summer) during their degree to provide access to faculty and university resources.

Students in the MA in Film Producing and Management will complete at least 30 credits as follows:

University Requirement

COM 500 Graduate Foundations for Communication/Arts (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses (27 credit hours)

FILM 520 Business Strategy and Analysis of Film and Media (3)

FILM 521 Strategic Management of Production (3)

FILM 522 Intellectual Property and Ethics in the Film Industry (3)

FILM 523 Perspectives in Global Film Marketing and Exhibition (3)

FILM 524 Perspectives in Film and Media Financing (3)

FILM 550 Story Development for Production (3)

FILM 560 Film Aesthetics and Analysis (3)

FILM 620 Production Management Thesis (6)

Choose 3 credits from the following courses:

FILM 561 Television Aesthetics and Analysis (3)

FILM 562 Early US Film Aesthetics and Analysis (3)

FILM 563 Contemporary US Film Aesthetics and Analysis (3)

FILM 564 Early Global Film Aesthetics and Analysis (3)

FILM 565 Contemporary Global Film Aesthetics and Analysis (3)

FILM 569 Topics in Film Aesthetics and Analysis (3)

M.A. in Screenwriting

(online only)

Regent's Master of Arts in Screenwriting is tailored for aspiring writers who seek to improve their craft and gain a solid foundation in writing for film and television. The MA program offers a supportive and structured environment infused with a Christian perspective where students can develop storytelling abilities through workshops, coursework, and constructive feedback from experienced faculty. With a focus on practical skills and creative expression, graduates explore their creative potential and prepare for a variety of roles in the media industries and beyond. Students in the MA in Screenwriting must maintain continuous enrollment for all terms (Fall, Spring, Summer) during their degree to provide access to faculty and university resources.

Students in the MA in Screenwriting will complete at least 30 credits as follows:

University Requirement

COM 500 Graduate Foundations for Communication/Arts (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

Required foundation courses (9 credits):

FILM 550 Story Development for Production (3)

FILM 560 Film Aesthetics and Analysis (3)

FILM 650 The Call of Screenwriting (3)

Choose 6 credits from the following screenwriting practice courses:

FILM 551 Crafting the Short Screenplay (3)

FILM 552 Crafting the Episodic Teleplay (3)

FILM 558 Crafting the Feature-Length Screenplay (3)

Choose 6 credits from the following screenwriting technique courses:

FILM 651 Techniques in Screenwriting: Children (3)

FILM 652 Techniques in Screenwriting: Comedy (3)

FILM 653 Techniques in Screenwriting: Character (3)

FILM 654 Techniques in Screenwriting: Theme and Image (3)

FILM 655 Techniques in Screenwriting: Plot and Structure (3)

Choose 3 credits from the following aesthetics and analysis courses:

FILM 561 Television Aesthetics and Analysis (3)

FILM 562 Early US Film Aesthetics and Analysis (3)

FILM 563 Contemporary US Film Aesthetics and Analysis (3)

FILM 564 Early Global Film Aesthetics and Analysis (3)

FILM 565 Contemporary Global Film Aesthetics and Analysis (3)

FILM 569 Topics in Film Aesthetics and Analysis (3)

Take all 6 credits of screenwriting professional practice courses at the end of the student's program:

FILM 657 Screenwriting Workshop (3)

FILM 658 Screenwriting Portfolio (3)

MFA in Screenwriting

(online only)

The art and craft of storytelling are at the heart of Regent's Master of Fine Arts in Screenwriting, an intensive terminal degree designed for dedicated writers to master the complexities of screenwriting and create compelling narratives for film, television, and digital media. Through in-depth exploration of structure and techniques, each student completes several screenplays including a thesis project to showcase a distinctive vision and bring a new storyteller's uniquely Christian voice to the entertainment industry. At the successful completion of all coursework, students must defend their creative thesis project to complete the degree. In addition, students in the MFA in Screenwriting must maintain continuous enrollment in the program for all terms (Fall, Spring, Summer) until the completion of their thesis.

Students in the MFA in Screenwriting will complete at least 48 credits as follows:

University Requirement

COM 500 Graduate Foundations for Communication/Arts (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

Required foundation courses (12 credits):

FILM 550 Story Development for Production (3)

FILM 560 Film Aesthetics and Analysis (3)

FILM 650 The Call of Screenwriting (3)

FILM 522 Intellectual Property and Ethics in the Film Industry (3)

Choose 9 credits from the following screenwriting practice courses:

FILM 551 Crafting the Short Screenplay (3)

FILM 552 Crafting the Episodic Teleplay (3)

FILM 558 Crafting the Feature-Length Screenplay (3)

Choose 9 credits from the following screenwriting technique courses:

FILM 651 Techniques in Screenwriting: Children (3)

FILM 652 Techniques in Screenwriting: Comedy (3)

FILM 653 Techniques in Screenwriting: Character (3)

FILM 654 Techniques in Screenwriting: Theme and Image (3)

FILM 655 Techniques in Screenwriting: Plot and Structure (3)

Choose 6 credits from the following aesthetics and analysis courses:

FILM 561 Television Aesthetics and Analysis (3)

FILM 562 Early US Film Aesthetics and Analysis (3)

FILM 563 Contemporary US Film Aesthetics and Analysis (3)

FILM 564 Early Global Film Aesthetics and Analysis (3)

FILM 565 Contemporary Global Film Aesthetics and Analysis (3)

FILM 569 Topics in Film Aesthetics and Analysis (3)

Take all 12 credits of screenwriting professional practice courses:

FILM 657 Screenwriting Workshop (3)

FILM 658 Screenwriting Portfolio (3)

FILM 659 Screenwriting Thesis (6)

MFA in Film and Television Production
(On campus only, with online components)

The Master of Fine Arts in Film and Television Production at Regent is an intensive terminal degree program is designed for passionate storytellers and innovative creators ready to push the boundaries of filmmaking craft and make a lasting impact on the industry for the glory of God. MFA students develop a deep proficiency in the entire contemporary media production process while honing a distinctive voice to advance the state of the art as a creative leader. By authoring works of technical and artistic excellence that are steeped in faith, graduates will be prepared to join a dynamic, collaborative media workforce as a force to transform culture through the power of film. At the successful completion of all coursework, students must exhibit and defend their creative thesis project to complete the degree. In addition, students in the MFA in Film and Television Production must maintain continuous enrollment in the program until the completion of their thesis.

University Requirement

COM 500 Graduate Foundations for Communication/Arts (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

Required courses (6 credits)

FILM 510 Crafting the Visual Story (3)

FILM 530 Film Techniques for Graduate Production (3)

Choose 6 credits of the following:

FILM 550 Story Development for Production (3)

FILM 551 Crafting the Short Screenplay (3)

FILM 552 Crafting the Episodic Teleplay (3)

FILM 558 Crafting the Feature-Length Screenplay (3)

Choose 9 credits of the following:

FILM 520 Business Strategy and Analysis of Film and Media (3)

FILM 521 Strategic Management of Production (3)

FILM 522 Intellectual Property and Ethics in the Film Industry (3)

FILM 523 Perspectives in Global Film Marketing and Exhibition (3)

FILM 524 Perspectives in Film and Media Financing (3)

FILM 531 Cinematography for Graduate Production (3)

FILM 532 Sound Design for Graduate Production (3)

FILM 533 Screen Directing for Graduate Production (3)

FILM 534 Studio TV Techniques for Graduate Production (3)

FILM 535 Field TV Techniques for Graduate Production (3)

FILM 536 Unscripted TV Techniques for Graduate Production (3)

FILM 537 Art Direction and Design for Graduate Production (3)

FILM 540 Screen Editing for Graduate Production (3)

FILM 541 Film Finishing for Graduate Production (3)

Choose 6 credits of the following:

FILM 571 Narrative Motion Picture Production (3)

FILM 572 Documentary Motion Picture Production (3)

FILM 573 Multicamera Studio Production (3)

FILM 574 Field Package Production (3)

FILM 576 Avant Garde Motion Picture Production (3)

Choose 6 credits of the following:

FILM 560 Film Aesthetics and Analysis (3)

FILM 561 Television Aesthetics and Analysis (3)

FILM 562 Early US Film Aesthetics and Analysis (3)

FILM 563 Contemporary US Film Aesthetics and Analysis (3)

FILM 564 Early Global Film Aesthetics and Analysis (3)

FILM 565 Contemporary Global Film Aesthetics and Analysis (3)

FILM 569 Topics in Film Aesthetics and Analysis (3)

Take all 18 credits of the following:

FILM 580 Film Studio: Graduate Production (6)

FILM 680 Film Studio: Thesis Production (6) (repeated a total of 2 times)

Department of Theatre and Performing Arts

Department Chair: Eric Harrell, MFA

It is the mission of the Department of Theatre and Performing Arts to educate and train graduate students to incisively examine and effectively communicate, through intellectual analysis and the realization of live theatrical performance, the great truths of the human condition as perceived through the lens of a Christian worldview. The department is dedicated to equipping artists of the theatre with the skills, insight, and knowledge required for successful and influential careers in professional theatre, the academy, and ministry. The department seeks to develop professional caliber artists who will function with moral and spiritual integrity offering redemptive messages creatively and thoughtfully expressed through the theatre arts.

The Department of Theatre and Performing Arts offers a certificate of graduate studies in Theatre Practices, as well as the Master of Arts in Theatre and the Master of Fine Arts in Acting.

Certificate of Graduate Studies (CGS) in Theatre Practices (15 credit hours)

CGS in Theatre Practices exists to educate the master artist in the practical implications of theatre art, producing well-rounded artists equipped for godly influence through theatrical mediums. Students pursuing the CGS in Theatre Practices will focus their attention on the theories of Christian aesthetics through a series of practitioner-oriented disciplines. Students who complete the certificate program and who desire to continue their studies may apply the credits to the M.A. if accepted to the program. An additional 15 credit hours of coursework is required to complete the master's degree. The maximum time permitted to complete the CGS is five years. Students desiring to earn the CGS must complete the following 5 courses offered by the School of Communication and the Arts:

Required Courses

UNIV LIB Information Research (non-credit, fee based, online) (0)

THE 633 Theories & Concepts in Directing (3)

THE 641 History and Criticism of the American Musical (3)

THE 650 Shakespeare and Mimetic Theory (3)

THE 725 Theatrical Design Process 1 (3)

THE 726 Theatrical Design Process 2 (3)

Students wanting to receive the CGS in Theatre Practices must complete and submit the CGS Graduation Application found on the Registrar's Office web page.

M.A. in Theatre Program

Program delivered online only with an optional summer residency.

Students in the M.A. in Theatre degree are pursuing advancement in a wide range of fields, to include the professional theatre, elementary and secondary education, the not-for-profit sector, and public service. Our program is designed to develop both the scholar and the artist in all aspects of the art form, from theory to production. Presented from a Christian worldview our program provides a scholarly foundation for the practical aspects of theatre creation and production, to include dramaturgy, script analysis, performance criticism, stage design, playwriting, directing, and aesthetics.

Requirement for the Master of Arts in Theatre

The M.A. in Theatre requires a total of thirty (30) credit hours. There are five required core courses in the program, as listed below. Students will then elect four additional courses from a wide range of offerings. Students complete their degree with a required Culminating Experience in their final semester, which consists of a course on Theatre Criticism (2) and a Comprehensive Exam (1).

The M.A. in Theatre can be completed entirely online; however, the practical course options in Acting and Directing require the summer residency.

University Requirement

COM 500 Graduate Foundations for Communication/Arts (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

Required Core Courses (15 credit hours)

THE 500 Theatre History (3)

THE 510 Research & Aesthetics in Theatre (3)

THE 613 Text Analysis for Production (3)

THE 645 Theatre and Culture (3)

THE 719 Dramaturgy (3)

Choose twelve (12) elective credits from the following courses:

Any THE course offered online or on-campus.

Three (3) credits from any SCA graduate course (with approval of both advisor and course instructor)

*THE 632 and THE 633 are optional summer residency courses, although THE 633 is also offered as an 8-week online course.

Required Culminating Experience Courses (3 credit hours minimum):

THE 597 Comprehensive Exam (1)

THE 599 M.A. Thesis (3 credits) may replace both THE 597 Comp Exam (1 credit) and THE 797 (2 credits).

The Comprehensive Exam must be taken the final semester of coursework

THE 797 Culminating Experience: Dramatic Criticism

MFA in Acting Program

Program delivered face-to-face with one online semester

The MFA is a terminal degree that places more emphasis on skills and performance than on original research. The Master of Fine Arts (MFA) in Acting program is offered by the Department of Theatre and Performing Arts.

The MFA in Acting degree requires a minimum of 60 credit hours which must be taken four (4) semesters of residency and one semester of online coursework in the summer. The degree is primarily designed to prepare actors to enter the marketplace and compete as professional actors. As a terminal degree, it is also preparatory for a teaching career in higher education. The degree includes an intensive study in stage acting techniques, camera acting technique, vocal production,

stage dialects, movement, stage combat, and textual analysis. The MFA in Acting culminates in a Thesis/Creative Project where the student is either assigned a major role in a Mainstage production or required to create a recital consisting of a predetermined list 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, historical research, a production journal, reviews and a prescribed list of appendices.

Notes:

- Students seeking entrance into the MFA in Acting program must audition and interview. The Department of Theatre and Performing Arts holds MFA auditions during the months of January, February, and March at venues across the country. The audition schedule is published each fall on the departmental webpage. Videotaped auditions are accepted, but it is highly recommended that prospective students attend one of the national audition sites or on-site auditions at the university.
- Students who already have an M.A. degree may apply for a maximum of 6 credit hours of "advanced standing." This should be requested at the time of admission.
- At Regent University, theatre students benefit from the close relationship the Department of Theatre and Performing Arts enjoys with the Department of Film and Media Arts. Students pursuing the MFA in Acting receive not only a firm grounding in stage acting, but also intensive study in screen acting (including opportunities to participate in film and television productions and to take approved FILM courses as electives).
- Students also benefit from Society of American Fight Directors (SAFD) stage combat training in a variety of SAFD sanctioned styles and weaponry. MFA Actors take three stage combat courses and, with the approval of the instructor, may take the SAFD Skills Proficiency Test each spring, which can lead to achieving Actor-Combatant status with the Society of American Fight Directors.
- Each student admitted to the program is required to have an "End-of-Year Interview" with the performance faculty, at which time progress will be discussed in detail. Continuation in the program is by invitation.

Many of the courses in the MFA in Acting degree program are offered on a two-year rotation. It is incumbent on the student to communicate closely with his or her advisor to ensure the appropriate courses are taken as they arise in the rotation.

University Requirement

COM 500 Graduate Foundations for Communication/Arts (2)

Required Core Courses (58 credit hours)

THE 700 Research & Aesthetics in Theatre (3)

THE 710 The Meisner Technique 1 (3)

THE 711 The Meisner Technique 2 (3)

THE 713 Text Analysis for Production (3)

THE 714 Combat for the Stage (3)

THE 715 Voice and Movement: Foundations (3)

THE 716 Voice and Movement: Cycles of Expression (3)

THE 717 Voice and Movement: Dialects (3)

THE 718 Voice and Movement: Performance Integration (3)

THE 721 Rapier & Dagger for the Stage (3)

THE 728 Scene Study (3)

THE 729 Advanced Scene Study (3)

THE 733Screen Acting 1 (3)

THE 740 Acting Shakespeare (3)

THE 741 Acting in Periods & Styles (3)

THE 743 Screen Acting 2 (3)

THE 750 Auditioning & the Business of Acting (3)

THE 781 MFA Practicum in Theatre Production (1-2) *

THE 799 MFA Creative/Thesis Project (3)

*Repeatable for a total of four (4) credit hours

Course Descriptions

The following two course offerings are common to all departments within the School for the M.A./MFA programs.

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 ten hours to complete.

COM 500 Graduate Foundations for Communication/Arts (2) Provides the knowledge, resources, and essential skills needed for success at the graduate level. Topics include academic writing, online learning, information literacy, and advising and support services for Communication/Arts students.

Students who have completed an MA degree in Communications or Journalism at Regent University may not repeat a cross-listed course that was taken during their prior degree program.

Journalism and Communication Studies

COM 504 Introduction to Communication Studies (3) 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. Pass/No Pass.

COM 542 Multiplatform Writing (3) Principles, aesthetics and writing practices of media professionals seeking to persuade audiences with targeted messages across multiple media platforms. Students will acquire, write, and produce persuasive multimedia content. Multiplatform production lab included. Cross-listed with JRN 542.

COM 566 Free Speech and Civic Discourse (3) Protection for the expression of offensive and challenging ideas in the public square. Free speech is studied in its cultural and historical context in addition to its relation to the law. It is also addressed in relation to civility and Christian public witness. Cross-listed with JRN 566

COM 590 Independent Study (1-3) Affords the student an opportunity for specialized research or project in an area of interest.

COM 595 Internship (1-3) Gives the student an opportunity to apply classroom learning to professional work situations. Pass/No Pass. Cross-listed with JRN 595.

COM 600 Story, Popular Culture & Worldview (3) Prominent historical and theoretical perspectives of media and popular culture and their influence on individuals and communities from a Christocentric worldview. Provides media professionals and emergent scholars with an understanding of the role of media and narrative in the development of worldviews. Cross-listed with JRN 600.

COM 601 Media Research & Analysis (3) Media industry research methods, evaluation and analysis techniques, including surveys, content analyses, polling, data mining, in-depth interviews, and focus groups. Common research practices of professional journalists, public relations practitioners, film-television professionals, media analysts and consultants, and communication scholars are examined. Web-based lab included. Cross-listed with JRN 601.

COM 607 Social Media & Internet Marketing (3) Current internet, social media, and mobile media marketing theories, strategies, tools and practices. Includes study of communication methods used by professionals in journalism, film, television, advertising, public relations, and related professions to brand, promote, and distribute products and services. Web-based production lab included. Cross-listed with GOV 547.

COM 610 Influence through Entertainment (3) Strategic use of entertainment media for social change, including serials, telenovas, music videos, films, novels, plays, street theatre, sports, webisodes, mobile and internet-based dramas, and other forms of entertainment. Includes examination of social change theories and research that explains how entertainment influences attitudes, values, beliefs, and behavior. Production lab included.

COM 611 Media & Social Influence (3) 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. 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 Issues in Media Law & Ethics (3) Current issues in media law and ethics governing the creation, production, distribution and ownership of media content, focusing on new communication technologies and services. Issues addressed include intellectual property, freedom of the press, privacy, obscenity, libel, licensing and contracts, guilds and unions, and consumer rights and protections. Cross-listed with JRN 614.

COM 628 Leadership Theory & Communication (3) Contemporary principles and practices of leadership in media-related organizations, both commercial and non-profit, through a biblical lens. Includes current theories on leading organizational change, virtual teams, and entrepreneurship. Lab included. Cross-listed with JRN 628.

COM 631 Organizational Communication in the Digital Age (3) New and emerging communication technologies, their uses and related issues are drastically changing the nature of communication, organizational life generally and cultures in which organizations reside. This course provides students with a communication-based perspective of organizations and organizational leadership, with a special emphasis on the characteristics of a current and future trends and issues associated with organizations in this digital age. A blend of theory and practice, it draws from existing, pertinent theoretical constructs, models, research and generalizations that are relevant to organizational communication and leadership in our increasingly highly mediated environment. It provides opportunities for students to sharpen their critical thinking and further develop their communication skills and learn practical concepts and principles that can be applied creatively to their current or future special areas of interest, organizational settings or professional roles.

COM 632 Media & the Church (3) Current trends, issues, opportunities and cultural influences related to the use of media and communication technologies in the local church and other Christian ministry-related organizational settings, viewed through both leadership decision-making and scholarly research perspectives.

COM 636 Critical Approaches in Strategic Communication (3) Historical and critical frameworks for examining the convergence of new media technologies and cultural norms and practices. Includes study of new media behavior and culture and how individuals and communities are shaped by the way we process and think about mediated communication. Lab included.

COM 651 Public Relations: Cases & Campaigns (3) Public communication campaigns, strategies and practices, including the management of public opinion and the creation of corporate image. National and international cases in politics, health, sports, environment and religion are examined. Applied lab included. Cross-listed with GOV 548.

COM 652 Crisis Communication & Organizational Image (3) Professional strategies and practices for developing, maintaining and restoring an organization's image. Emphasis on crisis communication planning and response, including knowledge of how the interactive digital media environment fosters and intensifies organizational crises, creates ethical challenges, and provides innovative response opportunities. Applied lab included. Cross-listed with GOV 549.

COM 664 Political Communication (3) Focuses upon the development of an overall campaign communication strategy by creating effective messages. Explores methods of message delivery, the impact of communications, the role of the communications director, and effective relationships with the press and media. Upon completion of the course the student will become well acquainted with campaign communication strategies and techniques. Cross-listed with GOV 664.

COM 680 Communication Practicum (1-3) Provides opportunity for practical and hands-on experience in magazine, newspaper, web, or other journalistic and investigative enterprises. Cross-listed with JRN 680.

COM 685 Masters Seminar (3) Special topics courses focusing on specific subdisciplines or involving broad interdisciplinary study. May be taken more than once under varying titles. Taught online unless part of a required residency.

COM 691 Culminating Project Preparation (0) Students work with faculty to learn about academic requirements for publication, determine the topic/set-up of culminating projects, complete necessary preparation to begin projects, and arrange for committee assignments. Pass/No Pass.

COM 696 Directed Project (1-3) Degree candidates complete a media project as appropriate to their degree plans. May be repeated for up to six credits. Must be completed in last semester of study. Prerequisite: COM 691. Pass/No Pass.

COM 699 Thesis (1-3) 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. Must be completed during a minimum of the last two semesters of study. Pass/No Pass. Cross-listed with JRN 699.

COM 700 Introduction to Doctoral Studies in Communication (3) Residency Course.Provides overview of the historical roots, methodological grounding and trends in the communication field with particular attention to its specialized vocabulary, important writers and works, and significant scholarly journals. Computer literary sessions for distance learning, library resources for distance learning and graduate-level writing style form are included.

COM 701 Communication Research: Historical/Critical Methodologies (3) 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) 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) Advanced study of ethnography, focus group interview techniques, participant observation, in-depth personal interview and other methodologies currently employed in the communication field.

COM 704 Communication Research: Applied Methods (3) Advanced application of social science research methods and statistics, qualitative research methods, or historical-critical research methods to communication study. Focus on conducting original research using one of these three methodologies in preparation for dissertation work and producing scholarship. May be repeated for credit one time. Prerequisites: Two of the following courses: COM 701, COM 702, COM 703.

COM 705 Advanced Communication Theory (3) 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) 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) Interdisciplinary analysis of communication history, with special focus on the emergence and influence of communication systems and technologies on societies and cultures observed through a biblical lens.

COM 709 Theology & Communication (3) The ontological, epistemological and axiological dimensions of the process of communication are examined and critiqued from a theological perspective. Prerequisite: COM 705.

COM 710 Communication in a Global Environment (3) Theories in international and intercultural communication with a special emphasis on transnational media, multinational organizations, and communication technologies and their influence on information and entertainment flow within and across cultures and worldviews. Prerequisite: COM 705 or COM 855.

COM 711 Media & Social Influence (3) 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. 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 714 Issues in Media Law & Ethics (3) Current issues in media law and ethics governing the creation, production, distribution and ownership of media content, focusing on new communication technologies and services. Issues addressed include intellectual property, freedom of the press, privacy, obscenity, libel, licensing and contracts, guilds and unions, and consumer rights and protections.

COM 717 Social Media & Internet Marketing (3) Current internet, social media, and mobile media marketing theories, strategies, tools and practices. Includes study of communication methods used by professionals in journalism, film, television, advertising, public relations, and related professions to brand, promote, and distribute products and services. Web-based production lab included.

COM 720 Influence through Entertainment (3) Strategic use of entertainment media for social change, including serials, telenovas, music videos, films, novels, plays, street theatre, sports, webisodes, mobile and internet-based dramas, and other forms of entertainment. Includes examination of social change theories and research that explains how entertainment influences attitudes, values, beliefs, and behavior. Production lab included. .

COM 728 Leadership Theory & Communication (3) Contemporary principles and practices of leadership in media-related organizations, both commercial and non-profit, through a biblical lens. Includes current theories on leading organizational change, virtual teams, and entrepreneurship. Lab included.

COM 730 Academic Writing for Publication (2-3) Residency Course. Academic writing and presentation of scholarship in the field of communication study, including preparation of conference papers, program proposals, academic journals, book chapters, and academic books. Prerequisites: COM 701, COM 702, or COM 703. May be repeated for credit one time for up to 4 credit hours total.

COM 731 Organizational Communication in the Digital Age (3) Provides students with a communication-based perspective of organizations and organizational leadership, with a special emphasis on the characteristics of a current and future trends and issues associated with organizations in this digital age. Blends theory and practice. Cross-listed with COM 831

COM 732 Media & the Church (3) Current trends, issues, opportunities and cultural influences related to the use of media and communication technologies in the local church and other Christian ministry-related organizational settings, viewed through both leadership decision-making and scholarly research perspectives.

COM 736 Critical Approaches in Strategic Communication (3) Historical and critical frameworks for examining the convergence of new media technologies and cultural norms and practices. Includes study of new media behavior and culture and how individuals and communities are shaped by the way we process and think about mediated communication. Lab included.

COM 751 Public Relations Cases and Campaigns (3) Public communication campaigns, strategies and practices, including the management of public opinion and the creation of corporate image. National and international cases in politics, health, sports, environment and religion are examined. Applied lab included. Cross-listed with COM 651 & GOV 548.

COM 752 Crisis Communication & Organizational Image (3) Professional strategies and practices for developing, maintaining and restoring an organization's image. Emphasis on crisis communication planning and response, including knowledge of how the interactive digital media environment fosters and intensifies organizational crises, creates ethical challenges, and provides innovative response opportunities. Applied lab included Cross-listed with COM 852.

COM 753 Strategic Crisis Communication (3) An overview of crisis communication through examination of the history, prominent researchers, theories, strategies, and best practices used in all stages and types of crisis and crisis communication. Emphasis is on current real-world application which includes monitoring trends, utilizing digital tools, responding ethically, and critical thinking. Cross-listed with COM 853

COM 754 Strategic Rhetoric (3) Study of the history, research, theory, and criticism of strategic rhetoric with an application to real-life situations. Specific topics include discussion of rhetoric as it relates to visual imagery and persuasion, along with how rhetoric influences personal attitudes, values, and beliefs. Cross-listed with 854.

COM 756 Social Media for the Strategic Communicator (3) A study of social media strategies with a focus on strategic messaging and practical application. Cross-listed with COM 856.

COM 785 Doctoral Seminar (1-3) Special topics courses focusing on specific subdisciplines or involving broad interdisciplinary study. May be taken more than once under varying titles. Taught online unless part of a required residency.

COM 791 Doctoral Mentoring: Pedagogy (1-3) Doctoral students work closely with one or more faculty members as part of a teaching team. Teaching assignments may include assisting faculty members with courses or overseeing undergraduate courses under the mentorship of a faculty member. Mentoring topics include teaching pedagogy, classroom dynamics, and online teaching skills. May be repeated for up to a maximum of 6 credit hours with approval from a doctoral advisor.

COM 792 Doctoral Mentoring: Research & Writing (1-3) Doctoral students work closely with one or more faculty members as part of a research and writing team. Course assignments may include conducting original research in collaboration with a faculty member or assisting faculty members with their research and writing projects. Mentoring topics include research planning, design and analysis from the historical-critical, qualitative or quantitative research traditions, and academic writing. May be repeated for up to a maximum of 6 credit hours with approval from a doctoral advisor.

COM 795 Dissertation Research (1-4) Doctoral-level, supervised research credit assigned to directed academic work that may be related to the student's dissertation topic. Student normally registers for this course prior to qualifying exams and achieving candidacy. Prerequisites are two of the following three courses: COM 701, COM 702, and/or COM 703. Pass/No Pass.

COM 797 Qualifying Examination (3) Doctoral students will register for three credit hours in the semester in which they first take both the written and oral portions of the qualifying examination. This course does not apply to the coursework (pre-qualifying examination) aspect of the individual degree program. Pass/No Pass.

COM 798 Qualifying Examination Continuation (1-3) Students who do not initially pass all questions of the qualifying examination will be allowed, with the recommendation of the qualifying exam committee and the approval of the chair of the doctoral program, to retake those questions the following semester that the exam is offered. Students retaking the exam must register for at least one credit when retaking one or two questions, two credits when retaking three or four questions, and three credits when retaking more than four questions. Only one retake is permitted. Pass/No Pass.

COM 799 Continuing Dissertation Credit (1-6) Supervised research for the doctoral dissertation. After passing qualifying examination, the doctoral candidate must remain registered with three (3) continuing dissertation credits every academic semester until the dissertation manuscript is successfully defended. All students must complete a minimum of nine credits over three semesters (not including summer terms).

COM 821 Introduction to Applied Doctoral Studies in Communication (3) Residency course. Provides overview of the historical roots, methodologies and trends in the communication field with particular attention paid to specialized vocabulary and important writers and works.

COM 822 Survey Content & Creation (3) A study of classic and contemporary social science research methodologies and statistics utilized in the study of communication with an emphasis on applications for the communication professional.

COM 823 Analyzing Content (3) A study of classical and contemporary social science qualitative research methodologies used in and by strategic communication professionals.

COM 824 Strategic Communication Research (3) Advanced application of social science research methodology. Focus on conducting effective communication audits in preparation for doctoral project. Prerequisites: COM 822 and 823.

COM 831 Organizational Communication in the Digital Age (3) Provides students with a communication-based perspective of organizations and organizational leadership with a special emphasis on the characteristics of a current and future trends and issues associated with organizations in this digital age. Blends theory and practice. Cross-listed with COM 731

COM 852 Crisis Communication & Organizational Image (3) Professional strategies and practices for developing, maintaining and restoring an organization's image. Emphasis on crisis communication planning and response, including knowledge of how the interactive digital media environment fosters and intensifies organizational crises, creates ethical challenges, and provides innovative response opportunities. Applied lab included. Cross-listed with COM 752.

COM 853 Strategic Crisis Communication (3) An overview of crisis communication through examination of the history, prominent researchers, theories, strategies, and best practices used in all stages and types of crisis and crisis communication. Emphasis is on current real-world application which includes monitoring trends, utilizing digital tools, responding ethically, and critical thinking. Cross-listed with COM 753.

COM 854 Strategic Rhetoric (3) Study of the history, research, theory, and criticism of strategic rhetoric with an application to real-life situations. Specific topics include discussion of rhetoric as it relates to visual imagery and persuasion, along with how rhetoric influences personal attitudes, values, and beliefs. Cross-listed with COM 754.

COM 855 Strategic Communication Theory (3) An interdisciplinary study of theory and research with critical evaluation of strategic communication application, ethical practices, and theoretical approaches.

COM 856 Social Media for the Strategic Communicator (3) A study of social media strategies with a focus on strategic messaging and practical application. Cross-listed with COM 756.

COM 857 The Digital Mindset (3) This course is designed to help students understand and develop a digital mindset by providing a general overview of what it is, why it is needed, and the technological changes and tools that promote it. Practical application of technology in a variety of communication contexts is informed by a Christian worldview and strategic communication lens.

COM 885 Doctoral Seminar (3) Designed to address emerging issues, trends, and specialized topics in the field of strategic communication. This required course features a three-day, on campus residency component, fostering in-person engagement, academic collaboration, and immersive learning experiences.

COM 889 Doctoral Project Preparation (0) A zero-credit course covering the doctoral project process. Pass/No Pass

COM 896 – Doctoral Project Capstone (1-3) DSC candidates complete one of four project options as appropriate to their degree plans. The doctoral candidate must remain registered with three (3) continuing DSC project credits every Fall and Spring academic semester until the project manuscript is successfully defended. Prerequisite: COM 789. Pass/No Pass

COM 899 – Doctoral Project Thesis (1-3) Supervised research for the DSC thesis. The doctoral candidate must remain registered with three (3) continuing thesis credits every Fall and Spring academic semester until the thesis manuscript is successfully defended. All students must complete a minimum of six credits. Prerequisite: COM 789. Pass/No Pass

JRN 542 Multiplatform Writing (3) Principles, aesthetics and writing practices of media professionals seeking to persuade audiences with targeted messages across multiple media platforms. Students will acquire, write, and produce persuasive multimedia content. Multiplatform production lab included. Cross-listed with GOV 542 and COM 542. Prerequisite: COM 500.

JRN 550 Journalism Technology Tools (3) Software and web-based tools used in the production and distribution of multimedia and mobile news content. Includes essential programming languages such as HTML, CSS, and Java-Script and learning computer-assisted journalism that integrates technology with high quality news-authoring. Multiplatform production lab included.

JRN 566 Free Speech and Civic Discourse (3) Protection for the expression of offensive and challenging ideas in the public square. Free speech is studied in its cultural and historical context in addition to its relation to the law. It is also addressed in relation to civility and Christian public witness. Cross-listed with COM 566

JRN 590 Independent Study (1-3) Affords the student an opportunity for specialized research or project in an area of interest. Prerequisite: COM 500.

JRN 595 Internship (1-3) Gives the student an opportunity to apply classroom learning to professional work situations. Pass/No Pass. Cross-listed with COM 595. Prerequisite: COM 500.

JRN 600 Story, Popular Culture & Worldview (3) Prominent historical and theoretical perspectives of media and popular culture and their influence on individuals and communities from a Christocentric worldview. Provides media professionals and emergent scholars with an understanding of the role of media and narrative in the development of worldviews. Cross-listed with COM 600.

JRN 601 Media Research & Analysis (3) Media industry research methods, evaluation and analysis techniques, including surveys, content analyses, polling, data mining, in-depth interviews, and focus groups. Common research practices of professional journalists, public relations practitioners, film-television professionals, media analysts and consultants, and communication scholars are examined. Web-based lab included. Cross-listed with COM 601.

JRN 607 Social Media & Internet Marketing (3) Current internet, social media, and mobile media marketing theories, strategies, tools and practices. Includes study of communication methods used by professionals in journalism, film,

television, advertising, public relations, and related professions to brand, promote, and distribute products and services. Web-based production lab included. Cross-listed with COM 607 and COM 717 and GOV 547. Prerequisite: COM 500

JRN 610 News Writing & Reporting (3) Professional journalistic practices of news reporting and storytelling within the multi-media environment. Students work to master writing mechanics and investigate, research, interview, gather data, and edit stories in multiple journalistic genres.

JRN 613 Feature Writing & Specialty Reporting (3) Techniques and writing styles required for feature writing, editorials, essays, blogs and for in-depth stories in business, politics, health, entertainment, religion, national and international affairs. Prerequisites: JRN 610.

JRN 614 Issues in Media Law & Ethics (3) Current issues in media law and ethics governing the creation, production, distribution and ownership of media content, focusing on new communication technologies and services. Issues addressed include intellectual property, freedom of the press, privacy, obscenity, libel, licensing and contracts, guilds and unions, and consumer rights and protections. Cross-listed with COM 614 and COM 714.

JRN 628 Leadership Theory & Communication (3) Contemporary principles and practices of leadership in media-related organizations, both commercial and non-profit, through a biblical lens. Includes current theories on leading organizational change, virtual teams, and entrepreneurship. Lab included. Cross-listed with COM 628 and COM 728.

JRN 629 Reporting on American Government (3) – An overview and inside exploration of reporting on government processes in the executive, legislative, and judicial branches on both the federal and state levels. Prerequisites: JRN 610.

JRN 633 Multimedia Reporting & Mobile Field Production (3) Professional principles, aesthetics, and field craft of news reporting and producing for dissemination across multiple media platforms, including use of mobile technology. News production lab included. Prerequisites: JRN 610.

JRN 661 Community, Citizen & Civic Journalism (3) Community and citizen reporting in the development of news and information. Includes investigating, writing, producing and creating local and regional news, including analysis of common strategies and practices employed to cover community issues and events and to engage civic leaders and organizations. Includes production of weekly news stories. Prerequisites: JRN 610.

JRN 680 Journalism Practicum (1-3) Provides opportunity for practical and hands-on experience in magazine, newspaper, web, or other journalistic and investigative enterprises. Cross-listed with COM 680. Prerequisite: COM 500.

JRN 696 Directed Project (1-3) Degree candidates complete a media project as appropriate to their degree plans. May be repeated for up to six credits. Must be completed in last semester of study. Prerequisite: COM 691. Pass/No Pass.

JRN 699 Thesis (1-3) 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. Must be repeated for at least six credits. Must be completed during a minimum of the last two semesters of study. Pass/No Pass. Cross-listed with COM 699.

Film and Media Arts

FILM 510 Crafting the Visual Story (3) Develop skills to craft visual stories that resonate with audiences and convey powerful messages by analyzing narrative structures in film, from antiquity to modern storytelling.

FILM 520 Business Strategy and Analysis of Film and Media (3) Develop skills to craft visual stories that resonate with audiences and convey powerful messages by analyzing narrative structures in film, from antiquity to modern storytelling.

FILM 521 Strategic Management of Production (3) Gain a command of the pre-production phase of film projects, including script breakdown, scheduling, and budgeting, including management skills to lead successful productions from concept to completion. Prerequisite: FILM 520

FILM 522 Intellectual Property and Ethics in the Film Industry (3) Navigate legal issues in entertainment, including ownership, copyright, contracts, and clearances. Understand ethical considerations and ensure compliance in your creative projects. Prerequisite: FILM 520 or admission to the MFA in Screenwriting.

FILM 523 Perspectives in Film and Media Financing (3) Investigate financing structures in the media market, including bank financing, studio deals, grants, and international sales, to ensure the financial success of your projects. Prerequisite: FILM 520

FILM 524 Perspectives in Global Film Marketing and Exhibition (3) Explore marketing, distribution, and exhibition strategies for media production to create effective marketing plans for traditional and new distribution avenues, including web and mobile technologies. Prerequisite: FILM 520

FILM 530 Film Techniques for Graduate Production (3) Practical application of advanced film techniques for graduate-level projects. Build a comprehensive understanding of production roles and responsibilities, safety protocols, equipment operation, and set procedures to ensure effective collaboration and creativity on set.

FILM 531 Cinematography for Graduate Production (3) Refine cinematography skills for graduate level production with a focus on lighting and camera techniques to advance the aesthetic and technical aspects of visual storytelling. Prerequisite: FILM 530

FILM 532 Sound Design for Graduate Production (3) Refine sound design skills for graduate level production, covering sound theory and applied practices, location recording, audio post-production, and immersive soundscapes for film. Prerequisite: FILM 530

FILM 533 Screen Directing for Graduate Production (3) Refine directing skills graduate level production, covering camera placement, shot planning and execution, actor direction, and set leadership to craft and communicate your directorial style for professional film and television. Prerequisite: FILM 530

FILM 534 Studio TV Techniques for Graduate Production (3) Refine studio television skills for graduate level production, focusing on technical producing and directing operations within a multicamera environment for broadcast, cable and streaming outlets. Prerequisite: FILM 530

FILM 535 Field TV Techniques for Graduate Production (3) Refine field television production skills for graduate production, focus in on audiovisual techniques and operations specific to on-location environments for use in various media outlets. Prerequisite: FILM 530

FILM 536 Unscripted TV Techniques for Graduate Production (3) Refine skills in unscripted production formats, with a focus on documentary and reality tv, from conception to post-production. Prerequisite: FILM 530

FILM 537 Art Direction and Design for Graduate Production (3) Refine processes of art direction and production design in film and media for graduate level production, focusing on creating visually compelling environments. Learn to interpret scripts and develop visual concepts that enhance storytelling. Prerequisite: FILM 530

FILM 540 Screen Editing for Graduate Production (3) Refine graduate-level editing skills for film projects, focusing on theory and practical application. Analyze the evolution of editing aesthetics and their impact on storytelling. Prerequisite: FILM 530

FILM 541 Film Finishing for Graduate Production (3) Finalize films for distribution, focusing on graduate-level post-production techniques to ensure a polished and professional final product that meets industry standards. Prerequisite: FILM 540

FILM 550 Story Development for Production (3) Pursue the process of development of a script from concept to page, with emphasis on creating a sellable product in the entertainment marketplace.

FILM 551 Crafting the Short Screenplay (3) Write short film scripts, focusing on narrative conventions and refinement through rewriting. Develop skills to create compelling and concise stories that resonate with viewers. Prerequisite: FILM 550

FILM 552 Crafting the Episodic Teleplay (3) Develop episodic television scripts, focusing on structure and marketability. Learn to refine engaging narratives and characters that captivate audiences. Prerequisite: FILM 550

FILM 558 Crafting the Feature-Length Screenplay (3) Develop feature-length scripts, guiding ideas from concept to a polished draft of the first half of a script. Focus on narrative structure, character development, and dialogue refinement for marketable scripts. Prerequisite: FILM 550

FILM 560 Film Aesthetics and Analysis (3) Analyze film aesthetics, exploring visual storytelling and cinematic techniques. Develop a deeper understanding of how films convey meaning and engage audiences.

FILM 561 Television Aesthetics and Analysis (3) Study television theory and aesthetics, with special focus on evolution of storytelling techniques in American contexts. Prerequisite: FILM 560

FILM 562 Early US Film Aesthetics and Analysis (3) Explore American cinema history at a graduate level, focusing on artistic, technological, and historical developments. Analyze how cultural and political contexts shaped early films. Prerequisite: FILM 560

FILM 563 Contemporary US Film Aesthetics and Analysis (3) Study modern American films at a graduate level, focusing on aesthetic innovations and cultural significance. Analyze key personnel and the political and social impact of these works. Prerequisite: FILM 560

FILM 564 Early Global Film Aesthetics and Analysis (3) Analyze classic world cinema at a graduate level, focusing on historical, social, and aesthetic contexts. Gain insights into how these films influenced global cinematic traditions. Prerequisite: FILM 560

FILM 565 Contemporary Global Film Aesthetics and Analysis (3) Explore modern global cinema at a graduate level, focusing on influential directors and cultural impact. Analyze films within historical, social, and aesthetic contexts. Prerequisite: FILM 560

FILM 569 Topics in Film Aesthetics and Analysis (3) Explore advanced topics in film and media theory and history, engaging in intensive graduate study of cinema's evolution and its impact on culture. May be repeated as topic varies. Prerequisite: FILM 560

FILM 571 Narrative Motion Picture Production (3) Lead in the creation of a standalone, portfolio-ready, work of short narrative film. Special focus on storytelling, collaboration, and market-readiness to move audiences and advance culture. Prerequisites: FILM 510, 520, 530, and 540

FILM 572 Documentary Motion Picture Production (3) Lead in the creation of a standalone, portfolio-ready, work of short non-fiction filmmaking. Shape culture with special focus on story development and exhibition strategy to shape culture and ideas. Prerequisites: FILM 510, 520, 530, and 540

FILM 573 Multicamera Studio Production (3) Lead in the a standalone portfolio-ready multicamera television pilot. Special focus on technical operations and creative development for professional content for a variety of programming outlets to engage audiences and shape culture. Prerequisites: FILM 510, 520, 530, and 540

FILM 574 Field Package Production (3) Lead in the creation of a standalone, portfolio-ready, work of short field packages for various television and streaming outlets. Special focus on professional workflow and content development to shape culture while engaging markets and clients. Prerequisites: FILM 510, 520, 530, and 540

FILM 576 Avant Garde Motion Picture Production (3) Lead in the creation of a standalone, portfolio-ready, work of short avant-garde film. Special focus on experimental techniques and exhibition strategies to challenging cinematic norms and reconsider film culture. Prerequisites: FILM 510, 520, 530, and 540

T Film Studio: Graduate Production (3 or 6) Collaborative graduate experience in film and media to produce professional-level crew-based projects. Develop practical skills and competencies essential for successful media production. Department permission required to take for 3 credits. Prerequisite: FILM 530

FILM 591 Film and Media Graduate Topics (3) Explore advanced topics in film and media production, engaging in scholarly, practical graduate study in specialized fields. May be repeated as topic varies. Prerequisites: FILM 510, 530

FILM 594 Independent Graduate Study in Film and Media (3) Individualized graduate research or projects guided by expert faculty to develop a deeper understanding of film and media. Prerequisite: departmental approval

FILM 595 Film and Media Internship (1-3) Apply classroom knowledge in professional settings to gain graduate experience in film, working under the guidance of industry specialists. Prerequisites: Departmental approval and FILM 520, 530, and 540

FILM 620 Production Management Thesis (3 or 6) Develop a comprehensive production management thesis project that demonstrates expertise in leading and managing successful film projects. Department permission required to take for 3 credits. Prerequisite: FILM 521, FILM 522, FILM 523, and 524.

FILM 650 The Call of Screenwriting (3) Study the theology of screenwriting as a vocation, exploring the challenges of creating narratives that resonate with audiences from a Christian worldview.

FILM 651 Techniques in Screenwriting: Children (3) Learn techniques to craft narratives that captivate young audiences and convey meaningful messages, focusing on developmental stages and ethical storytelling. Prerequisite: FILM 650

FILM 652 Techniques in Screenwriting: Comedy (3) Learn techniques to create engaging and humorous scripts that entertain audiences, studying humor theories and comedic masters. Prerequisite: FILM 650

FILM 653 Techniques in Screenwriting: Character (3) Learn techniques to create dynamic and relatable characters that resonate with audiences, focusing on personality theories and character arcs. Prerequisite: FILM 650

FILM 654 Techniques in Screenwriting: Theme and Image (3) Learn techniques to convey meaningful messages through cinematic storytelling, exploring theme, imagery, and potent visuals. Prerequisite: FILM 650

FILM 655 Techniques in Screenwriting: Plot and Structure (3) Analyze narrative structures, including classic three-act structure. Develop beat sheets and outlines for compelling stories that captivate audiences. Prerequisite: FILM 650

FILM 657 Screenwriting Workshop (3) Writing studio for the inception and development of a significant work of writing for the screen, focused on refined ideation and development through drafting. Prerequisite: FILM 550, FILM 560, FILM 650.

FILM 658 Screenwriting Portfolio (3) Writing studio for the refinement and finishing of a significant work of writing for the screen, focused on revision, completion, and polishing. Prerequisite: FILM 657

FILM 659 Screenwriting Thesis (3 or 6) Craft your thesis screenplay, showcasing your unique storytelling abilities and creative skills in this terminal experience. Department permission required to take for 3 credits. Prerequisite: FILM 658

FILM 660 Film and Media Studies Thesis (3 or 6) Develop and write a comprehensive thesis in film and media studies that demonstrates mastery of the topics and arguments of motion picture aesthetics and analysis, and brings a new argument to bear into the field. Department permission required to take for 3 credits. Prerequisite: department permission.

FILM 680 Film Studio: Thesis Production (3 or 6) Thesis-level creative leadership in crew-based production of a professional media project, with an emphasis on graduate-level practical skills and collaboration for a terminal project. Department permission required to take for 3 credits. Repeatable for up to 12 credits. Prerequisite: FILM 580

Theatre and Performing Arts

THE 500 Theatre History (3) Historical investigation of theatre practice and dramatic literature form Ancient Greece to the modern era with an emphasis on Europe and North America.

THE 510 Research & Aesthetics in Theatre (3) An in-depth examination of the philosophical and methodological strategies of graduate study within the field of the theatrical arts. Emphasis is placed on historical/critical research methods, principles of formalist analysis, Christian Aesthetics and the completion of individual research projects designed to prepare the student for the culminating experience of the Thesis/Creative Project. Cross-listed with THE 700.

THE 580 Practicum (1-3) One-hour applied lessons. Repeatable for credit.

THE 590 Independent Study (1-3) Affords the student an opportunity for specialized research or project in an area of interest.

THE 595 Internship (1-3) Gives the student an opportunity to apply classroom learning to professional work situations. Pass/No Pass.

THE 597 Qualifying Examination (3) Students will register in their final semester for a written qualifying examination. This course does not apply to the coursework (pre-qualifying examination) aspect of the individual degree program. Pass/No Pass.

THE 599 Thesis (3) 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.

THE 613 Text Analysis for Production (3) 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. Helps

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. Cross-listed with THE 713).

THE 627 Makeup for the Stage & Screen (3) Opportunity to gain expertise in designing and applying a variety of makeup techniques 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 632 Theories & Concepts in Acting (3) An in-depth examination of a variety of theories and techniques of dramatic stage acting. Emphasis placed on Constantin Stanislavski's system and the application of his theories and principles in exercises and performance presentations. Residency requirement.

THE 633 Theories & Concepts in Directing (3) An in-depth examination of a variety of theories and techniques for directing live performances for the stage. Emphasis placed on various principles, techniques, and approaches to directing dramatically effective presentations. The student will participate in classroom exercise work designed to prepare the student to apply what they learn in various types of performance presentations. Emphasis placed on script analysis, principles of staging, and collaborating with actors. Residency Requirement.

THE 641 History and Criticism of the American Musical (3) Explores the evolution of American musical theatre from its origins to recent movie-adaptations. Students also examine the role of the musical theatre historian providing show research and audience within a theatrical organization.

THE 645 Theatre and Culture (3) Historical and theoretical perspectives of dramatic art and popular culture and their influence on individuals and communities from a Christocentric worldview. Provides theatre practitioners and emergent scholars with an understanding of the role of story in the development of worldviews.

THE 650 Shakespeare and Mimetic Theory (3) Exploration of Shakespeare's central themes and contexts, with particular focus on Rene Girard's notion of mimetic desire as a motivating factor in the action of Shakespearean texts.

THE 651 Theatre Promotion & Management (3) Operation of facilities, promotion of events, ticketing and house management issues, especially at performance-based arts venues. Budgeting, legal considerations, and marketing of events along with leadership principles are covered.

THE 655 Video Auditioning (3) Introduces students to professional standards, technical requirements, and internet platforms for creating and submitting video auditions.

THE 680 MA Practicum in Theatre Performance (1-3) Students accrue academic credit for performing in Mainstage and/or studio productions. Acting/Directing students may earn these credits for directing Mainstage and/or studio productions. Pass/No Pass.

THE 681 MA Practicum in Theatre Production (0-3) Students develop proficiencies in the design and technical aspects of a production, as many companies require actors to serve on running crews. Crew assignments may be drawn from a variety of production opportunities in the areas of scenery, costume, makeup, sound, lights, and props. Pass/No Pass.

THE 682 Projects in Theatre Ministry (1) Individual ministry focused performance projects designed for touring, ministry and outreach. (Repeatable up to 3 credit hours).

THE 700 Research & Aesthetics in Theatre (3) An in-depth examination of the philosophical and methodological strategies of graduate study within the field of the theatrical arts. Emphasis is placed on historical/critical research methods, principles of formalist analysis, Christian Aesthetics and the completion of individual research projects designed to prepare the student for the culminating experience of the Thesis/Creative Project. Cross-listed with THE 510.

THE 710 The Meisner Technique 1 (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 other's 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 The Meisner Technique 2 (3) A continuing study of Sandford Meisner's Approach to actor training. Focuses on 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 713 Text Analysis for Production (3) 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. Helps 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. Cross-listed with THE 613.

THE 714 Combat for the Stage (3) Aesthetic/safety principles and practical techniques utilized in the staging of unarmed combat and medieval broadsword for the stage.

THE 715 Voice and Movement: Foundations (3) A healthy environment for integrated voice and movement work utilizing a psycho-physical approach, including tension/release, proper alignment, centering and breath work, economy of movement and freedom from habitual limitations.

THE 716 Voice and Movement: Cycles of Expression (3) Expressive cycles in the physical life of the actor, including kinesthetic awareness, expressive continuums, integrated breath cycles, physical properties of expression and character energies. Prerequisite: THE 715.

THE 717 Voice and Movement: Dialects (3) A study of performance dialects for actors using the International Phonetic Alphabet. Dialects include Standard British, Cockney, Irish, and American Southern. Prerequisite: THE 715. Cross-listed with THEU 337.

THE 718 Voice and Movement: Performance Integration (3) Practical application of integrated voice and movement training to a range of play texts, focusing on the synthesis of kinesthetically-based techniques. Prerequisite: THE 716.

THE 719 Dramaturgy (3) History and role of the dramaturg in developing production concepts, research, choosing translations, and developing adaptations of literature for performance. The dramaturg's functions within a theatrical organization to assist in season selection, audience education, and audience development. Prerequisites: THE 500, THE 510, THE 645, or permission of the instructor.

THE 721 Rapier & Dagger for the Stage (3) 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 725 Theatrical Design Process 1 (3) Provides an intellectual analysis as well as practical and emotional perspective of the process of creating a scenic, costume, lighting or audio design. 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 Theatrical Design Process 2 (3) Explores in depth the tools and techniques utilized by theatrical designers to bring their work to the stage. Students produce designs for creating scenery, costuming and lighting for a production.

THE 727 Movement for the Actor (3) Well-trained actors have voices and bodies that register the subtlest of thoughts and emotions generated by the actor while in character. Movement for the Actor is a process-oriented course that trains the actor's body to be fully responsive to the demands of physical characterization. Utilizing a mix of stage movement modalities, the student will develop an evolved kinesthetic awareness as a tool in the acting process.

THE 728 Scene Study (3) Utilizes the concepts of "practical aesthetics" to further solidify the advanced actor's application of objective-driven acting technique to scene work. Drawing heavily from the work of the Atlantic Theatre Company, this course proposes practical solutions to balancing pre-production analysis (intellect) and spontaneous, moment-to-moment discoveries in performance (intuition). Course concepts are applied to an intensive scene study, primarily in contemporary theatrical literature.

THE 729 Advanced Scene Study (3) Intensive scene study applied to the texts of major twentieth century playwrights whose works present unique challenges for the contemporary actor. Prerequisite: THE 728.

THE 733 Screen Acting 1 (3) Focus is 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.

THE 743 Screen Acting 2 (3) Designed to help sharpen and energize acting skills in front of the camera. Emphasis is placed on professional development.

THE 740 Acting Shakespeare (3) 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 in Periods & Styles (3) Students are introduced to the cultural milieu of diverse historical periods and the theatrical conventions in force at that time; and participate in a variety of exercises and scene work designed to immers e him/her in the performance styles of select historical periods.

THE 750 Auditioning & the Business of Acting (3) Variety of approaches to auditioning examined: 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. 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 Theatre Pedagogy (3) Teaching strategies for theatre educators in the classroom, studio and stage. Students will also learn to market themselves, including best practices for the composition of an application, a cover letter, CV and statement of teaching philosophy.

THE 775 Special Topics in Theatre (1-3) Offered on a rotating basis, designed to provide additional scholarly and practical topics of interest for credit. May be repeated for up to 6 credits.

THE 780 MFA Practicum in Theatre Performance (1) 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. Pass/No Pass

THE 781 MFA Practicum in Theatre Production (1-2) Students earn credit for serving on running crews and as stage managers in university productions. Credit varies by position and may be used to satisfy elective requirements. Pass/No Pass.

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 795 to be applied to fulfilling degree elective requirements. Pass/No Pass

THE 797 Culminating Experience: Dramatic Criticism (2) An in-depth examination of dramatic theory and criticism from the ancient Greeks to the twentieth century.

THE 799 MFA Creative/Thesis Project (1-3) 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. Pass/No Pass.

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Faculty

Regent University School of Communication and the Arts has an active, distinguished faculty of published scholars, playwrights and media professionals.

Tarr, Simon (2022), MFA, Ph.D., University of South Carolina; *Professor and Dean, School of Communication & the Arts; Dean, Honors College*

Besant, Hanisha (2019), Ph.D. Regent University, Lecturer

Bowersox, Steven (2025), Ph.D., Logos College; *Associate Professor, Music and Worship Arts; Chair*

Brown, William J. (1992), Ph.D., University of Southern California; *Professor, Journalism and Communication Studies*

Buffalo, Alex (2024), MFA, Savannah College of Art & Design; *Associate Professor, Film and Media Arts; Chair*

Crawford, Kevin (2006), Ph.D., Regent *University; Principal Lecturer, Journalism and Communication Studies*

Easterly, Chris (2020), MFA, Asbury University; *Assistant Professor; Film and Media Arts*

Harrell, Eric (2005), MFA, University of Nebraska-Lincoln; *Professor, Theatre and Performing Arts; Chair*

Hill-Kirkland, Michael (2002), Ph.D., University of Utah; *Professor, Theatre and Performing Arts*

Impellizzeri, David (2019), Ph.D., Duquesne University; *Assistant Professor, Journalism and Communication Studies***Myers, Mary** (2018), Ph.D., Regent University; *Assistant Professor, Journalism and Communication Studies*

Nail, John Mark (2023), MFA, Regent University, Assistant Professor, *Film and Media Arts*

Perry, Stephen D. (2014), Ph.D., University of Alabama; *Professor, Journalism and Communication Studies; Chair*

Pi, Joan (2021), DMA, Stony Brook University; *Assistant Professor, Music and Worship Arts*

Ruiz, Camilo (2022), MFA, Academy of Art University of San Fransisco, *Assistant Professor,*

Selg, Ashley (2023), MFA, Regent University, *Assistant Professor*

Sinclair, Michael (2020), M.A., Regent University; *Assistant Professor, Media & Visual Arts; Associate Dean*

Tillett, Nathan (2014), MFA, Academic of Art University, *Lecturer, Film and Media Arts*

EMERITUS FACULTY

Budd, Richard W. (2000), Ph.D., University of Iowa

Clark, David, Ph.D., Bowling Green University; Founding Dean of the School of Communication and the Arts

Elvgren, Gillette, Ph.D., Florida State University

Lawing, John V. (1978), M.Div., Gordon-Conwell Theological Seminary

Schihl, Robert J. (1978), Ph.D., State University of New York at Buffalo

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College of Health & Behavioral Sciences

SCHOOL OF ALLIED HEALTH

SCHOOL OF NURSING

SCHOOL OF PSYCHOLOGY AND COUNSELING

Our motto in the College of Health and Behavioral Sciences (CHBS) indicates our aspiration to be both "academically excellent" and "distinctively Christian." We believe that these goals are synergistic. Our aim is to produce leaders in counseling, counseling ministries, psychology, nursing, and healthcare fields who can provide effective services to their clients in a manner richly informed by the best of the academic traditions in these fields and the Christian faith. Our focus has been on preparing professionals and paraprofessionals for practice-oriented careers in a wide variety of settings. Many of our graduates have developed careers in explicitly Christian practices contexts. Many others work in the spectrum of secular healthcare contexts such as academic medical centers, hospitals, clinics, private practice, schools, community mental health centers, or military settings. All are trained to integrate faith and practice in sophisticated and ethical ways regardless of their practice settings. Our academic community consists of faculty, staff and students who share a commitment to provide a redemptive impact on the world through their careers.

Anna Ord, Psy.D.
Dean

CONTACT INFORMATION

Application forms may be downloaded from the website or obtained by mail. To request your application packet, contact:

Application forms may be downloaded from the website or obtained by mail. To request your application packet, contact:	*For questions concerning the College of Health & Behavioral Sciences, please contact the School directly at:*
Enrollment Support Services	Admissions Office
Regent University	College of Health & Behavioral Sciences
1000 Regent University Drive	Regent University
Virginia Beach, VA 23464-9800	1000 Regent University Drive
757.352.4127 or 800.373.5504	Virginia Beach, VA 23464-9800
Fax : 757.352.4381	757.352.4243
E-mail : admissions@regent.edu	Fax: 757.352.4394
Website: www.regent.edu/admissions	Website: https://www.regent.edu/college-of-healthcare-sciences-and-school-of-nursing/
	http://www.regent.edu/admissions/application.html

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.

The University offers financial assistance to degree-seeking students who are able to demonstrate academic excellence (minimum undergraduate GPA of 3.2), leadership potential and need. Financial aid offered by the University is in the form of graduate teaching/research assistantships, endowed scholarships and grants. Contact the Admissions Office for applications and additional information. Contact Student Financial Aid for information regarding private loans, federally guaranteed loans, University-wide scholarships and TGAP. The University 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. Military students who receive tuition assistance through DANTES may be eligible to receive a tuition discount. For complete information, refer to the following website: http://www.regent.edu/admin/finaid/.

PROGRAM OVERVIEW

Regent University College of Health & Behavioral Sciences offers the following graduate programs:

School of Nursing

- Master of Science in Nursing (MSN) in Nursing Education and Leadership (online)
  - Nurse Educator concentration (Non-Licensure)
  - Nurse Leadership and Management concentration (Non-Licensure)
- Master of Science in Nursing (MSN) in Advanced Practice Registered Nursing (APRN) (online with some on-campus requirements)
  - Psychiatric Mental Health Nurse Practitioner
  - Family Nurse Practitioner
- Doctor of Nursing Practice (DNP, Non-Licensure) Degree in Nursing Administration and Leadership
- Doctor of Nursing Practice (DNP) in Advanced Practice Registered Nursing (online with some on-campus requirements)
  - Psychiatric Mental Health Nurse Practitioner
  - Family Nurse Practitioner
- Certificates Offered
  - Graduate Certificate (Post-Master's) in Advanced Practice Registered Nursing (APRN) – Family Nurse Practitioner Concentration (online with some on-campus requirements)
  - Graduate Certificate (Post-Master's) in Advanced Practice Registered Nursing (APRN) – Psychiatric Mental Health Nurse Practitioner Concentration (online with some on-campus requirements)

School of Psychology and Counseling

Degree Programs Offered

- Doctor of Psychology in Clinical Psychology (On Campus)
- Doctor of Philosophy in Counselor Education & Supervision (Online)
- Doctor of Philosophy in Counseling & Psychological Studies (Non-Licensure, Online)
  - Multiple concentrations available
- Master of Science in Psychology (Non-Licensure, Online)
  - Multiple concentration available
- Master of Arts in Clinical Mental Health Counseling (On-campus or Online)
- Master of Arts in Human Services (Non-Licensure, Online)
  - Multiple concentrations available
- Master of Arts in Marriage, Couple & Family Counseling (On-campus or Online)
- Master of Arts in Pastoral Counseling (Non-Licensure, Online)
- Master of Arts in School Counseling (On-campus or Online)
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Certificates Offered

- Certificate of Graduate Studies in Clinical Mental Health Counseling (On Campus or Online)
- Certificate of Graduate Studies in Marriage, Couple & Family Counseling (On Campus or Online)
- Certificate of Graduate Studies in School Counseling (On Campus or Online)
- Certificate of Graduate Studies in Trauma (On Campus or Online)

ADMISSIONS REQUIREMENTS

Applicants must meet the criteria indicated on the College of Health and Behavioral Sciences website: https://www.regent.edu/admissions-aid/graduate/#programs-with-additional-requirements

CAMPUS VISITS

Call the College of Health & Behavioral Sciences Admissions Office at 888.718.1222 to arrange a visit. For more information, log onto www.regent.edu/visit.

https://www.regent.edu/college-of-healthcare-sciences-and-school-of-nursing/

Phone: 888.718.1222 or 757.352.4960

REQUIREMENTS

Online students are expected to meet all the requirements of the Online and Distance section of the Catalog. Beyond those, online students in the College of Health & Behavioral Sciences 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: https://www.regent.edu/information-technology/#tab-new-student-resources. 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.

The College of Health & Behavioral Sciences online courses are delivered via the Internet using a web-based system called Canvas®. Additional computer hardware such as web cam, sound card and software 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/.

School of Nursing

Director's Message: Jamie Holland, DNP, PMHNP-BC, AGCNS-BC, RN

The vision of Regent University's nursing program is to be a premier nursing program dedicated to cultivating Christian leaders in the field of nursing to improve health outcomes both locally and globally. As the Director of Nursing, it is my pleasure and honor to welcome you to Regent University. You have made a great investment in your future by selecting a school that will give you the high-quality, Christ-centered education necessary to bring innovative solutions to the field of nursing. We offer a supportive, collaborative environment to enhance your success as you progress through our program.

The philosophy of the Regent University nursing program is consistent with the mission, vision, and core values of Regent University in fostering Christian leaders to change the world in the discipline of nursing. The philosophy addresses the concepts of the nursing metaparadigm: patient, environment, health, and nursing. These pillars of nursing education and nursing practice reflect the views of the faculty regarding learning, teaching, and specifically nursing education. Our highly-trained faculty and staff will support you every step of the way and help you get the most out of your experience here. Graduates of this program represent the future of nursing and are well-prepared to improve the care of the patients we serve.

I extend my best wishes for a dynamic and rewarding educational experience. Thank you for being a part of Regent's mission to prepare Christian leaders for lives of significant purpose and service.

Degree Programs

Master of Science in Nursing (MSN) in Nursing Education and Leadership (online)

The Master of Science in Nursing (MSN) is intended for the nurse currently holding a Bachelor's degree seeking career growth. Applicants to the MSN program must hold a bachelor's degree and a current, unencumbered nursing license. Regent University's MSN in Nursing Education Leadership will prepare students in one of the following nursing foci: Education or Administration. The American Council of Collegiate Nursing Education (AACN) found these to be the most highly sought, non-nurse practitioner degrees. Furthermore, by creating these graduate degree concentrations, Regent University is participating in the Institute of Medicine's call for a more educated nursing workforce (Institute of Medicine, 2010).

Master of Science in Nursing (MSN) in Advanced Practice Registered Nursing (APRN) (online with some on-campus requirements)

The MSN-APRN program offers tracks that lead to Advanced Practice Registered Nursing preparation. This program offers expert preparation in the identified populations and prepares students to function as change agents by bringing evidence to practice. Successful completion of the program qualifies students to register for national examination for certification as an APRN of the related degree track completed. Subsequently, students will be eligible to apply for an appropriate APRN license (licensure requirements differ by state). Applicants to the MSN in APRN program must hold a bachelor's degree in nursing and a current unencumbered nursing license. *Licensure requirements may vary and are subject to change without notice. View your state's requirements here: APRN Distance Education Requirements | NCSBN*

Graduate Certificates (Post-Master's) in Advanced Practice Registered Nursing (APRN) lead to Advanced Practice Registered Nursing preparation. These certificates offer expert preparation in the identified populations for students who previously completed a graduate degree in nursing (such as MSN or DNP). These certificates prepare students to function as change agents by bringing evidence to practice. Successful completion of a Graduate APRN certificate qualifies students to register for national examination for certification as an APRN of the related degree track completed. Subsequently, students will be eligible to apply for an appropriate APRN license (licensure requirements differ by state).

Nursing Pre-Practicum Requirements

The School of Nursing requires the completion of specific health criteria (i.e., CPR, TB test, background check, FBI fingerprinting, and drug screen) for all students. For more information, please contact the School of Nursing Office and refer to the MSN Practicum Guide.

Nursing Graduate Studies Progression Requirements

A minimal overall grade point average (GPA) of 3.0 must be maintained to continue in a graduate nursing program. In addition, a nursing student must minimally achieve a "**B-**" in each graduate nursing course. If a student achieves less than a "**B-**" in a nursing course, he/she must repeat the course as directed by the office of advising and nursing faculty. Additionally, students enrolled in the graduate nursing program(s) in Advanced Practice Registered Nursing (APRN) must minimally achieve a grade of **B** to pass a course. Students must maintain an unencumbered registered nurse license in all states where they are currently licensed to practice throughout the duration of the graduate program and in the state(s) where they fulfill clinical course requirements. Any failing grade or W/F will be treated as an unsuccessful attempts in nursing courses. Students may only enroll in a nursing course twice. Students with two unsuccessful attempts of the same nursing course may be dismissed from the program. Also, failure of two or more nursing courses throughout a student's enrollment in a nursing program may be cause for dismissal from the program. For more information, please contact the School of Nursing Office and refer to the Nursing Student Handbook.

Nursing Graduate Studies Prior Learning Assessment (PLA) Statement

Nursing graduate degrees do not accept PLA credits. This applies to Master of Science in Nursing (MSN) in Nursing Educator and Leadership (online), Nurse Educator concentration, and Nurse Leadership and Management concentration.

Master of Science in Nursing (MSN) Program Nursing Education and Leadership (online)

(36 credit hours)

University Requirement

CHBS 500 Graduate Foundations for Healthcare and Behavioral (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

Required Core MSN-Courses (24 credit hours)

NURS 508 Theoretical & Ethical Nursing Foundations (3)

NURS 520 Nursing Informatics (3)

NURS 540 Advanced Pathophysiology (3)	*or*	NURS 540A Advanced Pathophysiology (A)(3)
NURS 541 Advanced Pharmacology (3)	*or*	NURS 541A Advanced Pharmacology (A)(3)
NURS 550 Advanced Health Assessment (3)	*or*	NURS 550A Advanced Health Assessment (A)(3)
NURS 605 Global Nursing Leadership & Healthcare Delivery Systems (3)	*or*	NURS 605A Global Nursing Leadership & Healthcare Delivery Systems (A)(3)
NURS 633 Research Methods & Biostatistics I (3)	*or*	NURS 633A Research Methods & Biostatistics I (A)(3)
NURS 634 Research Methods & Biostatistics II (3)	*or*	NURS 634A Research Methods & Biostatistics II (A)(3)

(A) Depicts courses designated for returning Alumni

Nurse Educator Concentration (Non-Licensure, 24 core + 12 specialty)

(Program delivered online only)

The MSN Nurse Educator concentration provides nurses with further knowledge in the sciences, healthcare leadership, evidence-based practice, various pedagogies and andragogy, advanced clinical practice and curriculum development. Graduates of the MSN-Nurse Educator program will be equipped to teach in both the clinical and academic settings. Regent University's MSN — Nurse Educator concentration applies a biblical worldview to advanced nursing practices.

Required Courses (12 credit hours)

NURS 642 Curriculum Development in Nursing Education (3)

NURS 650 Instruction & Learning in Nursing Education (3)

NURS 684 MSN Assessment Strategies Practicum I (3)

NURS 685 MSN Evaluation Strategies Practicum II (3)

Nurse Leadership and Management concentration (Non-Licensure, 24 core + 12 specialty)

(Program delivered online only)

The MSN Nurse Leadership and Management concentration will prepare nurses for leadership and executive opportunities in the healthcare field. Students are equipped to demonstrate consultation and collaboration with interdisciplinary teams and direct healthcare systems. The MSN Nurse Leadership and Management concentration at Regent University applies a biblical worldview and ethical decision-making to advanced nursing practices.

Required Courses (12credit hours)

NURS 610 Administrative Strategies& Healthcare Policy (3)

NURS 620 Health Systems Financial Management (3)

NURS 684 MSN Assessment Strategies Practicum I (3)

NURS 685 MSN Evaluation Strategies Practicum II (3)

Master of Science in Nursing (MSN) Program in Advanced Practice Registered Nursing (APRN) (online with some on-campus requirements)
(47 credit hours: 24 core + 23 specialty)

The MSN-APRN program offers tracks that lead to Advanced Practice Registered Nursing preparation. This program offers expert preparation in the identified populations and prepares students to function as change agents by bringing evidence to practice.

University Requirement

CHBS 500 Graduate Foundations for Healthcare and Behavioral Science (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

Required Core MSN Courses (24 credit hours)

NURS 508 Theoretical & Ethical Nursing Foundations (3)

NURS 520 Nursing Informatics (3)

NURS 540 Advanced Pathophysiology (3)	*or*	NURS 540A Advanced Pathophysiology (A)(3)
NURS 541 Advanced Pharmacology (3)	*or*	NURS 541A Advanced Pharmacology (A)(3)
NURS 550 Advanced Health Assessment (3)	*or*	NURS 550A Advanced Health Assessment (A)(3)
NURS 605 Global Nursing Leadership & Healthcare Delivery Systems (3)	*or*	NURS 605A Global Nursing Leadership & Healthcare Delivery Systems (A)(3)
NURS 633 Research Methods & Biostatistics I (3)	*or*	NURS 633A Research Methods & Biostatistics I (A)(3)
NURS 634 Research Methods & Biostatistics II (3)	*or*	NURS 634A Research Methods & Biostatistics II (A)(3)

(A) Depicts courses designated for returning Alumni

Psychiatric Mental Health Nurse Practitioner Concentration (23 specialty credit hours)

APRN 551 Advanced Physical Practice Health Assessment Evaluation (0)

APRN 705 Global Health Challenges and Disparities of Mental Health (2)

APRN 775 Neurobiology & Differential Diagnosis of Mental Disorders (3)

APRN 777 Psychopharmacology (3)

APRN 779 Psychotherapeutic Theories and Clinical Interventions (3)

APRN 780 Psychiatric Mental Health Nurse Practitioner Practicum I (3)

APRN 781 Psychiatric Mental Health Nurse Practitioner Practicum II (4)

APRN 782 Psychiatric Mental Health Nurse Practitioner Practicum III (4)

APRN 797 Comprehensive Concentration Review (1)

Family Nurse Practitioner Concentration (23 specialty credit hours)

APRN 551 Advanced Physical Practice Health Assessment Evaluation (0)

APRN 707 Primary Care Approaches for Children, Adolescence, & Families (3)

APRN 762 Family Nurse Practitioner I: Management of Acute Disease Across the Lifespan (3)

APRN 763 Family Nurse Practitioner II: Management of Chronic Disease Across the Lifespan (3)

APRN 764 Women's Health and Wellness Promotion in Primary Care (2)

APRN 787 Family Nurse Practitioner Practicum I (3)

APRN 788 Family Nurse Practitioner Practicum II (4)

APRN 789 Family Nurse Practitioner Practicum III (4)

APRN 797 Comprehensive Concentration Review (1)

Doctor of Nursing Practice (DNP) Degree in Nursing Administration and Leadership (Non-Licensure, 30 credit hours)

The Doctor of Nursing Practice (DNP) degree is a terminal degree that is open to students currently holding a Master of Science in Nursing degree (MSN). This degree prepares nurses for practice on administrative and leadership levels in a variety of healthcare settings. The graduate of the DNP program will link evidence to practice in order to achieve the highest standards, enhance clinical expertise, and analyze existing healthcare systems.

Degree emphasis is placed on nursing roles specializing in nursing administration, as well as systems/organizational leadership and structure. Graduates from the program will be able to assume a number of leadership and administrative roles, although the degree does not prepare the student for Nurse Practitioner licensure. Students who complete nursing degrees at Regent University will have a deep and balanced understanding of nursing practice and Christian faith.

A distinct feature of Regent University School of Nursing degrees is the clear alignment with the mission of the university in terms of Christian leadership, cultural change, and global involvement and outreach. Students who complete nursing degrees at Regent University will have a deep and balanced understanding of nursing practice and Christian faith.

Regent University's DNP program is developed in accordance with *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021). The post-Master's DNP program is a minimum of 30 credit hours in length* and is outlined as follows:

Required Core Courses (15 credits):

NURS 805 Role Development of Nurse Leader (3)

NURS 821 Advanced Healthcare Policy & Population Health (3)

NURS 830 Perspectives in Nursing Education (3)

NURS 855 Quality Improvement in Healthcare (3)

NURS 860 Administrative & Leadership Theory (3)

DNP Scholarly Project and Practicum Courses (15 Credits)*:

NURS 801 DNP Scholarly Project I (3)

NURS 802 DNP Scholarly Project II (3)

NURS 803 DNP Scholarly Project III (3)

NURS 884 DNP Advanced Practicum I (3)

NURS 885 DNP Advanced Practicum II (3)

All DNP students must complete a minimum of 1,000 practicum hours post-BSN. Final credit hours required will depend on the number of credit hours the student obtained during MSN studies and on the number of clinical hours the student obtained during practicum courses. Accepted hours will be reviewed on an individual basis with the student's advisor.

Doctor of Nursing Practice (DNP) Degree in Advanced Practice Registered Nursing (APRN) (74 credit hours) (online)

The Doctor of Nursing Practice (DNP) degree is a terminal degree that is open to students currently holding a Bachelor of Science in Nursing degree. This degree provides nurses with the opportunity to earn a terminal degree in advanced practice. This program offers concentrations that lead to Advanced Practice Registered Nursing (APRN) preparation and licensure. Proposed APRN concentrations include: (1) Psychiatric Mental Health Nurse Practitioner and (2) Family Nurse Practitioner. The program offers expert preparation in the identified populations and will prepare students to function as change agents by bringing evidence to practice. Upon successful completion of this DNP program, students will be eligible to sit for a national certification and will be eligible for an appropriate APRN license (licensure requirements differ by state).

Licensure requirements may vary and are subject to change without notice.

View your state's requirements here: APRN Distance Education Requirements | NCSBN

Nurses prepared with a DNP are trained as clinical experts, evidence-based change agents for health care and advocates for health both in our nation and globally. This degree offers the student preparation in areas of interprofessional collaboration, healthcare policy, evidence-based research, healthcare informatics, and educates students on how to navigate health systems, business organizations, and patient-centric advocacy.

A distinct feature of Regent University School of Nursing degrees is the clear alignment with the mission of the university in terms of Christian leadership, cultural change, and global involvement and outreach. Students who complete nursing degrees at Regent University will have a deep and balanced understanding of nursing practice and Christian faith.

Regent University's DNP program is developed in accordance with *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021). The post-Baccalaureate DNP program is a minimum of 74 credit hours in length* and is outlined as follows:

Required Core Courses (39 credits):

NURS 508 Theoretical & Ethical Nursing Foundations (3)

NURS 520 Nursing Informatics (3)

NURS 540 Advanced Pathophysiology (3)

NURS 541 Advanced Pharmacology (3)

NURS 550 Advanced Health Assessment (3)

NURS 605 Global Nursing Leadership & Healthcare Delivery Systems (3)

NURS 633 Research Methods and Biostatistics I (3)

NURS 634 Research Methods & Biostatistics II (3)

NURS 805 Role Development of Nurse Leader (3)

NURS 821 Advanced Healthcare Policy & Population Health (3)

NURS 830 Perspectives in Nursing Education (3)

NURS 855 Quality Improvement in Healthcare (3)

NURS 860 Administrative & Leadership Theory (3)

DNP Scholarly Project and Advanced Practicum Courses (12 Credits)*:

NURS 801 DNP Scholarly Project I (3)

NURS 802 DNP Scholarly Project II (3)

NURS 803 DNP Scholarly Project III (3)

APRN 886 DNP APRN Advanced Practicum (3)

Concentration Courses (23 credits) – students must select one of the concentrations below:

Psychiatric Mental Health Nurse Practitioner Concentration (23 specialty credit hours)

APRN 551 Advanced Physical Practice Health Assessment Evaluation (0)

APRN 705 Global Health Challenges and Disparities of Mental Health (2)

APRN 775 Neurobiology & Differential Diagnosis of Mental Disorders (3)

APRN 777 Psychopharmacology (3)

APRN 779 Psychotherapeutic Theories and Clinical Interventions (3)

APRN 780 Psychiatric Mental Health Nurse Practitioner Practicum I (3)

APRN 781 Psychiatric Mental Health Nurse Practitioner Practicum II (4)

APRN 782 Psychiatric Mental Health Nurse Practitioner Practicum III (4)

APRN 797 Comprehensive Concentration Review (1)

Family Nurse Practitioner Concentration (23 specialty credit hours)

APRN 551 Advanced Physical Practice Health Assessment Evaluation (0)

APRN 707 Primary Care Approaches for Children, Adolescence, & Families (3)

APRN 762 Family Nurse Practitioner I: Management of Acute Disease Across the Lifespan (3)

APRN 763 Family Nurse Practitioner II: Management of Chronic Disease Across the Lifespan (3)

APRN 764 Women's Health and Wellness Promotion in Primary Care (2)

APRN 787 Family Nurse Practitioner Practicum I (3)

APRN 788 Family Nurse Practitioner Practicum II (4)

APRN 789 Family Nurse Practitioner Practicum III (4)

APRN 797 Comprehensive Concentration Review (1)

All DNP students must complete a minimum of 1,000 practicum hours post-BSN. Final credit hours required will depend on the number of credit hours the student obtained during MSN studies and on the number of clinical hours the student obtained during practicum courses. Accepted hours will be reviewed on an individual basis with the student's advisor.

Graduate Certificate (Post-Master's)* in Advanced Practice Registered Nursing (APRN) - Family Nurse Practitioner Concentration (23 specialty credit hours)(online)**

APRN 551 Advanced Physical Practice Health Assessment Evaluation (0)

APRN 707 Primary Care Approaches for Children, Adolescence, & Families (3)

APRN 762 Family Nurse Practitioner I: Management of Acute Disease Across the Lifespan (3)

APRN 763 Family Nurse Practitioner II: Management of Chronic Disease Across the Lifespan (3)

APRN 764 Women's Health and Wellness Promotion in Primary Care (2)

APRN 787 Family Nurse Practitioner Practicum I (3)

APRN 788 Family Nurse Practitioner Practicum II (4)

APRN 789 Family Nurse Practitioner Practicum III (4)

APRN 797 Comprehensive Concentration Review (1)

Graduate Certificate (Post-Master's)* in Advanced Practice Registered Nursing (APRN) - Psychiatric Mental Health Nurse Practitioner Concentration (23 specialty credit hours) (online)**

APRN 551 Advanced Physical Practice Health Assessment Evaluation (0)

APRN 705 Global Health Challenges and Disparities of Mental Health (2)

APRN 775 Neurobiology & Differential Diagnosis of Mental Disorders (3)

APRN 777 Psychopharmacology (3)

APRN 779 Psychotherapeutic Theories and Clinical Interventions (3)

APRN 780 Psychiatric Mental Health Nurse Practitioner Practicum I (3)

APRN 781 Psychiatric Mental Health Nurse Practitioner Practicum II (4)

APRN 782 Psychiatric Mental Health Nurse Practitioner Practicum III (4)

APRN 797 Comprehensive Concentration Review (1)

*To be eligible to apply for this graduate certificate, applicants must have a completed Master of Science in Nursing degree or a doctoral degree in nursing (PhD or DNP)

**Admissions Pre-Requisites for Graduate Certificates in APRN:

- NURS 540 Advanced Pathophysiology (3)
- NURS 541 Advanced Pharmacology (3)
- NURS 550 Advanced Health Assessment (3)

If an applicant completed any of these courses at another institution, such coursework will need to be evaluated on a case-by-case basis by Regent University faculty and staff in order to determine whether previously completed coursework is eligible for transfer and whether any of the pre-requisites can be waived.

Course Descriptions

CHBS 500 Graduate Foundations for Health Behavioral Sciences (2) Provides the knowledge, resources, and essential skills needed for success at the graduate level. Topics include academic writing, online learning, information literacy, and advising and support services.

Nursing

NURS 508 Theoretical & Ethical Foundations (3) Nursing and other relevant theories that apply to advanced nursing practice. Applies biblical worldview to ethical decision-making.

NURS 520 Nursing Informatics (3) Advanced practice nurse's role in the use and management of information in the healthcare industry. Major topics related to nursing informatics and technology.

NURS 540 Advanced Pathophysiology (3) System-focused content addresses the normal physiologic and pathologic mechanisms of disease that serve as the foundation for advanced clinical assessment, decision-making, and management. Developmental physiology, normal etiology, pathogenesis, and clinical manifestations of commonly found/observed altered health states and responses to illness and treatment modalities.

NURS 540A Advanced Pathophysiology (A) (3) System-focused content addresses the normal physiologic and pathologic mechanisms of disease that serve as the foundation for advanced clinical assessment, decision-making, and management. Developmental physiology, normal etiology, pathogenesis, and clinical manifestations of commonly found/observed altered health states and responses to illness and treatment modalities. (Returning Alumni Course Option)

NURS 541 Advanced Pharmacology (3) Expands the advanced practice student's knowledge of the evidenced-based practice of Pharmacotherapeutic management. A practical advanced practice approach in applying pharmacokinetics and pharmacodynamic principles across the lifespan for both acute and outpatient client-centered care.

NURS 541A Advanced Pharmacology (A) (3) Expands the advanced practice student's knowledge of the evidenced-based practice of Pharmacotherapeutic management. A practical advanced practice approach in applying pharmacokinetics and pharmacodynamic principles across the lifespan for both acute and outpatient client-centered care. (Returning Alumni Course Option)

NURS 550 Advanced Health Assessment (3) Comprehensive physical assessment and the obtainment of an in-depth health history across the lifespan; risk reduction, health promotion and prevention, early detection of physical and common emotional illnesses, and clinical decision making. Culturally competent patient education, health promotion and clinical prevention considerations will be integrated.

NURS 550A Advanced Health Assessment (A) (3) Comprehensive physical assessment and the obtainment of an in-depth health history across the lifespan; risk reduction, health promotion and prevention, early detection of physical and common emotional illnesses, and clinical decision making. Culturally competent patient education, health promotion and clinical prevention considerations will be integrated. (Returning Alumni Course Option)

NURS 605 Global Nursing Leadership & Healthcare Delivery Systems (3) Nursing and healthcare delivery systems including organization and financing, and the economic, legal and political factors that influence health care. The professional role of an MSN nurse in relation to healthcare delivery systems in the delivery of safe high quality care to patients will be explored.

NURS 605A Global Nursing Leadership & Healthcare Delivery Systems (A) (3) Nursing and healthcare delivery systems including organization and financing, and the economic, legal and political factors that influence health care. The professional role of an MSN nurse in relation to healthcare delivery systems in the delivery of safe high quality care to patients will be explored. (Returning Alumni Course Option)

NURS 610 Administrative Strategies & Healthcare Policy (3) Leadership strategies in current and predicted health care systems. Administrative concepts necessary for management such as dimensions of workforce and workplace issues, leadership, and evidence-based decision making; skills for effective management of human resources. Foundation of healthcare policymaking and policy analysis for nurses in leadership roles. Provides role acclimation to the nurse as an administrator and examines the quality character traits necessary to produce an eminence nursing administrator.

NURS 620 Health Systems Financial Management (3) Financial and resource management for the nurse leader and manager. Vital concepts such as strategic management, reimbursement, and payer mix, forecasting economic and marketing factors for decision- making; financial and budgeting operations and spread sheet analysis using Microsoft® Excel.

NURS 633 Research Methods & Biostatistics I (3) Expands the research knowledge gained at the baccalaureate level. Application of nursing research to nursing practice along with the role of biostatistics in nursing research. A quality improvement/research project will validate the student's skills in data collection and analysis methods, interpretation, and reporting of statistical results. Students are expected to consider the process(es) of change management related to their project.

NURS 634 Research Methods & Biostatistics II (3) Continued application of nursing research and biostatistics in nursing practice; research project will validate the student's skills in data collection and analysis methods, interpretation, and reporting of statistical results. Includes focus on professional role development as students translate biostatistics into practical applications to advocate and improve population health. Prerequisite: NURS 633.

NURS 642 Curriculum Development in Nursing Education (3) Effectively design, develop, implement, and evaluate nursing education focused curricula. Current trends in nursing education and accreditation.

NURS 650 Instruction & Learning in Nursing Education (3) Develop effective teaching and learning strategies. Selected teaching and learning theories. Adult learning theory, educational needs assessments, and instructional techniques for the classroom, clinical, simulation/lab, and online instruction.

NURS 684 MSN Assessment Strategies Practicum I (3) Designed to utilize student knowledge and skill set obtained from prior MSN coursework. Students are guided by established preceptors to fulfill learning objectives specific to the student's chosen MSN concentration. Clinical hours required. The length of this course is 15 weeks (full semester)

NURS 685 MSN Evaluation Strategies Practicum II (3) Continue to fulfill practicum hours by working with preceptors that meet requirements for the student's chosen MSN concentration; scholarly research project suitable for publication is required. Clinical hours required. Prerequisite: NURS 684. The length of this course is 15 weeks (full semester)

NURS 801 DNP Scholarly Project I (3) Develop and conduct a DNP scholarly project under the direction of a faculty committee. Content of the study can be an empirical study or another suitable professional activity/project approved by faculty committee. Register for three consecutive terms or by petition. Prerequisites: NURS 633 and NURS 634. Pass/No Pass.

NURS 802 DNP Scholarly Project II (3) Develop and conduct a DNP scholarly project under the direction of a faculty committee. Content of the study can be an empirical study or another suitable professional activity/project approved by faculty committee. Register for three consecutive terms or by petition. Prerequisite: NURS 801. Pass/No Pass.

NURS 803 DNP Scholarly Project III (3) Develop and conduct a DNP scholarly project under the direction of a faculty committee. Content of the study can be an empirical study or another suitable professional activity/project approved by faculty committee. Register for three consecutive terms or by petition. Prerequisite: NURS 802. Pass/No Pass.

NURS 804 DNP Scholarly Project Continuation (1) Must register for 1 credit hour per term continuously if the scholarly project is not complete after the 9 credit hours of NURS 801-803. Prerequisite: NURS 803. Pass/No Pass.

NURS 805 Role Development of Nurse Leader (3) Provides an overview of various nursing leadership roles in various healthcare settings and examines the knowledge, expertise, and character traits necessary to produce an eminent nurse leader.

NURS 821 Advanced Healthcare Policy & Population Health (3) Foundations of healthcare policymaking. Advanced policy analysis for nurses in leadership roles, as well as population health management. The dynamics related to the roles and influences of healthcare providers and consumers, government, and law.

NURS 830 Perspectives in Nursing Education (3) Overview of perspectives and issues in nursing education. Various activities and competencies inherent in the role of the nurse educator within academia and healthcare.

NURS 855 Quality Improvement in Healthcare (3) Key elements of quality improvement in the healthcare environment; indicators for quality assessment and appropriate and relevant benchmarks. Six Sigma to ensure standardization of quality improvement approach.

NURS 860 Administrative & Leadership Theory (3) Overview of nurse leadership and management; various activities and competencies inherent in the role of the nurse leader within the healthcare setting.

NURS 884 DNP Advanced Practicum I (3) Supervised practicum experience in a setting approved by the course instructor. Students will have the opportunity to demonstrate advanced skills and competencies that are safe, collaborative, evidence-based and ethical in a variety of healthcare delivery systems. A total of 1,000 post-baccalaureate practice hours are required for the DNP degree.

NURS 885 DNP Advanced Practicum II (3) Continued supervised practicum experience in a setting approved by the course instructor. Students will have the opportunity to demonstrate advanced skills and competencies that are safe, collaborative, evidence-based and ethical in a variety of healthcare delivery systems. A total of 1,000 post-baccalaureate practice hours are required for the DNP degree.

APRN 551 Advanced Physical Practice Health Assessment Evaluation (0) This evaluation is for MSN-APRN Program concentrations. Students demonstrate a comprehensive advanced physical assessment following NURS 550 course and prior to participating in APRN practicum courses. Demonstration of specific skills related to Advanced Practice Nursing.

APRN 705 Global Health Challenges and Disparities of Mental Health (2) Addresses mental health needs among diverse global populations educating culturally competent skills and strategies which include mental health assessment, interventions, treatment planning, and evaluation. Mental health disorders and treatment efficacy will be examined among different cultures and countries with various levels of available resources and within the context of their specific struggles, societal norms and values. Prerequisites: NURS 540, NURS 541, NURS 550 and APRIN 551.

APRN 707 Primary Care Approaches for Children, Adolescence. and Families (3) The focus of this Family Nurse Practitioner specific course explores primary health care problems and family care approaches in the pediatric and adolescent populations. Emphasis is placed on assessment and management of care and health promotion in these populations and as it relates to traditional and non-traditional family units. Prerequisites: NURS 540, NURS 541, NURS 550 and APRN 551

APRN 762 Family Nurse Practitioner I: Management of Acute Disease Across the Lifespan (3) The focus of this Family Nurse Practitioner specific course aligns with the management of acute illnesses and disease in the provision of primary care across the lifespan. Care strategies appropriate to the developmental processes across the lifespan, will be discussed.
Prerequisites: NURS 540, 541, 550, and APRN 551

APRN 763 Advanced Care Family Nursing II: Lifespan Care of Chronic Illnesses (3) The focus of this Family Nurse Practitioner specific course is care management of chronic and complex health conditions, the process of diagnosis, and treating the family unit, within the primary and community care settings Prerequisites: APRN 762

APRN 764 Women's Health and Wellness Promotion in Primary Care (2) This course will explore current clinical concepts and diagnoses related to the care of healthy and pregnant women. The specific practice roles and importance interprofessional relationships will be discussed. Prerequisites: NURS 540, 541, 550, and APRN 551

APRN 775 Neurobiology & Differential Diagnosis of Mental Disorders (3) Examine mental health disorders through the complex intersections of human anatomy, physiology, and pathophysiology, providing the context necessary to develop foundational knowledge of major mental disorders across lifespan. Genetics, human development, degeneration, behaviors, infection, and injury will be examined related to their potential causation and contribution to exacerbation as well as their impact on treatment. Registration Restrictions: Admission into PMHNP or DNP program. Prerequisites: NURS 540, NURS 541, NURS 550 and APRN 551.

APRN 777 Psychopharmacology (3) Examine best practices in clinical uses of psychotropic drugs to treat mental health disorders across lifespan within a client-centered comprehensive treatment plan. Risk and benefits of various psychopharmacological interventions including pharmacodynamics, neuropharmacological mechanisms, and common drug interactions within the context of patient safety and effective outcomes will be reviewed. Prerequisites: NURS 540, NURS 541, NURS 550, and APRN 551

APRN 779 Psychotherapeutic Theories and Clinical Interventions (3) This course explores the treatment of mental disorders across lifespan through applications of various evidence-based brief and long-term treatment modalities. It provides an overview of theories of treatment modalities related to pharmacologic, non-pharmacologic, and alternative interventions, self-reflection, and a clinical outcome measurement tools. Prerequisites: NURS 540, NURS 541, NURS 550, and APRN 551

APRN 780 Psychiatric Mental Health Nurse Practitioner Practicum I (3) Engage in activities that expand and demonstrate knowledge and skills necessary of the role of a PMHNP in a practice setting with adult clients across the lifespan. Students will demonstrate competencies in safe, collaborative, evidence-based and ethically sound provision of mental health care with a preceptor The length of this course is 15 weeks (full semester). Prerequisite: NURS 540, 541, 550, APRN551. Registration Restrictions: PMHNP or DNP students only

APRN 781 Psychiatric Mental Health Nurse Practitioner Practicum II (4) Experience specific tasks associated with the role of a PMHNP while working with children, adolescents, and families. Students will demonstrate competencies in safe, collaborative, evidenced-based and ethically sound provision of mental health care within a rapidly changing mental healthcare delivery system through clinical experiences, class content and other assignments and activities. The length of this course is 15 weeks (full semester). Prerequisite: NURS 540, 541, 550, APRN551 APRN 780, Registration Restrictions: PMHNP or DNP students only

APRN 782 Psychiatric Mental Health Nurse Practitioner Practicum III (4) Expand and demonstrate knowledge and skills necessary for PMHNP practices while working with adult and aging adult clients. Students will demonstrate competencies in safe, collaborative, evidenced-based and ethically sound provision of mental health care within a rapidly changing mental healthcare delivery system through clinical experiences, class content and other assignments and activities. The length of this course is 15 weeks (full semester). Prerequisite: NURS 540, 541, 550, APRN 551, APRN 781 Registration Restrictions: PMHNP or DNP students only

APRN 787 Family Nurse Practitioner Practicum I (3) Clinically synthesize knowledge, skills, and advanced practice competencies of a Family Nurse Practitioner across the lifespan. Settings include acute illnesses and geriatric populations. Students will have the opportunity to demonstrate competencies in safe, collaborative, evidenced-based and ethical in a variety of healthcare delivery systems through clinical experiences, class content and other assignments and activities. The length of this course is 15 weeks (full semester). Prerequisite: NURS 540, 541, 550, APRN 551 Registration Restrictions: FNP or DNP students only

APRN 788 Family Nurse Practitioner Practicum II (4) Clinically synthesize knowledge, skills, and advanced practice competencies of a Family Nurse Practitioner across the lifespan. Care settings include acute care women's health and pediatric care. Students will have the opportunity to demonstrate competencies that are safe, collaborative, evidenced-based and ethical in a variety of healthcare delivery systems through clinical experiences, class content and other assignments and activities. The length of this course is 15 weeks (full semester). Prerequisites: APRN 783 Co or Prerequisite: APRN 787

APRN 789 Family Nurse Practitioner Practicum III (4) Clinically synthesize knowledge, skills, and advanced practice competencies of a Family Nurse Practitioner providing care across the lifespan. Care setting competencies focus on primary care

skills and clinical decision-making in populations with acute, chronic, complex, pediatric or women's health disorders. Students will have the opportunity to demonstrate competencies that are safe, collaborative, evidenced-based and ethical in a variety of healthcare delivery systems through clinical experiences, class content and other assignments and activities. The length of this course is 15 weeks (full semester). Prerequisites: APRN 763, 788

APRN 797 Comprehensive Concentration Review (1) This is a comprehensive review and practice exam designed to demonstrate competencies for the nurse practitioner population specialty of an APRN students preparing for the licensure examination.

APRN 886 DNP APRN Advanced Practicum (3) Clinical practice and leadership experience that will provide the opportunity to gain advanced skills and engage in scholarship. Depending upon the student's track, the clinical practicum site will be the focus area of their DNP Scholarly Project. A total of 1,000 post-baccalaureate practice hours are required for the DNP degree.

NURS 895 DNP Advanced Practicum Continuation (3) Must register continuously if the student has not completed all practicum hours and requirements after completing NURS 884-885. Prerequisites: NURS 884 and NURS 885. Pass/No Pass.

APRN 895 DNP APRN Advanced Practicum Continuation (3) Must register continuously if the student has not completed all practicum hours and requirements after completing APRN 886. Prerequisites: APRN 886. Pass/No Pass.

Faculty

Cooper, Alicia (2024) MSN, PMHNP-BC,, Regent University., *Lecturer*

Dumas, Candance (2023), DNP, FNP-C, RN, Chamberlain University, Instructor

Higgins, Karen (2024), DNP, FNP-BC, Chatham University, *Associate Professor*

Holland, Jamie (2020), DNP, PMHNP-BC, AGCNS-BC, RN, Old Dominion University*, Director, Assistant Professor*

Le-Jenkins, Uyen (2024), DNP, CPNP-AC/PC, Old Dominion University., *Associate Professor*

Long, Theresa (2022), DNP, FNP-BC, RN, CDE, University of Virginia, *Assistant Director, Associate Professor*

Washburn, Donna (2023), DNP RN APRN (CNS), ACNS-BC AOCNS, Liberty University, *Assistant Professor*

School of Psychology & Counseling

MISSION AND PHILOSOPHY

The Regent University School of Psychology & Counseling provides leadership for exemplary educational programs. Its professional programs integrate sound practice skills, disciplinary competence, and biblically-based values to promote human welfare with a focus on service provision to individuals, family, church, and community.

Vision Statement -- Our efforts stem from two central passages of Scripture, "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 psychology and counseling are always to be held against these biblical standards.

We aim to educate graduates 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 prepares graduates from a Christian worldview, while adhering to the highest standards of each discipline. Our professional programs prepare graduates in a distinctly Christian manner while meeting accreditation, certification and educational requirements for licensure. 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 our programs will be exemplary, reflecting the character of Christ within their personal and professional lives.

ACCREDITATION

The School of Psychology and Counseling has two additional accreditations: The American Psychological Association (APA), Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242, 202-336-5979, www.apa.org/ed/accreditation/, has granted accreditation to the Doctoral Program in Clinical Psychology (Psy.D.), www.apa.org/ed/accreditation/clinpsymz.html; and The Council for Accreditation of Counseling and Related Educational Programs (CACREP), 5999 Stevenson Avenue, Alexandria, VA 22304, 703.823.9800 ext. 301, www.cacrep.org, has granted accreditation to the following programs in the Counseling Department: M.A. in Clinical Mental Health Counseling, M.A. in School Counseling, M.A. in Marriage, Couple, & Family Counseling; Doctoral Program in Counselor Education & Supervision (Ph.D.). http://www.cacrep.org/directory/directory.cfm

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 a totality of 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.

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 in the SPC, including the distance learning programs, require some level of in-residence study. For details see Residency information on the website for the specific degree program.

Degree Programs Offered

- Doctor of Psychology in Clinical Psychology (On Campus)
- Doctor of Philosophy in Counselor Education & Supervision (Online)
- Doctor of Philosophy in Counseling & Psychological Studies (Non-Licensure, Online)
- Master of Science in Psychology (Non-Licensure, Online)
- Master of Arts in Clinical Mental Health Counseling (On-campus or Online)
- Master of Arts in Human Services (Non-Licensure, Online)
- Master of Arts in Marriage, Couple & Family Counseling (On-campus or Online)
- Master of Arts in Pastoral Counseling (Non-Licensure, Online)
- Master of Arts in School Counseling (On-campus or Online)

Certificates Offered

- Certificate of Graduate Studies in Clinical Mental Health Counseling (On Campus or Online)
- Certificate of Graduate Studies in Marriage, Couple & Family Counseling (On Campus or Online)
- Certificate of Graduate Studies in School Counseling (On Campus or Online)
- Certificate of Graduate Studies in Trauma (On Campus or Online)

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, 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.

Failing Grades (B- or Below)

The general grading policy for each course in the SPC is that any grade below a B is considered not satisfactory for graduate level work. Receiving a grade of B- will result in the student retaking the course. However, students in the following non-licensure Master's programs are exempt from this general policy: M.A. Program in Human Services (Non-Licensure), M.A. Program in Pastoral Counseling (Non-Licensure), and M.S. Program in Psychology (with the exception of those in the Doctoral Preparation Concentration who still need to obtain a grade of B or higher to pass their courses). Grade of B- is a passing grade in the programs outlined above.

Incompletes

The general university policy for granting an incomplete for a course is governed under the section GRADUATE ACADEMIC INFORMATION AND POLICIES ~ Grading Systems in this catalog. While the general policy requires approval only by the course instructor, the College of Health and Behavioral Sciences requires Incompletes to be approved by both the instructor and the dean (or his or her designee) of the school.

Degree Programs

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 insure 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.

Psy.D. in Clinical Psychology Program **(116 credit hours beyond the bachelor's)**

(Program delivered entirely face-to-face)

The Psy.D. program 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. program 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.

Students who have completed 64 credit hours toward the Psy.D. and the full PSY 733-735 Practica course series are eligible to receive a nested Master of Arts in Clinical Psychology. Students must complete and submit the Graduation Application found on the Registrar's Office web page and pay the appropriate graduation fee in order to obtain the degree. Application for the M.A. is required as a condition of doctoral candidacy unless a student petitions for exemption based on having already obtained an M.A. in Clinical or Professional Psychology elsewhere.

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 insure 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.

The PsyD in Clinical Psychology Program Prior Learning Assessment (PLA) Statement

The PsyD in Clinical Psychology does not accept PLA credits.

University Requirement

UNIV LIB Information Research and Resources (0)

Required Core Courses

History & Systems of Psychology

PSY 600 Clinical Psychology (3)

PSY 723 History & Systems of Psychology (3)

Individual Behavior

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 (4)

Methods of Assessment

PSY 725 Intelligence Testing & Psychometrics (Lab) (4)

PSY 726 Personality Assessment & Psychometrics (4)

PSY 728 Advanced Assessment (2)

PSY 732 Clinical Assessment & Treatment Planning (2)

Clinical Practice

PSY 621 Clinical Interviewing (4)

PSY 622 Pre-practica in Evidence Based Practice (3)

PSY 627 Psychotherapies I (3)

PSY 628 Psychotherapies II (3)

PSY 733-738 Clinical Practica Case Consultation (12)

PSY 739 Advanced Practica I (1)

PSY 741 Advanced Practica II (1)

PSY 763 Supervision & Consultation (3)

PSY 774 Health Psychology & Integrated Medicine (3)

Ethics, Standards & Diversity

PSY 661 Ethics, Professional Orientation & Legal Issues in Psychotherapy (3)

PSY 670 Multicultural Psychology (4)

Spiritual Formation Sequence

PSY 776 Psychology of Religion (3)

PSY 777 Survey of Christianity (3)

PSY 779 Applied & Clinical Integration (3)

PSY 780 Integration Capstone (1)

Psy.D. Dissertation

PSY 700 Dissertation Methodology Seminar (1)

PSY 701-703 Dissertation (9)

PSY 718 Professional Development & Dissertation Proposal Development (1)

Internship (3 minimum)

PSY 801-803 Clinical Internship (at 1 credit each) (3)

Psy.D. Electives (12 credits required)

Any of the PSY courses can be used as elective for the Psy.D. program.

Ph.D. in Counseling & Psychological Studies (Non-Licensure, 51 credit hours)

(Program delivered online) The Ph.D. in Counseling & Psychological Studies degree (Non-Licensure) is an advanced degree that prepares counseling ministry professionals through an integration of a biblical worldview, relevant research, and focused application to serve as educators, administrators, and consultants who demonstrate the highest level of competence and scholarship. Programmatic emphasis is on the study of counseling and psychological studies, Christian integration, research, and counseling ministries with ethical, evidence-based, and biblically-grounded practice to offer an innovative approach to educate today's increasingly complex and diverse-society of students. This interdisciplinary culminating degree in mental health counseling was initially conceived as a Ph.D. program for mental health scholars working in international settings who do not need North American professional accreditation but is also appropriate for scholars who seek to impact culture in ministry contexts outside of the formal professional organizations of psychology or counseling in any region. Course requirements for the Ph.D. in Counseling & Psychological Studies (Non-Licensure) include a common core of 14 courses (39 credits). In addition, students are required to complete a concentration from one of the approved concentrations or, with department approval, can create a unique concentration from existing course offerings. The concentration will consist of 4 courses (12 credits).

University Requirement

UNIV LIB Information Research and Resources (0)

Required Courses (39 credit hours)

MHPS 619 Research Methods in Psychological Sciences (3)

MHPS 620 Research & Program Development (3)

MHPS 641 Advanced Psychopathology (3)

MHPS 696 Field Experience (3)

MHPS 700 Dissertation Seminar (3)

MHPS 701 Dissertation I (2)

MHPS 702 Dissertation II (2)

MHPS 703 Dissertation III (2)

MHPS 714 Statistics (3)

MHPS 740 Introduction & Leadership (3)

MHPS 742 Advanced Leadership in Counseling Ministries (3)

MHPS 758 Disaster Trauma & Psychological First Aid (3)

MHPS 765 Advanced Counseling and Trauma Informed Care (3)

MHPS 796 Capstone: Psychological Sciences & Christian Thought (3)

Addictions Counseling Concentration

MHPS 652 Group Counseling (3)

MHPS 672 Addiction Intervention (3)

MHPS 674 Addictive Behaviors (3)

MHPS 777: Psychopharmacology

Biblical Counseling Concentration

MHPS 630 Christian Counseling (3)

MHPS 631 Survey of Biblical Counseling Models (3)

MHPS 632 Issues in Biblical Counseling (3)

MHPS 652 Group Counseling (3)

Human Services Counseling Concentration

MHPS 624 Marriage & Relationship Counseling (3)

MHPS 646 Counseling Children & Adolescents (3)

MHPS 652 Group Counseling (3)

MHPS 674 Addictive Behaviors (3)

Human Services for Student Affairs Concentration

EHEA 504 Student Services Administration (3)

EHEA 702 Role and Mission of the Christian College & University (3)

EHEA 801 The College and the Student (3)

EHEA 803 The Law & Governance of Higher Education (3)

Industrial-Organizational Concentration

GPSY 553 Industrial-Organizations Psychology (3)

LMOL 605 Organization Communication, Conflict Resolution, and Negotiation (3)

LMOL 604 Motivation, Teams, Coaching and Mentoring (3)

LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (3)

Life Coaching Concentration

MHPS 613 Issues in Counseling (3)

MHPS 626 Life Coaching (3)

MHPS 680 Coaching Practicum (3)

MHPS 681 Advanced Coaching Practicum (3)

Marriage & Family Ministry Concentration

MHPS 613 Issues in Counseling (3)

MHPS 624 Marriage & Relationship Counseling (3)

MHPS 645 Concepts of Family Systems (3)

MHPS 646 Counseling Children & Adolescents (3)

Trauma & Crisis Counseling Concentration

MHPS 613 Issues in Counseling

MHPS 665 Grief & Bereavement (3)

MHPS 766 Theories of Attachment and Affect Regulations (3)

MHPS 767 Treating PTSD, Compassion Fatigue & Complex Trauma (3)

General Counseling & Psychological Studies Concentration

The General Counseling & Psychological Studies concentration offers students the flexibility to design a concentration that aligns with their unique interests and career goals. This concentration consists of four courses (12 credit hours) selected from Regent MHPS concentration courses. At least one of the courses must differ from those included in an already established concentration. By choosing this option, students can "mix and match" courses to create a customized plan of study that best supports their professional development. Adding a new "General" concentration allows students to choose their own electives. This option would provide greater flexibility, reduce the number of petitions, and minimize situations where students share the same concentration but have taken different courses.

Requirements:

1. Students must complete **9 credit hours** from the following list:
    - EHEA 504 Student Services Administration (3)
    - GPSY 540 Life Span Psychology (3)
    - GPSY 553 Industrial-Organizations Psychology (3)
    - LMOL 605 Organization Communication, Conflict Resolution, and Negotiation (3)
    - MHPS 624 Marriage & Relationship Counseling (3)
    - MHPS 626 Life Coaching (3)
    - MHPS 630 Christian Counseling (3)
    - MHPS 645 Concepts of Family Systems (3)
    - MHPS 652 Group Counseling (3)
    - MHPS 665 Grief & Bereavement (3)
    - MHPS 672 Addiction Intervention (3)
    - MHPS 767 Treating PTSD, Compassion Fatigue & Complex Trauma (3)
    - EHEA 702 Role and Mission of the Christian College & University (3)
    - MHPS 724 Appraisal and Psychometrics (3)
    - MHPS 730 Psychodynamic Approaches (3)
    - MHPS 731 Psychodynamic Approach Development I (1)
    - MHPS 732 Psychodynamic Approach Development II (1)
    - MHPS 733 Psychodynamic Approach Development III (1)
    - MHPS 734 Psychodynamic Approach Development IV (1)
    - MHPS 735 Psychodynamic Approach Development V (1)
    - MHPS 736 Psychodynamic Approach Development VI (1)
2. Students must also complete **3 credit hours** from the following list:

- HSC 570 Multicultural Awareness & Individual Diversity (3)
- LMOL 604 Motivation, Teams, Coaching and Mentoring (3)
- LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (3)
- MHPS 613 Issues in Counseling (3)
- MHPS 631 Survey of Biblical Counseling Models (3)
- MHPS 632 Issues in Biblical Counseling (3)
- MHPS 646 Counseling Children & Adolescents (3)
- MHPS 674 Addictive Behaviors (3)
- MHPS 766 Theories of Attachment and Affect Regulations (3)
- MHPS 777: Psychopharmacology (3)
- EHEA 801 The College and the Student (3)
- EHEA 803 The Law & Governance of Higher Education (3)

Ph.D. in Counselor Education & Supervision **Program (66 credit hours beyond the master's degree)**

(Program delivered online with some required face-to-face components.)

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

The Ph.D. in Counselor Education & 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 online, with three mandatory brief residencies during which students will be required to come to a designated location, most likely the Virginia Beach Campus, for approximately 7 days each for intensive teaching, orientation, and workshop events as part of the required curriculum. These residencies are an essential component of coursework and are mandatory for all students. 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. Candidates for the Ph.D. degree must apply the knowledge gained from their doctoral courses to conceive, plan and present an acceptable dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known or present a significant interpretation of the subject based upon original investigation and research.

Students in the Counselor Education & Supervision program are required to complete a comprehensive portfolio demonstrating competency across the five core domains of counselor education: (a) teaching, (b) clinical supervision, (c) counseling/consultation, (d) research and scholarly writing, and (e) professional leadership and advocacy.
The portfolio consists of two components: (1) a written portfolio submission and (2) an oral portfolio defense. The written portfolio is due at the beginning of the Fall semester in the student's third year. Upon successful completion of the written portfolio, students must complete the oral defense.

Students must achieve a passing evaluation on all sections of both the written and oral portfolio to advance to the dissertation phase, beginning with enrollment in CES 701 Dissertation Research.

The program faculty members consist of both full-time and adjunct educators sought after because of their particular experience and expertise. 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.

PhD in Counselor Education and Supervision Prior Learning Assessment (PLA) Statement

The PhD in Counselor Education and Supervision does not accept PLA credits.

University Requirement

UNIV LIB Information Research and Resources (0)

Required Courses (Unless otherwise designated, all courses are 3 credit hours)

CES 617 Quantitative Research Methodology

CES 618 Qualitative Research Methodology

CES 620 Qualitative Research Analysis

CES 626 Advanced Counseling & Career Theories

CES 650 Preventive Counseling

CES 670 Multicultural Issues in Counseling

CES 680 Teaching Praxis I

CES 700 Proposal Development

CES 701 Dissertation Research

CES702 Dissertation Research

CES 703 Dissertation Research

CES 714 Statistics

CES 715 Advanced Multivariate Statistics

CES 728 Advanced Assessment

CES 740 Identity Formation in Counselor Education and Supervision

CES 760 Program Evaluation

CES 763 Supervision & Consultation

CES 776 Professional Writing

CES 788 Leadership & Christian Thought

CES 801 Internship I (1)

CES 802 Internship II (1)

CES 803 Internship III (1)

Possible Electives (6 additional credit hours of CES electives)

CES 614 Advanced Child & Adolescent Therapy

CES 648 Human Sexuality

CES 660 Business Issues in Professional Practice

CES 664 Treatment Planning

CES 667 Psychopharmacology for Counselors

CES 668 Cross-Cultural Supervision I

CES 669 Cross-Cultural Supervision 2

CES 749 Advanced Marriage and Family Counseling & Consultation

CES 750 Counseling of Women

CES 757 Sexual Trauma, Domestic Violence & Human Trafficking

CES 758 Disaster Trauma & Psychological First Aid

CES 759 Treating PTSD, Compassion Fatigue, & Complex Trauma

CES 773 Advancement Practicum in Clinical Counseling

M.S. in Psychology Program **(Non-Licensure, 39 credit hours)**

(Program delivered entirely online)

The Master of Science in Psychology program (Non-Licensure) is a broad review of the core science in psychology at the graduate level. This program prepares students to apply principles of psychology to a variety of industries, academic, science, healthcare and business settings or further prepares students for study at the doctoral level in basic science or applied psychology.

University Requirement

CHBS 500 Graduate Foundations for Healthcare and Behavioral Sciences (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

Required Courses (27 credits)

GPSY 500 Contemporary Psychology (3)

GPSY 510 Statistics I (3)

GPSY 511 Statistics II (3)

GPSY 513 Research Methods in Psychology (3)

GPSY 515 Biological Bases of Behavior (3)

GPSY 517 Social Psychology (3)

GPSY 532 Affect, Cognition & Motivation (3)

GPSY 540 Life Span Psychology (3)

GPSY 549 Integrative Psychology (3)

General Electives (no concentration selected) (12 credits)

GPSY 512 Statistics III (3)

GPSY 541 Psychopathology (3)

GPSY 550 Health Psychology (3)

GPSY 552 Psychology of Religion (3)

GPSY 553 Industrial-Organizational Psychology (3)

GPSY 605 Cyberpsychology (3)

HSC 524 Helping Skills & Techniques (3)

HSC 526 Life Coaching (3)

HSC 535 Addictive Behaviors & Substance Abuse (3)

HSC 545 Concepts of Family Systems (3)

HSC 546 Counseling Children & Adolescents (3)

HSC 570 Multicultural Awareness & Individual Diversity (3)

Addictions Concentration (12 credits)

GPSY 541 Psychopathology (3)

HSC 535 Addictive Behaviors & Substance Abuse (3)

HSC 572 Addiction Intervention (3)

HSC 574 Process Addictions (3)

Cyberpsychology Concentration (12 credits)

GPSY 605 Cyberpsychology (3)

Additionally, students need to choose 9 credits from the list of the following courses:

CYBR 610 Cybersecurity Ethics (3)

GOV 606 Social, Political and Theological Implications of Technology (3)

GOV 662 Cybersecurity Policy & Affairs (3)

GPSY 512 Statistics III (3)

Doctoral Preparation Concentration (12 credits) *

GPSY 512 Statistics III (3)

GPSY 541 Psychopathology (3)

Additionally, students must choose 6 credits from the list of general electives **or** take both of the following courses:

GPSY 599A & GPSY 599B Thesis I & Thesis II (3 credits each)

* In order to be eligible to enroll or remain in the Doctoral Preparation concentration, students must maintain a GPA of 3.5 and receive a grade of B or higher in all courses toward the degree.

Industrial-Organizational Psychology Concentration (12 credits)

GPSY 553 Industrial-Organizational Psychology (3)

Additionally, students need to choose 9 credits form the list of the following courses:

GPSY 512 Statistics III (3)

HRMT 641 Training and Development (3)

HRMT 646 Leading the Remote Workforce (3)

LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (3)

LMOL 604 Motivation, Teams, Coaching, and Mentoring (3)

LMOL 605 Organizational Communication, Conflict Resolution, and Negotiation (3)

MBA 640 Managing People (3)

Leadership Coaching Concentration (12 credits)

HSC 526 Life Coaching (3)

LDRC 501 Leadership Coaching: Transformations (3)

LDRC 502 Leadership Coaching: Convergences (3)

LDRC 503 Leadership Coaching: Activations (3)

Marriage and Family Concentration (12 credits)

HSC 524 Helping Skills & Techniques (3)

HSC 544 Marriage & Relationship Counseling (3)

HSC 545 Concepts of Family Systems (3)

HSC 546 Counseling Children & Adolescents (3)

Clinical M.A. Programs

The clinical M.A. is available in three programs: Clinical Mental Health Counseling; School Counseling; or Marriage, Couple & Family Counseling. In this master's program, students designate one of the three programs which are offered on campus or online. Graduates of these programs will be prepared with the educational requirements for licensure in Virginia and in states with compatible requirements. The school counseling program 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 programs offered by the School of Psychology & Counseling of Regent University: M.A. in Clinical Mental Health Counseling, M.A. in School Counseling, and M.A. in Marriage, Couple & Family Counseling, on campus or online.

All students enrolled in the counseling program as online students must attend two mandatory residencies during which students will be required to come to a designated location, most likely the Virginia Beach Campus, for approximately seven days for intensive teaching, orientation, and workshop events as part of the required curriculum.

Competency Assessments

The School of Psychology & Counseling is committed to program effectiveness. As a means of fulfilling this commitment, and to insure 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, all students will take, as an exit exam, the Counselor Preparation Comprehensive Examination (CPCE). While all students must take the exam, 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.

Academic Dismissal

Any student who a) fails to meet a semester GPA threshold of at least 3.0 (B) in any two semesters; b) drops below a cumulative 3.0 GPA for more than one semester, whether consecutive or non-consecutive; or c) fails to pass two or more courses, even if the initial failed course is taken again with a passing grade, will be dismissed from the program. A failed course includes any of the following grades: B- or below, FX, WF, or NP.

M.A. in Clinical Mental Health Counseling Program (minimum 60 credit hours)

(Program delivered entirely face-to-face or online with some required face-to-face component.)

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. It also meets the Virginia Board of Counseling academic requirement for licensure of 60 credit hours.

M.A. in School Counseling Program (minimum 60 credit hours)

(Program delivered entirely face-to-face or online with some required face-to-face component.)

This program provides the courses necessary for meeting the State of Virginia school counselor requirements for employment as a school counselor, K-12.

M.A. in Marriage, Couple & Family Counseling Program (minimum 60 credit hours) (Program delivered entirely face-to-face or online with some required face-to-face component.)

This program provides the courses necessary for meeting the State of Virginia Licensed Marriage, Couple & Family Therapist requirements.

M.A. in Clinical Mental Health Counseling, M.A. in School Counseling Program, and M. A. in Marriage, Couple, and Family Counseling Program Prior Learning Assessment (PLA) Statement

These master's degree programs do not accept PLA credits.

Clinical M.A. Program Courses (60)

UNIV LIB Information Research and Resources (0)

Residency (0)

COUN 596A Residency Year One (required for online students only) (0) *
COUN 596B Residency Year Two (required for online students only) (0)
COUN 596D New Student Orientation (required for campus students only) (0)**

Core Courses (39)

COUN 500 Orientation to the Counseling Profession (3)

COUN 517 Research & Statistics (3)

COUN 521 Counseling Skills & Techniques (3) *

COUN 523 Practicum & Advanced Skills (3)

COUN 526 Theories of Counseling (3)

COUN 532 Assessment Techniques in Counseling (3)

COUN 536 Career & Lifestyle Development (3)

COUN 538 Psychopathology & Diagnosis (3)

COUN 540 Human Growth & Development (3)

COUN 554 Group Counseling (3)

COUN 561 Ethics, Professional Orientation & Legal Issues in Counseling (3)

COUN 570 Multicultural Counseling (3)

COUN 578 Counseling & Christian Thought (3)

Clinical Mental Health Counseling Program Courses (21)

COUN 535 Addiction Therapies for Individuals and Families (3)

COUN 545 Concepts of Family Systems (3)

COUN 562 Crisis, Trauma & Clinical Mental Health (3)

COUN 564 Treatment Planning (3)

COUN 595A&B Internship in Clinical Mental Health Counseling (3 credits each) (6)

Elective (3)

School Program Courses (21)

COUN 514 Counseling Children & Adolescents (3)

COUN 516 Principles of School Counseling (3)

COUN 518 Career & College Planning (3)

COUN 519 Program Development & Evaluation for School Counselors (3)

COUN 520 School Counseling Leadership (3)

COUN 594A&B Internship in School Counseling (3 credits each) (6)

Marriage, Couple & Family Program Courses (21)

COUN 535 Addiction Therapies for Individuals and Families I (3)

COUN 545 Concepts of Family Systems (3)

COUN 546 Marital & Couple Therapy (3)

COUN 547 Models of Family Therapy (3)

COUN 548 Theories of Human Sexuality (3)

COUN 593A&B Internship in Marriage, Couple & Family Counseling (3 credits each) (6)

Elective Course Offerings

COUN 514 Counseling Children & Adolescents (3)

COUN 538 Psychopathology & Diagnosis (3)

COUN 546 Marital & Couple Therapy (3)

COUN 547 Models of Family Therapy (3)

COUN 548 Theories of Human Sexuality (3)

COUN 550 Counseling of Women (3)

COUN 557 Complex Trauma, Developmental Trauma, and Human Trafficking (3)

COUN 558 Disaster Trauma & Psychological First Aid (3)

COUN 559 Treating PTSD, Compassion Fatigue, & Complex Trauma (3)

COUN 560 Business Issues in Professional Practice (3)

COUN 567 Psychopharmacology for Counselors (3)

COUN 568 Cross-Cultural Supervision 1

COUN 569 Cross-Cultural Supervision 2

Other Electives as offered by the SPC

Cross-listed courses with the Psy.D. Program are available for M.A. students with permission of their advisor. Students in the School Counseling program may choose electives from the School of Education with the approval of the student's advisor.

* *Online students must take COUN 596A and COUN 521 concurrently.*

** *COUN 596D: Campus students must take COUN 596D and COUN 521 concurrently.*

Non-Clinical M.A. Program

(Program delivered entirely online.)

M.A. in Human Services Program (HSC) (Non-Licensure 30 Credit Hours)

This online program is designed to offer training to persons who work or serve in any of a wide range of human service roles. The human services program equips graduates to draw on interdisciplinary knowledge and skills from the behavioral sciences and related fields to more effectively meet the needs of those they serve. The degree is designed to create new service opportunities or enhance the graduates' abilities to serve well in roles they already occupy for those not seeking licensure in a mental health field. All students in the program complete a human services core and then complete the degree by taking courses in a concentration of their choice in any of a number of applied human service areas. The degree culminates in a capstone that includes field experience in the student's area of interest.

University Requirement

CHBS 500 Graduate Foundations for Healthcare and Behavioral Sciences (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Core Courses (18 credit hours)

HSC 500 Foundations of Human Services (3)

HSC 501 Behavioral Science Foundations (3)

HSC 505 Professional Ethics in the Human Service Fields (3)

HSC 524 Helping Skills & Techniques (3)

HSC 570 Multicultural Awareness & Individual Diversity (3)

HSC 596 Field Experience (3)

M.A. in Human Services with a concentration in Addictions Counseling (12 credit hours)

HSC 525 Advanced Counseling Skills & Techniques (3)

HSC 535 Addictive Behaviors & Substance Abuse (3)

HSC 572 Addiction Intervention (3)

HSC 574 Process Addictions (3)

M.A. in Human Services with a concentration in Biblical Counseling (12 credit hours)

HSC 530 Christian Counseling (3)

HSC 531 Survey of Biblical Counseling Models (3)

HSC 532 Issues in Biblical Counseling (3)

HSC 577 Survey of Christianity (3)

M.A. in Human Services with a concentration in Christian Counseling (12 credit hours)

HSC 525 Advanced Counseling Skills & Techniques (3)

HSC 560 Counseling Models & Strategies (3)

HSC 561 Community & Crisis Counseling (3)

HSC 577 Survey of Christianity (3)

M.A. in Human Services with a concentration in Conflict & Mediation Ministry (12 credit hours)

MBA 640 Managing People (3)

MLAW 655 Negotiations (3)

MLAW 656 General Mediation (3)

MLAW 667 Family Mediation (3)

M.A. in Human Services with a concentration in Criminal Justice & Ministry (12 credit hours)

MLAW 533 Juvenile Law (3)

MLAW 535 International Trafficking in

Persons (3) MLAW 583 Immigration Law &

Procedure (3) MLAW 634 Criminal Law (3)

M.A. in Human Services with a concentration in Human Services Counseling (12 credit hours)

HSC 513 Issues in Counseling (3)

HSC 525 Advanced Counseling Skills & Techniques (3)

Choose 2 of the following courses:

HSC 544 Marriage & Relationship Counseling (3)

HSC 546 Counseling Children & Adolescents (3)

HSC 552 Group Counseling (3)

HSC 560 Counseling Models & Strategies (3)

HSC 561 Community & Crisis Counseling (3)

HSC 565 Grief & Bereavement (3)

M.A. in Human Services with a concentration in Human Services for Student Affairs (12 credit hours)

EHEA 501 The College and the Student (3)

EHEA 503 The Law & Governance of Higher Education (3)

EHEA 504 Student Services Administration (3)

EHEA 602 Role and Mission of the Christian College & University (3)

M.A. in Human Services with a concentration in Life Coaching (12 credit hours)

HSC 525 Advanced Counseling Skills & Techniques (3) HSC 526 Life Coaching (3)

HSC 580 Coaching Practicum (3)

HSC 581 Advanced Coaching Practicum (3)

M.A. in Human Services with a concentration in Marriage & Family Ministry (12 credit hours)

HSC 525 Advanced Counseling Skills & Techniques (3)

HSC 544 Marriage & Relationship Counseling (3)

HSC 545 Concepts of Family Systems (3)

HSC 546 Counseling Children & Adolescents (3)

M.A. in Human Services with a concentration in Trauma & Crisis Counseling (12 credit hours)

HSC 513 Issues in Counseling (3)

HSC 525 Advanced Counseling Skills & Techniques (3)

HSC 561 Community & Crisis Counseling (3)

HSC 565 Grief & Bereavement (3)

M.A. in Pastoral Counseling (Non-Licensure, 30 Credit Hours)

The M.A. in Pastoral Counseling degree (Non-Licensure) is designed to offer training in pastoral counseling to those who desire to engage in counseling ministry. This online degree is appropriate both for clergy and lay pastoral counseling preparation and draws from the Christian psychology, mental health counseling, and clinical pastoral education fields. Pastoral counseling is a specialty in counseling ministry, not a licensed mental health field. Yet pastoral counselors are often the first line of assistance and gatekeepers to professional services for people seeking help in faith-based and other settings. The program offers training in the foundational skills, knowledge, and approaches needed for the pastoral care role.

University Requirement

CHBS 500 Graduate Foundations for Healthcare and Behavioral Sciences (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses (30 credits)

PAC 505 Professional Ethics in the Human Service Fields (3)

PAC 524 Helping Skills & Techniques (3)

PAC 535 Addictive Behaviors & Substance Abuse (3)

PAC 544 Marriage & Relationship Counseling (3)

PAC 561 Community & Crisis Counseling (3)

PAC 570 Multicultural Awareness & Individual Diversity (3)

PAC 577 Survey of Christianity (3)

PAC 596 Field Experience (3)

PMIN 602 Pastoral Care, Counseling, & Conflict (3)

PMIN /HSC Elective (3)

Certificate of Graduate Studies (CGS)

The School of Psychology & Counseling offers a Certificate of Graduate Studies (CGS) in Trauma, School Counseling, Clinical Mental Health Counseling and Marriage, Couple & Family Counseling. The CGS is designed to give students who have earned, or who are in the process of earning a 60 credit Master's level degree in counseling, the opportunity

to complete the additional coursework they need to pursue career opportunities, state licensure, or specialty certification. The requirements for state licensure and specialty certification vary by state. Students should research the requirements for the specialty that they are interested in pursuing to determine if the CGS will meet their needs.

It is possible to earn an M.A. in Counseling degree (60 credits), and a Certificate of Graduate Studies at the same time. Student may earn as many certificates as they choose; however, if a student pursues more than one certificates, the courses for each certificate must be unique. Students who earn an M.A. in Counseling through the SPC cannot earn a CGS in the same subject as their major. For example a student in the M.A. in Counseling program with a major in School Counseling cannot also earn a CGS in School Counseling.

Students are not eligible for federal financial aid for course work beyond the 60 credit hours required for the M.A. in Counseling degree. Students should budget financial resources to fund the additional coursework required for the CGS.

A student who is not currently enrolled in the SPC who wishes to complete a Certificate of Graduate Studies must apply as a non-degree student through our admissions office. All courses must be taken at Regent University. Courses cannot be transferred in to the CGS programs. All requirements for the Certificate must be completed within a five-year period.

University Requirement

UNIV LIB Information Research and Resources (0)

CGS in Clinical Mental Health Counseling Required Courses (9 credits)

COUN 538 Psychopathology & Diagnosis (3)

COUN 562 Crisis, Trauma, & Clinical Mental Health (3)

*COUN 563 Theories of Attachment and Affect Regulation (3)

CGS in Marriage, Couple & Family Counseling Required Courses (12 credits)

COUN 546 Marital & Couple Therapy (3)

COUN 547 Models of Family Therapy (3)

COUN 548 Theories of Human Sexuality (3)

Choose one course from the following:

COUN 563 Theories of Attachment and Affect Regulation (3)

CGS in School Counseling Required Courses (15credits)

COUN 514 Counseling Children & Adolescents (3)

COUN 516 Principles of School Counseling (3)

COUN 519 Program Development & Evaluation for School Counselors (3)

COUN 594A Internship in School Counseling (3)

Choose one of the following courses:

COUN 520 School Counseling Supervision (3)

ETSP 572 Characteristics & Behavior Management of Students with Exceptional Needs (3)

CGS in Trauma Counseling Required Courses (12 credits)

COUN 591 Internship in Trauma Counseling (3)

Choose three courses from the following:

COUN 555* Expressive Approaches in Trauma Treatment (3)

COUN 557 Complex Trauma, Developmental Trauma, and Human Trafficking (3)

COUN 558 Disaster Trauma & Psychological First Aid (3)

COUN 559 Treating PTSD, Compassion Fatigue & Complex Trauma (3)

COUN 562 Crisis, Trauma, & Clinical Mental Health (3)

COUN 563* Theories of Attachment and Affect Regulation (3)

Course Descriptions

CHBS 500 Graduate Foundations for Healthcare and Behavioral Sciences (2) Provides the knowledge, resources, and essential skills needed for success at the graduate level. Topics include academic writing, online learning, information literacy, and advising and support services for Psychology/Counseling.

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.

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.

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 term 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 term 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.

Ph.D. in Counseling & Psychological Studies

MHPS 613 Issues in Counseling (3) Pragmatic and psychospiritual components related to the organization, administration and operation of counseling related services within the context of the local church and other ministry environments. Examines the practical application of ministry-oriented counseling for commonly addressed problems. 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.

MHPS 619 Research Methods in Psychological Sciences (3) Survey of research methods in psychological sciences, covering both quantitative (experimental and non-experimental) and qualitative approaches. Emphasis is placed on the application of these methods to address research questions in psychological sciences.

MHPS 620 Research & Program Development (3) Emphasizes program development by applying research design principles, psychometrics, and integrating analytical techniques to efficiently create programs for mental health and community services. Prerequisite: MHPS 619.

MHPS 624 Marriage & Relationship Counseling (3) Overview of marriage and adult relationships. Analysis of one's own marriage and/or family of origin will facilitate deeper understanding. Examine systems theory, life span, and issues associated with marriage counseling such as premarital counseling, marriage enrichment, sexuality, and divorce/remarriage. Presents a multicultural focus pertaining to marriage, adult relationships and ministry.

MHPS 626 Life Coaching (3). Introduces the student to the field of life coaching according to the International Coaching Federation's core competencies which focus on providing a foundation for coaching, co-creating the relationship, communicating effectively, and cultivating client learning and growth. Cross-listed with HSC 526.

MHPS 630 Christian Counseling (3) An overview of the theology, theory, and practice of diverse forms of Christian Counseling including integrative, biblical counseling, Nouthetic counseling, and Christian psychology approaches. Will feature the work of influential contributors to the Christian counseling movement. A focus on practical Christian counseling skills and case will be incorporated. Cross-listed with HSC 530.

MHPS 631 Survey of Biblical Counseling Models (3) Emphasis on knowledge of biblical counseling models and their applications within counseling ministry. This will include hermeneutically sound biblical interpretation and the application of theology to human need. Cross-listed with HSC 531.

MHPS 632 Issues in Biblical Counseling (3) A case-study application of Christian theology and biblical counseling models to human need. Cross-listed with HSC 532.

MHPS 641 Advanced Psychopathology (3) Review of features, developmental course, etiology, classification, and assessment of psychological disorders. Includes exploration of biological bases and neurobiology of common psychiatric disorders.

MHPS 645 Concepts of Family Systems (3) Explores family systems and related relational dynamics to understand problems and interventions aimed at addressing the family unit from a treatment perspective. Presents a multicultural/diversity focus as it relates to families. Cross-listed with HSC 545.

MHPS 646 Counseling Children & Adolescents (3) Overview of various child, adolescent, and parental relationships and the theological considerations in addressing these relationships. Examines developmentally appropriate approaches and effective strategies for counseling children and adolescents in both individual and group settings as well as topics relating to systems theory, the family life cycle, parenting, blended families, and resources to aid the family. Relevant ethical and legal considerations also discussed. Presents a multicultural focus as it pertains to children adolescents, and ministry. Cross-listed HSC 546.

MHPS 652 Group Counseling (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 as 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.

MHPS 665 Grief & Bereavement (3) A review of the research, theory, and models of grief and bereavement across all phases of the grief process. Exploration of factors that complicate and help with grief will occur. Basic approaches and techniques of competent grief counseling will be covered.

MHPS 672 Addiction Intervention (3) Helps students gain an understanding of spirituality and substance use and faith based interventions. An overview of foundational applications of assessment and intervention is presented. Presents a multicultural focus as it relates to addiction. Cross-listed with HSC 572

MHPS 674 Addictive Behaviors (3) Presents the psychological and physiological aspects of addiction. Explores components of an addictive cycle, empirically supported treatment modalities, relapse prevention, and the approaches in facilitating family and community supports.

MHPS 752 Safeguarding: Prevention of Trauma within the Church(3) This doctoral-level course will provide conceptual knowledge on historic and current issues related to sexual trauma in the church. There will be an emphasis on safeguarding advocacy and prevention. Students will have an opportunity to travel to Italy at the end of the semester to present on trauma with other international safeguarding students. Cross-listed with CES 752.

MHPS 680 Coaching Practicum (3) A supervised field experience in coaching. Students must obtain at least 50 hours of supervised experience. In addition to supervision at the pre-approved site, students also complete a weekly seminar offered by program faculty. The coaching field experience may address a wide range of life issues and service recipients. Cross-listed with HSC 580. Pass/No Pass.

MHPS 681 Advanced Coaching Practicum (3) A supervised field experience in coaching. Students must obtain at least 80 hours of supervised experience. In addition to supervision at the pre-approved site, students also complete a weekly seminar offered by program faculty. The coaching field experience may address a wide range of life issues and service recipients. Cross-listed with HSC 581. Pass/No Pass.

MHPS 696 Field Experience (3) Combines applied experience with the integration of Christianity in human service work. Students must obtain experience in line with counseling ministries and the Field Experience Guidelines. This course extends over the full semester to ensure adequate time for students to gain training and experience.

MHPS 700 Dissertation Seminar(3) This seminar introduces the Doctoral Dissertation process. Students choose a Dissertation Committee, Topic, and Methodology and meet regularly with their Dissertation cohort to gain an understanding of the Dissertation process. The goal of this seminar is to provide resources and support for students seeking to complete their Dissertation. Prerequisites: MHPS 620. Pass/No Pass.

MHPS 701 Dissertation I (2) Students will continue to work with their dissertation committees to complete their chapters 1 and 2. Students will prepare their dissertation Proposal and complete their dissertation Proposal Defense. Prerequisite: MHPS 700. Pass/No Pass.

MHPS 702 Dissertation II (2) After receiving approval students will develop and conduct research, analysis, or program under the direction of a dissertation committee. Students will continue to work with their dissertation committees to complete their chapters 3 and 4. MHPS 701. Pass/No Pass.

MHPS 703 Dissertation III (2) Students will continue to work with their dissertation committees to complete final edits to their dissertation. Final dissertation document must receive approval for dissertation defense. Students will prepare their dissertation Defense and complete their dissertation Defense by the defense deadline. Pass/No Pass.

MHPS 714 Statistics (3) Examines 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.

MHPS 719 Proposal Continuation (1) For those who need additional time to successfully complete their dissertation proposal. Prerequisite: MHPS 700. Pass/No Pass.

MHPS 724 Appraisal & Psychometrics (3) Introduces psychometric testing, with particular emphasis on multicultural dimensions of the topic. Administer, score and evaluate the findings of tests. Primary emphasis on current versions of commonly used assessments and applications across contexts.

MHPS 730 Psychodynamic Approaches (3) The course will provide an advanced exploration of psychodynamic theories and their application within counseling and psychological studies. Students will examine the historical foundations, core concepts, and evolving models of psychodynamic thought. Emphasis will be placed on understanding unconscious processes, defense mechanisms, transference, and countertransference, as well as their role in assessment, case conceptualization, and intervention.

MHPS 731 Psychodynamic Approach Development I (1) This mentorship course offers an advanced exploration of psychodynamic theory with a focus on developing the clinician's skills. Students will deepen their understanding of

key concepts, including unconscious processes, defense mechanisms, object relations, transference, countertransference, attachment patterns, ego functioning, self and identity development, splitting, projective identification, repression, resistance, and psychic conflict. Through reflective practice and guided mentorship, students will learn to integrate these principles into assessment, case conceptualization, and intervention, enhancing clinical insight, relational understanding, and therapeutic effectiveness. This course is part of a six-course mentorship program designed to advance professional growth and clinical competence. Please note that this is a one-unit course. To fulfill the three-unit requirement, you will need to complete at least two additional courses within the series. MHPS Pass/No Pass

MHPS 732 Psychodynamic Approach Development II (1) This mentorship course offers an advanced exploration of psychodynamic theory with a focus on developing the clinician's skills. Students will deepen their understanding of key concepts, including unconscious processes, defense mechanisms, object relations, transference, countertransference, attachment patterns, ego functioning, self and identity development, splitting, projective identification, repression, resistance, and psychic conflict. Through reflective practice and guided mentorship, students will learn to integrate these principles into assessment, case conceptualization, and intervention, enhancing clinical insight, relational understanding, and therapeutic effectiveness. This course is part of a six-course mentorship program designed to advance professional growth and clinical competence. Prerequisite: Please note that this is a one-unit course. To fulfill the three-unit requirement, you will need to complete at least two additional courses within the series. Prerequisite: MHPS 731. MHPS Pass/No Pass

MHPS 733 Psychodynamic Approach Development III (1) This mentorship course offers an advanced exploration of psychodynamic theory with a focus on developing the clinician's skills. Students will deepen their understanding of key concepts, including unconscious processes, defense mechanisms, object relations, transference, countertransference, attachment patterns, ego functioning, self and identity development, splitting, projective identification, repression, resistance, and psychic conflict. Through reflective practice and guided mentorship, students will learn to integrate these principles into assessment, case conceptualization, and intervention, enhancing clinical insight, relational understanding, and therapeutic effectiveness. This course is part of a six-course mentorship program designed to advance professional growth and clinical competence. Please note that this is a one-unit course. To fulfill the three-unit requirement, you will need to complete at least two additional courses within the series. Prerequisite: MHPS 732. MHPS Pass/No Pass

MHPS 734 Psychodynamic Approach Development IV (1) This mentorship course offers an advanced exploration of psychodynamic theory with a focus on developing the clinician's skills. Students will deepen their understanding of key concepts, including unconscious processes, defense mechanisms, object relations, transference, countertransference, attachment patterns, ego functioning, self and identity development, splitting, projective identification, repression, resistance, and psychic conflict. Through reflective practice and guided mentorship, students will learn to integrate these principles into assessment, case conceptualization, and intervention, enhancing clinical insight, relational understanding, and therapeutic effectiveness. This course is part of a six-course mentorship program designed to advance professional growth and clinical competence. Please note that this is a one-unit course. To fulfill the three-unit requirement, you will need to complete at least two additional courses within the series. Prerequisite: MHPS 733. MHPS Pass/No Pass

MHPS 735 Psychodynamic Approach Development V (1) This mentorship course offers an advanced exploration of psychodynamic theory with a focus on developing the clinician's skills. Students will deepen their understanding of key concepts, including unconscious processes, defense mechanisms, object relations, transference, countertransference, attachment patterns, ego functioning, self and identity development, splitting, projective identification, repression, resistance, and psychic conflict. Through reflective practice and guided mentorship, students will learn to integrate these principles into assessment, case conceptualization, and intervention, enhancing clinical insight, relational understanding, and therapeutic effectiveness. This course is part of a six-course mentorship program designed to advance professional growth and clinical competence. Please note that this is a one-unit course. To fulfill the three-unit requirement, you will need to complete at least two additional courses within the series. Prerequisite: MHPS 734. MHPS Pass/No Pass

MHPS 736 Psychodynamic Approach Development VI (1) This mentorship course offers an advanced exploration of psychodynamic theory with a focus on developing the clinician's skills. Students will deepen their understanding of key concepts, including unconscious processes, defense mechanisms, object relations, transference, countertransference, attachment patterns, ego functioning, self and identity development, splitting, projective identification, repression, resistance, and psychic conflict. Through reflective practice and guided mentorship, students will learn to integrate these principles into assessment, case conceptualization, and intervention, enhancing clinical

insight, relational understanding, and therapeutic effectiveness. This course is part of a six-course mentorship program designed to advance professional growth and clinical competence. Please note that this is a one-unit course. To fulfill the three-unit requirement, you will need to complete at least two additional courses within the series. Prerequisite: MHPS 735. MHPS Pass/No Pass

MHPS 740 Introduction & Leadership (3) Introduction to the foundational knowledge, skills, and resources necessary for a successful Ph.D. journey. Examines the theoretical orientations and practical skills necessary to function effectively as a leader in counseling ministries. Examines current topics pertinent to counseling and psychological theories.

MHPS 742 Advanced Leadership in Counseling Ministries (3) Focuses on the specialized knowledge, skills, and ethical principles necessary to lead and administer counseling ministries within diverse religious and community settings. Focus on advanced leadership concepts and their application within counseling ministries. By the end of the course, students will be equipped with the knowledge, skills, and ethical frameworks necessary to lead with integrity, compassion, and effectiveness in counseling ministry contexts.

MHPS 758 Disaster Trauma & Psychological First Aid (3) Covers emergency management and key concepts of disaster mental health. In depth understanding of cultural issues related to disaster and the application of Psychological First Aid. Cross-listed the TRAM 658.

MHPS 765 Advanced Counseling and Trauma Informed Care (3) Experiential application of significant theories and practice of more advanced counseling and trauma-informed skills. Overview of the techniques and practices derived from the major psychotherapeutic systems relevant to these more advanced strategies. The course will emphasize the integration of trauma-informed care principles into various counseling modalities Emphasis on the demonstration, modeling, practice and evaluation of these core skills and techniques. Cross-listed with TRAM 665.

MHPS 766 Theories of Attachment and Affect Regulations (3) Examines principles of affect regulation – how humans regulate their emotions, by drawing on theories of attachment and interpersonal neurobiology. Characteristics of attachment security are explored, including how complex trauma and disrupted attachment may lead to difficulty in personality organization, compulsive behaviors, and relationship issues. Experientially-based therapeutic interventions are identified.

MHPS 767 Treating PTSD, Compassion Fatigue & Complex Trauma (3) The theoretical concepts and symptoms of PTSD, complex trauma, compassion fatigue, and vicarious traumatization in clients, practitioners, first responders and in their role as trauma therapists is explored. Learn current evidence-based strategies for treatment of compassion fatigue and vicarious traumatization. Cross-listed with TRAM 667.

MHPS 777 Psychopharmacology (3) This course is designed to introduce counseling students to the fundamentals of psychopharmacology. Areas covered will include the basics of neuroanatomy, neuronal functioning, psychodynamics, and psychokinetics, as these relate to the use of psychotropic medications in a clinical practice.

MHPS 795 Dissertation Continuation (1) Must register for 1 credit hour per term if the dissertation is not complete after the six credit hours of MHPS 701-703. Prerequisite: MHPS 703. Pass/No Pass.

MHPS 796 Capstone: Psychological Sciences & Christian Thought (3) The interface between Christian theology and psychology; the examination of historical and current issues affecting faith and profession, applications of spirituality within the discipline and reflection on professional identity formation and application as a culmination of the doctoral experience.

Ph.D. in Counselor Education & Supervision

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 Quantitative Research Methodology (3) Emphasizes advanced examination of quantitative research such as experimental and quasi-experimental designs and the development of advanced level quantitative research skills. Examines 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 evaluates research

publications vis-à-vis types of research, the range of research designs, research methodology and subject-related study elements.

CES 618 Qualitative Research Methodology (3) Emphasizes advanced examination of qualitative research designs such as grounded theory, ethnographic, and phenomenological methodologies and the development of advanced level qualitative research skill. Includes the development of competencies in qualitative data collection, analysis and oral and written data presentation.

CES 620 Qualitative Research Analysis (3) Emphasizes advanced examination of qualitative research analysis of data, including the use of phenomenological, case study, narrative, and grounded theory methodologies. Focuses on the development of qualitative data collection, analysis, and oral and written data presentation. Prerequisite: CES 618.

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 648 Human Sexuality (3) Human sexuality, including assessment and intervention for sexuality related and gender specific issues and what it means to view persons as sexual beings. Diverse views of human sexuality existent in the Christian community and broader society including intimacy, sexual ethics, sexual deviancy, gender identity, gender stereotypes, and sexual disorders especially as applied to the clinical setting.

CES 650 Preventive Counseling (3) Conceptual knowledge and practical applications of prevention to assist children, adolescents, and adults in averting psychological and mental health problems. Emphasis on advocacy competencies social justice, best practices in prevention, and wellness helping models.

CES 655 Expressive Approaches in Trauma Treatment (3) Expressive arts interventions play an integral role in how the mind and body heal from posttraumatic stress. This course examines treatments such as play, art, music, equine, drama therapy, yoga, and sandtray which can be used as stand-alone models or as enhancements to more traditional, evidence- based therapy methods. Cross-listed with COUN 555.

CES 660 Business Issues in Professional Practice (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 664 Treatment Planning (3) Addresses treatment planning within the therapeutic process, guiding principles for the selection of effective treatment strategies, and best practice and evidence-based treatment approaches to mental health care. Emphasis will be placed on a practical progression to effective clinical care (e.g., intake, therapeutic rapport-building, assessments, goal setting, treatment planning, and documentation). Cross-listed with COUN 564. Prerequisite: Permission of the instructor.

CES 667 Psychopharmacology for Counselors (3) Students will learn introductory concepts in psychopharmacology relevant to professional counseling, including drug classifications, therapeutic effects, side effects, and related ethical and legal considerations. The course emphasizes effective collaboration within interdisciplinary treatment teams and the integration of pharmacological and nonpharmacological interventions in client care. Cross-listed with COUN 567

CES 668 Cross-Cultural Supervision I (3) Students provide clinical supervision under the supervision of Regent faculty in a cross-cultural setting either face-to-face outside of the US or online. Students will develop their own supervision style and practice servant leadership in the cross-cultural setting. Cross-listed with COUN 568.

CES 669 Cross-Cultural Supervision 2 (3) Students provide clinical supervision under the supervision of Regent faculty in a cross-cultural setting either face-to-face outside of the US or online. Students will act in leadership roles as they supervise and co-teach in cross-cultural environment. Cross-listed with COUN 569.

CES 670 Multicultural Issues in Counseling (3) Provides 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 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 research (3 credits each) 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 9 credit hours. Prerequisite: Permission of instructor.

CES 705 A, B, C Residency (0) A requirement for incoming, second, and third-year PhD students

CES 714 Statistics (3) Examines 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 715 Advanced Multivariate Statistics (3) Multivariate statistical techniques and methods of data analysis including mixed methods ANOVA, logistic regression, repeated measures ANOVA, discriminant analysis, factor analysis, principal component analysis, path analysis, meta-analysis, and structural equation modeling. The assumptions for using the tests and how to evaluate the SPSS output from the different statistical analyses. Prerequisite: CES 714.

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 Identity Formation in Counselor Education and Supervision (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 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 750 Counseling of Women (3) Seminar-type course that explores issues pertinent to women in therapy. Uses a holistic approach to determine the needs of and strategies for counseling women with a focus on the Christian woman.

CES 751 Theories of Attachments and Affect Regulation (3) Examines principles of affect regulation – how humans regulate their emotions, by drawing on theories of attachment and interpersonal neurobiology. Characteristics of attachment security are explored, including how complex trauma and disrupted attachment may lead to difficulty in personality organization, compulsive behaviors, and relationship issues. Experientially-based therapeutic interventions are identified. Cross-listed with COUN 563.

CES 752 Safeguarding: Prevention of Trauma within the Church (3) This doctoral-level course will provide conceptual knowledge on historic and current issues related to sexual trauma in the church. There will be an emphasis on safeguarding advocacy and prevention. Students will have an opportunity to travel to Italy at the end of the semester to present on trauma with other international safeguarding students. This is the primary course and is cross-listed with MHPS 752.

CES 757 Complex Trauma, Developmental Trauma, and Human Trafficking (3) Examine underlying principles of mental health problems that originate in dysfunctional families of origin and early childhood sexual abuse. Particular attention is given to relevant DSM disorders. Examines the cultural and economic underpinnings of human trafficking with a focus on treatment options and intervention techniques. Cross-listed with COUN 557.

CES 758 Disaster Trauma & Psychological First Aid (3) Covers the four phases of emergency management, the eight phases of disaster, and key concepts of disaster mental health. In depth understanding of cultural issues related to disaster and the application of Psychological First Aid based on NIMH, Green Cross, and The Trauma Institute Standards and Ethics are demonstrated. Cross-listed with COUN 558.

CES 759 Treating PTSD, Compassion Fatigue, & Complex Trauma (3) The theoretical concepts and symptoms of PTSD, compassion fatigue and vicarious traumatization in clients, practitioners, first responders and in their role as trauma therapists is explored. Learn current evidence-based strategies for treatment of compassion fatigue and vicarious traumatization. Cross-listed with COUN 559

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 773 Advanced Practicum in Clinical Counseling (3) Development and refinement of advanced counseling skills. Students will acquire at least 30 hours of direct contact hours that includes clinical/counseling services, conducting supervision of other clinicians and teaching therapy skills. Students attend weekly supervision by a licensed or certified site supervisor and participate in group supervision with a professor.

CES 776 Professional Writing (3) Study of essential skills in crafting well-supported arguments for doctoral scholarship, preparing students to contribute effectively to scholarly conversations in counseling. Focus on writing clear problem statements, research arguments, literature synthesis, and adapting work to scholarly formats.

CES 795 Doctoral Project Continuation (1) Must register for 1 credit hour per term if the doctoral project is not complete after the 12 credit hours of CES 701-704. Prerequisite: CES 704.

CES 801 Internship I (1) Approved, supervised professional experience in counselor education. Prerequisites: CES 617, CES 763, CES 740, CES 618, and CES 680

CES 802 Internship II (1) Continuation of approved, supervised professional experience in counselor education. Prerequisite: CES 801.

CES 803 Internship III (1) Continuation of approved, supervised professional experience in counselor education. Prerequisite: CES 802.

Clinical M.A. Programs

COUN 500 Orientation to the Counseling Profession (3) Introductory course to the counseling profession. This course covers essential elements of the counseling profession including (a) history and philosophy, (b) professional roles, self-care, and worldview, (c) relationships with other helping professionals including the role of supervision and consultation, (d) credentialing and professional organizations, (e) practice within various professional settings. Prerequisite: Take concurrently with COUN 521.

COUN 514 Counseling Children & Adolescents (3) Explore assessment, diagnosis, and counseling for school-age children. Emphasize the rights of special student populations. Analyze underlying issues, concerns, and dynamics shaping the behavior of children and adolescents. Understand the growth and development of exceptional children. Explore methods for identifying, planning, and effectively supporting special needs children in inclusive settings. Prerequisites: COUN 526 and COUN 540.

COUN 516 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 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 518 Career & College Planning (3) Teaches career and educational planning strategies applicable to K-12 students. Covers college-going culture, career theories, decision-making models, career assessments, technology, and educational tools utilized in school environments. Includes integration of career/college development initiatives into data-driven school counseling program planning. Prerequisite: COUN 516.

COUN 519 Program Development & Evaluation for School Counselors (3) Needs assessment, data collection/analysis, design, implementation, management, and evaluation of a school counseling program are the purpose of this course. The basis is the integration of the assessment information, the American School Counselor Association's National Model and the National Standards for School Counseling. Prerequisite: COUN 516.

COUN 520 School Counseling Leadership (3) Presents framework for understanding and practicing consultation, leadership, and advocacy skills within K-12 schools. Focuses on theories, models and techniques related to working with school stakeholders (e.g. administrators, teachers, caregivers, and other school personnel). Prerequisite: COUN 516

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. Prerequisite: Take concurrently with COUN 500. Pass/No Pass.

COUN 523 Practicum & Advanced Skills (3) Sequel to COUN 521 to move on to more advanced counseling skills and techniques, which are videotaped. 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. Prerequisites: for counseling students COUN 500, COUN 521, COUN 526, COUN 538, COUN 554, COUN 561, COUN 570, and taken prior or
concurrently with either COUN 516, COUN 546, or 562. Pass/No Pass.

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 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. Prerequisite: COUN 538.

COUN 535 Addiction Therapies for Individuals & Families I (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 in individuals and families.

COUN 536 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 Psychopathology & Diagnosis (3) Examination of abnormal behavior as defined by the DSM and includes an introduction to the etiology, diagnosis, treatment and spiritual dimension of these disorders. Focuses on appropriate use of the DSM, differential diagnosing, cultural overrides and emerging technologies in the treatment of individuals and groups.

COUN 540 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 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. Prerequisite: COUN 526.

COUN 546 Marital & Couple Therapy (3) Provides an understanding, demonstration and application of various

models and techniques for working with married and non-married couples. Prerequisite: COUN 545 or concurrent.

COUN 547 Models of Family Therapy (3) Examines models of family systems therapy and techniques. Helps beginning family therapists develop a model of practice and apply models to clinical cases.

COUN 548 Theories of Human Sexuality (3) Introduces students to historical, environmental, biological, psychological, sociocultural, and biblical perspectives on human sexuality. Emphasis will be placed on issues in human sexuality across the life span, theories of sexual dysfunction, as well as sexuality and Scripture. Prerequisite: COUN 540.

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 of and strategies for counseling 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. Prerequisites: COUN 500, COUN 521, and COUN 526.

COUN 555 Expressive Approaches in Trauma Treatment (3) Expressive arts interventions play an integral role in how the mind and body heal from posttraumatic stress. This course examines treatments such as play, art, music, equine, drama therapy, yoga, and sandtray which can be used as stand-alone models or as enhancements to more traditional, evidence-based therapy methods. Cross-listed with CES 655. Prerequisites: COUN 521, COUN 526, and COUN 538.

COUN 557 Complex Trauma, Developmental Trauma, and Human Trafficking (3) Examine underlying principles of mental health problems that originate in dysfunctional families of origin and early childhood sexual abuse. Particular attention is given to relevant DSM disorders. Examines the cultural and economic underpinnings of human trafficking with a focus on treatment options and intervention techniques. Cross-listed with CES 757. Prerequisites: COUN 521, COUN526, and COUN 538.

COUN 558 Disaster Trauma & Psychological First Aid (3) Covers the four phases of emergency management, the eight phases of disaster, and key concepts of disaster mental health. In depth understanding of cultural issues related to disaster and the application of Psychological First Aid based on NIMH, Green Cross, and The Trauma Institute Standards and Ethics are demonstrated. Cross-listed with CES 758. Prerequisites: COUN 521, COUN 526, and COUN 538.

COUN 559 Treating PTSD, Compassion Fatigue & Complex Trauma (3) The theoretical concepts and symptoms of PTSD, compassion fatigue and vicarious traumatization in clients, practitioners, first responders and in their role as trauma therapists is explored. Learn current evidence-based strategies for treatment of compassion fatigue and vicarious traumatization. Cross-listed with CES 759. Prerequisites: COUN 521, COUN526, and COUN 538.

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 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: for counseling students COUN 521.

COUN 562 Crisis, Trauma & Clinical Mental Health (3) Addresses the foundations, contextual dimensions, and basic knowledge and skills to function in specialized settings of agency, community and emergency environments. Emphasis will be placed on providing intervention in clinical, disaster, crisis and traumatic situations, including emergencies in which triage, intervention, support, referral and advocacy is required. Specialized areas will include counselor self-care; wellness and preventions; suicide de-escalation, crisis incident stress management, and psychological first aid.

COUN 563 Theories of Attachment and Affect Regulation (3) Examines principles of affect regulation – how humans regulate their emotions, by drawing on theories of attachment and interpersonal neurobiology. Characteristics of attachment security are explored, including how complex trauma and disrupted attachment may lead to difficulty in personality organization, compulsive behaviors, and relationship issues. Experientially-based therapeutic interventions are identified. Cross-listed with CES 751.

COUN 564 Treatment Planning (3) Addresses treatment planning within the therapeutic process, guiding principles for the selection of effective treatment strategies, and best practice and evidence-based treatment approaches to mental health care. Emphasis will be placed on a practical progression to effective clinical care (e.g., intake, therapeutic rapport- building, assessments, goal setting, treatment planning, and documentation). Cross-listed with CES 664. Prerequisites: COUN 521, COUN 526, and COUN 538.

COUN 567 Psychopharmacology for Counselors (3) Students will learn introductory concepts in psychopharmacology relevant to professional counseling, including drug classifications, therapeutic effects, side effects, and related ethical and legal considerations. The course emphasizes effective collaboration within interdisciplinary treatment teams and the integration of pharmacological and nonpharmacological interventions in client care. Cross-listed with CES 667

COUN 568 Cross-Cultural Supervision 1 (3) Students provide clinical supervision under the supervision of Regent faculty in a cross-cultural setting either face-to-face outside of the US or online. Students will develop their own supervision style and practice servant leadership in the cross-cultural setting. Cross-listed with CES 668.

COUN 569 Cross-Cultural Supervision 2 (3) Students provide clinical supervision under the supervision of Regent faculty in a cross-cultural setting either face-to-face outside of the US or online. Students will act in leadership roles as they supervise and co-teach in cross-cultural environment. Cross-listed with CES 669.

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 578 Counseling & Christian Thought (3) Examines applied integration within a Christian worldview and explores examples of applied integrative theory and practice in counseling.

COUN 591 Internship in Trauma Counseling (3) Experiential application of trauma theories and techniques, practice of advanced counseling skills, and a field experience related to trauma in a mental health or school setting beyond foundational training, supervised on site by a trained mental health professional. Participate in a weekly internship seminar. Prerequisite: Permission of Instructor. Pass/No Pass.

COUN 593 A&B Internship in Marriage, Couple & Family Counseling (3) Be assigned to work at a professional setting in which marital, couple & family counseling is the modality of treatment, closely supervised on site by a trained marriage, couple & family professional. Culminating experience to apply the knowledge and experience gained during counselor training program as a member of a professional team. In addition to supervision on site, participate in a weekly internship seminar led by a professor on the counseling faculty. Prerequisite: Permission of Instructor. Pass/No Pass.

COUN 593C Internship Continuation in Marriage, Couple & Family Counseling (1) Be assigned to work at a professional setting in which marital, couple & family counseling is the modality of treatment, closely supervised on site by a trained marriage, couple & family professional. In addition to supervision on site, participate in a weekly internship seminar led by a counseling faculty professor. Prerequisite: Permission of Instructor and COUN 593B. Enroll in 1 credit hour per term if the internship is not complete after first two semesters. Pass/No Pass.

COUN 594 A&B Internship in School Counseling (3) Culminating experience to apply the knowledge and experience gained during the school counselor program under close supervision by a trained school counselor in an assigned school setting. Prerequisite: Permission of Instructor.

COUN 594C Internship Continuation in School Counseling (1) Culminating experience to apply the knowledge and experience gained during the school counselor program under close supervision by a trained school counselor in an assigned school setting. Enroll in 1 credit hour per term if the internship is not complete after first two semesters. Prerequisite: Permission of Instructor and COUN 594B. Pass/No Pass

COUN 595 A&B Internship in Clinical Mental Health Counseling (3) 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. Prerequisite: Permission of Instructor. Pass/No Pass.

COUN 595C Internship in Continuation Clinical Mental Health Counseling (1) Be assigned to work at a professional counseling work setting, closely supervised on site by a trained mental health professional. In addition to supervision on site, participate in a weekly internship seminar led by a counseling faculty professor. Enroll in 1 credit hour per term if internship is not complete after two semesters. Prerequisite: Permission of Instructor and COUN 595B. Pass/No Pass.

COUN 596 A, B, D- Residency (0)

M.S. in Psychology

GPSY 500 Contemporary Psychology (3) Historical development, current state, and emerging trends of psychology both as a profession and scientific discipline. An orientation is provided to the program to graduate study in the field, and to ethics in psychology. The integration of Christianity and contemporary psychology will be examined.

GPSY 510 Statistics I (3) Statistical methods and their application to psychological research. Surveys the collection, organization and analysis of data utilizing hypothesis testing. Evaluates various frequency distributions and measures of central tendency. An emphasis will be placed on the application of correlational and one-way ANOVA techniques.

GPSY 511 Statistics II (3) Continued graduate instruction in statistical methods and their application to psychological research with a particular emphasis on Multivariate ANOVA techniques. Prerequisite: GPSY 510.

GPSY 512 Statistics III (3) Final course in the statistics sequence will emphasize the application of Multiple Regression and Path Analysis to psychological research. Prerequisite: GPSY 511.

GPSY 513 Research Methods in Psychology (3) Surveys the range of research methods utilized in contemporary psychology with a primary emphasis on quantitative research including both experimental and non-experimental designs.

GPSY 515 Biological Bases of Behavior (3) Reviews the biological determinants and influences on psychological functioning with a focus on the structure and function of the central nervous system.

GPSY 517 Social Psychology (3) Major theories, issues, data and research methodologies in social psychology. Current research literature on social perception, prejudice, helping behavior, and social conformity.

GPSY 518 Thesis Proposal (1) Develop a proposal for a thesis project with supervision by a faculty thesis committee. Pass/No Pass.

GPSY 532 Affect, Cognition & Motivation (3) Affective neuroscience, cognitive psychology and motivational psychology. Attention and perception, consciousness, thinking and reasoning, memory, language, and motivational factors in human and animal functioning.

GPSY 540 Life Span Psychology (3) Human growth and development across the life span. Particular emphasis on the physical, social, cognitive, emotional, and spiritual growth of the individual with a review of current research.

GPSY 541 Psychopathology (3) Review of features, developmental course, etiology, and classification of psychological disorders.

GPSY 549 Integrative Psychology (3) The integration of Psychology and Christianity. The history of the integration project, various models of integration in science and applied psychology, and emerging trends in light of classic and current scholarly contributions to the area.

GPSY 550 Health Psychology (3) Relationship between psychological factors and medical illnesses, wellness promotion, stress management, coping and other aspects of the psychology of health and illness. The evolving role of psychology in applied research and practice in health settings.

GPSY 552 Psychology of Religion (3) Analyzes and evaluates the contributions of psychology to the understanding of religious experiences. Surveys the theory and research of the field of psychology of religions and reviews the spectrum of major world religions.

GPSY 553 Industrial-Organizational Psychology (3) Introduction to Industrial and Organizational Psychology, a scientific discipline that studies human behavior in the workplace. Topics will include history of *industrial-organizational psychology*, job analysis, personnel selection, training and development, *organizational* change, teamwork, motivation, leadership, and work stress and health.

GPSY 599A & B Thesis I & Thesis II (3 credits each) Conduct, write and successfully defend a thesis in psychology under the supervision of a faculty committee. Students register for two consecutive terms and must take both courses. Prerequisites: GPSY 513 and successful proposal of the thesis project. Pass/No Pass.

GPSY 599C Thesis Continuation (3) For those who need additional time to successfully complete and defend their Thesis Project. Repeatable for credit. Prerequisites: GPSY 599A and GPSY 599B. Pass/No Pass.

GPSY 605 Cyberpsychology (3) Application of psychological theory, methods and research findings to the study of behavior in the context of human-technology interaction.

M.A. in Human Services

HSC 500 Foundations of Human Services (3) A review of human services fields and career identities. The impact of worldviews on the relationship between human service workers and those they serve is examined. Attention is given to ethical, spiritual, and other considerations for those seeking to be effective change agents for the good of others.

HSC 501 Behavioral Science Foundations (3) Consists of carefully selected topics/findings drawn from the behavioral sciences that can provide a valuable knowledge base for those working in the human services fields. It will draw from the psychological research on the biological, cognitive, social, and emotional bases of behavior, theories of counseling, motivation research, and other behavioral science fields.

HSC 505 Professional Ethics in the Human Service Fields (3) Provides an overview of professional ethics for human services fields. A brief survey of the professional codes in the mental health fields and other relevant guidance in applied ethics pertinent to human services work and roles. Cross-listed with PAC 505.

HSC 513 Issues in Counseling (3) Pragmatic and psychospiritual components related to the organization, administration and operation of counseling related services within the context of the local church and other ministry environments. Examines the practical application of ministry-oriented counseling for commonly addressed problems. 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. Cross-listed with PAC 513.

HSC 524 Helping Skills & Techniques (3) A survey and experiential application of interviewing, reflective listening and helping skills. Techniques and practices derived from professional counseling and other human service fields will be covered with an emphasis on demonstrations, modeling, practice and evaluation. Cross-listed with PAC 524.

HSC 525 Advanced Counseling Skills & Techniques (3) Continuing experiential application of significant personality theories and practice of more advanced counseling skills. Overview of the techniques and practices derived from the major psychotherapeutic systems relevant to these more advanced skills. Emphasis on the demonstration, modeling, practice and evaluation of these core skills and techniques. Prerequisite: HSC 524. Cross-listed with MHPS 625.

HSC 526 Life Coaching (3) Introduces the student to the field of life coaching according to the International Coaching Federation's core competencies which focus on providing a foundation for coaching, co-creating the relationship, communicating effectively, and cultivating client learning and growth. Cross-listed with MHPS 626.

HSC 530 Christian Counseling (3) An overview of the theology, theory, and practice of diverse forms of Christian Counseling including integrative, biblical counseling, Nouthetic counseling, and Christian psychology approaches. Will feature the work of influential contributors to the Christian counseling movement. A focus on practical Christian counseling skills and case will be incorporated. Cross-listed with MHPS 630.

HSC 531 Survey of Biblical Counseling Models (3) Emphasis on knowledge of biblical counseling models and their applications within counseling ministry. This will include hermeneutically sound biblical interpretation and the application of theology to human need. Cross-listed with MHPS 631.

HSC 532 Issues in Biblical Counseling (3) A case-study application of Christian theology and biblical counseling models to human need. Cross-listed with MHPS 632.

HSC 535 Addictive Behaviors & Substance Abuse (3) Explores issues related to addictive disorders in individuals and families from assessment, diagnosis, treatment planning and interventions throughout the stages of misuse, abuse and dependency. Students gain a basic understanding of the skills and concepts needed for working in the area of

substance abuse. Cross-listed with PAC 535.

HSC 544 Marriage & Relationship Counseling (3) Overview of various marriage and adult relationships. In depth analysis of one's own marriage and/or family of origin will facilitate deeper understanding. Examine topics on systems theory, life span dynamics, and selected issues associated with marriage counseling such as premarital counseling, marriage enrichment, human sexuality, and divorce/remarriage. Presents a multicultural focus as it pertains to marriage, adult relationships and ministry. Cross-listed with PAC 544.

HSC 545 Concepts of Family Systems (3) Explores family systems and related relational dynamics to understand problems and interventions aimed at addressing the family unit from a treatment perspective. Presents a multicultural/diversity focus as it relates to families. Cross-listed with MHPS 645.

HSC 546 Counseling Children & Adolescents (3) Overview of various child, adolescent, and parental relationships and the theological considerations in addressing these relationships. Examines developmentally appropriate approaches and effective strategies for counseling children and adolescents in both individual and group settings as well as topics relating to systems theory, the family life cycle, parenting, blended families, and resources to aid the family. Relevant ethical and legal considerations also discussed. Presents a multicultural focus as it pertains to children adolescents, and ministry. Cross-listed with MHPS 646.

HSC 552 Group Counseling (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 as 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 560 Counseling Models & Strategies (3) Introduction to basic lay counseling intervention strategies, techniques, and supportive care-giving activities. Examines such topics as conflict resolution, negotiation and mediation, anger management, mentoring, grief counseling, and solution-focused interventions. Presents a multicultural focus as it relates to intervention strategies and ministry.

HSC 561 Community & Crisis Counseling (3) Continuation of Models & Strategies with more advanced lay counseling intervention strategies, techniques, and supportive care-giving activities. Examines such topics as models of inner healing and forgiveness, critical incidents and crisis counseling, community trauma and disaster, chaplaincy issues, and stress/burnout issues. Presents a multicultural focus as it relates to intervention strategies and ministry. Cross-listed with PAC 561 and MHPS 761.

HSC 565 Grief & Bereavement (3) A review of the research, theory, and models of grief and bereavement across all phases of the grief process. Exploration of factors that complicate and help with grief will occur. Basic approaches and techniques of competent grief counseling will be covered.

HSC 570 Multicultural Awareness & Individual Diversity (3) Provides an introduction to the importance of cultural awareness and the presence/influence of cultural and individual diversity. Also, students gain an overview of social theories and social justice. Attention is given to support the development of multicultural skills with a broad range of focus and application across varied settings. Cross-listed with PAC 570.

HSC 572 Addiction Intervention (3) Helps students gain an understanding of spirituality and substance use and faith- based interventions. An overview of foundational applications of assessment and intervention is presented. Presents a multicultural focus as it relates to addiction. Cross-listed with MHPS 672.

HSC 574 Process Addictions (3) Presents a basic understanding of process addictions (food, sex, gambling, etc.), from psychological to physiological aspects. Explores components of an addictive cycle, spiritual components, treatment options, and community supports. Presents a multicultural focus as it relates to process addiction.

HSC 577 Survey of Christianity (3) A survey of the Bible, Christian theology, and Christian history for individuals in the human services field. Provides a global and historical survey of the Christian faith with consideration of applied theology and pastoral care. Cross-listed with PAC 577 and PSY 777.

HSC 580 Coaching Practicum (3) A supervised field experience in coaching. Students must obtain at least 50 hours of supervised experience. In addition to supervision at the pre-approved site, students also complete a weekly seminar offered by program faculty. The coaching field experience may address a wide range of life issues and service recipients. Prerequisite: HSC 526. Cross-listed with MHPS 680. Pass/No Pass.

HSC 581 Advanced Coaching Practicum (3) Supervised field experience in coaching. Students obtain at least 80

hours of supervised experience at the pre-approved site. Students also complete a weekly seminar offered by program faculty. The coaching field experience may address a wide range of life issues and service recipients. Prerequisite: HSC 580. Cross- listed with MHPS 681. Pass/No Pass.

HSC 596 Field Experience (3) Combines applied experience with the integration of Christianity in human service work. Students must obtain experience in line with counseling ministries and the Field Experience Guidelines. This course extends over the full semester to ensure adequate time for students to gain training and experience. Cross-listed with PAC 596 Pass/No Pass.

MA. in Pastoral Counseling

PAC 505 Professional Ethics in the Human Service Fields (3) Provides an overview of professional ethics for human services fields. A brief survey of the professional codes in the mental health fields and other relevant guidance in applied ethics pertinent to human services work and roles. Cross-listed with HSC 505.

PAC 513 Issues in 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 and other ministry environments. Examines the practical application of ministry-oriented counseling for commonly addressed problems. 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. Cross-listed with HSC 513.

PAC 524 Helping Skills & Techniques (3) A survey and experiential application of interviewing, reflective listening and helping skills. Techniques and practices derived from professional counseling and other human service fields will be covered with an emphasis on demonstrations, modeling, practice, and evaluation. Cross-listed with HSC 524.

PAC 535 Addictive Behaviors & Substance Abuse (3) Explores issues related to addictive disorders in individuals and families from assessment, diagnosis, treatment planning and interventions throughout the stages of misuse, abuse and dependency. Students gain a basic understanding of the skills and concepts needed for working in the area of substance abuse. Cross-listed with HSC 535.

PAC 544 Marriage & Relationship Counseling (3) Overview of marriage and adult relationships. Analysis of one's own marriage and/or family of origin will facilitate deeper understanding. Examine systems theory, life span, and issues associated with marriage counseling such as premarital counseling, marriage enrichment, sexuality, and divorce/remarriage. Presents a multicultural focus pertaining to marriage, adult relationships and ministry. Cross-listed with HSC 544.

PAC 561 Community & Crisis Counseling (3) Continuation of Models & Strategies with advanced lay counseling intervention strategies, techniques, and care-giving activities. Examines grief and loss, forgiveness, responding to critical incidents and crisis counseling, community trauma and disaster, chaplaincy issues, stress/burnout, and compassion fatigue issues. Presents a multicultural focus relating to intervention strategies and ministry. Cross-listed with HSC 561 and MHPS 761.

PAC 570 Multicultural Awareness & Individual Diversity (3) Provides an introduction to the importance of cultural awareness and the presence/influence of cultural and individual diversity. Also, students gain an overview of social theories and social justice. Attention is given to support the development of multicultural skills with a broad range of focus and application across varied settings. Cross-listed with HSC 570.

PAC 577 Survey of Christianity (3) A scholarly survey of the Bible, Christian theology, and Christian history designed to provide graduate level exposure to these three areas of Christian scholarship for students who do not have prior equivalent study. Cross-listed with HSC 577 and PSY 777.

PAC 596 Field Experience (3) Combines applied experience with the integration of Christianity in human service work. Students must obtain experience in line with counseling ministries and the Field Experience Guidelines. This course extends over the full semester to ensure adequate time for students to gain training and experience. Cross-listed with HSC 596. Pass/No Pass.

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 ADHD 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 enrollment: PSY 714.

PSY 621 Clinical Interviewing (4) 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 622 Pre-practica in Evidence Based Practice (3) This pre-practica training course utilizes observation and skill rehearsal to teach students evidence-based practice. Students spend time observing psychotherapy and assessment cases, evaluating exemplar video production cases of psychotherapy treatment, and developing assessment and intervention skills. Prerequisites: PSY 621, PSY 638, and PSY 725.

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 (3) 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 629 Attachment-Based Psychotherapies (3) Overview of attachment development as indicated from biological, social, and psychological research. Varying impacts on secure and insecure attachment style development will be presented and applied to personal attachment styles, clinical attachment styles, and client attachment styles. Students will gain familiarity with describing client attachment presentations and clinical interventions.

PSY 631 Attachment-Based Psychotherapies I (1) provides an overview regarding how early attachment experiences influence the adults individuals become, exploring what contributes to both secure and insecure attachment patterns. (Take either PSY 629 or PSY 631, PSY 632, and PSY 633 in sequence).

PSY 632 Attachment-Based Psychotherapies II (1) challenges students to evaluate the attachment-based framework from various evidence-based theoretical approaches and gain familiarity with using attachment interventions on current case. Prerequisite PSY 631 (Take either PSY 629 or PSY 631, PSY 632, and PSY 633 in sequence)

PSY 633 Attachment-Based Psychotherapies III (1) helps students conceptualize clients through an attachment lens, understanding what contributed to their dysfunction and what clinical interventions it might take to provide a corrective attachment experience. Prerequisites PSY 631 and 632. (Take either PSY 629 or PSY 631, PSY 632, and PSY 633 in sequence).

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. 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

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. Prerequisite: PSY 638.

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 641 Couple Therapy I (1) Reviews the basic research in couple dynamics and treatments. Students are introduced to a common treatment theory of couple treatment.

PSY 642 Couple Therapy II (1) Teaches the current empirically supported treatments in couple therapy from several theoretical bases. Students have opportunity to rehearse couple treatment skills. Prerequisite: PSY 641.

PSY 643 Couple Therapy III (1) Focuses on exposure to couple therapy, video review and application of couple therapy skills. Evidence-based treatment approaches are a special focus of the course. Prerequisite: PSY 642. Pass/No Pass

PSY 648 Sexuality & Sex Therapy (3) Issues in human sexuality across the life span. Considers assessment and treatment of sexual dysfunction, as well as sexuality and Scripture.

PSY 651 Group Therapy I (1) Provides an overview of group stages and theoretical approaches, along with discussions on the appropriateness and efficacy of group therapy. Experiential learning in group skills and group leadership is incorporated throughout the semester.

PSY 652 Group Therapy II (1) Focuses on advanced group skills, such as addressing conflict, providing effective feedback, and increasing here-and-now interventions. Special focus is also given to specific group therapy approaches for various diagnoses and presenting concerns. Experiential learning in group skills and group leadership is incorporated throughout the semester. Prerequisite: PSY 651.

PSY 653 Group Therapy III (1) Explores the application of group theory and skills to broader systems and organizations, along with an emphasis on personal development as a leader. Experiential learning in group skills and group leadership is incorporated throughout the semester. Prerequisite: PSY 652.

PSY 654 Group Therapy (3) Provides an overview of group stages, theoretical approaches, research support, and relevant ethical and diversity matters for group. Focuses on development of group leadership skills, and the application of group theory and skills to broader systems and organizations. Experiential learning in group skills and group leadership is incorporated throughout the semester, with an emphasis on personal development as a leader.

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 670 Multicultural Psychology (4) 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 671 Advanced Diversity Psychology (3) Explains the relationship between multicultural theory, identity development, and clinical practice and develops diversity competency preparedness for practica and internship. Provides theory and didactic experiences regarding direct application of multicultural concepts to prepare students for integrating diversity variables into treatment, demonstrating further readiness for practica and internship experiences.

PSY 672 Multicultural Lab (1) facilitates an experiential group that fosters the development of a multicultural orientation in clinical practice that is consistent with a Christian worldview. Students explore their cultural identities and learn from the experiences of others. The group fosters cultural sensitivity in therapeutic practice, an increased awareness of potential biases, and cultural humility. Requirement: Course can only be taken by students with the approval of the PsyD program chair. Pass/No Pass.

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. Pass/No Pass.

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 terms, at 3 credits per term. Prerequisite: PSY 718. Pass/No Pass.

PSY 704 Dissertation Continuation (1) For those who need additional time to complete their dissertation. Prerequisite: PSY 703. Pass/No Pass.

PSY 714 Statistics (4) 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 Professional Development & Dissertation Proposal Development (1) Develop a proposal for a doctoral project with supervision by a faculty member. Prepare internship application materials and explore the future internship as a professional developmental stage. Prerequisite: PSY 700. Pass/No Pass.

PSY 719 Proposal Continuation (1) For those who need additional time to successfully complete their dissertation proposal. Prerequisite: PSY 718. Pass/No Pass.

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 (4) Covers standard objective and performance-based tests of personality and psychopathology. Tests covered include the current versions of the MMPI, PAI, MCMI, Rorschach (introductory material only), TAT, and other projective techniques. Learn to integrate findings into a comprehensive, domain focused testing report.

PSY 728 Advanced Assessment (2) Surveys areas of practical, applied, biopsychosocial, evidence-based psychological assessments with a focus on clinical practice applications. Trains to interpret a variety of testing instruments to further equip students for practice in a variety of evaluation and treatment settings. Pass/No Pass.

PSY 729 Performance Based Assessment (3) Provides an overview of the history and current status of performance based assessment in the field of psychology. Primary emphasis is placed on a comprehensive understanding of the Rorschach Inkblot Method. Students will learn to administer, score, and interpret performance based measures. Class will include a laboratory in which skills in administration and interpretation can be practiced. Prerequisite: PSY 726.

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 Case Consultation (12) (2/term for 2 years) Supervised clinical practicum experience in an appropriate work environment for six terms. Learn how to integrate your Christian worldview and practice with the theory and practice of psychology. Prerequisite: PSY 622. Pass/No Pass.

PSY 739 Advanced Practica I (1) Incorporates advanced clinical experiences designed, arranged, implemented and conducted by doctoral students under faculty supervision. Prerequisites: PSY 733-738. Pass/No Pass.

PSY 741 Advanced Practica II (1) Incorporates advanced clinical experiences designed, arranged, implemented and

conducted by doctoral students under faculty supervision. Prerequisites: PSY 733-738 and PSY 763. Pass/No Pass.

PSY 742 Additional Practica Experience (1) Experiential laboratory to continue clinical practice. Follows a natural progression from the development of basic clinical skills through Clinical Practica and Case Consultation courses,

allowing for increased independence. Students are required to identify the placement site and work with the site to obtain clinical practica hours and supervision. Pass/No Pass.

PSY 743 Additional Practica Experience Continuation (1) Experiential laboratory to continue clinical practice. Follows natural progression from development of basic clinical skills through Clinical Practica and Case Consultation courses, allowing for increased independence. Students are required to identify the placement site and work with the site to obtain clinical hours and supervision. Pass/No Pass.

PSY 750 Psychology of Women (3) Examines theories and research related to the psychology of women and gender, including gender related topics. Special focus will be given to the historical and present-day role of women within religious settings, and to examining the theological underpinnings of these roles.

PSY 751 Gerontological Psychology (3) Study of normal aging-related biological, psychological, social change and sociocultural/spiritual factors and behavioral health in late life to include medical illnesses, psychopathology, neuroscience and functional changes, as well as, theory and research foundations of geropsychological assessment, intervention and consultation.

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 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) This practical course provides an overview of empirically supported and emerging treatment in adult PTSD and complex PTSD clients. Spiritual aspects of care and special populations such as the military and first responders are also examined.

PSY 774 Health Psychology & Integrated Medicine (3) Covers the settings in which health psychology and integrated medicine 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 Christian intervention strategies in soul care, inner healing and forgiveness. Methods examined include models of inner healing prayer found in the contemporary Christian lay counseling literature and research-based forgiveness models. Ethical aspects of applying these methods clinically will be considered.

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. Cross-listed with HSC 577 and PAC 577.

PSY 778 Applied Theology for Clinical Psychologists (3) Applied formational approach to the Christian faith via the developing traditions of spiritual direction and the classic spiritual disciplines, and how the synthesis of spiritual

direction and disciplines may be integrated into therapeutic processes.

PSY 779 Applied & Clinical Integration (3) Examines clinical integration within a Christian worldview and explores examples of applied integrative theory and practice in assessment and treatment.

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 term of coursework prior to the internship. Pass/No Pass.

PSY 781Research Group (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 3 credits from this sequence may count towards satisfaction of the elective requirement. Repeatable for up to 3 credits) Pass/No Pass

PSY 801-803 Clinical Internship (1 each, 3 minimum) Two thousand hours of supervised psychological activities in an APA-approved internship. Prerequisite: permission of clinical training director. Pass/No Pass.

PSY 791a Probe Remediation (1) To be completed by students who failed to pass a probe during the scheduled semester of PSY 621 and need additional time to complete probe remediation process. Pass/ No Pass.

PSY 791b Probe Remediation (1) To be completed by students who failed to pass a probe during the scheduled semester of PSY 638 and need additional time to complete probe remediation process. Pass/ No Pass.

PSY 791c Probe Remediation (1) To be completed by students who failed to pass a probe during the scheduled semester of PSY 725 and need additional time to complete probe remediation process. Pass/ No Pass.

PSY 791d Probe Remediation (1) To be completed by students who failed to pass a probe during the scheduled semester of PSY 726 and need additional time to complete probe remediation process. Pass/ No Pass.

PSY 791e Probe Remediation (1) To be completed by students who failed to pass a probe during the scheduled semester of PSY 732 and need additional time to complete probe remediation process. Pass/ No Pass.

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.

Ord, Anna S. (2016), Psy.D., Regent University; Assistant Provost for Graduate Studies; Dean*; Associate Professor*

Alexander, *Gary* *(2024) Ph.D., Capella University, Assistant Professor*

Baum, Linda J. (2012), Ph.D., Kent State University; *Director of Clinical Training, Psy.D. Program; Associate Professor*

Boone-Thornton, Michelle (2023), Ed.D., Regent University, *Assistant Professor*

Bruns, Ashleigh (2012), Ph.D., Regent University; *Assistant Professor*

Coddington, Kimberley (2023), Ph.D., Gannon University, *Lecturer*

Compton, Lisa (2014), Ph.D., Regent University; *Associate Professor, Director of Ph.D. in Counselor Education & Supervision Program*

Counted, Victor (2022), Ph.D., Western Sydney University, *Associate Professor*

Daniels, Erica (2024) Ph.D., Regent University, *Assistant Professor*

Garzon, Fernando (2018), Psy.D., Graduate School of Psychology at Fuller Theological Seminary; *Assistant Dean for Academics; Professor*

Glover, Crista (2022), Ph.D., Regent University*;; Assistant Professor*

Guilfoyle, Jessica (2022), Ph.D., Regent University; *Director, Ph.D. in Counseling & Psychological Studies Program; Assistant Professor*

Holland, Daniel (2015), Ph.D., Old Dominion University; *Associate Professor*

Hoover, Jonathan (2019), Ph.D.., Grand Canyon University; *Director, Assistant Professor*

Hurst, Donna (2024) Ph.D., Regent University, *Assistant Professor*

Jamison, Ashley (2023), Ph.D., New Orleans Baptist Theological Seminary, *Assistant Professor*

Jenkins, Alicea (2020), Ph.D.. Regent University, *Assistant Professor*

Kent, Vanessa (2019), Ph.D., Regent University; *Assistant Professor,*

Knight, Jasmine (2015), Ph.D., Old Dominion University; *Counseling Department Chair; Director, Ph.D. in Counselor Education & Supervision Program; Associate Professor*

Kuschel, Shannon (2022), Ph.D., Regent University, *Assistant Professor*

Maxwell, Katrina (2022), Ph.D., Florida State University, *Assistant Professor*

McCleese, Jessica (2015), Psy.D., Regent University, *Associate Professor*

Page, Cassandra (2014), Psy.D., Biola University; Assistant Dean,*; Associate Professor*

Ripley, Jennifer S. (1999), Ph.D., Virginia Commonwealth University; *Co-Director of the Charis Center; Rosemarie S. Hughes Endowed Chair of Christian Thought in Mental Health Practice; Professor*

Runyan, Helen (2012), Ph.D., Old Dominion University; *Associate Professor*

Sanderfer-Stull, Mary (2020), Ph.D., Old Dominion University, *Assistant Professor*

Sells, James N. (2005), Ph.D., University of Southern California; *Co-Director of the Charis Center; Rosemarie S. Hughes Endowed Chair of Christian Thought in Mental Health Practice; Professor*

Stephens, Rachel (2017), Psy.D., Regent University; *Chair, Department of Graduate Studies; Director, Psychological Services Center; Assistant Professor*

Tollefson, Katelyn (2023), Psy.D., Regent University, *Assistant Professor*

Wilkerson, Keith (2019), Ph.D., Regent University; *Lecturer*

Williams, Cyrus R., III (2009), Ph.D., University of Florida; *Professor*

Winters, Danielle (2023), Ph.D., Old Dominion University, *Assistant Professor, School of Psychology and Counseling*

Zaporozhets, Olya, (2012), Ph.D., University of Toledo; *Associate Professor*

Visiting Faculty

Black, Robert B. (1985), Ph.D., Ohio University; *Faculty Emeritus*

Hughes, Rosemarie S. (1987), Ph.D., Old Dominion University; *Dean Emerita*

Parker, Stephen E. (1993), Ph.D., Emory University; *Professor Emeritus*

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School of Divinity

DEAN'S MESSAGE

"Beloved, although I was very eager to write to you about our common salvation, I found it necessary to write appealing to you to contend for the faith that was once for all delivered to the saints." (Jude 1:3, ESV)

The School of Divinity was founded on the biblical call to train ministers, scholars and leaders who will contend for the faith that was once delivered to the saints (Jude 1:3). We believe that the Gospel of Jesus is indeed the power of God for salvation (Romans 1:16), a light that shines in the midst of darkness (John 1:1-5). It is our aim to train Christian ministers, scholars and leaders who will participate in the transformation of our world through a faithful commitment to the Gospel of Christ, a fidelity to the Holy Scripture and by being witnesses of the active work of God's Spirit in our world.

The Regent School of Divinity is focused on the study, praxis and proclamation of Renewal Theology. Renewal Theology is the believing reflection on the activity of God in Holy Scripture and in the history of the Church from the point of view of the renewing work of the Holy Spirit. It operates within a Trinitarian framework with a Christological focus and is shaped by the normative voice of Holy Scripture. Renewal Theology values the gifts and power of the Holy Spirit, while acknowledging the role of love as "the most excellent way" (1 Corinthians 13).

Renewal theology aims to strengthen the faith of the Christian community and emphasizes the conviction, formalized by Augustine in the fourth century as *credo ut intelligam*, "I believe in order to understand" and by Anselm in the eleventh century as *fides quaereus intellectum*, "faith seeking understanding." In our pursuit of Renewal Theology we know that we are treading on holy ground. God is never "summoned into the presence of reason; reason is summoned before the presence of God."[1] Renewal Theology is not merely free speech, but rather holy speech.

The School of Divinity is accredited by the Association of Theological Schools (ATS) and we are blessed by a community of faculty members who are both distinguished scholars and faithful ministers. We celebrate our close relationship with the larger body of Christ and the Christian Broadcasting Network (CBN) as our founding organization. It is our belief that excellence in biblical and theological research and training is part of our participation in the mission of God (*Missio Dei*).

Peace and all good,

Corné J. Bekker, D. Litt. Et Phil.

Dean

MISSION AND VISION

The Regent School of Divinity exists for the glory of God by providing biblical, theological and ministerial education that seeks to be faithful to the Scriptures and emphasizes the renewing work of the Holy Spirit in order to train laborers who will bear witness to the gospel of Jesus Christ in the Church, the world, and the academy. We support the mission and vision of Regent University in the following ways:

1. **Biblical fidelity**: We are committed to excellence in theological and ministerial education that is grounded in the authority of the Bible as the eternal, infallible and inspired Word of God.
2. **Trinitarian worship**: We seek to offer our labor in education and research as worship of the Triune God and aim to declare His holiness and glory in all that we do.
3. **Spiritual renewal**: We are focused on the renewing presence of the Holy Spirit from creation to the consummation, and embrace the biblical, historical and contemporary expressions of His renewing work.

[1] John Webster, Holiness. Grand Rapids: Eerdmans, 2003, 17.

4. **Holistic formation**: We understand the call to formation to be the lifelong process of being conformed to the image of Christ by His Spirit and seek to promote holistic habits of spirit, soul and body that promote human and ministerial flourishing.
5. **Ecclesial focus**: We desire to serve the Body of Christ with humility and integrity, recognizing the central role of the Church in the eternal plan of God.
6. **Missional leadership**: We participate in God's mission by providing education, training, empowerment and equipping to all whom God calls, regardless of ethnicity or gender.
7. **Prophetic relevance**: It is our vision to graduate Christ-centered leaders that will be prophetic witnesses in their generation, standing firm in their commitment to biblical values of holiness and morality.

ACCREDITATION

Regent University is accredited by the Commission on Colleges and Schools to award baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about accreditation.

The School of Divinity is also accredited by The Association of Theological Schools in the United States and Canada (ATS), The Commission on Accrediting of the Association of Theological Schools. 10 Summit Park Drive, Pittsburgh, PA 15275, 412-788-6505 www.ats.edu to offer the following degrees: M.A. in Spiritual Formation, M.A. in Christian Ministry, MTS, M.Div., Th.M., D.Min. and Ph.D. in Renewal Theology.

www.ats.edu/member-schools/regent-university-school-divinity.

SPIRITUAL FORMATION

All incoming master's students, through the process of Spiritual Formation Foundations (SFRM 501), focus on spiritual, intellectual, emotional and relational preparation toward 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 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; develop a written vision and mission statement relevant to vocational calling and professional goals; and begin a professional portfolio and resource network to assist in future career placement.

COURSE ATTENDANCE

In order to receive credit for a course with a campus component, students must attend a minimum of 70% of required face-to-face meetings. Whether the course has a modular week, or meets weekly, attendance 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 campus requirement.

ADMISSIONS POLICIES

Each School of Divinity program has specific admission standards applicable to that degree. See program-specific requirements under the degree description located in this catalog. Previously completed degrees required for admission must be completed at an institution holding accreditation or one of the following National Faith-Related Accrediting Organizations: the Association for Biblical Higher Education (ABHE), the Commission on Accrediting of the Association of Theological Schools (ATS), or the Transnational Association of Christian Colleges and Schools (TRACS).

ADVANCED STANDING AND TRANSFER CREDIT

Refer to the "Graduate Transfer Credit & Advanced Standing" and the "Graduate Credit by Advanced Standing" sections of this Catalog for additional information regarding University advanced standing and transfer credit policies.

* No transfer credit or advanced standing may be applied to the Th.M. degree.

DOCTORAL TRANSFER CREDIT

There are substantial differences between the Doctor of Ministry, Master of Theology, and Doctor of Philosophy programs. For that reason, it is not possible to apply transfer credit or advanced standing credit from the Doctor of Ministry to the Master of Theology and Doctor of Philosophy programs, nor can advanced standing or transfer credits be applied from the Master of Theology and Doctor of Philosophy programs to the Doctor of Ministry program. All courses in the Master of Theology program, except the capstone courses (DGEN 796, DGEN 799, and DGEN 799a) are eligible to be applied as advanced standing to the Doctor of Philosophy program subject to School of Divinity and/or Regent University policies.

PROGRAM OVERVIEW

The School of Divinity offers both non-degree and degree programs. The School of Divinity has the following non-degree programs: Alumni & Pastors Continuing Education Program and Certificate Programs. The School of Divinity offers the following degree programs: M.A. in Spiritual Formation, M.A. in Christian Ministry, Master of Theological Studies (MTS), Master of Divinity (M.Div.), Master of Theology (Th.M.), Doctor of Ministry (D.Min.), and Doctor of Philosophy in Renewal Theology (Ph.D.).

Joint Degrees

M.Div.: A 60-credit joint degree version of the M.Div. is available to students who have received admission to another Regent University graduate school and have gained approval from the department of Academic Advising for acceptance into the joint degrees program. The 60-credit joint degree M.Div. has no concentration. The first 12 credits of the 18-credit concentration are waived for the joint degree; the remaining 6 credits are fulfilled as Divinity elective courses. Courses applied to one degree are not eligible to be applied to the second degree in a joint degree program.

M.A. in Christian Ministry: A 39-credit joint degree version of the M.A. in Christian Ministry is available to students who have received admission to another Regent University graduate school and have gained approval from the department of Academic Advising for acceptance into the joint degrees program. The 39-credit joint degree M.A. in Christian Ministry has no concentration. The first 9 credits of the 12-credit concentration are waived for the joint degree; the remaining 3 credits are fulfilled as a Divinity elective course. Courses applied to one degree are not eligible to be applied to the second degree in a joint degree program.

NON-DEGREE PROGRAMS

Refer to the "Admission to Graduate Non-Degree Status" section of this catalog for academic and admission standards applicable to the following programs. All non-degree courses are taken at the master's level. Post-graduate level courses are not available for non-degree options. Admission into a non-degree program requires completion of a four-year bachelor's degree in any field of study 2.50 or higher GPA.

Alumni & Pastors Continuing Education Program

(Program delivered entirely online)

Provides a tuition discount for individuals desiring continuing education at a non-degree level. Qualified individuals may take one Divinity 500-600 level course each academic semester for $150 tuition per 3-credit course plus applicable fees. Courses taken in the Alumni & Pastors Continuing Education Program are taken at the non-degree level and may not be applied to a degree. Courses are available online only.

Available to individuals in one of the following categories:

- Graduates of the Regent University School of Divinity.
- Pastors who are full-time, paid employees of a church.

Certificate Programs

(Program delivered entirely online)

Divinity certificate programs are designed for those seeking advanced study for continuing education and professional development. Certificate programs are available at the non-degree level in the subjects below. All Divinity certificates are completed entirely online.

Certificate Programs are not eligible to receive Advanced Standing. Certificate courses are completed at the non-degree level; however, students may apply certificate courses toward a master's degree following standards of Advanced Standing once the certificate is conferred. Courses applied to a degree program are not eligible for a certificate with overlapping course requirements. Acceptance into a certificate program does not guarantee acceptance into a degree program.

All certificates require the student to complete the University requirement of UNIV LIB Information Research and Resources (0) in addition to the specified 12 credits of graduate coursework.

Certificate of Graduate Studies in Biblical Languages (12 credit hours)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission.

Select 12 credit hours from the following list of Divinity courses:

BIBL 630 Biblical Hebrew 1 (3)

BIBL 631 Biblical Hebrew 2 (3)

BIBL 634 Biblical Hebrew Syntax (3)

BIBL 635 Biblical Hebrew Exegesis (3)

BIBL 670 New Testament Greek 1 (3)

BIBL 671 New Testament Greek 2 (3)

BIBL 674 New Testament Greek Syntax (3)

BIBL 675 New Testament Greek Exegesis (3)

THEO 670 Theological German (3)

Certificate of Graduate Studies in Biblical Studies (12 credit hours)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission.

Select 12 credit hours from any 500-600 level BIBL courses

Certificate of Graduate Studies in Christian Theology (12 credit hours)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission.

Select 12 credit hours from any 500-600 level THEO courses

Certificate of Graduate Studies in Church History (12 credit hours)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission.

Select 12 credit hours from any 500-600 level HCHT courses

Certificate of Graduate Studies in Church Leadership (12 credit hours)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission.

SFRM 501 Spiritual Formation Foundations (3)

Select 9 credit hours from the following list of Divinity courses:

PMIN 601 Models of Biblical Discipleship (3)

PMIN 602 Pastoral Care, Counseling, & Conflict (3)

PMIN 603 Christian Leadership Development (3)

PMIN 604 Ministry Administration (3)

PMIN 605 Preaching Ministry (3)

PMIN 606 Pastoral Theology (3)

Certificate of Graduate Studies in Online Ministry (12 credit hours)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission

SFRM 501 Spiritual Formation Foundations (3)

Select 9 credit hours from the following list of Divinity courses:

PMIN 623 Digital Ministry Tools (3)

PMIN 624 Ministry & Online Presence (3)

PMIN 625 Social Media in Ministry (3)

PMIN 626 Expanding Ministry Online (3)

PMIN 627 Pastoral Ministry & Online Culture (3)

Certificate of Graduate Studies in Spiritual Formation (12 credit hours)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission.

Select 12 credit hours from any 500-600 level SFRM courses excluding SFRM 695 and SFRM 698.

Certificate of Graduate Studies in Worship & Theology (12 credit hours)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission.

Select 12 credit hours from the following list of courses:

WSHP 600 Biblical Foundations for Renewal Worship (3)

WSHP 601 Theological Foundations for Renewal Worship (3)

WSHP 602 History of Christian Worship (3)

WSHP 603 Spiritual formation Through Worship (3)

WSHP 604 Planning and Leading Renewal Worship (3)

WSHP 605 Contemporary Issues in Renewal Worship (3)

Degree Programs

MASTER'S DEGREE PROGRAMS

Master of Arts in Apologetics & Cosmogony

(Program delivered entirely online)

The M.A. in Apologetics & Cosmogony is a 36-credit-hour academic degree specialized for those seeking to understand God's self-revelation through creation and its practical application to contemporary Christian witness and evangelism. The M.A. in Apologetics & Cosmogony is ideal for equipping ministry leaders to train others as biblically faithful apologists to use the Scriptures and truth at the intersection of faith and science to share their faith in academic and ministerial settings.

University Requirement (Must be completed in first semester)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission.

Course Requirements (36 credit hours)

Students in the M.A. in Apologetics & Cosmogony degree take 18 credit hours of foundational courses, 15 credit hours of specialization courses, and 3 credit hours of capstone courses culminating the degree experience with the completion of a Ministry Internship.

Foundations (18 credit hours) Students in this degree are required to take the following foundational courses in a specific sequence. Refer to the Divinity Student Handbook for course sequence.

BIBL 504 Biblical Hermeneutics (3)

BIBL 508 New Testament (3)

BIBL 509 Old Testament (3)

HCHT 500 The Faith Once Delivered (3)

SFRM 500 Spiritual Formation (3)

THEO 500 Christian Theology (3)

Specialization (15 credit hours)

COSM 655 Apologetics & Creation of the Cosmos (3)

COSM 656 Apologetics & Beginnings of Life (3)

COSM 657 Apologetics & Cosmogony Integration (3)

PMIN 606 Pastoral Theology (3)

THEO 623 Christian Apologetics (3)

Capstone (3 credit hours) Students in this degree are required to take the following capstone course.

SFRM 695 Ministry Internship (3)

Master of Arts in Christian Discipleship

(Program delivered entirely online)

The M.A. in Christian Discipleship is a 36-credit-hour professional degree specialized for those seeking a theological foundation and practical skills to effectively produce disciples of Jesus. The M.A. in Christian Discipleship is ideal for those involved in church ministry, in either professional or lay settings.

University Requirement (Must be completed in first semester)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission.

Course Requirements (36 credit hours)

Students in the M.A. in Christian Discipleship degree take 15 credit hours of foundational courses, 18 credit hours of specialization courses, and 3 credit hours of Ministry Internship to culminate the degree.

Foundations (15 credit hours) Students in this degree are required to take the following foundational courses. Refer to the Divinity Student Handbook for course sequence.

BIBL 508 New Testament (3)

BIBL 509 Old Testament (3)

HCHT 500 The Faith Once Delivered (3)

SFRM 500 Spiritual Formation (3)

THEO 500 Christian Theology (3)

Specialization (18 credit hours)

PMIN 601 Models of Biblical Discipleship (3)

PMIN 606 Pastoral Theology (3)

PMIN 650 Children's Ministry (3)

PMIN 651 Youth Ministry (3)

PMIN 652 Adult & Family Ministry (3)

SFRM 611 Spiritual Formation & Renewal (3)

Capstone (3 credit hours): Students in this degree are required to take the following capstone course.

SFRM 695 Ministry Internship (3)

Master of Arts in Church Leadership

(Program delivered entirely online)

The M.A. in Church Leadership is a 36-credit-hour professional degree specialized for those seeking practical skills and a theological foundation for local church leadership. The M.A. in Church Leadership is ideal for those involved in church ministry and would like to sharpen their leadership skills.

University Requirement (Must be completed in first semester)

DIV 500 Graduate Foundations for DIV (2), as required upon admission.

Course Requirements (36 credit hours)

Students in the M.A. in Church Leadership degree take 21 credit hours of foundational courses, 12 credit hours of specialization courses, and 3 credit hours of Ministry Internship to culminate the degree.

Foundations (21 credit hours) Students in this degree are required to take the following foundational courses. Refer to the Divinity Student Handbook for course sequence.

BIBL 504 Biblical Hermeneutics (3)

BIBL 508 New Testament (3)

BIBL 509 Old Testament (3)

HCHT 500 The Faith Once Delivered (3)

PMIN 501 Leadership in Church & Ministry (3)

SFRM 500 Spiritual Formation (3)

THEO 500 Christian Theology (3)

Specialization (12 credit hours) Select 12 credits from the following Divinity courses.

PMIN 524 Preparation of Biblical Messages (3)

PMIN 602 Pastoral Care, Counseling, & Conflict (3)

PMIN 603 Christian Leadership Development (3)

PMIN 604 Ministry Administration (3)

PMIN 606 Pastoral Theology (3)

Capstone (3 credit hours) Students in this degree are required to take the following capstone course.

SFRM 695 Ministry Internship

Master of Arts in Christian Ministry

(Program delivered entirely online)

The M.A. in Christian Ministry is a 48-credit-hour professional degree for those who have been called to practical ministry settings. The M.A. in Christian Ministry is ideal for preparing those aspiring to ministry positions within the church or non-profit organizations.

The M.A. in Christian Ministry is available in five concentrations:

- Church & Ministry
- Interdisciplinary Studies
- Marketplace Ministry
- Missiology
- Worship & Theology

University Requirement (Must be completed in first semester)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission.

Course Requirements (48 credit hours)

Students in the M.A. in Christian Ministry degree take 30 credit hours of foundational courses, 12 credit hours of concentration courses, and 6 credit hours of capstone courses culminating the degree experience with the completion of a Spiritual Formation Portfolio.

Foundations (30 credit hours) Students in this degree are required to take the following foundational courses in a specific sequence. Refer to the Divinity Student Handbook for course sequence.

BIBL 504 Biblical Hermeneutics (3)

BIBL 508 New Testament (3)

BIBL 509 Old Testament (3)

HCHT 500 The Faith Once Delivered (3)

Choose one from HCHT 505 Church History 1 (3) **or** HCHT 506 Church History 2 (3)

MISS 500 Foundations for Biblical Mission (3)

PMIN 501 Leadership in Church & Ministry (3)

PMIN 606 Pastoral Theology (3)

SFRM 500 Spiritual Formation (3)

THEO 500 Christian Theology (3)

Concentration (12 credit hours) Students in this degree choose one concentration from the following subjects.

Church & Ministry: Select 12 credits from the following Divinity courses.

PMIN 601 Models of Biblical Discipleship (3)

PMIN 602 Pastoral Care, Counseling, & Conflict (3)

PMIN 603 Christian Leadership Development (3)

PMIN 604 Ministry Administration (3)

PMIN 605 Preaching Ministry (3)

PMIN 607 Technology & Media in Ministry (3)

Interdisciplinary Studies: Select 12 credits of 600-level Divinity courses in a variety of disciplines beyond the required Foundations and Capstone courses. Students in this concentration may take up to 6 credits of master's level courses from other graduate school at Regent University.

Marketplace Ministry: Select courses in this concentration are offered from other graduate schools at Regent University. Refer to the Robertson School of Government section of this catalog for the course description of GOV 693, the Communication & the Arts section for the course description of JRN 607, and the School of Business & Leadership for the course descriptions of LMOL 602, 605, 606, & MBA 621.

Required Divinity Courses (6 credit hours):

PMIN 601 Models of Biblical Discipleship (3)

PMIN 607 Technology & Media in Ministry (3)

Select 6 credits from the following courses offered by other graduate schools at Regent University:

GOV 693 Managing Nonprofit & Faith-Based Organizations (3)

JRN 607 Social Media & Internet Marketing (3)

LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (3)

LMOL 605 Organizational Communication, Conflict Resolution & Negotiation (3)

LMOL 606 Strategic Thinking, Planning & Organizational Change (3)

MBA 621 Innovation & Technological Success (3)

Missiology: Select 12 credits of 600-level MISS courses beyond the required Foundations course.

Worship & Theology: Select 12 credits from the following Divinity courses.

WSHP 600 Biblical Foundations for Renewal Worship (3)

WSHP 601 Theological Foundations for Renewal Worship (3)

WSHP 602 History of Christian Worship (3)

WSHP 603 Spiritual formation Through Worship (3)

WSHP 604 Planning and Leading Renewal Worship (3)

WSHP 605 Contemporary Issues in Renewal Worship (3)

Capstone (6 credit hours): Students in this degree are required to take the following capstone courses.

SFRM 695 Ministry Internship (3)

SFRM 698 Spiritual & Vocational Integration (3)

Master of Arts in Church Planting

(Program delivered entirely online)

The M.A. in Church Planting is a 36-credit-hour professional degree specialized for those seeking practical skills and a theological foundation for church planting and revitalization. The M.A. in Church Planting is ideal for those seeking to plant new churches or revitalize dying churches.

University Requirement (Must be completed in first semester)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission.

Course Requirements (36 credit hours)

Students in the M.A. in Church Planting degree take 15 credit hours of foundational courses, 18 credit hours of specialization courses, and 3 credit hours of Spiritual Formation Internship to culminate the degree.

Foundations (15 credit hours) Students in this degree are required to take the following foundational courses. Refer to the Divinity Student Handbook for course sequence.

BIBL 508 New Testament (3)

BIBL 509 Old Testament (3)

HCHT 500 The Faith Once Delivered (3)

SFRM 500 Spiritual Formation (3)

THEO 500 Christian Theology (3)

Specialization (18 credit hours)

PMIN 606 Pastoral Theology (3)

PMIN 635 Theology of Church Planting (3)

PMIN 636 Models of Church Planting (3)

PMIN 637 Health & Growth of Church Plants (3)

PMIN 638 Missional Church Planting (3)

PMIN 639 Renewing & Transforming Churches (3)

Capstone (3 credit hours) Students in this degree are required to take the following capstone course.

SFRM 695 Ministry Internship (3)

Master of Arts in Evangelism & Mission

(Program delivered entirely online)

The M.A. in Evangelism & Mission is a 36-credit-hour professional degree specialized for those seeking practical skills and a theological foundation for reaching the lost. The M.A. in Evangelism & Mission is ideal for those seeking to fulfill the Great Commission, either through everyday evangelism or long-term missionary service.

University Requirement (Must be completed in the first semester)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission.

Course Requirements (36 credit hours)

Students in the M.A. in Evangelism & Mission degree take 18 credit hours of foundational courses, 15 credit hours of specialization courses, and 3 credit hours of Ministry Internship to culminate the degree.

Foundations (18 credit hours) Students in this degree are required to take the following foundational courses. Refer to the Divinity Student Handbook for course sequence.

BIBL 508 New Testament (3)

BIBL 509 Old Testament (3)

HCHT 500 The Faith Once Delivered (3)

MISS 500 Foundation for Biblical Mission (3)

SFRM 500 Spiritual Formation (3)

THEO 500 Christian Theology (3)

Specialization (15 credit hours)

Required Courses (3 credit hours):

PMIN 606 Pastoral Theology (3)

Select 12 credits from the following Divinity courses:

MISS 602 Mission & the Local Church (3)

MISS 603 Theology of Mission (3)

MISS 604 Diaspora Missiology (3)

MISS 605 Theology & the Practice of Evangelism (3)

MISS 606 Intercultural Communication (3)

MISS 607 Renewal Awakenings: Past and Present (3)

Capstone (3 credit hours) Students in this degree are required to take the following capstone course.

SFRM 695 Ministry Internship (3)

Master of Arts in Online Ministry

(Program delivered entirely online)

The M.A. in Online Ministry is a 36-credit-hour professional degree specialized for those desiring to lead and facilitate digital ministry in the online world. The M.A. in Online Ministry is ideal for innovative ministry leaders. This degree focuses on exploring, designing, and implementing effective ministry on the internet and with social media platforms.

University Requirement (Must be completed in first semester):

DIV 500 Divinity Foundations for Graduate Success (2), as require upon admission

Course Requirements (36 credit hours)

Student in the M.A. in Online Ministry degree take 15 credit hours of foundational courses, 18 credit hours of specialization courses, and 3 credit hours of Ministry Internship to culminate the degree.

Foundations (15 credit hours): Students in this degree are required to take the following foundational courses.

BIBL 508 New Testament (3)

BIBL 509 Old Testament (3)

HCHT 500 The Faith Once Delivered (3)

SFRM 500 Spiritual Formation (3)

THEO 500 Christian Theology (3)

Specialization (18 credit hours):

PMIN 606 Pastoral Theology (3)

PMIN 623 Digital Ministry Tools (3)

PMIN 624 Ministry & Online Presence (3)

PMIN 625 Social Media in Ministry (3)

PMIN 626 Expanding Ministry Online (3)

PMIN 627 Pastoral Ministry & Online Culture (3)

Capstone (3 credit hours): Students in this degree are required to take the following capstone course.

SFRM 695 Ministry Internship (3)

Master of Arts in Spiritual Formation

(Program delivered entirely online)

The M.A. in Spiritual Formation is a 36-credit-hour professional degree specialized for those desiring to lead others in areas of spiritual formation. The M.A. in Spiritual Formation is ideal for preparing those aspiring to pastoral positions focused on spiritual formation within the Church.

University Requirement (Must be completed in first semester)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission.

Course Requirements (36 credit hours)

Students in the M.A. in Spiritual Formation degree take 12 credit hours of foundational courses, 18 credit hours of specialization courses, and 6 credit hours of capstone courses culminating the degree experience with the completion of a Spiritual Formation Portfolio.

Foundations (12 credit hours) Students in this degree are required to take the following foundational courses in a specific sequence. Refer to the Divinity Student Handbook for course sequence.

BIBL 508 New Testament (3)

BIBL 509 Old Testament (3)

HCHT 500 The Faith Once Delivered (3)

SFRM 500 Spiritual Formation (3)

Specialization (18 credit hours)

Required Courses (15 credit hours)

SFRM 610 History of Christian Spirituality (3)

SFRM 611 Spiritual Formation & Renewal (3)

SFRM 612 Engaging Spiritual Disciplines for Renewal (3)

SFRM 613 Spiritual Direction & Soul Care (3)

SFRM 614 The Life of Prayer (3)

Students will choose one of the following courses (3 credit hours):

SFRM 615 Wholeness & Healing in Christian Formation (3)

SFRM 616 Reading in Spiritual Formation (3)

Capstone (6 credit hours) Students in this degree are required to take the following capstone courses.

SFRM 695 Ministry Internship (3)

SFRM 698 Spiritual & Vocational Integration (3)

Master of Arts in Trauma Ministry & Disaster Relief

(Program delivered entirely online)

The M.A. in Trauma Ministry & Disaster Relief equips Christian ministers with the biblical, theological, psychological, and Spirit-empowered training needed to provide specialized trauma-informed care and disaster relief to foster healing, resilience, and renewal in individuals, churches, organizations, and communities impacted by trauma and disaster.

University Requirement (Must be completed in first semester):

DIV 500 Divinity Foundations for Graduate Success (2), as require upon admission

Course Requirements (36 credit hours)

Students in the M.A. in Trauma Ministry & Disaster Relief degree take 15 credit hours of foundational courses, 18 credit hours of specialization courses, and 3 credit hours of Ministry Internship to culminate the degree.

Foundations (15 credit hours): Students in this degree are required to take the following foundational courses.

BIBL 508 New Testament (3)

BIBL 509 Old Testament (3)

HCHT 500 The Faith Once Delivered (3)

MISS 500 Foundations for Biblical Mission (3)

THEO 500 Christian Theology (3)

Specialization (18 credit hours): *Students in this degree are required to take the following specialization courses.*

PAC 561 Community & Crisis Counseling (3)

TRAM 658 Disaster Trauma & Psychological First Aid (3)

TRAM 665 Advanced Counseling and Trauma Informed Care (3)

TRAM 667 Treating PTSD, Compassion Fatigue & Complex Trauma (3)

PMIN 660 A Theology of Trauma (3)

PMIN 661 Practicum in Trauma Ministry (3)

Capstone (3 credit hours): Students in this degree are required to take the following capstone course.

SFRM 695 Ministry Internship (3)

Master of Theological Studies (MTS)

(Program delivered entirely online)

The Master of Theological Studies is a 48-credit-hour academic degree designed to provide a basic understanding of theological disciplines for further graduate study, for general educational purposes or teaching in a ministerial context. The MTS prepares graduates for participation in theological research, writing, and teaching by offering a general foundation in theological studies.

The MTS is available in five concentrations:

- Apologetics & Cosmogony
- Biblical Languages
- Biblical Studies
- Christian Theology
- Church History

University Requirement (Must be completed in first semester)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission.

Course Requirements (48 credit hours)

Students in the MTS degree take 24 credit hours of foundational courses, 18 credit hours of concentration courses, and 6 credit hours of capstone courses culminating the degree experience with the writing of a Master's Thesis or a different culminating experience approved by the School of Divinity.

Foundations (24 credit hours) Students in this degree are required to take the following foundational courses in a specific sequence. Refer to the Divinity Student Handbook for course sequence.

BIBL 504 Biblical Hermeneutics (3)

BIBL 508 New Testament (3)

BIBL 509 Old Testament (3)

Choose one from HCHT 505 Church History 1(3) **or** HCHT 506 Church History 2 (3)

MISS 500 Foundations for Biblical Mission (3)

PMIN 606 Pastoral Theology (3)

SFRM 500 Spiritual Formation (3)

THEO 500 Christian Theology (3)

Concentration (18credit hours) Students in this degree choose one concentration from the following subjects.

Apologetics & Cosmogony: The following 18 credits are required courses for this concentration.

COSM 500 Cosmogony & Anthropology (3)

COSM 655 Apologetics & Creation of the Cosmos (3)

COSM 656 Apologetics & Beginnings of Life (3)

COSM 657 Apologetics & Cosmogony Integration (3)

THEO 622 Christian Ethics (3)

THEO 623 Christian Apologetics (3)

Biblical Languages: Select 18 credits from the following Divinity courses.

BIBL 630 Biblical Hebrew 1 (3)

BIBL 631 Biblical Hebrew 2 (3)

BIBL 634 Biblical Hebrew Syntax (3)

BIBL 635 Biblical Hebrew Exegesis (3)

BIBL 670 New Testament Greek 1 (3)

BIBL 671 New Testament Greek 2 (3)

BIBL 674 New Testament Greek Syntax(3)

BIBL 675 New Testament Greek Exegesis (3)

THEO 670 Theological German (3)

Biblical Studies: The following 18 credits are required courses for this concentration.

BIBL 660 Torah (Law) (3)

BIBL 661 Nevi'im (Prophets) (3)

BIBL 662 Ketuvim (Writings) (3)

BIBL 663 Gospels, Acts, Johannine Lit. (3)

BIBL 664 Letters of Paul (3)

BIBL 665 General Epistles (3)

Christian Theology: The following 18 credits are required courses for this concentration

THEO 618 Trinity (3)

THEO 619 Christology (3)

THEO 620 Soteriology (3)

THEO 621 Ecclesiology (3)

THEO 622 Christian Ethics (3)

THEO 624 Pneumatology (3)

Church History: The following 18 credits are required courses for this concentration.

HCHT 601 Early Church History (3)

HCHT 602 Medieval Church History (3)

HCHT 603 Early Modern Church History (3)

HCHT 604 Modern Church History (3)

HCHT 605 History of Renewal Movements (3)

HCHT 606 Protestant Reformation (3)

Capstone (6 credit hours): Students in this degree are required to take the following capstone courses.

Master's Thesis: Students must have achieved a minimum 3.7 GPA in their M.Div. program or received School of Divinity approval to be eligible for thesis capstone.

DGEN 697 Preparing a Master's Thesis (3)

DGEN 699 Master's Thesis (3)

* If a student does not complete the thesis in the required six credits, they will enroll for the following one-credit course each semester until the thesis is completed.

DGEN 699a Master's Thesis Continuation (1)

Master of Divinity in Theology & Ministry (M.Div.)

(Program delivered entirely online)

The Master of Divinity in Theology & Ministry is a 72-credit-hour seminary degree that prepares men and women for professional ministry leadership roles. It is a comprehensive degree incorporating elements of both practical ministry and academic studies. The M.Div. is ideal for preparing students for full-time Christian service leading to ordination by providing training and mentoring for the general practice of ministry in a church, parachurch organization, or a specialized ministry setting. The M.Div. degree is the standard prerequisite for most terminal seminary degrees.

The M.Div. in Theology & Ministry is available in the following concentrations:

- Biblical Languages
- Biblical Studies
- Chaplain Ministry
- Christian Discipleship
- Christian Theology
- Church & Ministry
- Church History
- Church Planting
- Interdisciplinary Studies
- Marketplace Ministry
- Missiology
- Online Ministry
- Spiritual Formation
- Worship & Theology

University Requirement (Must be completed in first semester)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission.

Course Requirements (72 credit hours)

Students in the M.Div. in Theology & Ministry degree take 42 credit hours of foundational courses, 6 credit hours of Biblical languages, 18 credit hours of concentration courses, and 6 credit hours of capstone courses culminating the degree experience with a choice of the completion of a Spiritual Formation Portfolio, a Master's Thesis, or Clinical Pastoral Education.

Foundations (42 credit hours) Students in this degree are required to take the following foundational courses in a specific sequence. Refer to the Divinity Student Handbook for course sequence.

BIBL 504 Biblical Hermeneutics (3)

BIBL 508 New Testament (3)

BIBL 509 Old Testament (3)

BIBL 524 Pauline Theology (3)

HCHT 500 The Faith Once Delivered (3)

HCHT 505 Church History 1 (3)

HCHT 506 Church History 2 (3)

MISS 500 Foundations for Biblical Mission (3)

MISS 531 The Coming of World Christianity (3)

PMIN 501 Leadership in Church & Ministry (3)

PMIN 524 Preparation of Biblical Messages (3)

PMIN 606 Pastoral Theology (3)

SFRM 500 Spiritual Formation (3)

THEO 500 Christian Theology (3)

Biblical Languages (6 credit hours) Students in this degree are required to take 6 credits of Biblical languages selected from the following courses.

BIBL 630 Biblical Hebrew 1 (3)

BIBL 631 Biblical Hebrew 2 (3)

BIBL 670 New Testament Greek 1 (3)

BIBL 671 New Testament Greek 2 (3)

Concentration (18 credit hours) Students in this degree choose one concentration from the following subjects.

Biblical Languages: Select 18 credits from the following Divinity courses beyond the Biblical language requirement.

BIBL 630 Biblical Hebrew 1 (3)

BIBL 631 Biblical Hebrew 2 (3)

BIBL 634 Biblical Hebrew Syntax (3)

BIBL 635 Biblical Hebrew Exegesis (3)

BIBL 670 New Testament Greek 1 (3)

BIBL 671 New Testament Greek 2 (3)

BIBL 674 New Testament Greek Syntax(3)

BIBL 675 New Testament Greek Exegesis (3)

THEO 670 Theological German (3)

Biblical Studies: The following 18 credits are required courses for this concentration:

BIBL 660 Torah (Law) (3)

BIBL 661 Nevi'im (Prophets) (3)

BIBL 662 Ketuvim (Writings) (3)

BIBL 663 Gospels, Acts, Johannine Lit. (3)

BIBL 664 Letters of Paul (3)

BIBL 665 General Epistles (3)

Chaplain Ministry:

Required Courses (15 credit hours)

PMIN 640 Introduction to Chaplaincy (3)

PMIN 641 Chaplain Ministry Methodologies (3)

PMIN 642 Chaplaincy in Institutional Environments (3)

PMIN 643 Chaplaincy in Crisis Situations (3)

THEO 622 Christian Ethics (3)

Select 3 credits from the following Divinity courses:

PMIN 602 Pastoral Care, Counseling, & Conflict (3)

PMIN 644 Military Chaplaincy (3)

PMIN 645 Functional Areas of Chaplaincy (3)

Christian Discipleship: The following 18 credits are required courses for this concentration.

PMIN 601 Models of Biblical Discipleship (3)

PMIN 603 Christian Leadership Development (3)

PMIN 607 Technology & Media in Ministry (3)

PMIN 650 Children's Ministry (3)

PMIN 651 Youth Ministry (3)

PMIN 652 Adult & Family Ministry (3)

Christian Theology: Select 18 credits of 500 or 600-level THEO courses beyond the required Foundations courses.

Church & Ministry: The following 18 credits are required courses for this concentration

PMIN 601 Models of Biblical Discipleship (3)

PMIN 602 Pastoral Care, Counseling, & Conflict (3)

PMIN 603 Christian Leadership Development (3)

PMIN 604 Ministry Administration (3)

PMIN 605 Preaching Ministry (3)

PMIN 607 Technology & Media in Ministry (3)

Church History: Select 18 credits of 600-level HCHT courses beyond the required Foundations courses.

Church Planting: The following 18 credits are required courses for this concentration.

PMIN 607 Technology & Media in Ministry

PMIN 635 Theology of Church Planting (3)

PMIN 636 Models of Church Planting (3)

PMIN 637 Health & Growth of Church Plants (3)

PMIN 638 Missional Church Planting (3)

PMIN 639 Church Revitalization (3)

Interdisciplinary Studies: Select 18 credits of 600-level Divinity courses in a variety of disciplines beyond the required Foundations and Capstone courses. Students in this concentration may take up to 9 credits of master's level courses from other graduate school at Regent University.

Marketplace Ministry: Select courses in this concentration are offered from other graduate schools at Regent University. Refer to the Robertson School of Government section of this catalog for the course description of GOV 693, the Communication & the Arts section for the course description of JRN 607, and the School of Business & Leadership for the course descriptions of LMOL 602, 605, 606, & MBA 621.

Required Divinity Courses (9 credit hours):

PMIN 601 Models of Biblical Discipleship (3)

PMIN 607 Technology & Media in Ministry (3)

MISS 606 Intercultural Communication (3)

Select 9 credits from the following courses offered by other graduate schools at Regent University:

GOV 693 Managing Nonprofit & Faith-Based Organizations (3)

JRN 607 Social Media & Internet Marketing (3)

LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (3)

LMOL 605 Organizational Communication, Conflict Resolution & Negotiation (3)

LMOL 606 Strategic Thinking, Planning & Organizational Change (3)

MBA 621 Innovation & Technological Success (3)

Missiology: Select 18 credits of 600-level MISS courses beyond the required Foundations course.

Online Ministry: The following 18 credits are required courses for this concentration.

PMIN 607 Technology & Media in Ministry (3)

PMIN 623 Digital Ministry Tools (3)

PMIN 624 Ministry & Online Presence(3)

PMIN 625 Social Media in Ministry (3)

PMIN 626 Expanding Ministry Online (3)

PMIN 627 Pastoral Ministry & Online Culture (3)

Spiritual Formation: Select 18 credits of 600-level SFRM courses beyond the required Foundations & Capstone courses.

Worship & Theology: Select 18 credits from the following Divinity courses.

WSHP 600 Biblical Foundations for Renewal Worship (3)

WSHP 601 Theological Foundations for Renewal Worship (3)

WSHP 602 History of Christian Worship (3)

WSHP 603 Spiritual formation Through Worship (3)

WSHP 604 Planning and Leading Renewal Worship (3)

WSHP 605 Contemporary Issues in Renewal Worship (3)

Capstone (6 credit hours): Students in this degree select one of the following capstone options.

Clinical Pastoral Education: recommended for students in the Chaplain Ministry concentration

PMIN 696 Clinical Pastoral Education (6)

Master's Thesis: Students must have achieved a minimum 3.7 GPA in their M.Div. program or received School of Divinity approval to be eligible for this capstone.

DGEN 697 Preparing a Master's Thesis (3)

DGEN 699 Master's Thesis (3)

* If a student does not complete the thesis in the required six credits, they will enroll for the following one-credit course each semester until the thesis is completed.

DGEN 699a Master's Thesis Continuation (1)

Spiritual Formation Portfolio: recommended for students in practical ministry concentrations

SFRM 695 Ministry Internship (3)

SFRM 698 Spiritual & Vocational Integration (3)

Master of Divinity in Biblical Literature & Languages (M.Div.)
(Program delivered primarily face-to-face with online components)

The Master of Divinity in Biblical Literature & Languages is an 84-credit-hour seminary degree that prepares men and women for professional ministry leadership roles. It is a comprehensive degree incorporating elements of both practical ministry and academic studies, with a strong emphasis on biblical literature and languages. The M.Div. is ideal for preparing students for full-time Christian service leading to ordination by providing training and mentoring for the general practice of ministry in a church, parachurch organization, or specialized ministry setting. Due to its emphasis, this degree may be especially helpful for those considering post-graduate studies in the area of Biblical Studies. The M.Div. degree is the standard prerequisite for most terminal seminary degrees.

University Requirement (Must be completed in first semester)

DIV 500 Graduate Foundations for Divinity (2), as required upon admission.

Foundation Courses (33 credits hours): Students in this degree are required to take the following foundational courses in a specific sequence. Refer to the Divinity Student Handbook for course sequence.

HCHT 500 The Faith Once Delivered (3)

HCHT 505 Church History 1 (3)

HCHT 506 Church History 2 (3)

MISS 500 Foundation for Biblical Mission (3)

PMIN 501 Leadership in Church & Ministry (3)

PMIN 524 Preparation of Biblical Messages (3)

PMIN 602 Pastoral Care, Counseling, & Conflict (3)

PMIN 605 Preaching Ministry (3)

PMIN 606 Pastoral Theology (3)

SFRM 500 Spiritual Formation (3)

THEO 500 Christian Theology (3)

Advanced Courses (45 credit hours):

BIBL 630 Biblical Hebrew 1 (3)

BIBL 631 Biblical Hebrew 2 (3)

BIBL 634 Biblical Hebrew Syntax (3)

BIBL 635 Biblical Hebrew Exegesis (3)

BIBL 660 Torah (Law) (3)

BIBL 661 Nevi'im (Prophets) (3)

BIBL 662 Ketuvim (Writings) (3)

BIBL 663 Gospels, Acts, Johannine Lit. (3)

BIBL 664 Letters of Paul (3)

BIBL 665 General Epistles (3)

BIBL 670 New Testament Greek 1 (3)

BIBL 671 New Testament Greek 2 (3)

BIBL 674 New Testament Greek Syntax (3)

BIBL 675 New Testament Greek Exegesis (3)

DGEN 689 Study Tour (3)

Capstone Courses (6 credits): Students in this degree select one of the following capstone options.

Master's Thesis: Students must have achieved a minimum 3.7 GPA in their M.Div. program, or School of Divinity approval, to be eligible for the thesis capstone.

DGEN 697 Preparing a Master's Thesis (3)

DGEN 699 Master's Thesis (3)*

* If a student does not complete the thesis in the required six credits, they will enroll for the following one-credit course each semester until the thesis is completed.

DGEN 699a Master's Thesis Continuation (1)

Ministry Internship: Recommend for students seeking participation in Church or para-Church organizations.

SFRM 695 Ministry Internship (3)

SFRM 695 Ministry Internship (3)

POST-GRADUATE DEGREE PROGRAMS

Master of Theology (Th.M.)

(Program delivered entirely online)

The Master of Theology is a 24-credit-hour advanced theological degree providing an advanced level of study in a specific area. It is an academic degree intended to offer further education at a post-graduate level. The Th.M. is ideal for those requiring specialist training in an area of church or marketplace ministry or preparation for a doctoral degree.

Due to the advanced nature of this degree, no transfer credit or advanced standing may be applied to the Th.M. degree. Th.M. courses may be taken into consideration for advanced standing into a Ph.D. degree. Admission into a doctoral degree is not guaranteed for students in the Th.M. Students wishing to pursue a doctoral degree must follow the standard application process for admission into a doctoral degree.

As a post-graduate degree, full-time status for the Th.M. is defined as 6 credit hours each semester during the coursework phase of the degree and 3 credit hours each semester the student is registered for the Thesis or Proposal Development .

The Th.M. is available in four concentrations:

- Biblical Studies
- Christian Theology
- Church History
- Practical Theology

University Requirement (Must be completed in first semester)

DIV 700 Post-Graduate Foundations for Divinity (2), as required upon admission.

Course Requirements (24 credit hours)

Students in the Th.M. degree take18credit hours of concentration courses, , and 6 credit hours of capstone culminating the degree experience with the writing of a Post-Graduate Thesis.

Concentration (18 credit hours) Students in this degree choose one concentration from the following subjects.

Biblical Studies: The following 18 credits are required for this concentration.

BIBL 750 Renewal Methods in Biblical Studies (3)

BIBL 770 OT Law & History (3)

BIBL 771 OT Poetry & Prophecy (3)

BIBL 772 Gospels & Acts (3)

BIBL 773 New Testament Epistles (3)

BIBL 774 Biblical Theology (3)

Christian Theology: The following 18 credits are required for this concentration.

THEO 750 Renewal Methods in Theological Studies (3)

THEO 760 Philosophy & Christian Thought (3)

THEO 761 Doctrine of the Atonement (3)

THEO 762 Reformed Theology & the Spirit (3)

THEO 763 Contemporary Pentecostal & Charismatic Theology (3)

THEO 770 Theological German

Church History: The following 18 credits are required for this concentration.

HCHT 750 Renewal Methods in Historical Studies (3)

HCHT 760 Early Church and Renewal (3)

HCHT 761 Medieval Church and Renewal (3)

HCHT 762 Reformation and Renewal (3)

HCHT 763 Pentecostal and Charismatic Renewal Movements (3)

HCHT 764 Contemporary Renewal Movements (3)

Practical Theology: The following 18 credits are required for this concentration.

PMIN 750 Renewal Methods in Practical Theology (3)

PMIN 751 Practical Theology in Leadership (3)

PMIN 752 Practical Theology in Missiology (3)

PMIN 753 The Hermeneutics of Practical Theology (3)

PMIN 754 Qualitative Methodologies in Practical Theology (3)

PMIN 755 Quantitative Methodologies in Practical Theology (3)

Capstone (6credit hours) Students in this degree are required to take the following capstone courses:

DGEN 796 Proposal Development (3)

DGEN 799 Th.M. Thesis (3)

* If a student does not complete the thesis in the required three credits, they will enroll for the following one-credit course each semester until the thesis is completed.

DGEN 799a Th.M. Thesis Continuation (1)

DOCTORAL DEGREE PROGRAMS

Doctor of Ministry (D.Min.)

(Program delivered entirely online)

The Doctor of Ministry is a 36-credit-hour terminal professional degree for leaders in the Church desiring to build on the foundation of a M.Div. It is a blend of academic coursework and practical training with the purpose of enhancing the practice of ministry for individuals in positions of ministerial leadership. The D.Min. is ideal for those who serve the Church through leadership roles in congregational or parachurch ministries and equips individuals to teach practical ministry at the graduate level.

The D.Min. is available in four concentrations:

- Biblical & Renewal Preaching

- Chaplain Ministry & Leadership
- Christian Leadership & Renewal
- Trauma Ministry & Renewal

University Requirement (Must be completed in first semester)

DIV 700 Post-Graduate Foundations for Divinity (2), as required upon admission.

Course Requirements (36 credit hours)

Students in the D.Min. degree take 9 credit hours of foundational courses, 18 credit hours of concentration courses, and 9 credit hours of doctoral candidacy phase culminating the degree with a ministry project. Refer to the D.Min. Handbook for the required course sequence.

Foundations (9 credit hours)

PMIN 700 D.Min. Orientation (3)

PMIN 701 The Ministry Leader (3)

PMIN 710 Renewal Ministry (3)

Concentration (18 credit hours) Students in this degree choose one concentration from the following subjects.

Biblical & Renewal Preaching:

Select 18 credits from the following courses:

PMIN 720 Biblical Models of Renewal Preaching (3)

PMIN 721 Hermeneutics & Renewal Preaching (3)

PMIN 722 History of Faithful Renewal Preaching (3)

PMIN 723 Contextual Cross-Cultural Preaching (3)

PMIN 724 The Art of Preaching & Teaching (3)

PMIN 725 Contemporary Issues in Preaching (3)

PMIN 726 Research Practicum in Renewal Biblical Preaching (3)

*PMIN 726 may be repeated for a maximum of six credits applied to the concentration

Chaplain Ministry & Leadership:

Select 18 credits from the following courses:

PMIN 765 Advising Leaders (3)

PMIN 766 Multicultural Ministry (3)

PMIN 768 Leading Chaplain Teams (3)

PMIN 769 Ministry in Secular Settings (3)

PMIN 770 Multifaith Ministry (3)

PMIN 771 Transforming Institutions (3)

PMIN 796 Clinical Pastoral Education (3)

* *PMIN 796 may be repeated for a maximum of six credits applied to the concentration*

Christian Leadership & Renewal:

PMIN 702 Advanced Ministry Administration (3)

PMIN 703 Leading Spiritual Renewal (3)

PMIN 759 Contemporary Issues in Pastoral Ministry (3)

PMIN 762 Church & Ministerial Health (3)

PMIN 763 Developing Ministry Leaders (3)

PMIN 764 Transformational Ministry (3)

Trauma Ministry & Renewal:

MHPS 758 Disaster Trauma & Psychological First Aid (3)

MHPS 765 Advanced Counseling and Trauma Informed Care (3)

MHPS 766 Theories of Attachment and Affect Regulations (3)

MHPS 767 Treating PTSD, Compassion Fatigue & Complex Trauma (3)

PMIN 730 Adv. Practicum – Trauma Ministry (3)

PMIN 731 Biblical Healing & Restoration (3)

Doctoral Candidacy Phase (9 credit hours)

PMIN 897 D.Min. Project Design (3)

PMIN 899 D.Min. Ministry Project (3)

* PMIN 899 is repeated in two consecutive semesters for a total of 6 credits.
* If a student does not complete the project in the required six credits, they will enroll for the following one-credit course each semester until the project is completed.

PMIN 899a D.Min. Ministry Project Continuation (1)

Doctor of Philosophy in Renewal Theology (Ph.D.)

(Program delivered online with some required face-to-face components)

The Ph.D. in Renewal Theology is a 60-credit-hour terminal academic degree providing an advanced level of study in a theological discipline. It is an academic degree intended to equip theologians for service in both the Church and academy. The Ph.D. is ideal for those seeking specialist training in Renewal Theology, equips individuals to teach at the graduate level and prepares Pastor-Theologians for service in the Church.

The Ph.D. is available in four concentrations:

- Biblical Studies
- Christian Theology
- Church History
- Practical Theology

University Requirement (Must be completed in first semester)

DIV 700 Post-Graduate Foundations for Divinity (2), as required upon admission.

Course Requirements (60 credit hours)

Students in the Ph.D. degree take 9 credit hours of foundational courses, 3 credit hours of residency courses, 18 credit hours of concentration courses, 9 credit hours of guided research, and 21 credit hours in doctoral candidacy phase culminating the degree with a doctoral dissertation. Refer to the Ph.D. Handbook for the required course sequence.

The program must be completed in a maximum of seven years. All students enrolled in the Ph.D. in Renewal Theology are required to attend the program on a full-time basis, which is defined as a minimum of 6 credit hours until Comprehensive Exams. A fixed curriculum progression has also been established to ensure that students follow a logical and cumulative program.

Foundations (9 credit hours)

BIBL 704 Advanced Hermeneutics (3)

HCHT 700 The Renewal of Faith (3)

THEO 700 Renewal Theology (3)

Residency (3 credit hours)

DGEN 801 Ph.D. Residency 1st Year (1)

DGEN 802 Ph.D. Residency 2nd Year (1)

DGEN 803 Ph.D. Residency 3rd Year (1)

Concentration (18 credit hours) Students in this degree choose one concentration from the following subjects.

Biblical Studies: The following 18 credits are required courses for this concentration.

BIBL 750 Renewal Methods in Biblical Studies (3)

BIBL 770 OT Law & History (3)

BIBL 771 OT Poetry & Prophecy (3)

BIBL 772 Gospels & Acts (3)

BIBL 773 New Testament Epistles (3)

BIBL 774 Biblical Theology (3)

Christian Theology: The following 18 credits are required courses for this concentration.

THEO 750 Renewal Methods in Theological Studies (3)

THEO 760 Philosophy & Christian Thought (3)

THEO 761 Doctrine of the Atonement (3)

THEO 762 Reformed Theology & the Spirit (3)

THEO 763 Contemporary Pentecostal & Charismatic Theology (3)

THEO 770 Theological German

Church History: The following 18 credits are required courses for this concentration.

HCHT 750 Renewal Methods in Historical Studies (3)

HCHT 760 Early Church and Renewal (3)

HCHT 761 Medieval Church and Renewal (3)

HCHT 762 Reformation and Renewal (3)

HCHT 763 Pentecostal and Charismatic Renewal Movements (3)

HCHT 764 Contemporary Renewal Movements (3)

Practical Theology: The following 18 credits are required courses for this concentration.

PMIN 750 Renewal Methods in Practical Theology (3)

PMIN 751 Practical Theology in Leadership (3)

PMIN 752 Practical Theology in Missiology (3)

PMIN 753 The Hermeneutics of Practical Theology (3)

PMIN 754 Qualitative Methodologies in Practical Theology (3)

PMIN 755 Quantitative Methodologies in Practical Theology (3)

Guided Research (9 credit hours) DGEN 781 is repeated in three consecutive semesters for a total of 9 credits.

DGEN 781 Guided Research

Doctoral Candidacy Phase (21 credit hours)

DGEN 780 Teaching Practicum (3)

DGEN 796 Proposal Development (3)

DGEN 897 Ph.D. Comprehensive Examination (3)

DGEN 899 Ph.D. Dissertation (3)

* DGEN 899 is repeated in four consecutive semesters for a total of 12 credits.
* If a student does not complete the dissertation in the required 12 credits, they will enroll for the following one-credit course each semester until the dissertation is completed.

DGEN 899a Ph.D. Dissertation Continuation (1)

Th.M. Option

Students who do not continue in the Ph.D. degree, for one of the two following reasons, may opt to petition for the granting of a Master of Theology (Th.M.) degree in the School of Divinity. First, students who receive a grade of "NP" in DGEN 897 Ph.D. Comprehensive Exam and, therefore, are unable to complete the continue in the Ph.D. program. Second, students who receive a grade of "P" in DGEN 897 Ph.D. Comprehensive Exam but unable to complete the Ph.D. dissertation. Degree conferral for the Th.M. option will be contingent upon approval of the Dean's Office and fulfillment of all degree requirements as outlined in the Th.M. section of this catalog.

Course Descriptions

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.

DIV 500 Graduate Foundations for Divinity (2) Provides the knowledge, resources, and essential skills needed for success at the graduate level. Topics include academic writing, online learning, information literacy and advising and support services for Divinity students.

DIV 700 Post-Graduate Foundation for Divinity (2) Provides the knowledge, resources and essential skills needed for success at the graduate level. Topics include academic writing, online learning, information literacy, and advising and support services for Divinity students.

575/675/775 (1-6) 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.

580/680/780 Practicum (1-6) 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. Prerequisite: UNIV LIB or DIV 500/DIV 700 (as required upon admission).

585/685/785 Seminar (1-6) 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 term or for a shorter concentrated time.

590/690/790 Independent Study (1-6) 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 requested 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. Each school may establish limits to the total number of independent study credits that may be applied toward degree requirements.

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.

BIBL 504 Biblical Hermeneutics (3) Distinctives of various types of biblical literature, with an emphasis on interpretation and contemporary application. Topics: historical narrative, psalm, wisdom, parable, epistle, prophecy and apocalypse. Emphasis on unity and inspiration of Scripture.

BIBL 508 New Testament (3) Contents, themes, and genres of the New Testament canon; methodologies for interpreting the texts in light of their historical contexts.

BIBL 509 Old Testament (3) Contents, themes, and genres of the Old Testament canon; methodologies for interpreting the texts in light of their historical contexts.

BIBL 524 Pauline Theology (3) Biblical theology using the Pauline correspondence within its historical context. Covers the leading themes of Pauline theology, drawn from Paul's writings.

BIBL 630 Biblical Hebrew 1 (3) An introduction to the fundamentals of Old Testament Hebrew. Particular attention is given to the building of vocabulary and grammatical forms as a foundation for further studies in Old Testament Hebrew.

BIBL 631 Biblical Hebrew 2 (3) A continuation of Old Testament Hebrew 1. Further attention is given to the building of vocabulary and grammatical forms as a foundation for further studies in Old Testament Hebrew. Prerequisite: BIBL 630.

BIBL 634 Biblical Hebrew Syntax (3) An intermediate course in the study of Old Testament Hebrew. Includes exercises in translation, vocabulary building, and syntax of select portions of the Hebrew Old Testament. Prerequisite: BIBL 631.

BIBL 635 Biblical Hebrew Exegesis (3) A continuation of Biblical Hebrew syntax with concentration on the translation of select books of the Hebrew Old Testament or representative passages (e.g., narrative, law, psalms, prophecy, poetry). This course consists of the analysis texts with a view toward biblical exposition, preaching, or further academic study. Prerequisite: BIBL 632 or 634.

BIBL 660 Torah (Law) (3) An exegetical investigation of Genesis to Deuteronomy for the construction of Biblical Theology and in dialogue with contemporary interpretive issues.

BIBL 661 Nevi'im (Prophets) (3) An exegetical investigation of the Former and Latter Prophets of the Hebrew Scriptures (Joshua-Kings and Isaiah-Malachi) for the construction of Biblical Theology and in dialogue with contemporary interpretive issues.

BIBL 662 Ketuvim (Writings) (3) An exegetical investigation of Ruth, Chronicles, Ezra, Nehemiah, Esther, Job, Psalms, Proverbs, Ecclesiastes, Song of Songs, Lamentations, and Daniel for the construction of Biblical Theology and in dialogue with contemporary interpretive issues.

BIBL 663 Gospels, Acts, Johannine Lit. (3) An exegetical investigation of Matthew, Mark, Luke, Acts, as well as the Gospel of John, the Johannine Epistles, and Revelation for the construction of Biblical Theology and in dialogue with contemporary interpretive issues.

BIBL 664 Letters of Paul (3) An exegetical investigation of the Corpus Paulinum (Romans – Philemon) for the construction of Biblical Theology and in dialogue with contemporary interpretive issues.

BIBL 665 General Epistles (3) An exegetical investigation of the General Epistles (Hebrews, James, 1 Peter, 2 Peter, and Jude) for the construction of Biblical Theology and in dialogue with contemporary interpretive issues.

BIBL 670 New Testament Greek 1 (3) An introduction to the fundamentals of New Testament Greek. Particular attention is given to the building of vocabulary and grammatical forms as a foundation for further studies in New Testament Greek.

BIBL 671 New Testament Greek 2 (3) A continuation of New Testament Greek 1. Further attention is given to the building of vocabulary and grammatical forms as a foundation for further studies in New Testament Greek. Prerequisite: BIBL 670.

BIBL 674 New Testament Greek Syntax (3) An intermediate course in the study of New Testament Greek designed to give students essential linguistic knowledge and skills for the analysis of New Testament Greek grammar and syntax. Prerequisite: BIBL 671.

BIBL 675 New Testament Greek Exegesis (3) A continuation of New Testament Greek Syntax with concentration placed on the exegetical analysis of New Testament documents. This course consists of the reading of longer texts from the Greek New Testament and the study of advanced topics in New Testament Greek research. Prerequisite: BIBL 672 or 674.

BIBL 704 Advanced Hermeneutics (3) An advanced examination of methods of interpreting biblical texts in light of the inspiration, infallibility, and inerrancy of Scripture. Students will explore hermeneutical approaches to strengthen theological research in their respective disciplines.

BIBL 750 Renewal Methods in Biblical Studies (3) Principles and methods of biblical studies, surveying the various historic and contemporary approaches to biblical studies from a Renewal perspective. Develop research skills and the process of writing in biblical studies and the specific competencies necessary for completing dissertations in the area of

biblical studies.

BIBL 770 OT Law & History (3) Specialized research in topics related to the Law and the historical books of the Old Testament.

BIBL 771 OT Poetry & Prophecy (3) Specialized research in topics related to the poetic and the prophetic books of the Old Testament.

BIBL 772 Gospels & Acts (3) Specialized research in topics related to the Gospels and Acts.

BIBL 773 New Testament Epistles (3) Specialized research in topics related to the New Testament epistles and the Apocalypse.

BIBL 774 Biblical Theology (3) Specialized research in topics related to Biblical Theology.

COSM 500 Cosmogony & Anthropology (3) Biblical apologetic for the nature of God, humankind, and creation. Focuses on God's revelation of Himself through creation with practical application to Christian witness.

COSM 655 Apologetics & Creation of the Cosmos (3) Examines the inner workings of God's creation as an apologetic for God's master plan for humankind. Uses the universe as a case study for the existence of God and a guide to understanding God's nature.

COSM 656 Apologetics & Beginnings of Life (3) Focuses on the biblical origins of life as an apologetic for the nature and purpose of humankind. Explores issues at the intersection of science and theology to develop a biblical understanding of the origins of humankind.

COSM 657 Apologetics & Cosmogony Integration (3) Integrates an understanding of physics, chemistry, and biology of creation with Christian faith. Uses that understanding to build a personal apologetic for Christian witness and action.

DGEN 689 Study Tour (3) Provides opportunities for guided master's level immersion in domestic and global settings as applied learning contexts for biblical studies, Christian doctrine, Intercultural Studies and history and/or practical theology areas of study. Cross-listed with DGEN 789.

DGEN 697 Preparing a Thesis (3) Guided development and refining for writing a master's thesis through focused reading, scholarly research, building a bibliography, writing a literature review, academic format and protocol. Prerequisites: 3.7 GPA or approval from the School of Divinity and approved thesis proposal. Pass/No Pass.

DGEN 699 Master's Thesis (3) Developing the thesis proposal from DGEN 697 into an extended, well-written document incorporating critical analysis and synthesis, and involving original work. Follows the timeline and structure of the Thesis Manual to produce a Master's Thesis of 15,000-20,000 words. Prerequisite: DGEN 697. Pass/No Pass.

DGEN 699a Thesis Continuation (1) A continuation for DGEN 699. Repeatable for credit. Prerequisite: an IP in DGEN 699. Pass/No Pass.

DGEN 780 Teaching Practicum (3) Supervised practical teaching experience in your field of study. Teaching occurs in a live undergraduate or master's level class under the supervision of an experienced faculty member.

DGEN 781 Guided Research (3) Guided and focused advanced research on a specific topic under the guidance of an instructor. Repeatable for a maximum of 12 credits. Pass/No Pass.

DGEN 789 Study Tour (3) Provides opportunities for guided doctoral level immersion in domestic and global settings as an applied learning contexts for biblical studies, Christian doctrine, Intercultural Studies and history and/or practical theology areas of study. Cross-listed with DGEN 689.

DGEN 796 Proposal Development (3) Guided formulation of a proposal for a post-graduate thesis or dissertation. Refining a topic through wide reading, development, database searching, building a bibliography, writing a literature review. Pass/No Pass. Prerequisite: Taken in last semester of coursework phase.

DGEN 799 Th.M. Thesis (3) Developing the thesis proposal from DGEN 796 into an extended, well-written document incorporating critical analysis and synthesis, and involving original work. Follows the timeline and structure of the Thesis Manual to produce a Th.M. Thesis of 30,000-40,000 words. Prerequisite: DGEN 797. Pass/No Pass.

DGEN 799a Th.M. Thesis Continuation (1) A continuation for DGEN 799. Repeatable for credit. Prerequisite: an IP in DGEN 799. Pass/No Pass.

DGEN 801 Ph.D. Residency 1st Year (1) The first year residency of the Ph.D. program focuses on the attitudes, skills and abilities needed to flourish in a doctoral program. Pass/No Pass.

DGEN 802 Ph.D. Residency 2nd Year (1) The second year residency of the Ph.D. program aims to strengthen critical thinking skills, research approaches, and scholarly writing in doctoral dissertation work. Pass/No Pass. Prerequisite: DGEN 801.

DGEN 803 Ph.D. Residency 3rd Year (1) The third year residency of the Ph.D. program explores the vocation of being a Doctor of the Church. Pass/No Pass. Prerequisite: DGEN 802.

DGEN 897 Ph.D. Comprehensive Exam (3) This course is the first part of the Ph.D. culminating experience. The comprehensive exam evaluates the student's comprehensive knowledge of the course work in the program, a personal philosophy of teaching statement, and the viability of the dissertation proposal. Pass/No Pass. Prerequisite: DGEN 796.

DGEN 899 Ph.D. Dissertation (3) Dissertation with original study and research using historical, critical, biblical and theological tools and analysis focusing on an approved topic or issue. Second part of the Ph.D. culminating experience. Repeatable for credit for a maximum of 12 credits. Prerequisite: DGEN 897. Pass/No Pass.

DGEN 899a Ph.D. Dissertation Continuation (1) A continuation for DGEN 899. Prerequisite: an IP in DGEN 899. Repeatable for credit. Pass/No Pass.

HCHT 500 The Faith Once Delivered (3) An examination of key tenets of the Christian faith from a biblical, historical, and renewal perspective. Focuses on the unifying and creedal facets of Christianity for the purpose of ministry training and personal renewal.

HCHT 505 Church History 1 (3) An overview of Church history from the time of Christ to the Pre-Reformation. Special attention is given to the growth and development of the church in historical context, major Christian thought leaders, the advancement of the Gospel, and renewing work of the Holy Spirit.

HCHT 506 Church History 2 (3) An overview of Church history from the Reformation to the modern era. Special attention is given to the historical context for the Reformation, leading thought leaders of pre- and post-Reformation times, the historical development of major Christian doctrine and spirituality, and the modern Renewal Movement.

HCHT 601 Early Church History (3) Historical developments of the Church, with special emphasis on renewal movements and the history of Christian thought in both East and West from the time of the apostles until the fifth century.

HCHT 602 Medieval Church History (3) Historical developments of the Church, with special emphasis on renewal movements and the history of Christian thought in both East and West from the fifth century until the fifteenth century.

HCHT 603 Early Modern Church History (3) Historical developments of the Church, with special emphasis on renewal movements and the history of Christian thought from the Reformation (sixteenth century) until the eighteenth century.

HCHT 604 Modern Church History (3) Historical developments of the Church, with special emphasis on renewal movements and the history of Christian thought in both East and West from the nineteenth through the early twenty-first centuries.

HCHT 605 History of Renewal Movements (3) History and development of worldwide Pentecostal and Charismatic churches, from Pentecost to the modern era with focus on the growth and significance of the modern Pentecostal and Charismatic movements and their impact on the global Church.

HCHT 606 Protestant Reformation (3) Detailed look at the history of the Reformation and its sixteenth century historical context. Focuses on Luther, Calvin, and the major historical figures and movements, their impact on the Church, doctrinal development, and the renewing work of the Holy Spirit as a catalyst for change.

HCHT 700 The Renewal of Faith (3) An advanced examination of key tenets of the Christian faith from a biblical, theological, historical, and renewal perspective. Focuses on the scriptural and creedal facets of Christianity for the purpose of training students to conduct research from a renewal perspective.

HCHT 750 Renewal Methods in Historical Studies (3) Critical examination of historic and contemporary theories of historiography with a focus on Renewal theology.

HCHT 760 Early Church and Renewal (3) Critical examination of developments within early Christianity with a focus on Renewal theology.

HCHT 761 Medieval Church and Renewal (3) Critical examination of developments within medieval Christianity with an emphasis on Renewal theology.

HCHT 762 Reformation and Renewal (3) Critical examination of Reformation thought and practices and the work of the Holy Spirit during the Reformation.

HCHT 763 Pentecostal and Charismatic Movements (3) Critical examination of the 20th century global Pentecostal and Charismatic movements with an emphasis on key historical figures and context, major revivals, doctrinal implications, and global impact on the Church.

HCHT 764 Contemporary Renewal Movements (3) Critical examination of renewal movements and 21st century global Christianity with an emphasis on key historical figures and context, major revivals, doctrinal implications, and global impact on the global Church.

MISS 500 Foundation for Biblical Mission (3) Biblical and theological foundations to understand the mission of God (*missio dei*) with focus on reaching the unreached, discipling new believers, establishing the Kingdom of God, and building his Church.

MISS 531 Coming of World Christianity (3) Christian mission from the time of the apostles to today, including the expansion of Christianity, setbacks, internal and external challenges of the Church, and the influence of Christianity on the contemporary world. Primary emphasis on the translatability of the gospel and obedience to God's mission today.

MISS 602 Mission & the Local Church (3) Focuses on God's redemptive plan for the Church and covers the importance of mission-focused biblical teaching and preaching, leadership development, mentoring, sacrificial service, prayer, compassion for the needy and love for the lost people.

MISS 603 Theology of Mission (3) Focuses on biblical texts and Church context in local and global mission fields by analyzing the role of God's people in world mission, examining theology and missiology of various missions and denominations in order to develop a biblical theology of mission, to fulfill the Great Commission.

MISS 604 Diaspora Missiology (3) Presents opportunities for a new paradigm shift in missions, both globally and locally, to prepare God's people to effectively engage in current trends of global mission.

MISS 605 Theology & Practice of Evangelism (3) Presents a solid biblical theological foundation for global ministry and evangelism, with primary focus on mission-based strategies for the presentation of the gospel of Christ.

MISS 606 Intercultural Communication (3) Highlights principles and methods of intercultural and incarnational communication in order to cross racial, ethnic, economic, cultural, religious, political and social boundaries to be an effective witness of Christ.

MISS 607 Renewal Awakenings: Past and Present (3) Assesses the history of worldwide Evangelical awakenings, along with Pentecostal, and Charismatic movements, with emphasis on the significant impact of the Holy Spirit on the mission of the Church and life transformation.

PMIN 501 Leadership in Church & Ministry (3) Foundational 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 524 Preparation of Biblical Messages (3) Systematic approach to developing biblical messages that are driven by genuine human need, sound biblical exegesis and by clear, specific application of biblical truth to the lives of hearers. Focus is on preparing transformational messages that communicate biblical life and truth. Prerequisite: BIBL 504

PMIN 601 Models of Biblical Discipleship (3) Biblical principles for building reproducing disciples based upon the Great Commission, including discipleship strategies for a range of settings.

PMIN 602 Pastoral Care, Counseling & Conflict (3) Strategies for effective emotional and spiritual healing in the unique context of the Church. Presents models for biblically based, spiritually-gifted strategies to address key issues as an integrated part of the mentoring and disciple-making process.

PMIN 603 Christian Leadership Development (3) Biblical principles concerning the development and exercise of Christian leadership in ministry settings. Emphasis on mobilizing people for Spirit-led service in the local church.

PMIN 604 Ministry Administration (3) Effective administration and management in ministry, with emphasis on application in the local church. Special attention is given to organization structure, budgets and facilities, church and non-profit law, and church security.

PMIN 605 Preaching Ministry (3) The theology, theory and practice of preaching with emphasis on expository, narrative and topical forms of sermons. Mainly consists of preaching experiences with feedback evaluation by instructor and students. Prerequisite: PMIN 524.

PMIN 606 Pastoral Theology (3) An integrated perspective of the pastoral functions, practices and offices in the local church, with special applied emphasis on the sacraments, ordinances, funerals and weddings. Critical issues in pastoral leadership are examined with an emphasis on avoiding pastoral pitfalls and fulfilling one's calling with integrity.

PMIN 607 Technology & Media in Ministry (3) Application of digital tools and technology to ministry including website development, blogging, social networks, audio/video streaming and email newsletters. Develops skills to effectively integrate digital online media content for ministry settings such as pastoral ministry, worship, evangelism, missions, marketplace ministry and others.

PMIN 623 Digital Ministry Tools (3) An overview of the important skills and digital tools needed to facilitate effective and meaningful online ministry. Learn to minister by utilizing various forms of multimedia technologies and mobile applications.

PMIN 624 Ministry & Online Presence (3) Create a visible and accessible Internet-based ministry by using effective online tools. Learn to use digital marketing strategies and applications to reach a world-wide online and mobile audience.

PMIN 625 Social Media in Ministry (3) Utilize social media platforms to create and shepherd virtual communities. Foster online engagement to evangelize, preach, teach, disciple and train for ministry.

PMIN 626 Expanding Ministry Online (3) Explore the best practices to make ministry accessible online. Learn the digital platforms and applications necessary to create an interactive online environment for church services and ministry.

PMIN 627 Pastoral Ministry & Online Culture (3) Explore pastoral challenges that are impacting online ministry. Introduction to tools and methods to research and analyze important data and online trends in order to optimize pastoral ministry.

PMIN 635 Theology of Church Planting (3) Builds a solid biblical foundation and theology to direct church planting and renewal. Allows ministers to develop a personal theology for church planting, multiplication, revitalization, and renewal to guide their ministry.

PMIN 636 Models of Church Planting (3) Examines biblical models for planting and revitalizing churches. Offers an opportunity to explore application of planting and revitalization models to your ministry context.

PMIN 637 Health & Growth of Church Plants (3) Explores the dynamics of what makes a church healthy. Identifies elements of toxic ministry environments and how to restore ministries to health with emphasis on church planting, revitalization, and renewal.

PMIN 638 Missional Church Planting (3) Church planting and revitalization with an evangelistic focus. Learn to lead planting and renewal with an aim toward winning the lost and building a church out of newly converted Christians in a variety of ministry contexts.

PMIN 639 Renewing & Transforming Churches (3) An application-oriented course in church renewal and revitalization. Learn how to lead renewal and transformation in existing churches that have plateaued or are in decline.

PMIN 640 Introduction to Chaplaincy (3) Biblical, theological, and philosophical foundations of chaplaincy. Emphasis includes the Constitutional foundations and functional areas (community, education, health care, military, etc.), institutional functions (providing, facilitating, caring, advising, etc.), and roles (priest, prophet, ethical advisor, counselor, staff member, etc.) of a chaplain.

PMIN 641 Chaplain Ministry Methodologies (3) Successful application of biblical, Christian, Evangelical beliefs and practices in secular chaplaincy environments. Explores engaging other ethical/faith schemas, practical methods for providing substantive input in general fields (behavioral, financial, relational, institutional, etc.) and specialized fields (bio-ethics, conflict/war, medical research, etc.); and chaplain's roles (exemplar, confidant, teacher, encourager, cautioner, revealer, healer).

PMIN 642 Chaplaincy in Institutional Environments (3) Considers the chaplain's missional ministry and personal role as an institutional resident; institutional structures, functions, missions, dynamics, relationships, and leadership; and mediating ministries such as ethics and character training, personal growth, marriage enrichment, team building, suicide prevention, etc.

PMIN 643 Chaplaincy in Crisis Situations (3) Considers critical incidents affecting personnel such as violence, injuries, deaths, and remains recovery; major mishaps (travel, industrial, residential, structures, etc.); natural disasters; civil disorder; war; institutional turmoil and conflict; etc. Addresses faith integration with debriefing methodologies; ministry of presence and comfort; public ceremonies; cross-discipline cooperation and integration of effort.

PMIN 644 Military Chaplaincy (3) Considers chaplain's dual identity and role in military institutions, emphasizing ministry as primary. Examines theology, philosophy, and ethics of conflict and war; Constitutional and legal viewpoints of chaplain's status and practices; dynamics of training, operations, deployment, combat, and retrenchment; staff officer requirements and practices; endorsement identity, maintenance, and practice.

PMIN 645 Functional Areas of Chaplaincy (3) Considers nine "functional areas" of chaplaincy as secularizing societies recognize the benefits of chaplaincy in various venues: community; crisis and disaster relief; education; healthcare; institutional and government; public safety, recreation, sports, workplace. Considers each area's background, functions, ethos, people, and needs. Explores fruitful ministry paths, planning, and provision.

PMIN 650 Children's Ministry (3) Specialized discipleship aimed at growing and maturing children from birth to 12 years old. Learn how to design customized discipleship curriculum that addresses the unique needs to children and their age-specific spiritual growth.

PMIN 651 Youth Ministry (3) Specialized discipleship aimed at growing and maturing youth from 13 to 18 years old. Learn how to design customized discipleship curriculum that addresses the unique needs of teenage youth.

PMIN 652 Adult & Family Ministry (3) Specialized discipleship aimed at growing and maturing adults and their families. Learn how to design custom curriculum to help adults and their families reach their full potential in Christ and ministry.

PMIN 660 A Theology of Trauma (3) Explores trauma through a Renewal Theology lens, integrating biblical, theological, and pastoral insights to cultivate Spirit-empowered compassion, healing, and resilience in individuals, churches, and communities affected by suffering and crisis.

PMIN 661 Practicum in Trauma Ministry (3) This practicum offers supervised, hands-on ministry experience in trauma care. Students apply biblical and psychological principles to facilitate healing groups, develop trauma-informed practices, and foster spiritual renewal.

PMIN 696 Clinical Pastoral Education (6) Students train at a site approved by the Association of Clinical Pastoral Education (ACPE) and earn one unit of CPE. A Regent instructor oversees the training, providing intake, debrief sessions, and spiritual formation for the CPE students. Must be accepted by training site to register for course. Cross-listed with PMIN 796. Pass/No Pass.

PMIN 700 D.Min. Orientation (3) Foundational course for the D.Min. degree. Emphasizes Regent's leadership development philosophy relating to personal growth and ministry practice. Designed to bring personal renewal through deep reflection and peer-interactional learning. Introduces skills and techniques of biblical/theological reflection and research needed for the ministry project.

PMIN 701 The Ministry Leader (3) Examines and assesses ethical issues affecting leaders' lives and work. Provides tailored personal/professional assessment, refocusing and growth. Emphasizes core values, spiritual formation, and relational development, providing lifetime leadership competence and confidence. Mandatory course offered once annually.

PMIN 702 Advanced Ministry Administration (3) Skill-enhancement course equips to catalyze change: casting vision; conducting strategic planning; managing multi-phased projects and processes. Trains to use interactive systems supporting ministry strategic planning and management. Equips students with leadership skills to mobilize and manage volunteer and staff resources: recruiting, assimilating, supervising, growing, retaining.

PMIN 703 Leading Spiritual Renewal (3) Spiritual formation processes in the context of leadership and renewal are studied and practiced to effect personal and vocational growth. Includes an experiential approach to leading formation and renewal in one's ministerial context.

PMIN 710 Renewal Ministry (3) An advanced examination of key tenets of the Christian faith from a biblical, theological, historical, practical, and renewal perspective. Focuses on the scriptural and creedal facets of Christianity for the purpose of leading in ministry empowered by the renewing work of the Holy Spirit.

PMIN 720 Biblical Models of Renewal Preaching (3) Examines the diverse range of preaching models found within the Old and New Testaments. Narrative, prophetic, poetic, and expository models found in scripture will all be examined.

PMIN 721 Hermeneutics & Renewal Preaching (3) Presents theologically robust hermeneutical approaches to the biblical text specifically for implementation in preaching for renewal.

PMIN 722 History of Faithful Renewal Preaching (3) History and development of how God has renewed His Church through biblically faithful preaching. Students will examine the content, style, and method of famous preachers from all major streams of Christianity (Catholic, Orthodox, and Protestantism) throughout Church history (early, medieval, reformation, and modern).

PMIN 723 Contextual Cross-Cultural Preaching (3) Presents the methods and skills necessary to preach Renewal across cultures. Students will cultivate cultural intelligence without sacrificing the inerrancy of God's word and the gospel's exclusivity.

PMIN 724 The Art of Preaching & Teaching (3) Develops the tools necessary to create, write, and deliver sermons and lessons from a Renewal perspective. Students will examine the unique relationship and difference between preaching and teaching and how to foster Renewal in each.

PMIN 725 Contemporary Issues in Preaching (3) Examines contemporary issues in the field of homiletics based on research literature and popular examples. Students will examine contemporary issues in light of the Great Tradition.

PMIN 726 Research Practicum in Renewal Biblical Preaching (3) A supervised ministry experience allowing students to implement a preaching curriculum/plan within a ministry setting. Students will be expected to show 200 hours' worth of time devoted to preaching. Repeatable for a maximum of 6 credits. Pass/No Pass.

PMIN 730 Advanced Practicum- Trauma Ministry (3) This advanced practicum equips students to form and oversee trauma healing ministries, mentor facilitators in trauma and disaster relief, and design Spirit-empowered strategies for healing, resilience, recovery from moral injury, and restoration in diverse ministry settings.

PMIN 731 Biblical Healing & Restoration (3) Explores suffering, healing, and restoration through Scripture and theology. Emphasizes Spirit-empowered responses to human brokenness, redemptive suffering, moral injury, and God's restorative work in individuals, churches, communities, and creation.

PMIN 750 Renewal Methods in Practical Theology (3) Presents principles and methods of practical theology, examining historic and contemporary practical theologies from a Renewal perspective and develops research skills and competencies necessary for writing practical theology and completing practical theology dissertations.

PMIN 751 Practical Theology in Leadership (3) Focuses on developing perspectives and empirical research that integrate the biblical text with a theological, cultural, and ethical analysis of leadership contexts within Christian churches and organizations to strengthen leadership praxis in a changing world.

PMIN 752 Practical Theology in Missiology (3) Focuses on developing perspectives and empirical research through interpreting situations, events, culture, and trends when extending the gospel in cross-cultural contexts to maximize cultural sensitivity and adaptation for Kingdom advance.

PMIN 753 The Hermeneutics of Practical Theology (3) Develops critical analysis of how the Biblical text, along with theological and philosophical perspectives, informs empirical research through scholarly interpretation and explores the components of hermeneutical interpretation and critical reflection as applied to life and the Christian faith.

PMIN 754 Qualitative Methodologies in Practical Theology (3) Develops qualitative methodological competencies to produce scholarly research-based publications for academic formats.

PMIN 755 Quantitative Methodologies in Practical Theology (3) Addresses the knowledge and skills necessary to conduct appropriate quantitative methodologies and statistical data analysis, interpret research results, and accurately report findings

PMIN 759 Contemporary Issues in Pastoral Ministry (3) Advanced analysis of current trends and issues facing senior level ministry leaders. Includes development of a strategy for addressing these trends and issues within a biblical and renewal theology framework.

PMIN 762 Church & Ministerial Health (3) Holistic approach to health and wellness in ministry. Emphasizes an integrated approach to spiritual, mental, emotional, physical, and professional health in the minister's personal life and ministry setting as a means to long term service and increased fruitfulness in ministry.

PMIN 763 Developing Ministry Leaders (3) Deepening level of influence and unlocking leadership potential and understanding how God builds a person into a leader with God-given leadership identity. God's work in building character and skill; developing strategic leadership skills, and habits becoming a passionate equipper of other leaders.

PMIN 764 Transformational Ministry (3) Renewal and transformation in the minister's personal life and ministry context. Builds on case studies and historical accounts of the renewing power of the Holy Spirit. Explores personal renewal as a foundation for leading renewal in ministry settings with a view toward application.

PMIN 765 Advising Leaders (3) Explores the theory and practice of chaplain leadership and how chaplains working in advisory roles can best support leaders for the success of both the institution and its personnel.

PMIN 766 Multicultural Ministry (3) How to analyze, understand, and engage identity and belief systems from a Gospel perspective to appropriately apply authentic Gospel ministry. How to minister through community relationships and religious leader engagement.

PMIN 768 Leading Chaplain Teams (3) Focuses on unique dynamics of leading ministry programs. Learn how to successfully use chaplain personal and professional protocol to effectively lead chaplaincy teams.

PMIN 769 Ministry in Secular Settings (3) Addresses challenges chaplains face when ministering in secular settings. Learn how to form transformational responses that meet secular presuppositions with workable and effective ministry solutions.

PMIN 770 Multifaith Ministry (3) Explores the biblical, theological, and philosophical dynamics at work when ministry occurs in multicultural and multifaith settings. Learn how to formulate appropriate and effective redemptive responses that promote healthy ministry and unity for people from diverse backgrounds.

PMIN 771 Transforming Institutions (3) Learn to identify, understand, and leverage common institutional dynamics to develop biblical strategies that facilitate the work of the Holy Spirit as a means of transformation for institutions and their people.

PMIN 796 Clinical Pastoral Education (3) Training at a site approved by the Association of Clinical Pastoral Education (ACPE) to earn one unit of CPE. A Regent instructor oversees the training, providing intake, debrief sessions, and spiritual formation for CPE students. Must be accepted by training site to register. Cross-listed with PMIN 696. Repeatable for credit for a maximum of 6 credits. Pass/No Pass.

PMIN 897 D. Min. Project Design (3) First part of the D.Min. culminating experience to develop a proposed ministry project design. Submission of a final ministry project proposal is due by the end of the course. Oral examination at the completion of the proposal by the chairperson. Pass/No Pass.

PMIN 899 D.Min. Ministry Project (3) Ministry Project that incorporates original study and research using historical, critical, biblical and theological tools and analysis. Focuses on a research-based solution to a problem in ministry. Repeatable for credit for a maximum of 6 credits. Prerequisites: PMIN 897. Pass/No Pass.

PMIN 899a D.Min. Ministry Project Continuation (1) Continuation for PMIN 899. Prerequisite: an IP in PMIN 899. Repeatable for credit. Pass/No Pass.

SFRM 500 Spiritual Formation (3) Defines spiritual formation and examines its biblical, historical, and theological foundations. Discusses the essential elements of formation including spiritual disciplines, applying these elements to personal and ministry contexts.

SFRM 610 History of Christian Spirituality (3) Explores Christian spiritual practices, traditions, and movements from the early church to the present. Students will examine historical figures, theological themes, and devotional writings that have shaped Christian spiritual life.

SFRM 611 Spiritual Formation & Renewal (3) Examines the work of the Holy Spirit in renewing the spiritual life of the church. Discusses how churches cultivate spiritual vitality and renewal. Provides theological insights and practical strategies for fostering spiritual renewal.

SFRM 612 Engaging Spiritual Disciplines for Renewal (3) Explores the essential role of spiritual disciplines in Christian formation. Examines key practices, their biblical foundations, and practical applications to foster deeper intimacy with God and transformative renewal.

SFRM 613 Spiritual Direction & Soul Care (3) Examines approaches to guide others in their spiritual journey while fostering deep soul care. Reviews biblical, historical, and practical foundations of spiritual direction. Develops practices to nurture both personal and communal spiritual well-being.

SFRM 614 The Life of Prayer (3) Explores various prayer traditions of the Christian church from their inception to today. Focuses on how prayer fosters renewal when applying key traditions to their own spiritual lives and communities.

Students will choose one of the following courses:

SFRM 615 Wholeness & Healing in Christian Formation (3) Explores the biblical and theological foundations of wholeness and healing in Christian formation. Uses theological reflection and practical application to cultivate healing within themselves, their communities, and the Church.

SFRM 616 Readings in Spiritual Formation (3) Explores key historical and contemporary Christian writings that have shaped spiritual growth and church renewal. Examines the authors' impact on the Church, applying insights to the ongoing mission of disciple-making.

SFRM 695 Ministry Internship (3) Addresses spiritual formation application of a 200-hour ministry internship experience; serves as the basis for the assessment of spiritual progress and vocational preparedness within the professional context. Continues the Spiritual Formation Portfolio.. Pass/No Pass.

SFRM 698 Spiritual & Vocational Integration (3) Assessment of spiritual progress and vocational preparedness within personal and professional contexts with a view toward recommendation for ministerial health; taken in final year of degree program and completes the Spiritual Formation Portfolio. Prerequisite: SFRM 695.

THEO 500 Christian Theology (3) Key tenets and central doctrines of the Christian faith. Special focus on biblical foundations, historical developments, theological method, and major controversies and confessions.

THEO 618 The Trinity (3) Examines the biblical foundations of the nature of God in Three Persons, including the historical Church and creedal formulas of Trinitarian theology. Includes the historical development of doctrine from the ancient, medieval and modern times.

THEO 619 Christology (3) Examines the biblical doctrine of Christ, the eternal Son of God. Explores the eternal existence, birth, life, ministry, death, resurrection, ascension, and Lordship of Jesus Christ.

THEO 620 Soteriology (3) Examines the Bible's teaching on humanity and the fall into sin. Explores the doctrine of salvation, including topics such as foreknowledge, election, calling (general and effectual), regeneration, conversion (faith and repentance), justification, adoption, sanctification, perseverance/preservation, death and glorification.

THEO 621 Ecclesiology (3) Explores the biblical doctrine of the Church, including her organization, vocation, worship, practices, purpose and mission.

THEO 622 Christian Ethics (3) Biblical and theological 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, the marketplace and nation to mobilize the Church in addressing crucial social issues.

THEO 623 Christian Apologetics (3) Philosophical methodologies used in the defense of the Christian faith, especially presuppositionalism (faith to facts) and evidentialism (facts to faith), focusing on the relationship between faith and reason in current Roman Catholic and Protestant defenses, and with Biblical applications to modern and postmodern challenges. No former training in philosophy is required.

THEO 624 Pneumatology (3) Systematic presentation of the Christian understanding of the Holy Spirit, including current approaches to the operation of the Spirit in Roman Catholic theology, the mission of the Spirit in Protestant theology, and the anointing of the Spirit in the renewal movements.

THEO 670 Theological German (3) Fundamental structures, vocabulary and grammar. Proficiency in reading of academic journals, books and German texts with a focus on theological texts and vocabulary. Cross-listed with THEO 770. Pass/No Pass.

THEO 700 Renewal Theology (3) Explores the question of Christian theological method and hermeneutics from the Renewal Perspective. Emphasizes distinctively Renewal approaches to thinking theologically while wrestling with the nature of religious and ecclesial identities. Philosophical, ontological, and epistemological assumptions will be considered vis-à-vis the questions of religious identity/practice and theological method.

THEO 750 Renewal Methods in Theological Studies (3) Principles and methods of theology, surveying the various historic and contemporary theologies from a biblical Renewal perspective. Develop the practical research skills of theological method, the process of writing theology as well as the specific competencies necessary for completing dissertations in the area of theology.

THEO 760 Philosophy & Christian Thought (3) Explores the historical and critical examination of the development of the main disciplines of philosophy and the primary developments of Christian doctrines and thought. Each philosophical school of thought is examined from a biblical and theological standpoint.

THEO 761 Doctrine of the Atonement (3) Examines the Biblical, theological, and historical understanding of the foundational doctrine of the atonement, including practical implications of the atoning work found in the blood of Christ.

THEO 762 Reformed Theology & the Spirit (3) Explores the biblical and historical understanding of Reformed theology and the role of the Holy Spirit. There will be emphasis on the five *solas* and the renewal of the Holy Spirit from the Reformation period to modern times.

THEO 763 Contemporary Pentecostal & Charismatic Theology (3) Examines Pentecostal and Charismatic theology in the modern era. Special emphasis is placed on the doctrines of the Holy Spirit in various Christian traditions and movements that have experienced contemporary renewal.

THEO 770 Theological German (3) Fundamental structures, vocabulary and grammar. Proficiency in reading of academic journals, books and German texts with a focus on theological texts and vocabulary. Cross-listed with THEO 670. Pass/No Pass.

TRAM 658 Disaster Trauma & Psychological First Aid (3) Covers emergency management and key concepts of disaster mental health. In depth understanding of cultural issues related to disaster and the application of Psychological First Aid. Cross-listed with MHPS 758.

TRAM 665 Advanced Counseling and Trauma Informed Care (3) Experiential application of significant theories and practice of more advanced counseling and trauma-informed skills. Overview of the techniques and practices derived from the major psychotherapeutic systems relevant to these more advanced strategies. The course will emphasize the integration of trauma-informed care principles into various counseling modalities. Emphasis on the demonstration, modeling, practice and evaluation of these core skills and techniques. Cross-listed with MHPS 765.

TRAM 667 Treating PTSD, Compassion Fatigue & Complex Trauma (3) The theoretical concepts and symptoms of PTSD, complex trauma, compassion fatigue, and vicarious traumatization in clients, practitioners, first responders and in their role as trauma therapists is explored. Learn current evidence-based strategies for treatment of compassion fatigue and vicarious traumatization. Cross-listed with MHPS 767.

WSHP 600 Biblical Foundations for Renewal Worship (3) This course will explore the major themes of worship that are present throughout the biblical story, particularly displaying the continuity and transformation of Old Testament worship through the revelation of Jesus Christ.

WSHP 601 Theological Foundations for Renewal Worship (3) This course will explore how core theological topics and principles of the Christian faith (Trinitarian theology, Christology, eschatology etc.) provide guidance and a framework for Christian worship.

WSHP 602 History of Christian Worship (3) This course provides a thorough overview of the broad historical developments in Christian worship with a special focus on the events of the past two hundred years. Students will grow in their awareness of the historical forces that shape their current understanding and practice of worship.

WSHP 603 Spiritual Formation Through Worship (3) This course explores how practices facilitate the Holy Spirit's formative work in the lives of individual disciples. This course will both explore what biblical spiritual formation should be and how practices assist in the formation of that spirituality.

WSHP 604 Planning and Leading Renewal Worship (3) This course will teach students to apply theological and biblical principles to the task of planning and leading of worship.

WSHP 605 Contemporary Issues in Renewal Worship (3) This course will enable students to reflect on key contemporary issues that shape the worship lives of congregations today. Possible topics to be explored include the tension between tradition and innovation, the relationship between biblical justice and worship, diversity, disability and access, embodiment and virtuality.

Faculty

Members and their credentials are listed below. (The date in which the faculty member began in the School of Divinity is listed in parentheses.)

Bekker, Corné, Dean (2015), D. Litt. Et Phil., Rand Afrikaans University, South Africa, *Dean*

Adams, Scott (2020), Ph.D., Radboud University, Netherlands, *Assistant Professor*

Anderson, Jeffrey (2016), Ph.D., Regent University, *Associate Professor*

Asplund, Larry (2017), D.Min., George Fox Evangelical Seminary, *Assistant Professor*

Carpenter, Robert (2017), D.Min., The Southern Baptist Theological Seminary**,** *Assistant Professor*

Dawson, Zachary (2020), Ph.D., McMaster Divinity College, *Assistant Professor*

Dentu, Matisha (2024), Ph.D., Southeastern Baptist Theological Seminary, *Assistant Professor*

Flynn, James T. (2001), D.Min., Regent University, *Associate Professor*

Francis, Andrea (2024) Ph.D., Regent University, *Assistant Professor*

Gilbert, Leroy (2018), Ph.D. Regent University,, *Assistant Professor*

Jones, Jordan (2020), Ph.D., Hebrew Union College-Jewish Institute of Religion, *Assistant Professor*

Jumper, Mark (2014), Ph.D., Salve Regina University, *Associate Professor*

Kame, Greg (2020), Ph.D., University of South Africa, *Assistant Professor*

Lotz, John-Paul (2020), Ph.D., Cambridge University, United Kingdom, *Associate Professor*

Mekonnen, Alemayehu (2017), Ph.D., Fuller Theological Seminary, *Professor*

Odong, Boniface, (2022), Ph.D., Regent University, *Assistant Professor*

Ottaway, Jonathan (2024), Th.D. Duke Divinity School, *Assistant Professor*

Ramsey, Christian (2024), Ph.D., Regent University School of Divinity, *Post-Doctoral Fellow*

Ross, Derek (2023), D.Min., Wesley Theological Seminary, *Assistant Professor*

Ruffin, Regretta (2023), D.Min., Richmond Virginia Seminary, *Assistant Professor*

Spawn, Kevin (2006), D.Phil, Oxford University, United Kingdom, *Associate Professor*

Umidi, Joseph L. (1985), D.Min., Trinity Evangelical Divinity School, *Professor*

Wood, Carrie (2020), Ph.D., Regent University School of Divinity, *Assistant Professor*

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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 master's, 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.

Kurt Kreassig, Ed.D.

Dean

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.
- 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.

PROGRAM OVERVIEW

The School of Education offers degree, non-degree and certificate programs as follows:

- Master of Science in Library Sciences (M.S.L.S.)
- Master of Education (M.Ed.)
- Educational Specialist Degree (Ed.S.)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.) in Education
- Joint Degrees: Joint degrees with the M.Ed. and a degree with the schools of Communication and the Arts, Divinity, Business and Leadership, Government, or Psychology and Counseling are available. See the M.Ed. programs listed below and the General Information section of the Catalog for more information.
- Career Switcher Certificate (CGS)
- Post-Master's Certificate in Advancing Leadership (CAL)
- Post-Master's Certificate in Reading Specialist
- Certificate of Graduate Studies in Artificial Intelligence for Education (CGS)
- Certificate of Graduate Studies in Autism (CGS)
- Certificate of Graduate Studies in Christian School Administration and Leadership (CGS)
- Certificate of Graduate Studies in Gifted and Talented Education (CGS)
- Certificate of Graduate Studies in Teaching English to Speakers of Other Languages, TESOL (CGS)
- Certificate of Advanced Graduate Studies (CAGS)
- Certificate of Graduate Studies in STEM (CGS)
- Professional Development

CAREER OBJECTIVES

The School of Education graduates hold a variety of positions that include teachers, principals, and central office administrators 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.

Applicants for the K-12 School Leadership concentration in the Ed.D. program, who are seeking the Administration and Supervision PreK-12 add-on endorsement from the Virginia Department of Education, must hold a professional teaching license or pupil personnel license and have a minimum of three years teaching experience upon program completion. A submitted copy of the current professional teaching license is required along with the admissions application.

Enrollment

A full-time course load for the School of Education post-master's programs is typically 6 credit hours per semester or one course per 8-week session with the exception of summer residency and internships in the K-12 School Leadership concentration. Because of the level and demands of the coursework, taking additional course hours above the normal load is not recommended. An *Academic Petition for Graduate Programs* showing just cause to deviate from this recommendation must be approved by the concentration advisor, program chair, and Dean of the School of Education.

CAMPUSES

The School of Education offers programs and online.

Online

The School of Education offers programs through distance education primarily through online and various other media. The Career Switcher program, Christian School Administration and Leadership Program, Curriculum & Instruction, Teaching, Reading Specialist, and Student Affairs are all delivered totally online, although there may be some on campus options. K-12 Special Education, Educational Leadership, TESOL, Educational Doctorates, and Educational Specialist primarily include online courses with summer 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 Degree (M.Ed.)

M.Ed. Program

The M.Ed. requires a completion of a minimum of 30 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 the following majors: Curriculum & Instruction, Christian School Administration and Leadership, Educational Leadership, Instructional Design & Technology, Reading Specialist, Higher Education, K-12 Special Education, Leadership in Mathematics

Education, , M.Ed. in Teaching, Teaching English to Speakers of Other Languages, and Joint Degrees with the M.Ed. and a degree with the schools of Communication and the Arts, Divinity, Business and Leadership, Government, or Psychology and Counseling.

M.Ed. — Christian School Administration and Leadership Major (30 credit hours)

(Delivered entirely online)

The Christian School Administration and Leadership major is designed to prepare students for Christian school administration and leadership. It prepares them to oversee the daily affairs of a Christian school, supervise instruction, and apply scholarly habits of inquiry that lead to effective decision making. Students learn how to integrate real-world, innovative curriculum with sound training, Major areas of emphasis include exploring the foundational principles and historical context of Christian education, establishing a vision and mission that can shape a flourishing school and community, and navigating the complexities of Christian school operations. All courses are taken online.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Must be completed the first semester

EDU 600 Graduate Foundations for Education (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

Core Courses

ECSL 510 Christian School Foundations (3)

ECSL 515 Vision, Mission, and Community in Christian Schools (3)

ECSL 520 The Flourishing Christian School (3)

ECSL 525 Organization, Administration, and Supervision in Christian Schools (3)

ECSL 530 Instructional Leadership in Christian Schools (3)

ECSL 535 Emotionally Intelligent Leadership in Christian Schools (3)

ECSL 540 Development and Advancement in Christian Schools (3)

ECSL 545 Accreditation and Accountability in Christian Schools (3)

ECSL 550 Trends and Issues in Christian Schools (3)

ECSL 555 Data-Driven Decision Making in Christian Schools (3)

M.Ed. — Curriculum & Instruction Major (33 to 37 credit hours)

(Delivered entirely online)

The Curriculum and Instruction major (C&I) is designed to prepare educators to develop and deliver effective instructional opportunities for diverse students in various learning settings including public, private, higher education, and the workplace. Educators with leadership responsibilities such as department head, content specialist, lead teacher, or curriculum developer will benefit from this degree as well as those employed in school system or higher education administration, corporate, and non-profit settings. The C&I degree emphasizes understanding learner characteristics, instructional design, assessment, and the effective integration of technology into instructional programs. The C&I degree offers concentrations in Adult Education, Christian School, Gifted and Talented, STEM Education, and Teacher Leader.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Required Courses

EDU 600 Graduate Foundations for Education (2) **or** UNIV LIB Information Research & Resources (0), as required upon admission.

Core Courses

EADM 515 Research Design (3)

ECUR 525 Classroom Management (3)

EDCS 563 Instructional Strategies for At-Risk Students (3)

EDIP 540 Philosophical Foundations in Education (3)

EDIP 542 Introduction to Curriculum & Instruction (3)

EDIP 543 Technology in Education (3)

M.Ed. — Curriculum & Instruction Major with a concentration in Adult Education

(Delivered entirely online)

EADL 500 Theories of Adult Education (3)

EADL 510 History of American Adult Programs (3)

EADL 520 Curriculum Development for Adult Learners (3)

ECUR 511 Curriculum, Methods & Assessment (3)

ESCP 505 Psychology & Development of the Learner (3)

M.Ed. — Curriculum & Instruction Major with a concentration in Christian School

(Delivered entirely online)

ECSL 510 Christian School Foundations (3)

ECSL 515 Vision, Mission, and Community in Christian Schools (3)

ECSL 520 The Flourishing Christian School (3)

ECSL 530 Instructional Leadership in Christian Schools (3)

ECSL 545 Accreditation and Accountability in Christian Schools (3)

ECSL 550 Trends and Issues in Christian Schools (3)

M.Ed. — Curriculum & Instruction Major with a concentration in Gifted & Talented (endorsement option)

(Delivered entirely online)

(This VDOE approved program is required for currently licensed Virginia teachers)

EGTL 500 Introduction to Gifted & Talented Learners (3)

EGTL 510 Curriculum & Instruction for Gifted Learners (3)

EGTL 520 Models & Strategies for Teaching the Gifted (3)

EGTL 530 Psychology & Education of Gifted Learners (3)

EGTL 580 Practicum in Gifted Education (2)*

**Virginia teachers with at least one year of experience may appeal to have EGTL 580 waived by the VDOE. Check with the licensure specialist in your school division for more information.*

**Non-Virginia teachers wishing to add the Gifted & Talented endorsement to their teaching license may appeal to their state department of education to customize EGTL 580 to meet internship / practicum requirements for states outside of Virginia. Please consult with your School of Education Academic Advisor.*

M.Ed. — Curriculum & Instruction Major with a concentration in Gifted & Talented

(non-endorsement option)

(Only available to out of state students or non-Virginia licensed teachers)

EGTL 598 Professional Project (2)

EGTL 500 Introduction to Gifted & Talented Learners (3)

EGTL 510 Curriculum & Instruction for Gifted Learners (3)

EGTL 520 Models & Strategies for Teaching the Gifted (3)

EGTL 530 Psychology & Education of Gifted Learners (3)

**Non-Virginia teachers wishing to add the Gifted & Talented endorsement to their teaching license may appeal to their state department of education to waive EGTL 598. Please consult with your School of Education Academic Advisor.*

M.Ed. – Curriculum & Instruction Major with a concentration in STEM Education (33 credit hours)

The STEM Education concentration provides experienced educators with the opportunity to improve curriculum, instruction, assessment, and content knowledge in the STEM disciplines and improve teacher leadership skills that can facilitate the transformation of curriculum, instruction and assessment through interactions with colleagues in grade level teams, schools, districts, states and nations.

EDCO 501 Strategic Planning & Program Evaluation (3)

ESTM 501 Inquiry though STEM (3)

ESTM 502 Mathematics and STEM (3)

ESTM 503 Developing STEM based Curriculum (3)

ESTM 504 Integrative Project/STEM Education (3)

M.Ed. — Curriculum & Instruction Major with a concentration in Teacher Leader

(Delivered entirely online)

ECTL 500 Cross Disciplinary Perspectives in Educational Theory, Research and Practice (3)

ECUR 511 Curriculum, Methods & Assessment (3)

EDCO 501 Strategic Planning & Program Evaluation (3)

EFND 509 Character Education Curricula, Instruction, & Assessment (3)

EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3)

M.Ed. — Educational Leadership Major (30 credit hours)

(Delivered entirely online)

Educational Leadership major encompasses school administration and other leadership roles within schools. From the foundation of a Christian worldview, this program develops administrators and teacher leaders who seek knowledge and wisdom in order to serve and edify others in a spirit of excellence. The major is completed in as fast as one and one-half academic years of full-time study. The primary knowledge-base for this program is the Professional Standards for Educational Leaders (PSEL). This program is approved by the Virginia Department of Education to provide the Administration and Supervision preK-12 add-on endorsement for individuals who already hold a professional teaching license or pupil personnel license. Students who hold teaching licenses and completed this program successfully will receive this endorsement. However, students seeking this endorsement for the purpose of obtaining principal or assistant principal positions are required to complete the School Leaders Licensure Assessment (SLLA). To assist the student in preparing for this assessment, the ***optional*** preparatory course EADM 599 is offered. 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. The non licensure option is designed for those who want to accomplish a master's degree but do not want
to add an endorsement to their license.

Licensure/Endorsement Option

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Required Courses

EDU 600 Graduate Foundations for Education (2) **or** UNIV LIB Information Research & Resources (0), as required upon admission

Core Courses

EADM 501 Strategic Leadership (3)

EADM 502 School Finance & Management (3)

EADM 507 Data Literacy For Improvement (3)

EADM 526 Human Resource & PD (3)

EADM 528 Policy, Law, and Ethics (3)

EADM 530 Caring School Community (3)

EADM 545 Student Learning & Well-being (3)

EADM 550 Differentiated Instruction & Assessment (3)

EADM 594 Internship – Administrative (3)

EADM 597 Internship – Principal (3)

M.Ed. – Educational Technology & Artificial Intelligence major (30 credit hours)

(Delivered entirely online)

The M.Ed. in Education in Educational Technology & Artificial Intelligence (ETAI) major is designed to equip educators and leaders with the knowledge and skills necessary to effectively integrate technology into diverse learning environments with an emphasis using Artificial Intelligence. This program combines cutting-edge research with practical application, preparing educators to enhance student learning, implement emerging technologies, and lead the future of education. With a focus on artificial intelligence, instructional design, policy, assistive technologies, and professional development, students will be empowered to create inclusive and innovative educational experiences and leverage technology to improve teaching and learning.

Required Courses

EDU 600 Graduate Foundations for Education (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Core Courses

EADM 515 Research Design (3)

ETEC 540 Foundations of Educational Technology (3)

ETEC 545 Understanding Artificial Intelligence (3)

ETEC 550 Curriculum & Instructional Design for Digital Learning (3)

ETEC 555 Emerging Technologies & Trends (3)

ETEC 560 Educational Technology Policy & Practice (3)

ETEC 565 Assistive Technology in Education with AI (3)

ETEC 570 AI in Education Settings (3)

ETEC 575 AI-Enhanced Multimedia Design & Development (3)

ETEC 580 Empowering Adult Learners through Professional Development (3)

M.Ed. – Instructional Design & Technology major (30 credit hours)

(Delivered entirely online)

The M.Ed. in Education in Instructional Design & Technology (IDT) major is a proven gateway to a strong and rewarding career in creating, implementing, and researching educational technology and media.

The IDT major is set up to allow one the opportunity to learn how to creatively design new technology experiences, study the best and most effective implementation strategies, and locate and reflect upon the most current and informative research. The major is highlighted by the mentoring experience of established educators and researchers whose focus is on fusing technology and education in innovative new ways.

Required Courses

EDU 600 Graduate Foundations for Education (2) **or** UNIV LIB Information Research & Resources (0), as required upon admission

Core Courses

EADM 515 Research Design (3)

EDIP 543 Technology in Education (3)

EFND 522 Education Statistics (3)

ETEC 500 Growing Up in a Media Rich World (3)

ETEC 505 Emerging Technologies: Mobile Learning (3) OR ETEC 546 Generative Artificial Intelligence (3)

ETEC 510 Programming, Application Development & Entrepreneurship in Education (3)

ETEC 515 Multimedia Design & Evaluation of Instructional Materials (3)

ETEC 520 Teaching & Learning with Digital Video (3)

ETEC 525 Digital Learning, Programs, Professional Development & Online Collaboration (3)

ETEC 530 Connected Teaching in the Digital Age (3) OR ETEC 572 Teaching with Artificial Intelligence Technologies (3)

M.Ed. — Higher Education Major (30 credit hours)

(Delivered entirely online)

Higher Education 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 Higher Education 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 Higher Education 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 Higher Education is to provide Christ-centered, professional preparation for Higher Education administrators working in higher education. Because the objective of the Higher Education 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 (a) the student as a person and how to use biblical principles to encourage character formation, and (b) the higher education landscape and processes important in building successful student service programs.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Required Courses

Must be completed in the first semester

EDU 600 Graduate Foundations for Education (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Core Courses

EADM 515 Research Design (3)

EDCO 501 Strategic Planning & Program Evaluation (3)

EFND 523 History & Contemporary Issues of American Higher Education (3)

EHEA 501 The College and the Student (3)

EHEA 502 Higher Education Finance: Strategy, Costs & Value (3)

EHEA 503 The Law & Governance of Higher Education (3)

EHEA 504 Student Services Administration (3)

EHEA 595 Professional Field Experience (3)

EHEA 602 Role and Mission of the Christian College & University (3)

EHEA 603 Essential Student Affairs Counseling & Support Skills (3)

M.Ed. — K-12 Special Education Major (30 credit hours)

(Delivered online with some face-to-face components)

Today's schools are looking for general and special educators who can address a wide range of student needs. Students will be required to take and pass the Praxis Teaching Reading: Elementary (5205);complete training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED) the Child Abuse and Neglect Training, and the Dyslexia Awareness Module, and the Behavior Intervention and Support Training Module prior to degree conferral and recommendation for licensure/endorsement. Additionally, students have the option of adding the Reading Specialist endorsement and/or the Working with Autistic Children certificate. 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. Candidates for the Reading Specialist endorsement are required to take and pass the Praxis Reading Specialist (5302) prior to receiving the degree and being recommended for licensure/endorsement.

The non licensure/endorsement option is designed for those who want to accomplish a master's degree but do not want to add an endorsement to their license.

Program adjustments are made accordingly as the Virginia Department of Education's licensure regulations are subject to change.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Licensure/Endorsement Option

Required Courses

EDU 600 Graduate Foundations for Education (2) **or** UNIV LIB Information Research & Resources (0), as required upon admission

Core Courses

ETSP 553 Language Acquisition & the Communicative Arts (3)

ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (3)

ETSP 555 Collaboration & Consultation (3)

ETSP 561 Internship: Teaching Students with Exceptional Needs (1)

ETSP 561A Internship: Inclusion (1)

ETSP 570 Instructional Methods for Students with Disabilities (3)

ETSP 571 Foundations of Human Growth and Development & Legal Aspects for Special Education (3)

ETSP 572 Characteristics & Behavior Management of Students with Exceptional Needs (3)

ETSP 573 Assessing & Teaching Reading and Math across Content for Students with Exceptional Needs (3)

ETSP 574 K-12 Reading Assessment and Instruction Across Content Areas (3)

ETSP 576 Data Driven Assessment (3)

ETSP 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 Specialist Internship (1)

Additional Required Courses for the Working with Autistic Children Certificate:

ETSP 600 Autism Overview (3)

(Required for those that do not complete the Regent K-12 Special Education 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)

Non-Licensure/Endorsement Option

Required Courses

EDU 600 Graduate Foundations for Education (2) **or** UNIV LIB Information Research & Resources (0), as required upon admission

Core Courses

ETSP 553 Language Acquisition & the Communicative Arts (3)

ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (3)

ETSP 555 Collaboration & Consultation (3)

ETSP 570 Instructional Methods for Students with Disabilities (3)

ETSP 571 Foundations of Human Growth and Development & Legal Aspects for Special Education (3)

ETSP 572 Characteristics & Behavior Management of Students with Exceptional Needs (3)

ETSP 573 Assessing & Teaching Reading and Math across Content for Students with Exceptional Needs (3)

ETSP 574 K-12 Reading Assessment and Instruction Across Content Areas (3)

ETSP 576 Data Driven Assessment (3)

ETSP 598 Professional Project (1)

Elective Course (2-3)

M.Ed. — Leadership in Mathematics Education Major (30credits)

(Delivered entirely online)

The K-8 Leadership in Mathematics Education major is designed for the classroom teacher who wants to improve instructional skills as well as expand knowledge and skills in mathematics. Virginia teachers at the elementary and middle school levels must possess a deep understanding of the mathematics they are teaching, an understanding of how it connects to higher levels of mathematics, and a skillful use of methods to guide students in the learning. Coursework focuses upon increasing a teacher's understanding of mathematics and how students develop a core knowledge base of concepts and processes within the discipline of mathematics that include:

- number systems and number theory

- geometry and measurement
- statistics and probability
- functions and algebra

Participants will develop coaching and leadership knowledge and skills needed to provide job-embedded professional learning opportunities and to improve mathematics programs at their schools, including addressing the needs of high and low-achieving students as well as the needs of diverse learners.

Applicants to this program must hold a valid Collegiate Professional Teaching License or equivalent from another state and have taught for a minimum of three (3) years in which the teaching of mathematics was an important area of responsibility. MATH courses listed in this program are only open to those students accepted into this program or licensed teachers who are taking these courses for professional development.

Must be completed in the first semester

EDU 600 Graduate Foundations for Education (2) **or** UNIV LIB Information Research & Resources (0), as required upon admission

EADM 547 Educational Leadership in Mathematics I (3)

EADM 548 Educational Leadership in Mathematics II (3)

MATH 541 Numbers, Systems and Operations for K-8 Teachers (3)

MATH 542 Geometry and Measurement for K-8 Teachers (3)

MATH 544 Algebra and Functions for K-8 Teachers (3)

MATH 549 Rational Numbers and Proportional Reasoning for K-8 Teachers (3)

MATH 551 Probability and Statistics for K-8 Teachers (3)

MATH 556 Assessing and Teaching Mathematics to Diverse Learners (3)

MATH 540 Curriculum Studies, Trends, and Technology in Mathematics (3)

MATH 598 Mathematics Specialist Final Project (3)

M.Ed. —In Teaching Major (30 credit hours)

(Delivered entirely online)

The M.Ed. in Teaching major allows the greatest flexibility of course selection and rate of completion of any of our majors. The major requires 15 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. At least 50% of the courses in the M.Ed. in Teaching must be taken in the School of Education, unless you are completing the Career Switcher programs in which all of the required courses are School of Education courses. On-campus or online courses are available. Elective courses can be combined in a multidisciplinary grouping to meet the student's interests or selected from the possible tracks below. 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 18-24 months.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Required Courses

Must be completed the first semester

EDU 600 Graduate Foundations for Education (2) **or** UNIV LIB Information Research & Resources (0), as required upon admission

EDIP 540 Philosophical Foundations in Education (3)

EDIP 541 Developmental Leadership (3)

EDIP 542 Introduction to Curriculum & Instruction (3)

EDIP 543 Technology in Education (3)

EDIP 598 Professional Project (3)

Depending on their desired field of study students may choose from the following electives, or from other available electives.

At-Risk

EDCS 563 Instructional Strategies for At-Risk Students (3)

Character Development/Classroom Management

EADM 524 Supervision of Teaching Methods/Classroom Management (3)

EBIB 523 Christian Character Formation (3)

EFND 503 Leadership and Character Development (2)

Christian School

** Students may choose **no more than 12** credits from the Christian School Administration or Curriculum and Instruction concentration.

Curriculum

ECUR 540 Instructional Leadership and Student Academic Achievement (3)

ECUR 511 Curriculum, Methods & Assessment (3)

EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3)

Educational Leadership

EADM 513 School Finance/Management of School Resources & Facilities (3)

EDCS 552 Starting & Operating Christian Schools (3)

EMEP 505 Models of Leadership & Related Issues (3)

Human Development/Psychology

EDCS 520 Individual Differences & Classroom Management (3)

ETLC 541 Child and Adolescent Growth and Development (3)

Leadership

EADM 511 Leadership, Organization & Administration (3)

EDCS 551 Funds Development for Christian Schools (3)

EDCS 552 Starting & Operating Christian Schools (3)

EDCS 553 Staff Development for Christian Schools (3)

EMEP 505 Models of Leadership & Related Issues (3)

Teaching

EFND 506 Classroom Management & Instructional Strategies (4)

EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (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 and Second Language Acquisition (3)

* (IDP students may choose **no more than 9** credits from the TESOL program.)

Technology & Research

EADM 515 Research Design (3)

EADM 532 Technology for Administrators (3)

M.Ed. – in Teaching with an NILD concentration

National Institute for Learning Development (NILD) Educational Therapy Certification Program (30 credits)

Students must complete the core M.Ed. in Teaching courses and the educational therapy courses shown below:

Must be completed the first semester

EDU 600 Graduate Foundations for Education (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

Required Core Courses

EDIP 540 Philosophical Foundations in Education (3)

EDIP 541 Developmental Leadership (3)

EDIP 542 Introduction to Curriculum & Instruction (3)

EDIP 543 Technology in Education (3)

EFND 598 Professional Project (2)

Required Concentration Courses

EDLD 515 Teaching How to Learn: NILD Level I (3)

EDLD 520 Teaching How to Learn: NILD Level II (3)

EDLD 525 Developing Cognitive Competencies: NILD Level III (3)

EDLD 530 Methodologies of Instruction for Educational Therapy (3)

EDLD 595 Internship (4)

M.Ed. — Teaching English to Speakers of Other Languages (TESOL) Major (30 credit hours)

(Delivered entirely online)

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. K-12 concentration with master's degree
2. K-12 concentration with certificate only (see certificate section)
3. Adult Education/Collegiate concentration with master's degree
4. Adult Education/Collegiate concentration with certificate only (see certificate section)

Applicants to the K-12 concentration of the TESOL program (M.Ed. or certificate) must hold a professional teaching license; a submitted copy of the current teaching license is required along with the admissions application.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Required Core Courses (must be completed the first semester)

EDU 600 Graduate Foundations for Education (2) or UNIV LIB Information Research & Resources (0), as required upon admission

M.Ed. — TESOL Major with a concentration in K-12

Required

ETSL 505 Serving English Language Learners in K-12 Classrooms (3)

ETSL 510 Linguistics (3)

ETSL 520 Methods of Teaching English to Speakers of Other Languages (3)

ETSL 530 Teaching English Language Learners Reading and Writing in the Content Areas (3)

ETSL 545 Language, Culture, and Pedagogy (3)

ETSL 555 Teaching Grammar to ESL/EFL Learners (3)

ETSL 560 First and Second Language Acquisition (3)

ETSL 565 Teaching ESL/EFL Speaking and Listening (3)

TESOL Electives (Choose two) (6)

EDIP 541 Developmental Leadership (3)

EDIP 543 Technology for Education (3)

ETSL 525 Language Teaching Approaches and Practices (3)

ETSL 550 Teaching English as a Second or Foreign Language to Adults (3)

M.Ed. — TESOL Major with a concentration in Adult Education/Collegiate

Required

ETSL 510 Linguistics (3)

ETSL 525 Language Teaching Approaches and Practices (3)

ETSL 545 Language, Culture, and Pedagogy (3)

ETSL 550 Teaching English as a Second or Foreign Language to Adults (3)

ETSL 555 Teaching Grammar to ESL/EFL Learners (3)

ETSL 560 First and Second Language Acquisition (3)

ETSL 565 Teaching ESL/EFL Speaking and Listening (3)

ETSL 576 Roles and Responsibilities of the ESL Specialist (3)

Electives (Choose two) (6)

EADL 520 Curriculum Development for Adult Learners (3)

EDIP 541 Developmental Leadership (3)

EDIP 543 Technology for Education (3)

ETSL 505 Serving English Language Learners in K-12 Classrooms (3)

ETSL 530 Teaching English Language Learners Reading and Writing in the Content Areas (3)

M.Ed. — Reading Specialist Major (30 credit hours)

(Delivered entirely online)

The Reading Specialist major offers two options to accomplish a master's degree. The endorsement option is designed to meet the growing demand for trained reading specialists by providing competency-based courses that fulfill the requirements for a Virginia Endorsement. This option results in accomplishing both a master's degree and adding an endorsement to a current Virginia teaching license. The endorsement option requires internship hours and a passing score on the current reading specialist assessment. The non-endorsement option is designed for those who want to accomplish a master's degree but do not want to add an endorsement to their license. The coursework offers a balanced perspective on teaching reading — preparing teachers in the areas of supervision, communication skills, technology, reading assessment, instruction, curriculum, and research. Students in the Reading Specialist 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 experience teaching reading, and a current teaching license. A copy of the current teaching license (or plan to have a current teaching license at the completion of the program) is required along with the admissions application. Candidates for this endorsement are also required to pass the Praxis Reading Specialist (5302) assessment) prior to receiving the degree and being recommended for endorsement.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Licensure/Endorsement Option (30 credit hours)

Required Courses

EDU 600 Graduate Foundations for Education (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Core Courses

EDRD 500 Foundations of Reading (3)

EDRD 560 Integrating Reading Comprehension and Writing Instruction (3)

ETSP 553 Language Acquisition & the Communicative Arts (3)

ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (3)

ETSP 555 Collaboration & Consultation (3)

ETSP 574 K-12 Reading Assessment and Instruction Across the Content Areas (3)

ETSP 576 Data Driven Assessment (3)

ETSP 584 Reading Service Delivery: Supervision & Current Trends (3)

ETSP 585 Reading Research, Curriculum & Technology (3)

ETSP 596 Reading Specialist Internship (3)

Nonlicensure/Endorsement Option (30 credit hours)

Required Courses

EDU 600 Graduate Foundations for Education (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Core Courses

EDRD 500 Foundations of Reading (3)

EDRD 560 Integrating Reading Comprehension and Writing Instruction (3)

ETEC 570 AI in Education Setting (3)

ETSP 553 Language Acquisition & the Communicative Arts (3)

ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (3)

ETSP 555 Collaboration & Consultation (3)

ETSP 574 K-12 Reading Assessment and Instruction Across the Content Areas (3)

ETSP 576 Data Driven Assessment (3)

ETSP 584 Reading Service Delivery: Supervision & Current Trends (3)

ETSP 585 Reading Research, Curriculum & Technology (3)

Joint Degrees (24 credit hours)

A joint degree with the M.Ed. and another master's degree from the School of Business & Leadership, School of Communication & 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 degree is designed to meet the needs of traditional teachers, as well as those who are committed to being educators in other settings.

The 24-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.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Required Core Courses

Must be completed the first semester

EDU 600 Graduate Foundations for Education (2) or UNIV LIB Information Research & Resources (0), as required upon admission

EDIP 540 Philosophical Foundations in Education (3)

EDIP 541 Developmental Leadership (3)

EDIP 542 Introduction to Curriculum & Instruction (3)

EDIP 543 Technology in Education (3)

EFND 598 Professional Project (3)

Electives – Choose from the Following Possible majors:

At-Risk

EDCS 563 Instructional Strategies for At-Risk Students (3)

Autism

ETSP 600 Autism Overview (3)

(** Required for those who do not complete the Regent K-12 Special Education master's 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)

Character Development/Classroom Management

EADM 524 Supervision of Teaching Methods/Classroom Management (3)

EBIB 523 Christian Character Formation (3)

EFND 503 Leadership and Character Development (2)

Christian School

** Students may choose **no more than 12** credits from the Christian School Administration or Curriculum and Instruction concentration.

Curriculum

ECUR 511 Curriculum, Methods & Assessment (3)

ECUR 540 Instructional Leadership and Student Academic Achievement (3)

EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3)

Human Development/Psychology

EDCS 520 Individual Differences & Classroom Management (3)

ETLC 541 Child and Adolescent Growth and Development (3)

Leadership

EADM 511 Leadership, Organization & Administration (3)

EDCS 551 Funds Development for Christian Schools (3)

EDCS 552 Starting & Operating Christian Schools (3)

EDCS 553 Staff Development for Christian Schools (3)

EMEP 505 Models of Leadership & Related Issues (3)

Reading Specialist

EDRD 500 Foundations of Reading (3)

EDRD 560 Integrating Reading Comprehension and Writing Instruction (3)

ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (3)

ETSP 584 Reading Service Delivery: Supervision & Current Trends (3)

ETSP 585 Reading Research, Curriculum & Technology (3)

ETSP 596 Reading Specialist Internship (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 540 Multicultural Education (3)

ETSL 560 First and Second Language Acquisition (3)

* (Joint Degree students may choose **no more than 9** credits from the TESOL program.)

Technology & Research

EADM 532 Technology for Administrators (3)

EFND 515 Research Design (3)

M.S.L.S. — Master of Science in Library Science (30 credit hours)

(Delivered entirely online)

The M.S. in Library Science requires the completion of 30 credit hours in a span of 5 years or less with a cumulative GPA of 3.0 or higher. The M.S.L.S. will prepare students to gain their professional library science credentials within a distinctively Christian environment where information management is held to the values of the faith. Through such topics as the practical management of information, the broader scope of information availability and accessibility, and the value of the Christian perspective within a highly secularized field, this program prepares academic librarians in college and university settings. The M.S. in Library Science is available internationally and will be presented fully online.

Must be completed the first semester:

UNIV LIB Information Research & Resources (0)

Core Courses:

*ELIB 600 Foundations of Library Science (3)

*ELIB 601 Christian Worldview in Library Science (3)

ELIB 606 Higher Education and Academic Libraries (3)

ELIB 608 Organization of Information/Systems (3)

ELIB 609 Research, Pedagogy, and Instructional Design (3)

ELIB 610 Information Management (3)

ELIB 602 Leadership in Academic Libraries (3)

ELIB 603 Professional and Ethical Issues in Librarianship (3)

ELIB 604 Digital Presence for Libraries & Information Centers (3)

Required Capstone Course (3 credit hours): Students will choose one of the following capstone courses as a culminating experience:

ELIB 695 Internship or Enhanced Professional Practice (3)

Or ELIB 696 Enhanced Professional Practice (3)

**Prerequisites for ELIB 602,603,604, 606, 608, 609, and 610*

Educational Specialist Degree

Ed.S. in Educational Leadership Program (30-32 credits)

(Delivered online with some required face-to-face components)

The Ed.S. degree in Educational Leadership is a 30-32 hour program designed to facilitate the learning styles of adults by providing a collaborative community for higher-level thinking and problem solving. Undergirding and interwoven throughout the entire program are four key components: critical thinking, scholarly research that informs practice, writing, and learning from a Christian worldview.

Designed to be completed in five-six semesters, dependent upon concentration requirements, each Ed.S. student will designate a concentration from one of the following areas: Adult Education, Advanced Educational Leadership, Christian School Administration and Leadership, Curriculum & Instruction, Educational Psychology, Educational Technology & Online Learning, Exceptional Education Executive Leadership, Higher Education Administration & Leadership, K-12 School Leadership, or Special Education. Because the K-12 School Leadership concentration fulfills licensure requirements in the Commonwealth of Virginia for the Administration and Supervision Endorsement, it thus requires additional internship hours.

This program is approved by the Virginia Department of Education to provide the Administration and Supervision preK-12 add-on endorsement for individuals who already hold a professional teaching license or pupil personnel license. Students who hold teaching licenses and completed this program successfully will receive this endorsement. However, students seeking this endorsement for the purpose of obtaining principal or assistant principal positions are required to complete the School Leaders Licensure Assessment (SLLA). To assist the student in preparing for this assessment, the ***optional*** preparatory course EADM 799 is offered. Program adjustments are made accordingly as the Virginia Department of Education's regulations change and program requirements are subject to change. Requirements vary from state to state and students should contact their respective state departments of education for specifics.

The Ed.S. in Educational Leadership is a degree in and of itself but it may also be earned on the way to the completion of the terminal Ed.D. or Ph.D degree.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

University Requirement

EDU 600 Graduate Foundations for Education (2) or UNIV LIB Information Research & Resources (0), as required upon admission. If students do not score a 6 on the admissions criterion writing sample, they must enroll in EDU 600 their first semester of post-master's course work.

Core Courses (Students in K-12 School Leadership concentration are exempt from these courses)

EADM 703 Advanced Theory & Practice of Leadership, Communication, & Organizations (3)

EFND 702 Research Design & Analysis (3)

EFND 706 Christian Worldview for Educators (3)

EFND 715 Data-Driven Decision Making (3)

Concentration Courses

Complete 18 credit hours within one of the following concentrations (Students in K-12 School Leadership concentration must complete 30 credit hours of concentration courses):

Ed.S. with a concentration in Adult Education

EDCO 801 Strategic Planning & Program Evaluation (3)

EDSL 710 The Adult Learner (3)

EDSL 715 International and Global Issues in Adult Education (3)

EDSL 727 Supervision & Professional Development (3)

EFND 701 Advanced Human Learning & Motivational Development (3)

ESAE 820 Program Planning for Adult Learners (3)

Ed.S. with a concentration in Advanced Educational Leadership

Required Courses

EDCO 801 Strategic Planning & Program Evaluation (3)

EHEA 813 Admin. Organization & Change (3)

EDSL 710 The Adult Learner (3)

Electives

Choose three courses (9 credits) from any of the current Ed.S. concentration courses.

Ed.S. with a concentration in Christian School Administration and Leadership

ECSL 710 Christian School Foundations (3)

ECSL 715 Vision, Mission, and Community in Christian Schools (3)

ECSL 720 The Flourishing Christian School (3)

ECSL 730 Instructional Leadership in Christian Schools (3)

ECSL 760 Survey of Christian School Operations (3)

ECSL 765 Continuous Improvement in Christian Schools (3)

Ed.S. with a concentration in Curriculum & Instruction

EADM 704 Advanced Curriculum, Instruction & Assessment (3)

EDCO 801 Strategic Planning & Program Evaluation (3)

EFND 724 Advanced Study of Theories in Learning & Development (3)

EFND 726 Foundations of Online Learning (3)

EHEA 807 Curriculum & Assessment for College/University Teaching (3)

Electives

Choose one 3 credit hour course from any of the current Ed.S./Ed.D. concentration courses.

Ed.S. with a concentration in Educational Psychology

EFND 701 Advanced Human Learning & Motivational Development (3)

EFND 724 Advanced Study of Theories in Learning & Development (3)

EPSY 760 Collaborative Research (3)

EPSY 820 Advanced Research Review in Educational Psychology (3)

EPSY 830 Culture, Communities, & Education (3)

EPSY 835 Psychological Underpinnings of Learning (3)

Ed.S. with a concentration in Educational Technology & Online Learning

EDCO 801 Strategic Planning & Program Evaluation (3)

EDDE 820 Instructional Design for Online Learning (3)

EDDE 822 Teaching, Learning, & Technology (3)

EDDE 830 Trends in Educational Technology (3)

EFND 726 Foundations of Online Learning (3)

One elective (3)

Ed.S. with a concentration in Exceptional Education Executive Leadership

EDCO 801 Strategic Planning & Program Evaluation (3)

ESPC 745 Exceptional Education Research Practice (3)

ESPC 810 Exceptional Education Law & Regulations (3)

ESPC 815 Supervision of Exceptional Education (3)

ESPC 820 Exceptional Education Program Review (3)

ESPC 835 Exceptional Education Policy & Practice (3)

Ed.S. with a concentration in Higher Education Administration & Leadership

EDCO 801 Strategic Planning & Program Evaluation (3)

EFND 723 History & Contemporary Issues in American Higher Education (3)

EHEA 702 Role and Mission of the Christian College and University (3)

EHEA 801 The College & The Student (3)

EHEA 802 Higher Education Finance (3)

EHEA 813 Admin. Organization& Change (3)

Ed.S. with a concentration in K-12 School Leadership

EADM 701 Strategic Leadership (3)

EADM 702 School Finance & Management (3)

EADM 707 Data Literacy for Improvement (3)

EADM 726 Human Resource & PD (3)

EADM 728 Policy, Law, & Ethics (3)

EADM 730 Caring School Community (3)

EADM 745 Student Learning & Well-being (3)

EADM 750 Differentiated Instruction & Assessment (3)

EADM 794 Internship – Administrative (3)

EADM 797 Internship – Principal (3)

Ed.S. with a concentration in Special Education

EFND 725 Advanced Study of Best Practices in Special Education (3)

ESPC 705 History of Special Education (3)

ESPC 710 Advanced Study of High-Incidence Disabilities (3)

ESPC 740 Fad Interventions in Special Education (3)

ESPC 830 International Special Education (3)

ESPC 840 Bioethics in Special Education (3)

Ed.S. in Leadership in Mathematics Education Program (30credits)

(Delivered entirely online)

This program emphasizes acquiring knowledge and understandings of content knowledge and leadership in mathematics in order to assume the role of a school-based K-8 mathematics specialist. Coursework focus upon increasing a teacher's understanding of mathematics and how students develop a core knowledge base of concepts and processes within the discipline of mathematics, including:

- number systems and number theory
- geometry and measurement
- statistics and probability
- functions and algebra

Participants develop coaching and leadership knowledge and skills needed to provide job-embedded professional learning opportunities and to improve mathematics programs at their schools, including addressing the needs of high and low-achieving students as well as the needs of diverse learners.

Applicants to this program must hold a valid Collegiate Professional Teaching License or equivalent from another state and have taught for a minimum of three (3) years in which the teaching of mathematics was an important area of responsibility. MATH courses listed in this program are only open to those students accepted into this program or licensed teachers who are taking these courses for professional development.

University Requirement

EDU 600 Graduate Foundations for Education (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Core Courses

EADM 647 Educational Leadership in Mathematics I (3)

EADM 648 Educational Leadership in Mathematics II (3)

MATH 641 Numbers, Systems and Operations for K-8 Teachers (3)

MATH 642 Geometry and Measurement for K-8 Teachers (3)

MATH 644 Algebra and Functions for K-8 Teachers (3)

MATH 649 Rational Numbers and Proportional Reasoning for K-8 Teachers (3)

MATH 651 Probability and Statistics for K-8 Teachers (3)

MATH 656 Assessing and Teaching Mathematics to Diverse Learners (3)

MATH 640 Curriculum Studies, Trends, and Technology in Mathematics (3)

MATH 698 Mathematics Specialist Final Project (3)

Doctor of Education Degree (Ed.D.)

Ed.D. Program

(Delivered online with some required face-to-face components.)

The Ed.D. degree requires a minimum of 61 credit hours. This degree is designed to facilitate the learning styles of adults by providing a collaborative community for higher-level thinking and problem solving. Undergirding and interwoven throughout the entire program are four key components: critical thinking, scholarly research that informs practice, writing, and learning from a Christian worldview.

Each Ed.D. student will designate a concentration from one of following areas: Adult Education, Advanced Educational Leadership, Christian School Administration and Leadership, Curriculum & Instruction, Educational Psychology, Educational Technology & Online Learning, Exceptional Education Executive Leadership, Higher Education Administration & Leadership, K-12 School Leadership, or Special Education.

Admission into the doctoral program does not guarantee the earning of an Ed.D. Graduation is contingent upon the following: successful completion of coursework (with a minimum cumulative 3.00 GPA), and the recommendation of the student's doctoral committee and compliance with all applicable requirements of Regent University.

All students are required to complete a culminating experience: the submission and successful defense of a doctoral dissertation. The maximum time that is allowed to complete the program is seven years from the time one enters Regent University. In addition, doctoral students must maintain continuous enrollment in the program during all academic years (i.e., three semesters each calendar year).

Students possessing an Ed.S. or equivalent may be admitted to the Ed.D. program with advanced standing after a review of their post-master's transcript(s), which may result in the acceptance of up to 29 credit hours (30 for those in the K-12 School Leadership concentration) as outlined by Regent University academic policy. As deemed appropriate, applicants may be required to successfully take and pass a course or courses from one of the School of Education Ed.S. program concentrations or core classes. Federal regulations require students to be enrolled until they have finished their program. For any students enrolled in a degree program that require a dissertation to be submitted to ProQuest as an indicator of program completion, that program is not complete until their final curricular project (e.g., dissertation) has been submitted to ProQuest. Therefore, they must be enrolled in a one-credit course, EFND 908, until the last step of the process has been completed.

Double Concentration

Doctoral students in the School of Education may obtain a double concentration. Requirements and procedures include:

Students must maintain a GPA of 3.0.

Students must declare their second concentration with Admissions during the admission process.

The completion time for a doctoral degree remains the same, i.e., 7 years to complete both concentrations.

Students must fulfill all course requirements for the initial concentration's approved degree plan and additionally all concentration courses for the second concentration, with duplicate courses waived.

The dissertation topic will be chosen after a discussion between the student and the two concentration chairs. All concentrations are permitted to be used as a second concentration.

Courses

A minimum of 61 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.

University Requirement

EDU 600 Graduate Foundations for Education (2) or UNIV LIB Information Research & Resources (0), as required upon admission. If students do not score a 6 on the admissions criterion writing sample, they must enroll in EDU 600 their first semester of post-master's course work.

Core Courses

EDCO 800 Qualitative Data Analysis (3)

EFND 702 Research Design & Analysis (3)

EFND 722 Educational Statistics (3)

EFND 800 Issues in Education (3)

EFND 906A Dissertation (6)

EFND 906B Dissertation (5)

EFND 906C Dissertation (5)

(Some courses below may be waived for students possessing an Ed.S. or equivalent upon admission into a doctoral concentration). Additionally the following courses are excluded from the concentration in K-12 School Leadership.

EADM 703 Advanced Theory & Practice of Leadership, Communication, & Organizations (3)

EFND 706 Christian Worldview for Educators (3)

EFND 715 Data-Driven Decision Making (3)

Concentration Courses

Complete 24 credit hours within one of the following concentrations (Student in K-12 School Leadership concentration must complete 33 credit hours of concentration courses):

Ed.D. with a concentration in Adult Education

Required Courses

EDSL 711 Policy Studies in Adult Education (3)

ESAE 810 Teaching and Learning: Theory and Research in Adult Development (3)

EDCO 801 Strategic Planning & Program Evaluation (3)

EDSL 710 The Adult Learner (3)

EDSL 715 International and Global Issues in Adult Education (3)

EDSL 727 Supervision & Professional Development (3)

EFND 701 Advanced Human Learning & Motivational Development (3)

ESAE 820 Program Planning for Adult Learners (3)

Ed.D. with a concentration in Advanced Educational Leadership

Required Courses

EDCO 801 Strategic Planning & Program Evaluation (3)

EHEA 813 Admin. Organization & Change (3)

EDSL 710 The Adult Learner (3)

Electives

Choose five courses (15 credits) from any of the current Ed.S./Ed.D concentration courses.

Ed.D. with a concentration in Christian School Administration and Leadership

Required Courses

ECSL 710 Christian School Foundations (3)

ECSL 715 Vision, Mission, and Community in Christian Schools (3)

ECSL 720 The Flourishing Christian School (3)

ECSL 725 Organization, Administration, and Supervision in Christian Schools (3)

ECSL 730 Instructional Leadership in Christian Schools (3)

ECSL 735 Emotionally Intelligent Leadership in Christian Schools (3)

ECSL 740 Development and Advancement in Christian Schools (3)

ECSL 745 Accreditation and Accountability in Christian Schools (3)

Ed.D. with a concentration in Curriculum & Instruction

Required Courses

ECUR 700 Diversity, Inclusion, & Theory in the Classroom (3)

EDEL 835 Advanced Development of Programs and Curricula (3)

EADM 704 Advanced Curriculum, Instruction, & Assessment (3)

EDCO 801 Strategic Planning & Program Evaluation (3)

EFND 724 Advanced Study of Theories in Learning & Development (3)

EFND 726 Foundations of Online Learning (3)

EHEA 807 Curriculum & Assessment for College/University Teaching (3)

Electives

Choose one 3 credit hour course from any of the current Ed.S./Ed.D. concentration courses.

Ed.D. with a concentration in Educational Psychology

Required Courses

EPSY 840 Theories, Issues, & Practice in Educational Psychology (3)

EPSY 850 Advanced Study in Educational Psychology (3)

EFND 701 Advanced Human Learning & Motivational Development (3)

EFND 724 Advanced Study of Theories in Learning & Development (3)

EPSY 760 Collaborative Research (3)

EPSY 820 Advanced Research Review in Educational Psychology (3)

EPSY 830 Culture, Communities, & Education (3)

EPSY 835 Psychological Underpinnings of Learning (3)

Ed.D. with a concentration in Educational Technology & Online Learning

Required Courses

EDDE 823 Advanced Online Learning (3)

EDDE 825 Special Topics in Educational Technology (3)

EDCO 801 Strategic Planning & Program Evaluation (3)

EDDE 820 Instructional Design for Online Learning (3)

EDDE 822 Teaching, Learning, & Technology (3)

EDDE 830 Trends in Educational Technology (3)

EFND 726 Foundations of Online Learning (3)

One elective (3)

Ed.D. with a concentration in Exceptional Education Executive Leadership

Required Courses

ESPC 825 Multimedia Learning Environments (3)

ESPC 855 Advanced Topics in Exceptional Education (3)

EDCO 801 Strategic Planning & Program Evaluation (3)

ESPC 745 Exceptional Education Research Practice (3)

ESPC 810 Exceptional Education Law & Regulations (3)

ESPC 815 Supervision of Exceptional Education (3)

ESPC 820 Exceptional Education Program Review (3)

ESPC 835 Exceptional Education Policy & Practice (3)

Ed.D. with a concentration in Higher Education Administration & Leadership

Required Courses

EDCO 801 Strategic Planning & Program Evaluation (3)

EFND 723 History & Contemporary Issues in American Higher Education (3)

EHEA 702 Role and Mission of the Christian College and University (3)

EHEA 801 The College & The Student (3)

EHEA 802 Higher Education Finance (3)

EHEA 803 The Law & Governance in Higher Education (3)

EHEA 807 Curriculum & Assessment for College/University Teaching (3)

EHEA 813 Admin. Organization & Change (3)

Ed.D. with a concentration in K-12 School Leadership

Required Courses

EADM 701 Strategic Leadership (3)

EADM 702 School Finance & Management (3)

EADM 707 Data Literacy for Improvement (3)

EADM 726 Human Resource & PD (3)

EADM 728 Policy, Law, & Ethics (3)

EADM 730 Caring School Community (3)

EADM 745 Student Learning & Well-being (3)

EADM 750 Differentiated Instruction & Assessment (3)

EADM 794 Internship – Administrative (3)

EADM 797 Internship – Principal (3)

Elective course (3)

Ed.D. with a concentration in Special Education

Required Courses

ESPC 730 Meta-Analysis in the Social Sciences (3)

ESPC 800 Doctoral Seminar: The Editorial and Review Process (3)

EFND 725 Advanced Study of Best Practices in Special Education (3)

ESPC 705 History of Special Education (3)

ESPC 710 Advanced Study of High-Incidence Disabilities (3)

ESPC 740 Fad Interventions in Special Education (3)

ESPC 830 International Special Education (3)

ESPC 840 Bioethics in Special Education (3)

Doctor of Philosophy Degree (Ph.D.)

Ph.D. Program

(Delivered entirely online)

The degree of Doctor of Philosophy at Regent is awarded in recognition of high attainment in a special field of knowledge. Ph.D. students must present an acceptable dissertation within their field of study that presents the results of independent, original research. The degree program's emphasis is on preparation for competent professional and scholarly performance. The basic premise of the Ph.D. degree in the School of Education is that it is primarily reserved for those professionals who will utilize research skills in their vocations of choice.

Similar to the Ed.D., students have seven years to complete the program. A Ph.D. student will (a) complete 21 hours associated with the Ed.D. core curriculum, (b) complete 24-26 hours associated with an Ed.D. concentration, (c) complete an additional 6 hours of research related credit, and (d) complete 16 hours of dissertation research credit—the total program is 67 hours. A candidate for the Ph.D. degree must present an acceptable research-based dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known in the candidate's field of interest or present a significant interpretation of the subject based upon original investigation and research. Federal regulations require students to be enrolled until they have finished their program. For any students enrolled in a degree program that require a dissertation to be submitted to ProQuest as an indicator of program completion, that program is not complete until their final curricular project (e.g., dissertation) has been submitted to ProQuest. Therefore, they must be enrolled in a one-credit course, EFND 908, until the last step of the process has been completed.

Double Concentration

Doctoral students in the School of Education may obtain a double concentration. Requirements and procedures include:

Students must maintain a GPA of 3.0.

Students must declare their second concentration with Admissions during the admission process.

The completion time for a doctoral degree remains the same, i.e., 7 years to complete both concentrations.

Students must fulfill all course requirements for the initial concentration's approved degree plan and additionally all concentration courses for the second concentration, with duplicate courses waived.

The dissertation topic will be chosen after a discussion between the student and the two concentration chairs. All concentrations are permitted to be used as a second concentration.

Research Related Credit:

Ph.D. students are required to take the following courses:

EDCO 806 Multivariate Statistics (3)

EHEA 805 Advanced Research Design and Analysis (3)

EDCO 806 and EHEA 805 require co-registration in the last semester of coursework; Advisor approval required.

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 757.352.4479 or visit www.regent.edu/ccat.

Career Switcher Licensure Program (24 credit hours)

The Career Switcher Alternative Route to Licensure program is designed to enable individuals holding a bachelor's degree and with various occupational and life experiences to become classroom teachers, thereby increasing the quantity and diversity of applicants to the profession. The Career Switcher program is NOT a degree seeking program. The program alone will lead to Virginia licensure and the Certificate of Graduate Studies (CGS). However, if an applicant wishes to pursue a Master's degree, he or she may do so in the M.Ed. in Teaching for Career Switchers, which only requires two additional courses.

The Career Switcher program leads to teacher certification in the Commonwealth of Virginia upon the successful completion of all program requirements. The program is delivered fully online.

All Career Switchers are required to take and pass a Praxis II assessment in the designated specialty area prior to admission into the program. Career Switcher candidates who plan to teach in an elementary school are required to pass the Praxis Teaching Reading: Elementary (#5205). Finally, applicants must also complete the Virginia Department of Education's Career Switcher application available online at http://www.regent.edu/acad/schedu/pdfs/career_switcher_appl.pdf. The state application does include a declaration of criminal history.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private school setting. For more information, please contact the School of Education's Field Placement Coordinator.

Prerequisite Courses Only for Career Switchers preparing for Elementary Schools

EFND 529 Literacy and Language Acquisition for Transitioning Elementary Grade Teachers (3)

ETSP 587 Literacy Seminar (3)

Transcript evidence of knowledge in all core subjects taught in elementary grade levels

All Career Switchers

Must be completed the first semester

UNIV LIB Information Research & Resources (0)

Level I

EFND 530 Foundations in Education for Transitioning Professionals (3)

EFND 531 Exploring the Curriculum (3)

EFND 532 Classroom Management for Transitioning Teachers (3)

EFND 533 Teaching Students Effectively (3)

EFND 534 Assessment & Evaluation Techniques (3)

EFND 535 Child & Adolescent Growth & Development for Transitioning Teachers (3)

Additionally, at least two online workshops will be held on campus each semester as required by the Virginia Department of Education. Level II

EFND 536 Advanced Practices I for Transitioning Teachers (3)

EFND 537 Advanced Practices II for Transitioning Teachers (3)

EFND 549CS Mentorship A (0)

EFND 553CS Mentorship B (0)

Master of Education

M.Ed. In Teaching for Career Switchers (30 credits)

Students must complete all required Career Switcher credit hours for the Level(s) that they are pursuing. ***Specifically,*** *those pursuing only Level I must select 12 credit hours from the courses listed below, while those pursuing both Level I and Level II must select 6 credit hours from the same list.*

Choose from the following electives:

EADM 507 Data Literacy for Improvement (3)

EADM 528 Policy, Law, and Ethics (3)

EGTL 500 Introduction to Gifted and Talented Learners (3)

EGTL 510 Curriculum and Instruction for Gifted Learners (3)

EDIP 541 Developmental Leadership (3)

EDIP 543 Technology in Education (3)

ETSP 571 Foundations of Human Growth and Development & Legal Aspects for Special Education (3)

ETSP 572 Characteristics & Behavior Management of Students with Exceptional Needs (3)

ETSL 505 Serving English Language Learners in K-12 Classrooms (3)

Gifted and Talented Education (12 credits)

EGTL 500 Introduction to Gifted and Talented Learners (3)

EGTL 510 Curriculum and Instruction for Gifted Learners (3)

EGTL 520 Models & Strategies for Teaching the Gifted (3)

EGTL 530 Psychology & Education of Gifted Learners (3)

Reading (12 credits)

ETSP 553 Language Acquisition & the Communicative Arts (3)

ETSP 574 K-12 Reading Assessment and Instruction Across Content Areas (3)

ETSP 584 Reading Service Delivery: Supervision & Current Trends (3)

ETSP 585 Reading Research, Curriculum & Technology (3)

Special Education & Autism (12 credits)

ETSP 571 Foundations of Human Growth and Development & Legal Aspects for Special Education (3)

ETSP 572 Characteristics & Behavior Management of Students with Exceptional Needs (3)

ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders (3)

ETSP 620 Methods for Students with Autism Spectrum Disorders (3)

TESOL (12 credits)

ETSL 505 Serving English Language Learners in K-12 Classrooms (3)

ETSL 510 Linguistics (3)

ETSL 530 Teaching English Language Learners Reading and Writing in the Content Areas (3)

ETSL 560 First and Second Language Acquisition (3)

Post-Master's Certificate in Advancing Leadership (CAL) (9 credit hours)

The Post-Master's Certificate in Advancing Leadership is for teachers and administrators who would like to advance their skills and knowledge in special education leadership. These post-master's classes will train leaders on how to understand and assist with the special education needs within their school division. Prerequisite: A Master's degree in a related field.

Required Courses

UNIV LIB Information Research and Resources (0)

ESPC 745 Exceptional Education Research Practice (3)

ESPC 815 Supervision of Exceptional Education (3)

ESPC 835 Exceptional Education Policy & Practice (3)

Post-Master's Certificate in Reading Specialist (21 credit hours)

The Post-Master's Certificate in Reading Specialist is designed for licensed educators with a VDOE teaching license and a master's degree in teaching or a related field. The program prepares educators to support K–12 students reading below grade level and to coach teachers in evidence-based literacy practices. It emphasizes science-based reading instruction, effective assessment, and teaching strategies at both elementary and secondary levels. Graduates are prepared for literacy leadership roles in schools and districts, as well as positions in community colleges, adult education, industry, and private practice.

Required Courses

EDRD 500 Foundations of Reading (3)

EDRD 560 Integrating Reading Comprehension & Writing Instruction (3)

ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (3)

ETSP 576 Data Driven Assessment (3)

ETSP 584 Reading Service Delivery: Supervision & Current Trends (3)

ETSP 585 Reading Research, Curriculum & Technology (3)

ETSP 596 Reading Specialist Internship (3)

Certificate of Graduate Studies in Autism (CGS) (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 K-12 Special Education and Teaching 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.

UNIV LIB Information Research and Resources (0)

ETSP 600 Autism Overview (3)

(** Required for those that do not complete the Regent Cross-Cat master's 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 of Graduate Studies in Christian School Administration and Leadership (CGS) (9 credit hours)

The Certificate in Christian School Administration and Leadership Program consists of three, 3-credit master's level courses developed from literature on effective teaching, Christian education, and input from professionals, particularly those in Christian education. It is based on requests from Christian school educators for programmatically based coursework that does not necessarily involve taking an advanced degree and that is financially affordable.

UNIV LIB Information Research and Resources (0)

ECSL 510 Christian School Foundations (3)

ECSL 515 Vision, Mission, and Community in Christian Schools (3)

ECSL 530 Instructional Leadership in Christian Schools (3)

Certificate of Graduate Studies in Educational Leadership (12 Credit Hours)

The Certificate of Graduate Studies in Educational Leadership consists of four, 3-credit master's or post-master's courses developed to give educators an advanced understanding of school leadership. This does not add an endorsement but is financially affordable and practical for already licensed teachers.

Required Courses

EADM 501/701 Strategic Leadership (3)

EADM 545/745 Student Learning & Well-Being (3)

EADM 528/728 Policy, Law, & Ethics (3)

EADM 526/726 Human Resources & PD (3)

Certificate of Graduate Studies in Artificial Intelligence for Education (CGS) (12 Credit Hours)

The Graduate Certificate in Artificial Intelligence for Education provides educators with the knowledge and skills to effectively integrate AI into teaching and learning environments. Through four key courses, students will explore the

history and core concepts of AI, while examining ethical considerations. The program also delves into generative AI, with a focus on prompt engineering, media creation, and responsible use. Students will learn how AI can enhance educational settings by improving student learning, supporting teacher planning, and involving families. The program culminates in developing a comprehensive plan for incorporating AI tools into curriculum development, assignments, and assessments, preparing educators for the future of teaching with AI technologies.

Required Courses

UNIV LIB Information Research & Resources (0)

ETEC 545 Understanding Artificial Intelligence (3)

ETEC 546 Generative Artificial Intelligence (3)

ETEC 570 Artificial Intelligence in Education Settings (3)

ETEC 572 Teaching with Artificial Intelligence Technologies (3)

Certificate of Graduate Studies in eLearning Design (CGS) (10 Credit Hours)

The Certificate in eLearning Design is geared toward educators with a valid teaching license. Teachers or administrators with an interest in obtaining knowledge of 21st century technology will benefit from this certificate.

Required Courses

ETEC 504 Learning, Design, and Technology (1)

ETEC 514 Foundations of Online Learning (3)

ETEC 519 Scenario-based eLearning (3)

ETEC 535 Teaching and Learning Online in K-12 Settings (3)

Certificate of Graduate Studies in Gifted & Talented Education for Teachers (CGS) *(12-14 credit hours)*

UNIV LIB Information Research & Resources (0)

EGTL 500 Introduction to Gifted & Talented Learners (3)

EGTL 510 Curriculum & Instruction for Gifted Learners (3)

EGTL 520 Models & Strategies for Teaching the Gifted (3)

EGTL 530 Psychology & Education of Gifted Learners (3)

Optional EGTL 598 Professional Project (2)

* *Non-Virginia teachers wishing to add the Gifted & Talented endorsement to their teaching license may appeal to their state department of education to waive EGTL 598. Please consult with your School of Education Academic Advisor.*

Certificate in the Law and Higher Education (9 credit hours)

The Law and Higher Education certificate is designed for higher education administrators who desire to learn more about important legal considerations that inform their professional practice. A study of constitutional and contract law creates a foundation upon which to understand higher education law for both public and private institutions.

Required Courses

UNIV LIB Information Research and Resources (0)

EHEA 503 The Law & Governance of Higher Education (3)

EHEA 506 Contracts (3)

EHEA 508 Constitutional Law & Policy II (3)

Certificate of Graduate Studies in Teaching English to Speakers of Other Languages, TESOL (CGS) (12-15 credit hours)

- The following options are available through this certificate:
- K-12 concentration*
- Adult Education/Collegiate concentration

* Applicants to the K-12 concentration must hold a professional teaching license; a submitted copy of the current teaching license is required along with the admissions application.

K-12 concentration (12 credit hours)

Required

ETSL 505 Serving English Language Learners in K-12 Classrooms (3)

ETSL 510 Linguistics (3)

ETSL 530 Teaching English Language Learners Reading and Writing in the Content Areas (3)

ETSL 560 First and Second Language Acquisition (3)

Adult Education/Collegiate concentration (15 credits minimum)

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 555 Teaching Grammar to ESL/EFL Learners (3)

ETSL 560 First and Second Language Acquisition (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).

Certificate of Graduate Studies in STEM (CGS) (10 credit hours)

The Certificate of Graduate Studies in STEM is designed for K-6 teachers who desire to learn more on how to teach science, technology, engineering, and math in age appropriate ways to their students. Teachers will see how introducing students early to the skills and careers associated in the STEM fields may increase their desire to learn more about these areas. It is a timely and valuable educational pursuit for elementary teachers given the current focus on STEM at the state and national levels. It offers courses that provide the needed content to effectively prepare educators for implementing STEM instruction in the classroom. It offers a blended format that will allow working educational professionals the flexibility needed to successfully complete course work while working full- or part-time. It has an added benefit for those earning a M.Ed. in Curriculum and Instruction.

Required Courses

UNIV LIB Information Research and Resources (0)

ESTM 500 Stepping into STEM (1)

ESTM 501 Inquiry through STEM (3)

ESTM 502 Mathematics and STEM (3)

ESTM 503 Developing STEM based Curriculum (3)

Course Descriptions

EDU 600 Graduate Foundations for Education (2) Provides the knowledge, resources, and essential skills needed for success at the graduate level. Topics include academic writing, online learning, information literacy, and advising and support services for Education.

EADL 500 Theories of Adult Education (3) Theories and theorists associated with adult learning and their impact on adult education practice in various adult learning settings.

EADL 510 History of American Adult Programs (3) Educational programs and settings designed for adult learners from colonial America to contemporary times.

EADL 520 Curriculum Development for Adult Learners (3) Examines the development and administration of curriculum and instructional programs for adult learners in diverse educational settings including adult basic education, GED, and workplace. Emphasis is placed on effective environments and instructional strategies for addressing programmatic goals and outcome appropriate for adults.

EADM 501 Strategic Leadership (3) Collaboratively and strategically evaluate, develop, and implement an ethical, systematic core set of values, knowledge, and skills that promote continuous school improvement and student academic success and well-being. Includes problem-solving techniques and change processes as part of a philosophy of educational leadership. Cross-listed with EADM 701.

EADM 502 School Finance & Management (3) Collaboratively evaluate, develop, and implement strategies related to fiscal operations, school facilities, resources, and technologies that support management functions and communications efforts. Includes school-level governance, high-quality and equitable academic and non-academic instructional practices, resources, services, digital literacy, and political contexts of school and community. Cross-listed with EADM 702.

EADM 507 Data Literacy for Improvement (3) Collaboratively lead, design, implement, and evaluate school improvement and classroom culturally responsive practices that increase student learning and well-being. Includes information sources and processing, data literacy (use, analysis, and decision making), equitable resource planning, and program evaluation to inform and lead change. Cross-listed with EADM 707.

EADM 511 Leadership, Organization & Administration (3) Focuses on the role, development, and assessment of the school leader within a learning organization. Survey the research and practice of leadership and the challenges of high-achieving schools through a variety of methods and standards. Interstate School Leaders Licensure Consortium Standards and moral leadership principles will be the foundation for presenting these concepts.

EADM 513 School Finance/Management of School Resources & Facilities (3) Focuses on the role of the school leader aligning with the Interstate School Leaders Licensure Consortium Standards to responsibilities and issues in fiscal operations, beginning with an understanding at the federal and state level, the local division level, and ultimately the direct link in day-to-day local school policies, procedures and decision-making. Finally, Management of School Resources and Facilities is based on the premise that the school leader allocates and supervises other resources than fiscal and directs the efficient and effective function of the physical facility.

EADM 515 Research Design (3) Focuses on the role of the school leader or educator as a consumer (basic, applied, and orientational), a user (evaluation), and a producer (action) of educational research. As consumers, candidates learn how to identify, read, analyze, synthesize, evaluate, explain, and apply quantitative, qualitative, and mixed research. As users, candidates utilize descriptive statistics and data-driven decision making in problem-based learning applications. As producers, candidates follow the structure of a research proposal to develop competency with the literature, methods, designs, and data analysis techniques germane to the field.

EADM 524 Supervision of Teaching Methods/Classroom Management (3) Focuses on the role of the school leader in empowering teachers to deliver essential (standards-based) effective instruction through supervision of that instruction. Consideration of various methods and models of evaluating instruction and pedagogical approaches as well as interrelationships among the school organization, curriculum development and diversity. Classroom management practices, a safe and orderly school learning environment and legal principles for both teacher supervision and school safety will be presented. Course aligned with the Interstate School Leaders Licensure Consortium Standards.

EADM 526 Human Resource & PD (3) Professional competence through engagement in recruiting, selecting, hiring, and retaining staff and professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student and staff success. Includes human resources management, professional development models, evaluation, motivational change theories, and conflict resolution. Cross-listed with EADM 726.

EADM 528 Policy, Law, & Ethics (3) Understanding school law and demonstrating the capacity to model and advocate professional, moral, and ethical standards for a safe, secure, and culturally responsive school community. Includes the identification and application of educational policy development at state, local, and school levels that promote the school mission. Cross-listed with EADM 728.

EADM 530 Caring School Community (3) Collaboratively and strategically design and implement programs that support the success of diverse populations, including effective oral, written, and digital communication (consensus building, negotiation, and mediation skills) within the larger school community and political contexts while advocating for all stakeholders. Includes addressing emerging issues and trends. Cross-listed with EADM 730.

EADM 532 Technology for Administrators (3) Focuses on the role of the school leader in the appropriate use of media/technology, including ethical and legal issues. Aligning with the Interstate School Leaders Licensure Consortium Standards, an emphasis will be on the school leader's use of educational technologies for the classroom (specifically planning, implementing, and monitoring for student achievement), data collection, information management, problem-solving, data-driven decision making, and communication. This course may be presented as one of a cluster of four courses in the summer residency.

EADM 545 Student Learning & Well-being (3) Collaboratively and strategically evaluate, develop, and implement culturally responsive, technology-rich, date-informed curriculum, instruction, and assessment for student learning and well-being. Includes student motivation, growth and development, social and emotional earning, differentiated instruction, multi-tiered support practices, and change management strategies for improved student outcomes. Cross-listed with EADM 745.

EADM 547 Educational Leadership in Mathematics I (3) Essential characteristics, skills, and dispositions needed to maintain effective math education leadership roles in K-8 schools. In-depth review of national and state mathematics standards. On-site professional development models discussed with primary emphasis on the Content-Focused Coaching model by Lucy West. Cross-listed with EADM 647.

EADM 548 Educational Leadership in Mathematics II (3) Field-based experience to develop and demonstrate skills for carrying out effective mathematics coaching in K-8 schools. 90 documented internship hours are required for this course. Prerequisite: All program coursework. Cross-listed with EADM 648.

EADM 550 Differentiated Instruction & Assessment (3) Collaboratively and strategically evaluate, develop, and implement a variety of assessment techniques as a foundation for identifying existing competencies and targeting areas in need of further attention. Includes culturally responsive, differentiated instruction; identification, education, and evaluation of students with disabilities; and developing individualized educational plans Cross-listed with EADM 750.

EADM 594 Internship – Administrative (3) Synthesize and apply content knowledge and develop professional skills through a school-based internship that occurs in an accredited public/nonpublic school, including elementary, middle, high, central office, and agency; and with diverse student populations. Interns complete a minimum of 120 embedded clock hours. Pass/Fail. Cross-listed with EADM 794.

EADM 597 Internship – Principal (3) Synthesize and apply content knowledge and develop professional skills through a school-based internship that occurs in an accredited public/nonpublic school, including elementary, middle, high, central office, and agency; and with diverse student populations. Interns complete a minimum of 200 clock hours. Pass/Fail. Corrs-listed with EADM 797.

EADM 599 SLLA Prep (3) Application of the PSEL Standards as indicators of knowledge, dispositions, and performances most critical to effective school leadership. Test anxiety, test-taking strategies, test scoring, and taking an actual test are covered so that students can develop a study plan for success. Cross-listed with EADM 799. Optional but strongly recommended. Pass/No Pass.

EADM 647 Educational Leadership in Mathematics I (3) Essential characteristics, skills, and dispositions needed to maintain effective math education leadership roles in K-8 schools. In-depth review of national and state mathematics standards. On-site professional development models discussed with primary emphasis on the Content-Focused Coaching model by Lucy West. Cross-listed with EADM 547.

EADM 648 Educational Leadership in Mathematics II (3) Field-based experience to develop and demonstrate skills for carrying out effective mathematics coaching in K-8 schools. 90 documented internship hours are required for this course. Prerequisite: All program coursework. Cross-listed with EADM 548.

EADM 701 Strategic Leadership (3) Collaboratively and strategically evaluate, develop, and implement an ethical, systematic core set of values, knowledge, and skills that promote continuous school improvement and student academic success and well-being. Includes problem-solving techniques and change processes as part of a philosophy of educational leadership. Cross-listed with EADM 501.

EADM 702 School Finance & Management (3) Collaboratively evaluate, develop, and implement strategies related to fiscal operations, school facilities, resources, and technologies that support management functions and communication efforts. Includes school-level governance, high-quality and equitable academic and non-academic instructional practices, resources, services, digital literacy, and political contexts of school and community. Cross-listed with EADM 502.

EADM 703 Advanced Theory & Practice of Leadership Communication, & Organizations (3) Critical examination of theories and practices of leadership and communication as they relate to individuals and organizations within the context of educational systems.

EADM 704 Advanced Curriculum, Instruction, & Assessment (3) Underpinnings, principles, and issues of curriculum, instruction, and assessment as they directly relate to student learning and achievement.

EADM 707 Data Literacy for Improvement (3) Collaboratively lead, design, implement, and evaluate school improvement and classroom culturally responsive practices that increase student learning and well-being. Includes information sources and processing, data literacy (use, analysis, and decision making), equitable resource planning, and program evaluation to inform and lead change. Cross-listed with EADM 507.

EADM 726 Human Resource & PD (3) Professional competence through engagement in recruiting, selecting, hiring, and retaining staff and professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student and staff success. Includes human resources management, professional development models, evaluation, motivational and change theories, and conflict resolution. Cross-listed with EADM 526.

EADM 728 Policy, Law, & Ethics (3) Understanding school law and demonstrating the capacity to model and advocate professional, moral, and ethical standards for a safe, secure, and culturally responsive school community. Includes the identification and application of educational policy development at state, local, and school levels that promote the school mission. Cross-listed with EADM 528.

EADM 730 Caring School Community (3) Collaboratively and strategically design and implement programs that support the success of diverse populations, including effective oral, written, and digital communication (consensus building, negotiation, and mediation skills) within the larger school community and political contexts while advocating for all stake holders. Includes addressing emerging issues and trends. (Cross-listed with EADM 530.

EADM 745 Student Learning & Well-being (3) Collaboratively and strategically evaluate, develop, and implement culturally responsive, technology-rich, data-informed curriculum, instruction, and assessment for student learning and well-being. Includes student motivation, growth and development, social and emotional learning, differentiated instruction, multi-tiered support practices, and change management strategies for improved student outcomes. Cross-listed with EADM 545.

EADM 750 Differentiated Instruction & Assessment (3) Collaboratively and strategically evaluate, develop, and implement a variety of assessment techniques as a foundation for identifying existing competencies and targeting areas in need of further attention. Includes culturally responsive, differentiated instruction; identification, education, and evaluation of students with disabilities; and developing individualized educational plans. Cross-listed with EADM 550.

EADM 794 Internship – Administrative (3) Synthesize and apply content knowledge and develop professional skills through a school-based internship that occurs in an accredited public/nonpublic school, including elementary, middle,

high, central office, and agency; and with diverse student populations. Interns complete a minimum of 120 embedded clock hours. Pass/Fail. Cross-listed with EADM 597.

EADM 797 Internship – Principal (3) Synthesize and apply content knowledge and develop professional skills through a school-based internship that occurs in an accredited public/nonpublic school, including elementary, middle, high, central office, and agency; and with diverse student populations. Interns complete a minimum of 200 clock hours. Pass/Fail. Cross-listed with EADM 597.

EADM 799 SLLA Prep (3) Application of the PSEL Standards as indicators of knowledge, dispositions, and performances most critical to effective school leadership. Test anxiety, test-taking strategies, test scoring, and taking an actual test are covered so that students can develop a study plan for success. Cross-listed with EADM 599. Optional but strongly recommended. Pass/No Pass.

EBIB 515 Kingdom Education (3) Examination and application of the biblical concept of Kingdom of God/Kingdom of Heaven to Christian education. Cross-listed with ECEL 715.

EBIB 516 Hermeneutics and Biblical Integration for Education (4) An examination of the roles and impact of hermeneutics and biblical integration on education curriculum. Various approaches to faith and learning integration are examined.

EBIB 518 Student Discipleship in Christian Education (3) A study of the characteristics, equipping approaches, and assessment methods for equipping students as disciples of Christ. Cross-listed with ECEL 718.

EBIB 521 Christian Heritage (3) Provides a rationale for Christian education as an extension of the mission 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 (1 Peter 2:9).

EBIB 523 Christian Character Formation (3) An examination of how the character qualities Jesus expected of His disciples should impact the educational setting. Propose educational strategies for character formation appropriate for home school and traditional classroom settings.

EBIB 524 Biblical Foundations of Christian Education (3) Examines educational practices related to the biblical focus on the Kingdom of God that Christians are to promote on earth, including the classroom. The emphasis is particularly on those Kingdom related teaching methods and leadership skills informed by relevant professional literature.

EBIB 528 C&I Christian Education (3) Examining, selecting, implementing, & evaluating Christian education curricula.

ECSL 510 Christian School Foundations (3) Offers an in-depth exploration of the principles and historical context of P12 Christian education. Students will examine the rationale for Christian schooling and its role in preparing the next generation of Christians to change the world. Key topics include various philosophies that inform Christian pedagogy. Through a historical lens, participants will study the evolution of P12 Christian education, highlighting influential figures and movements. Cross-listed with ECSL 710

ESCL 515 Vision, Mission and Community in Christian Schools (3) Focuses on the development and implementation of vision and mission statements in Christian schools, emphasizing their role in shaping school culture and community engagement. Students will explore the principles of effective leadership and strategic planning, learning how to create compelling vision and mission statements that resonate within and beyond the school walls. Through practical exercises, case studies, and collaborative projects, participants will gain skills to inspire stakeholders, foster community involvement, and drive meaningful impact. Cross-listed with ECSL 715

ECSL 520 The Flourishing Christian School (3) Explores the principles that foster flourishing cultures and individuals in Christian schools. Students will examine key components of a thriving school environment, focusing on positive culture, community building, and holistic education. Participants will learn strategies to empower leaders and teachers, promoting growth and spiritual development among students. The course emphasizes restorative practices and culminates in actionable plans for sustaining a flourishing Christian school that nurtures the well-being and success of all stakeholders. Cross-listed with ECSL 720

ECSL 525 Organization, Administration, and Supervision in Christian Schools (3) Provides an overview of effective organization, administration, and supervision in Christian schools. Students will explore key topics such as operations, human resources, financial management, and legal issues. Emphasis will be placed on governance, including incorporation,

board structure, and job descriptions, ensuring a clear understanding of accountability. Additionally, the course addresses school safety and the creation of secure learning environments. Participants will be equipped to navigate the complexities of school administration, aligning with the school's mission while fostering a supportive and thriving educational community. Cross-listed with ECSL 725

ECSL 530 Instructional Leadership in Christian Schools (3) Prepares students to become effective instructional leaders in Christian schools, focusing on supervision of key areas such as choosing a curriculum model, developing professional learning communities, evaluating instruction, and selecting learning standards. Participants will explore best practices for strategies that lead to creating engaging learning environments that enhance the student experience and support teacher growth. Cross-listed with ECSL 730

ECSL 535 Emotionally Intelligent Leadership in Christian Schools (3) Explores emotionally intelligent leadership in Christian schools, emphasizing the integration of heart and mind. Students will learn strategies for managing conflict, fostering collaboration, and enhancing team dynamics through empathy and self-awareness. Key topics include recognizing emotional cues, active listening, and conflict resolution techniques aligned with Christian values. Participants will engage in reflective practices to enhance their leadership style and build stronger relationships within their school community. Students will be equipped to lead with compassion and integrity, creating an inclusive environment that promotes growth, trust, and a shared mission in P12 Christian education. Cross-listed with ECSL 735

ECSL 540 Development and Advancement in Christian Schools (3) Examines key components of development and advancement in Christian schools, equipping students with skills in fundraising, marketing, public relations, and stakeholder communication. Participants will learn strategies for building alumni relations, managing enrollment, and engaging the community. Emphasis is placed on innovative fundraising techniques and marketing approaches aligned with the school's mission. Students will prepare to implement comprehensive plans that enhance visibility, strengthen community ties, and support sustainable growth in a P12 Christian educational context. Cross-listed with ECSL 740

ECSL 545 Accreditation and Accountability in Christian Schools (3) Investigates the critical role of accreditation and accountability in enhancing the quality of Christian schools. Students will explore the importance of continuous improvement in educational practices and its impact on student achievement, graduation rates, and vocational readiness. Key topics include selecting the appropriate accreditation body, understanding accreditation processes, and implementing best practices for maintaining standards. Participants will engage in discussions on strategies for fostering a culture of accountability and will be equipped to navigate the accreditation landscape effectively, ensuring that their schools meet standards while promoting the holistic development of every student. Cross-listed with ECSL 745

ECSL 550 Trends and Issues in Christian Schools (3) Examines pressing issues facing Christian schools today, focusing on the impact of issues such as integration of technology in the classroom, opportunities and ethical considerations surrounding AI, and the challenges and opportunities presented by cultural shifts. Participants will analyze case studies and current research to understand best practices for navigating these complexities. Students will be equipped with the knowledge and tools to address contemporary challenges effectively, ensuring that their schools remain relevant and aligned with their mission in an ever-changing educational landscape.

ECSL 555 Data-Driven Decision Making in Christian Schools (3) Provides students with the essential skills to harness data and apply data-driven decision-making processes within Christian school contexts. The course equips participants with practical skills to measure and enhance student performance and optimize resources. Through a blend of theoretical foundations and practical applications, students will explore how to collect, analyze, and interpret data to inform strategic decisions that align with the values and mission of P12 Christian education.

ECSL 710 Christian School Foundations (3) Offers an in-depth exploration of the principles and historical context of P12 Christian education. Students will examine the rationale for Christian schooling and its role in preparing the next generation of Christians to change the world. Key topics include various philosophies that inform Christian pedagogy. Through a historical lens, participants will study the evolution of P12 Christian education, highlighting influential figures and movements. Cross-listed with ECSL 510.

ECSL 715 Vision, Mission, and Community in Christian Schools (3) Focuses on the development and implementation of vision and mission statements in Christian schools, emphasizing their role in shaping school culture and community engagement. Students will explore the principles of effective leadership and strategic planning, learning how to create compelling vision and mission statements that resonate within and beyond the school walls. Through

practical exercises, case studies, and collaborative projects, participants will gain skills to inspire stakeholders, foster community involvement, and drive meaningful impact. Cross-listed with ECSL 515.

ECSL 720 The Flourishing Christian School (3) Explores the principles that foster flourishing cultures and individuals in Christian schools. Students will examine key components of a thriving school environment, focusing on positive culture, community building, and holistic education. Participants will learn strategies to empower leaders and teachers, promoting growth and spiritual development among students. The course emphasizes restorative practices and culminates in actionable plans for sustaining a flourishing Christian school that nurtures the well-being and success of all stakeholders. Cross-listed with ECSL 520.

ECSL 725 Organization, Administration, and Supervision in Christian Schools (3) Provides an overview of effective organization, administration, and supervision in Christian schools. Students will explore key topics such as operations, human resources, financial management, and legal issues. Emphasis will be placed on governance, including incorporation, board structure, and job descriptions, ensuring a clear understanding of accountability. Additionally, the course addresses school safety and the creation of secure learning environments. Participants will be equipped to navigate the complexities of school administration, aligning with the school's mission while fostering a supportive and thriving educational community. Cross-listed with ECSL 525.

ECSL 730 Instructional Leadership in Christian Schools (3) Prepares students to become effective instructional leaders in Christian schools, focusing on supervision of key areas such as choosing a curriculum model, developing professional learning communities, evaluating instruction, and selecting learning standards. Participants will explore best practices for strategies that lead to creating engaging learning environments that enhance the student experience and support teacher growth. Cross-listed with ECSL 530.

ECSL 735 Emotionally Intelligent Leadership in Christian Schools (3) Explores emotionally intelligent leadership in Christian schools, emphasizing the integration of heart and mind. Students will learn strategies for managing conflict, fostering collaboration, and enhancing team dynamics through empathy and self-awareness. Key topics include recognizing emotional cues, active listening, and conflict resolution techniques aligned with Christian values. Participants will engage in reflective practices to enhance their leadership style and build stronger relationships within their school community. Students will be equipped to lead with compassion and integrity, creating an inclusive environment that promotes growth, trust, and a shared mission in P12 Christian education. Cross-listed with ECSL 535.

ECSL 740 Development and Advancement in Christian Schools (3) Examines key components of development and advancement in Christian schools, equipping students with skills in fundraising, marketing, public relations, and stakeholder communication. Participants will learn strategies for building alumni relations, managing enrollment, and engaging the community. Emphasis is placed on innovative fundraising techniques and marketing approaches aligned with the school's mission. Students will prepare to implement comprehensive plans that enhance visibility, strengthen community ties, and support sustainable growth in a P12 Christian educational context. Cross-listed with ECSL 540.

ECSL 745 Accreditation and Accountability in Christian Schools (3) Investigates the critical role of accreditation and accountability in enhancing the quality of Christian schools. Students will explore the importance of continuous improvement in educational practices and its impact on student achievement, graduation rates, and vocational readiness. Key topics include selecting the appropriate accreditation body, understanding accreditation processes, and implementing best practices for maintaining standards. Participants will engage in discussions on strategies for fostering a culture of accountability and will be equipped to navigate the accreditation landscape effectively, ensuring that their schools meet standards while promoting the holistic development of every student. Cross-listed with ECSL 745.

ECSL 760 Survey of Christian School Operations (3) Offers an overview of key operations in Christian schools, focusing on organization, administration, development, and advancement. Students will explore topics such as governance structures, human resources, financial management, and legal considerations. Emphasizing effective leadership, the course also covers strategies for fundraising, marketing, public relations, and community engagement. By the end, participants will be equipped to navigate the complexities of Christian school operations and contribute to the mission-driven success of their institutions.

ECSL 765 Continuous Improvement in Christian Schools (3) Explores the vital role of accreditation and accountability in improving the quality of Christian schools. Students will examine the importance of continuous improvement in educational practices and its effects on student achievement and graduation rates. Key topics include selecting the right accreditation body, understanding accreditation processes, and implementing best practices. Participants

will discuss strategies for fostering a culture of accountability and will develop skills to navigate the accreditation landscape effectively, ensuring their schools uphold standards while promoting holistic student development.

ECTL 500 Cross Disciplinary Perspectives in Educational Theory, Research and Practice (3) Explores the general paradigmatic structure of knowledge, focusing in particular on the social sciences and humanities, and engages students in the process of conceptualizing educational research problems that are based in social science and humanities theory and models. After considering basic conventions and principles from anthropology, sociology, social psychology, political science, and the humanities, students explore and apply various theoretical perspectives and models to potential research topics in education.

ECUR 500 Curriculum & Instructional Techniques (3) Provides learners with research-based knowledge and skills necessary to analyze exemplary curricula and appropriate assessment practices including familiarity with the Virginia Standards of Learning, informative feedback mechanisms, and school system implementation. Students consider proper selection and use of materials including media and computers while evaluating the process and implementation of school- based curriculum design, as well as the linkage between assessment data and instructional design. Cross-listed with UED 400.

ECUR 511 Curriculum, Methods & Assessment (3) Focuses on the role of the individual teacher in his or her classroom. Emphasized curricula, methods of instruction and the assessment of pupil progress in daily lessons and units of instruction.

ECUR 525 Classroom Management (3) Principles and practices for creating and maintaining effective and efficient learning environments for diverse learners to include methods for effective student discipline, appropriate learning strategies, and environments that motivate student learning.

ECUR 540 Instructional Leadership and Student Academic Achievement (3) Focuses on the role of the school leader in curriculum practices that result in improved student achievement, leadership strategies for implementing curriculum standards, power standards, data teams, and standards-based performance assessment, and emerging instructional leadership issues and trends of a diverse school community. Additional emphasis on the transformation of curriculum theory to practice-based activities that include how to organize, build and evaluate curriculum and instruction.

ECUR 700 Diversity, Inclusion, & Theory in the Classroom (3) Investigates current best practices for merging an inclusionary classroom of students with disabilities to learn alongside their non-disabled peers, while also presenting strategies to better understand diversity and link the two to educational theory.

EDCO 501 Strategic Planning & Program Evaluation (3) Examines 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, alternative evaluation designs and related methodologies including collaborative action research and issues related to design, measurement and utilization. The goal is to help educators become active collaborators in the evaluation process and to give them the tools to judge the value of an evaluation. Whether the task is 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, this course offers important leadership preparation. Each student will prepare an evaluability assessment related to a self-selected educational program in his/her area of concentration.

EDCO 800 Qualitative Data Analysis (3) Theory and practice in analyzing qualitative data. Topics include coding, meaning generation, and validation.

EDCO 801 Strategic Planning & Program Evaluation (3) Examines 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, alternative evaluation designs and related methodologies including collaborative action research and issues related to design, measurement and utilization. The goal is to help educators become active collaborators in the evaluation process and to give them the tools to judge the value of an evaluation. Whether the task is 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, this course offers important leadership preparation. Each student will prepare an evaluability assessment related to a self-selected educational program in his/her area of concentration.

EDCO 806 Multivariate Statistics (3) MANOVA, Repeated Measures Analysis of Variance, Multiple Linear Regression, and Factor Analysis with emphasis on the practical application of SPSS to produce valid and meaningful Results Sections for research articles and dissertations. Prerequisite: Grade of B+ or better in EFND 722. Co-registration with EHEA 805 in last semester of coursework; Advisor approval required.

EDCS 505 Philosophy of Christian Education (3) Examines various philosophies of education in light of Scripture. 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 Concentration.

EDCS 520 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 551 Funds Development for Christian Schools (3) Development of sound fiduciary and biblically-based principles and practices for stewarding Christian school resources. Cross-listed with ECEL 751.

EDCS 552 Starting & Operating Christian Schools (3) Developing best practices and biblically-based approaches to starting and operating Christian schools. Cross-listed with ECEL 752.

EDCS 553 Staff Development for Christian Schools (3) Development of teaching, administrative, and support staff as disciples of Christ to be able to in turn disciple others within the Christian school environment. Cross-listed with ECEL 753.

EDCS 563 Instructional Strategies for At-Risk Students (3) Prepare educators 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.

EDDE 820 Instructional Design for Online Learning (3) Theoretical and experiential examination of the online learning instructional design process.

EDDE 822 Teaching, Learning, & Technology (3) Examines theories and practices of effective teaching and learning with technology.

EDDE 823 Advanced Online Learning (3) Critical examination of theories, research, and trends in online education.

EDDE 825 Special Topics in Educational Technology (3) Examines current issues in educational technology with an emphasis on research and leadership opportunities.

EDDE 830 Trends in Educational Technology (3) Surveys trends and developments in educational technology with a particular emphasis on their application to online learning.

EDEL 835 Advanced Development of Programs and Curricula (3) An in-depth study of program and curricula development.

EDIP 540 Philosophical Foundations in Education (3) 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. Establishes a philosophical foundation of education and surveys various worldviews that affect education today.

EDIP 541 Developmental Leadership (3) Introduces a developmental leadership model focused on external skills embodied in the process of internal transformation. Requires a personal inventory of spiritual and professional maturity while equipping students with the tools necessary for growth. From that foundation, students will be expected to examine additional leadership models.

EDIP 542 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 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 598 Professional Project (2-3 credits) 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.

EDLD 515 Teaching How to Learn: NILD Level I (3) Examines methods for providing effective educational therapy to students with learning difficulties through studying philosophical perspectives of learning difficulties, assessment techniques of students with learning difficulties, and individualized intervention techniques developed by the National Institute for Learning Development (NILD).

EDLD 520 Teaching How to Learn: NILD Level II (3) Examines the NILD intervention model through questioning and thinking skills, technique instruction and refinement, program development, assessment, and student evaluation. Prerequisite: Permission of instructor.

EDLD 525 Developing Cognitive Competencies: NILD Level III (3) Applications of the NILD intervention model through: cognitive functioning, technique instruction and refinement, language Stimulation, assessment, and student evaluation. Prerequisite: Permission of instructor.

EDLD 530 Methodologies of Instruction for Educational Therapy (3) Investigates instructional methods of mediated learning, Socratic questioning and inquiry, and learning through observation and group experiences.

EDLD 585 Field Experience (1) Students will observe and critique programs that serve learners experiencing difficulties within their communities. A paper will be required to document both effective and ineffective teaching methodologies.

EDLD 595 Internship (4) Interns will be complete an initial testing report on a student recommended for educational therapy. The intern will be observed by an experienced mentor as they work with a student over several sessions for a minimum of 30 clock hours.

EDRD 500 Foundations of Reading (3) Examines evidence-based literacy instruction aligned with the Science of Reading. Focus on phonological and phonemic awareness, phonics, print concepts, and assessment. Emphasis on addressing diverse learner needs. Combines theory and practice to prepare educators for effective, comprehensive reading instruction across educational settings.

EDRD 560 Integrating Reading Comprehension and Writing Instruction (3) Examines evidence-based strategies that connect reading comprehension and writing. Students explore their reciprocal relationship, assess progress, and design interventions. Emphasis is placed on literacy as both a learning tool and communication skill, supporting student growth across classrooms through integrated, effective instruction and meaningful application.

EDSL 710 The Adult Learner (3) 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 711 Policy Studies in Adult Education (3) Examination of the study of lifelong learning issues, policy, and policy making at national and international level of education.

EDSL 715 International and Global Issues in Adult Education (3) Current trends, issues, and global perspectives that impact adult learners.

EDSL 727 Supervision & Professional Development (3) Basic principles of supervision to insure continuous and effective professional development for adult learners.

EELM 501 Assessment for Learning (3) The development of valid and reliable classroom assessments to measure student growth as well as student understanding. Topics will focus on the use of student data in development of teacher growth and evaluation plans.

EELM 505 Teaching Social Studies & Technology (3) Methods and best practices to teach History and Social Science concepts associated with Virginia Studies, Colonial History, Economics, Geography, and Cultures in the elementary classroom. Course integrates technology as a tool for research.

EFND 501 Teaching Math and Science in Elementary Schools (3) 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 Leadership and Character Development (2) Focuses on the role of the school leader in two areas: (a) a recognition that the spiritual path of educational leaders will have a distinct influence on their professional practices, and (b) the important factors of the development of good character and resiliency in students. Specific attention will be paid to linking the Interstate School Leaders Licensure Consortium Standards and in developing a plan for responsibility and supervision of character integration in all facets of the learning environment. This course may be presented as one of a cluster of four courses in the summer residency.

EFND 505 Teaching Reading and Language Arts Across the Curriculum (3) Examines the complex nature of language acquisition. 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. A 15-hour classroom observation and practicum experience competency is required. Cross-listed with UED 405.

EFND 508 Teaching Reading in the Elementary Grades (3) 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. A 15-hour classroom observation and practicum experience is required. Cross-listed with UED 408.

EFND 509 Character Education Curricula, Instruction, & Assessment (3) Research base for character education and its school transformational capabilities. Design of integrated character education curricula and instructional delivery through standards-based instruction. Effective teaching and assessment of character qualities with strategies for program evaluation.

EFND 522 Education Statistics (3) Focuses on the methods of statistical analysis that will assist the learner in analyzing data generated from research in education. Concentration in this course will be on realistic examples and the problems that arise in them.

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 529 Literacy and Language Acquisition for Transitioning Elementary Grade Teachers (3) Examines how the language arts (listening, talking, reading, writing, viewing, and visually representing) are used for learning across the curriculum. It also addresses the nature of reading and approaches to reading instruction including word study, guided reading and reading assessments.

EFND 530 Foundations in Education for Transitioning Professionals (3) Understand the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States. Attention will be given to the legal status of teachers and students, including federal and state laws e.g. SOLs; child abuse regulations. The concept of school as an organization/culture and contemporary issues in education are included. School / family communications and ways of involving families in student learning are explored. Attention will be given to the legal status of teachers and students, including federal and state laws e.g. SOLs; child abuse regulations. The concept of school as an organization/culture and contemporary issues in education e.g. language acquisition, reading across the

curriculum, and teaching children whose first language is not English are included. School / family communications and ways of involving families in student learning are explored.

EFND 531 Exploring the Curriculum (3) Understand the presuppositions of worldviews and then examine content for evidence of different worldviews. Integrate character principles into the school environment and curriculum. Examine curriculum content and its relationship to cognitive development as a tool for designing instruction to promote higher-level thinking. Review curriculum responsibilities for teachers preparing to teach in K-12 classrooms, including those with special needs students.

EFND 532 Classroom Management for Transitioning Teachers (3) Develop an understanding and application of classroom and behavior management techniques. Effective intervention strategies will be presented and practiced. Diverse approaches to classroom management will be presented based on upon behavioral, cognitive, affective, social and ecological theory and practice. Teacher/student relationships are examined together with classroom community building.

EFND 533 Teaching Students Effectively (3) Focus on classification and sequencing learning outcomes, and the differentiation of instruction. Review the principles of learning, the application of skills in discipline-specific methodology, communication processes, reading in the content areas, selection and use of resources, including media and technology. Examine the relationships among assessment, instruction, and measuring and documenting individual student progress.

EFND 534 Assessment & Evaluation Techniques (3) Using the principles of educational measurement, construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment. Develop the ability to analyze assessment data to make decisions about how to improve instruction and evaluate and improve student performance. Emphasis will be placed on the design of "alternative" and traditional assessment instruments.

EFND 535 Child & Adolescent Growth & Development for Transitioning Teachers (3) A study of 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 and incorporating children's individual differences to guide learning experiences.

EFND 536 Advanced Practices I for Transitioning Teachers (3) Topics for the continued transition into teaching of Level II Career Switchers, to include classroom management strategies, diversity in student learning, and data-driven decision making. Course content will be linked to the VDOE requirements for teacher evaluation.

EFND 537 Advanced Practices II for Transitioning Teachers (3) Topics for the continued transition into teaching of Level II Career Switchers, including advanced differentiation of teaching and learning, inclusion and special needs in a regular classroom, addressing the needs of the at-risk learner, and tiered instruction. Course content will be linked to the VDOE requirements for teacher evaluation.

EFND 544 Content Reading and Differentiation (3) Advanced differentiated teaching and learning strategies for the reading, thinking, and study skills required in secondary subject to meet individual learner needs.

EFND 549CS Mentorship A (0) For first-year (Level II) students an official mentor of the School of Education is assigned to assist and act as a resource throughout the semester.

EFND 553CS Mentorship B (0) For first-year (Level II) students an official mentor of the School of Education is assigned to assist and act as a resource throughout the semester.

EFND 590 Independent Study (1-3 credits) 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.

EFND 598 Professional Project (1-3) 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.

EFND 701 Advanced Human Learning & Motivational Development (3) Major theories in developmental psychology using select criteria including a Christian worldview.

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 706 Christian Worldview for Educators (3) Explores the development of a Christian worldview with a particular emphasis on Regent University's mission. Evaluates cultural and educational trends through the lens of a Christian worldview.

EFND 715 Data-Driven Decision Making (3) Descriptive statistics and data-driven decision making in problem-based learning applications. Prerequisite course: EFND 702.

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. Prerequisite courses: EFND 702 and EFND 715.

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 Online Learning (3) Explores foundational theories and research-based practices associated with development of online learning programs.

EFND 790 Independent Study (1-3 credits) 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.

EFND 800 Issues in Education (3) An advanced examination of current educational issues and contributing factors. Students must complete all concentration coursework before enrolling in this course.

EFND 906A Dissertation (6) Doctoral candidates will develop a Dissertation Prospectus, which demonstrates the student's ability to articulate: a viable researchable issue; context for the issue; significance of the proposed research; theoretical/conceptual framework that informs the study; literature that informs the researchable issue; general Research Plan for the proposed dissertation.

EFND 906B Dissertation (5) Doctoral candidates will work with their dissertation committee to defend their proposal, research and collect data, and write five chapters of their dissertation. Final dissertation defense occurs during EFND 906C or EFND 907 enrollment.

EFND 906C Dissertation (5) Doctoral candidates will work with their dissertation committee to defend their proposal, research and collect data, write and defend five chapters of their dissertation. Final dissertation defenses take place during this course enrollment.

EFND 907 Dissertation Continuation (3) Designed for doctoral candidates who have not successfully defended their dissertation within 3 semesters. Students will be continuously enrolled in this course each semester and work closely with their dissertation committee until they have successfully defended their dissertation within 7 years of program enrollment.

EFND 908 Dissertation Editing (1) This one-credit course allows doctoral candidates to complete all necessary dissertation edits following successful final defense. This course is required when additional time for edits remaining to maintain continuous enrollment. This class is offered every 8 week session, can be repeated six times, and in P/NP.

EGTL 500 Introduction to Gifted and Talented Learners (3) Overview of the field including history, definitions, identification methods, characteristics and needs of gifted learners. (Required for Virginia endorsement.)

EGTL 510 Curriculum and Instruction for Gifted Learners (3) Modify, create, and evaluate curriculum through differentiation and tiered assessments. (Required for Virginia endorsement.)

EGTL 520 Models and Strategies for Teaching the Gifted (3) Educational models and instructional strategies for use with gifted learners. (Required for Virginia endorsement.)

EGTL 530 Psychology and Education of Gifted Learners (3) Development of gifted individuals over the lifespan from a cognitive, psychosocial, and physiological perspective; evaluate appropriate learning activities and assessments that include cognitive, affective and psychomotor skills and attributes. (Required for Virginia endorsement.)

EGTL 580 Practicum in Gifted Education (2) A field-based experience in a gifted education setting. (Required for Virginia endorsement.)

EGTL 598 Professional Project (2) 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. Cross-listed with EHEA 801.

EHEA 502 Higher Education Finance: Strategy, Costs & Value (3) Focuses on the 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; both state and federal policies and programs and budgeting will inform the learner from that perspective. Cross-listed with EHEA 802.

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. Cross-listed with GOV 628 and EHEA 803.

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 506 Contracts (3) Common law of contracts, and the principles controlling the formation, performance and termination of contracts (offer, acceptance, consideration, conditions, material breach, damages, third party beneficiaries, assignment, statute of frauds and statutory variances from the common law). Cross-listed with MLAW 521 and GOV 618.

EHEA 508 Constitutional Law & Policy II (3) Considers the Bill of Rights (including the delicate relationship between church & state, freedom of speech and freedom of worship), the rights of liberty, equal protection and due process arising from the 14th Amendment, and the subsequent rise and effects of judicial policy-making (including the "right to privacy," the "right to intimate sexual choice," and the "right to die"). Cross-listed with GOV 620 and MLAW 620.

EHEA 595 Professional Field Experience (3) On-site training provides students with the opportunity to apply theoretical knowledge and develop an understanding of the relationship between theory and practice, as well as, to develop and refine professional and personal competencies and attitudes important to effective student affairs professionals. To be completed in an approved educational setting under the supervision of the internship coordinator and a qualified site supervisor with a required minimum of 100 hours of work and participation in an online internship seminar. Prerequisite: Permission of Instructor.

EHEA 602 Role and Mission of the Christian College & University (3) Centers on the need for the continuance of Christian colleges and universities in a post-Christian culture. Particular emphasis will be placed on the strategies, objectives and goals that can best insure the future continuance of the spiritual mission and Orthodox beliefs of Christian colleges and Universities. Cross-listed with EHEA 702.

EHEA 603 Essential Student Affairs Counseling & Support Skills (3) Foundational knowledge, perspectives, and skills essential to student affairs in a higher education setting. Theoretical practical, and ethical considerations of helping techniques will be examined and applied. Fundamental aspects of confidential counseling, academic advising, and career development are explored.

EHEA 702 Role and Mission of the Christian College and University (3) Centers on the need for the continuance of Christian colleges and universities in a post-Christian culture. Particular emphasis placed on the strategies, objectives and goals that can best insure the future continuance of the spiritual mission and Orthodox beliefs of Christian colleges and universities. Cross-listed with EHEA 602.

EHEA 801 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. Cross-listed with EHEA 501.

EHEA 802 Higher Education Finance (3) Focuses on the 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; both state and federal policies and programs and budgeting will inform the learner from that perspective. Cross-listed with EHEA 502.

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. Cross-listed with EHEA 503 and GOV 628.

EHEA 805 Advanced Research Design and Analysis (3) 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. Prerequisites: EFND 702 and EFND 722. Co-registration with EHEA 805 EDCO 806 in last semester of coursework; Advisor approval required.

EHEA 807 Curriculum and Assessment for College/University Teaching (3) 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 811 Administration and Organization Theory in Higher Education (3) In-depth study of administrative roles, functions, knowledge and skill requirements, and administrative behavior. Trends in administrative theory and application explored.

EHEA 813 Admin. Organization & Change (3) In-depth study of administrative roles, functions, knowledge and skill requirements, and administrative behavior in higher education. Trends in administrative theory and application explored. Also examines paradigms, processes, elements, and constituents of organizational change.

ELIB 600 Foundations of Library Science (3) Study the history, philosophy, and role of academic librarians. Investigate foundational library issues and trends in Christian higher education.

ELIB 601 Christian Worldview in Library Science (3) Explore worldviews with a focus on applying a Christian perspective in academic leadership. Analyze current trends in libraries and academia, evaluating them through a Christian lens.

ELIB 602 Leadership in Academic Libraries (3) Prepare for leadership roles in academic libraries with a focus on management, budgeting, human resources, and grant writing. Assess tools like IPEDS and ACRL benchmarks. Prerequisite courses: ELIB 601 and ELIB 600.

ELIB 603 Professional and Ethical Issues in Librarianship (3) Explore personal and professional growth, cultural perspectives, censorship, and ethical standards. Examine the role of libraries in academic communities and information delivery. Prerequisite courses: ELIB 601 and ELIB 600.

ELIB 604 Digital Presence for Libraries & Information Centers (3) Design tools for library outreach and user engagement, including marketing strategies, research guides, social media, and video production. Prerequisite courses: ELIB 601 and ELIB 600.

ELIB 606 Higher Education and Academic Libraries (3) Examine academic library divisions: Research and Instruction, Special Collections, Technical Services, Community Relations, and Collection Development. Topics include accessibility standards, solo librarianship, and promotion & tenure. Prerequisite courses: ELIB 601 and ELIB 600.

ELIB 608 Organization of Information/Systems (3)- Explore media and information formats, cataloging, indexing, and classification systems (LC and DDC). Investigate virtual libraries, physical spaces, and consortia. Prerequisite courses: ELIB 601 and ELIB 600.

ELIB 609 Research, Pedagogy, and Instructional Design (3) Study Universal Design principles, Disability Inclusion, and best practices for library instruction. Develop instructional materials for orientations, courses, and workshops, emphasizing inclusive teaching strategies. Prerequisite courses: ELIB 601 and ELIB 600.

ELIB 610 Information Management (3) Learn collection development, accreditation standards, and Library Management Systems. Topics include resource discoverability, publishing, open access resources, database vendor negotiations, and professional development. Prerequisite courses: ELIB 601 and ELIB 600.

ELIB 695 Internship or Enhanced Professional Practice (3) Integrate academic knowledge with real-world experience through an internship, portfolio development, or professional practice waiver.

ELIB 696 Enhanced Professional Practice (3) Integrate academic knowledge with real-world experience through a portfolio development or professional practice waiver.

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 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.

EPSY 760 Collaborative Research (3) Guided research collaboration with varying topics of inquiry.

EPSY 820 Advanced Research Review in Educational Psychology (3) Analytic review of Educational Psychology research and the processes for conducting research.

EPSY 830 Culture, Communities, & Education (3) Highlights a range of complex issues including shifts in cultural practices and implications of these shifts for human or social development in education.

EPSY 835 Psychological Underpinnings of Learning (3) Inquiry of psychological, cognitive, conative, and precursors to learning.

EPSY 840 Theories, Issues, & Practice in Educational Psychology (3) An inquiry of theories, issues, and practices of educational psychology in objective and purposeful milieu.

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.

ESAE 810 Teaching and Learning: Theory and Research in Adult Development (3) Reviews 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) Examine current trends and issues surrounding the development and administration of programs for adults including environment, social, political, cultural, and demographic variables along with organizational and institutional roles and differences.

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.

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) Advanced study of special education high-incidence disability categories: Learning Disabilities, Emotional and Behavioral Disturbance, and Intellectual Disabilities. 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 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.

ESPC 740 Fad Interventions in Special Education (3) Advanced study of empirically unsupported yet perennially popular interventions for children with disabilities.

ESPC 745 Exceptional Education Research Practice (3) Emphasis on interpreting research to develop strategies and to solve problems across the spectrum of exceptional education in order to improve instruction and assessment.

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.

ESPC 810 Exceptional Education Law & Regulations (3) Analysis and interpretation of federal, state, and case law and regulations relevant to exceptional education leadership at all levels and in various settings.

ESPC 815 Supervision of Exceptional Education (3) Investigate the unique issues of supervision of exceptional education teachers and classes. Effective exceptional education instruction and curriculum across the continuum of services (e.g. consultative, pull-out, resource, self-contained, through inclusion) will be highlighted. Effective schools research, collaboration, assessment, instruction, and innovation will be investigated.

ESPC 820 Exceptional Education Program Review (3) Investigate the program review process to determine program strength and specific areas needing improvement to schools, programs, teachers, effectiveness research, supervision of adults, collaboration, assessment, instruction, curriculum and change will also be discussed.

ESPC 825 Multimedia Learning Environments (3) Investigation of the use of multimedia in educational systems including use for enhanced K12 instruction and teaching training.

ESPC 830 International Special Education (3) Advanced review of international special education; UN Charter, the UN Universal Declaration of Human Rights, the UN Convention on the Rights of the Child to the Salamanca Statement and the Rights of Persons with Disability, and attention to special education in the developing world.

ESPC 835 Exceptional Education Policy & Practice (3) Study the process of the development of policy in exceptional education from standard techniques for analyzing, evaluating, and developing policies for educational systems and organizations with special attention to contemporary policy issues and the process starting at the federal level.

ESPC 840 Bioethics in Special Education (3) Advanced study of the modern origins of bioethics and its relation to persons with disabilities with particular attention to genetic fetal anomalies, assisted suicide, and euthanasia.

ESPC 855 Advanced Topics in Exceptional Education (3) Investigates the role of leadership on current issues and trends in exceptional education, with specific focus on assessment, data collection, research, curriculum, and instructional strategies.

ESTM 500 Stepping into STEM (1) Principles for effective STEM instruction in the elementary classroom. Explicit connections among STEM practices and state and national standards.

ESTM 501 Inquiry through STEM (3) Principles associated with inquiry based instruction and the connections between science and engineering practices including question development, use of models and simulations, and designing and planning investigations.

ESTM 502 Mathematics and STEM (3) Mathematics and computational thinking as fundamental tools for representing physical variables found in solving real world problems. Illustrating the connection between mathematics and science, problem solving strategies using real world problems, using manipulatives to teach math skills.

ESTM 503 Developing STEM based Curriculum (3) Principles of designing an integrated elementary STEM through an examination of integrated curriculum models, problem-based and/or project-based learning activities, and effective instructional strategies that promote critical and creative thinking.

ESTM 504 Integrative Project/STEM Education (3) Advanced instructional strategies using research-based case studies and apply principles through the design of curriculum, instruction and assessment. Apply understanding of STEM education through direct interactions with children in schools, teacher leadership initiatives, community service, scientific laboratory experiences, and environmental interpretation in parks and science learning in museums. Prerequisites: ESTM 501, 502, and 503.

ESTM 510 Teaching Science & Technology (3) Methods and best practices used to teach science in elementary school. Topics include inquiry, life, physical, and earth science topics, as well as the development of habits of mind associated with science. Course integrates technology as a tool for collection and analysis of data.

ESTM 520 Teaching Math & Technology (3) Methods and best practices to teach mathematics and mathematical concepts associated with Number Sense, Geometry, Measurement, Probability and Statistics in the elementary classroom. Course integrates technology as a tool for mathematical problem solving.

ETEC 500 Growing Up in a Media Rich World (3) Examines the extensive role of electronic media — video, music, games, websites, apps, etc. – in educating and socializing modern kids and their families. Will also document patterns of

use, examine theories and methods for assessing effects, review research on shaping individual identity, and analyze online social relationships.

ETEC 504 Learning, Design, and Technology (1) Designed for educators to explore cutting-edge technologies, apply the latest technology trends, and focus on interactive ways to create technology-based student learning experiences. The emphasis of the course is on practical applications for technology and specific methods that can be used to design optimal learning environments.

ETEC 505 Emerging Technologies: Mobile Learning (3) Use and evaluation of mobile learning tools and services for contemporary learning settings. Key areas of focus include introduction to mobile learning, survey of services, and designing for mobile learning.

ETEC 510 Programming, Application Development & Entrepreneurship in Education (3) Use and evaluation of programming tools and services for contemporary learning settings. Key areas of focus include introduction to programming, survey of services, and programming for mobile devices. Examination of the education marketplace, plan for the creation of products or services to fill a niche/need, and attention on sources of funding.

ETEC 514 Foundations of Online Learning (3) Covers essential elements of teaching successfully in a virtual environment. The focus is on adult learning theory, interactivity, engagement, sequencing, and technology integration. Broader issues related to online learning and student success will be explored.

ETEC 515 Multimedia Design & Evaluation of Instructional Materials (3) Analysis of multimedia learning theories and research-based principles to integrate digital resources and create effective educational products.

ETEC 519 Scenario-based eLearning (3) Focuses on various ways to create real-world learning situations for students in a virtual setting. Learners will explore theories, approaches, and technologies that contribute to creating a practical and job-focused online educational experience.

ETEC 520 Teaching & Learning with Digital Video (3) Participation in the development and implementation of digital video activities in different educational contexts and situations. Analysis of best practices for digital video capture, editing, and finalization for technology projects across curricular areas.

ETEC 525 Digital Learning, Programs, Professional Development & Online Collaboration (3) Focuses on ways to integrate new technology, assess and evaluate digital learning programs, communicate with stakeholders and support end users. Examination of the product, performer and performance impacted by technology integration including tools and strategies for collaboration.

ETEC 530 Connected Teaching in the Digital Age (3) Focuses on the various contexts associated with connected teaching and the integration of technologies in: online learning, blended learning, personalized learning and mastery learning environments. Emphasis on the creation of instruction built to achieve results by emphasizing essential qualities of effective design, design methods appropriate for diverse learners, and design techniques for new technologies.

ETEC 535 Teaching and Learning Online in K-12 Settings (3) Explores specific approaches, challenges, and techniques related to K-12 online education. Many online education approaches advocate for adult learning theory; however, this course will dive into online learning issues and best practices when students are not adult learners.

ETEC 540 Foundations of Educational Technology (3) Offers a comprehensive overview of the educational technology history, theories, principles, standards, research, equity, cultural responsiveness, and the impact of technology on teaching and learning.

ETEC 545 Understanding Artificial Intelligence (3) Provides a comprehensive introduction to Artificial Intelligence (AI) exploring the history of AI, key concepts in machine learning, and the rise of large language models. Ethical considerations and the potential for bias in AI systems will be critically examined.

ETEC 546 Generative Artificial Intelligence (3) Examines the fundamentals of Generative AI, focusing on applications and impact. Students will study the development of AI and generative models, with special emphasis on prompt engineering, creating various types of media, understanding ethical implications of AI-generated content, and proper citation practices.

ETEC 550 Curriculum & Instructional Design for Digital Learning (3) Examines principles and practices of designing effective online and blended learning experiences. Covers instructional design models, learning theories, and other frameworks.

ETEC 555 Emerging Technologies & Trends (3) Examines current and emerging technologies (AI, AR/VR, makerspaces, coding, robotics, gamification, mobile learning) and their potential applications in educational settings.

ETEC 560 Educational Technology Policy & Practice (3) Addresses the ethical and policy considerations surrounding technology including artificial intelligence use in education. Topics include data privacy, equity and access, hardware and software management, digital literacy, digital citizenship, and more.

ETEC 565 Assistive Technology in Education with AI (3) Provides an in-depth exploration of assistive technologies designed to support learners with diverse needs. By the end of the course, students will develop the skills using AI to evaluate, select, and implement assistive technologies that empower all learners to reach their full potential.

ETEC 570 AI in Education Settings (3) Explores the growing role of artificial intelligence (AI) in education, focusing on its potential benefits and risks, policy considerations, enhancing student learning, assisting in teacher planning, and supporting families. Learn how to make informed decisions about integrating AI technologies into educational environments to foster meaningful, personalized learning experiences.

ETEC 572 Teaching with Artificial Intelligence Technologies (3) Investigates the integration of AI tools into instruction, focusing on enhancing curriculum development, creating dynamic assignments, improving student assessments, facilitating learning, and solve real-world problems. Students will develop a comprehensive plan for incorporating AI technologies into their teaching practices, preparing them for the future of education.

ETEC 575 AI-Enhanced Multimedia Design & Development (3) Investigates the creation of multimedia elements (text, images, audio, videos, animations) for interactive content. Artificial Intelligence (AI) and generative AI resources will be explored.

ETEC 580 Empowering Adult Learners through Professional Development (3) Explores adult learning theories to understand how adults engage with learning in professional contexts. The course emphasizes the design, delivery, and evaluation of professional development programs that foster continuous growth and skills advancement.

ETLC 541 Child and Adolescent Growth and Development (3) Explores 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 neglect, and family disruptions on normal development. Analyzes children within the context of family, culture and community. Emphasizes the importance of partnership with families and communities in the teaching and learning process.

ETLC 542 Foundations in Education (3) Study of the foundations of education in the U.S. Explores the historical, philosophical, and sociological development and organization of American education. A portion of the course 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. Contemporary issues in education are examined, such as class management, as well as reflection of personal educational philosophies, attitudes, and aptitudes for teaching. Professional growth and a commitment to life-long learning are emphasized.

ETSL 505 Serving English Language Learners in K-12 Classrooms (3) 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 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 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 Teaching English Language Learners Reading and Writing in the Content Areas (3) Preparation for developing ESL students' literacy skills in the content areas. Attention will also be given to grammar and the other language modes.

ETSL 540 Multi-Cultural Education (3) Explores current issues in multicultural education with an emphasis on the impact of socio-cultural factors in education and society. Focuses on issues of diversity and inclusivity to equip learners to succeed in contemporary America and in an increasingly global environment. Examines both theory and practical applications.

ETSL 545 Language, Culture, and Pedagogy (3) Sociolinguistic considerations and their impact on ESL/EFL service delivery.

ETSL 550 Teaching English as a Second or Foreign Language to Adults (3) Preparation for teaching adult ESL/EFL students in a variety of settings. Principles and techniques for teaching reading and writing are emphasized.

ETSL 555 Teaching Grammar to ESL/EFL Learners (3) Methodology for grammar instruction in English as a second or foreign language.

ETSL 560 First and Second Language Acquisition (3) Review of research findings regarding child and adult first and second language acquisition with emphasis on the second-language learner and TESOL curriculum development, including identification and analysis of cognitive, affective, socio-cultural, and educational factors.

ETSL 565 Teaching ESL/EFL Speaking and Listening (3) Methodology for oral language instruction in English as a second or foreign language.

ETSL 576 Roles and Responsibilities of the ESL Specialist (3) Provides an overview of the roles and responsibilities of ESL Specialists in various settings. Areas of focus include service delivery options, current trends and issues, and collaboration with colleagues to enhance instruction for English language learners. Participants will complete a field experience as part of this course.

ETSP 553 Language Acquisition & the Communicative Arts (3) 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 Assessing & Teaching Reading of Narrative & Expository Texts (3) Prepares 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 Collaboration & Consultation (3) 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 and effective selection and application of Assistive Technology.

ETSP 561A Internship: Inclusion (1) A university supervised experience with guidance of a mentor teacher in an inclusive setting. Participation in co-teaching/collaborative instruction for general education and learners with exceptional needs. Literacy instruction (reading, writing, & speaking), math interventions, and assessment design emphasized through general curriculum studies. Seminar requirement during internship.

ETSP 561 Internship: Teaching Students with Exceptional Needs (1) A university supervised internship with guidance of a mentor teacher in a resource and/or self-contained setting working with learners with exceptional needs.

Literacy instruction (reading, writing, & speaking), math interventions, and assessment design emphasized through general curriculum studies. Seminar requirement during course.

ETSP 570 Instructional Methods for Students with Disabilities (3) Learning disabilities, emotional/behavioral disabilities, and intellectual disabilities investigated from theoretical, philosophical, medical, and legal perspectives. Emphasis on instructional methods for students with learning and behavioral concerns including Attention Deficit Disorder. The impact of learning disabilities, emotional/behavioral disabilities, and intellectual disabilities across the life span with emphasis on curriculum, instructional strategies, and transition and secondary services will be studied. Interpretation of assessment and Individualized Education Plans (IEPs) are included.

ETSP 571 Foundations of Human Growth and Development & Legal Aspects for Special Education (3) Foundations of education in the U.S. from historical, philosophical, sociological development, including key legislative, judicial decisions that have shaped the current special education laws and policies. Addresses the application of these laws and policies to leadership, professional, and ethical practices in K-12 education, as well as well as the physical, cognitive, cultural, social/emotional, spiritual, psychological development of children and adolescents. Emphasizes theories of human development and identification for special education services.

ETSP 572 Characteristics & Behavior Management of Students with Exceptional Needs (3) In-depth overview of identification, assessment, program options, intervention and behavioral management solutions for learners with exceptional needs including Autism Spectrum disorders. 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 573 Assessing & Teaching Reading and Math across Content for Students with Exceptional Needs (3) Reading and Math standards and curriculum methods for diagnosis, remediation, instructional design, and curriculum adaptation will be examined. Students will identify reading and math difficulties; conduct record reviews and interviews; administer and interpret formal and informal tests; write reports; and design, implement and critique instruction.

ETSP 574 K-12 Reading Assessment and Instruction Across Content Areas (3) Advancing literacy (reading and writing skills) across subjects and grade levels. Techniques that support independent reading, writing, and learning and organization, summarizing, note-taking, reading/writing strategies and techniques, and reflective thought in content courses will be covered.

ETSP 576 Data Driven Assessment (3) The study of achievement assessment, IQ test, validity and reliability, constructs, construction of authentic assessment and scoring, norm referenced v. criterion referenced, determination of biased assessments and factors that may influence assessment such as cultural, behavioral, and learning diversity. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures and task analysis, observation, portfolio, and environmental assessments; and synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions will be addressed.

ETSP 579 Transition Planning and Collaboration (3) Examines secondary education transition principles for students with exceptional needs. Reviews processes of developing/implementing age-appropriate, legally compliant transition plans. Investigates evidence-based practices, including assessment administration and family and stakeholder collaboration.

ETSP 580A Special Education Practicum: K-6 (2) A university-supervised practicum experience teaching students with exceptional needs accessing the general curriculum in grades K-6.

ETSP 580B Special Education Practicum: 6-8 (2) A university-supervised practicum experience teaching students with exceptional needs accessing the general curriculum in grades 6-8.

ETSP 580C Special Education Practicum: 6-12 (2) A university-supervised practicum experience teaching students with exceptional needs accessing the general curriculum in grades 6-12.

ETSP 582A Mentorship A (0) For M.Ed. Special Education General Curriculum Licensure Program student completing the mentorship process prior to internship course completion; an official mentor of the School of Education is assigned to as a mentor and resource throughout the semester. Pass/No Pass. Prerequisite courses: ETSP 571 and ETSP 572.

ETSP 582B Mentorship B (0) For M.Ed. Special Education General Curriculum Licensure Program student completing the mentorship process prior to internship course completion; an official mentor of the School of Education is assigned to as a mentor and resource throughout the semester. Pass/No Pass. Prerequisite courses: ETSP 571, ETSP 572, and ETSP 582A.

ETSP 582C Mentorship C (0) For M.Ed. Special Education General Curriculum Licensure Program student completing the mentorship process prior to internship course completion; an official mentor of the School of Education is assigned to as a mentor and resource throughout the semester. Pass/No Pass. Prerequisite courses: ETSP 571, ETSP 572, ETSP 582A, and ETSP 582B.

ETSP 582D Mentorship D (0) For M.Ed. Special Education General Curriculum Licensure Program student completing the mentorship process prior to internship course completion; an official mentor of the School of Education is assigned to as a mentor and resource throughout the semester. Pass/No Pass. Prerequisite courses: ETSP 571, ETSP 572, ETSP 582A, ETSP 582B, and ETSP 582C.

ETSP 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 differentiat e 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 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 587 Literacy Seminar (1) Review and synthesize teaching reading content and skills through the context of literacy as well as prepare those students who need to complete the Praxis Teaching Reading: Elementary assessment or the Praxis Reading Specialist assessment.

ETSP 596 Reading Specialist Internship (1) A university supervised field-based experience with guidance from a mentor teacher. Instruction/implementation of the full range of professional responsibilities of a reading specialist. Seminar requirement during course. Prerequisite: All program coursework.

ETSP 598 Professional Project (1) Before the awarding of a degree, successfully complete a culminating experience. The professional project will consist of providing evidence, in the form of a portfolio, that critical program competencies have been met.

ETSP 600 Autism Overview (3) 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 K-12 Special Education master's program.

ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders (3) Introduces 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 K-12 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 master's program, ETSP 600, or permission from Department Chair.

ETSP 620 Methods for Students with Autism Spectrum Disorders (3) 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 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 four 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.

MATH 540 Curriculum Studies, Trends, and Technology in Mathematics (3) Discusses big picture mathematics curricular design ideas, including history of mathematics curriculum, development of national and state standards, curriculum frameworks, and implementation of effective practices including instructional technologies into K-8 schools. Reviews recent developments, research, and theoretical foundations of curricular concepts and practices in mathematics. Cross-listed with MATH 640.

MATH 541 Numbers, Systems and Operations for K-8 Teachers (3) Historical numeration systems, base systems, representing numbers, combining numbers, relationships among numbers, and the nature of large and small numbers. Includes children's thinking, how they learn this basic mathematics, their problem- solving strategies, and how they construct their understandings of the base ten number system and arithmetic. Cross-listed with MATH 641.

MATH 542 Geometry and Measurement for K-8 Teachers (3) Mathematical reasoning and geometric ideas through the study of topics in Euclidean geometry and measurement. Provides an appreciation for topics in other geometries such as non-Euclidean, fractal, and computational. Includes evaluating geometric thinking in grades K-8 using the van Hiele model of geometric thought. Cross-listed with MATH 642.

MATH 544 Algebra and Functions for K-8 Teachers (3) The mathematical underpinnings of algebra: patterns, variables, and functions. Includes modeling and interpreting graphs of linear and nonlinear functions (quadratic, polynomial, and exponential growth and decay) as well as analyzing, interpreting, and assessing children's algebraic thinking in both written and oral communication. Cross-listed with MATH 644.

MATH 549 Rational Numbers and Proportional Reasoning for K-8 Teachers (3) Basic number strands in fractions and rational numbers, decimals, percentages, ratios, and proportions as identified in K-8 national and state standards. Includes interpretation, computation, and estimation to develop rational number concepts, skills, and proportional reasoning. Cross-listed with MATH 649.

MATH 551 Probability and Statistics for K-8 Teachers (3) Counting (i.e., combinatorics), probabilistic structures, data analysis, and reasoning. Includes common misconceptions in children's learning, and K-8 classroom applications to meet national and state standards. Includes interpreting children's probabilistic thinking, understanding how they learn these concepts and how to help build problem-solving strategies. Cross-listed with MATH 651.

MATH 556 Assessing and Teaching Mathematics to Diverse Learners (3) With an emphasis on learning characteristics that can make mathematics difficult for diverse learners, this course discusses barriers to learning mathematics; research-based instructional strategies for meeting the needs of diverse learners; creation of accessible learning opportunities; differentiation of mathematics instruction; and methods for designing and analyzing formative and summative assessments. Cross-listed with MATH 656.

MATH 598 Mathematics Specialist Final Project (3) Working in conjunction with professors, students apply what they learned in the program and complete a research paper for this final project. The emphasis of the project is applying research to practice in mathematics leadership. The appropriate use of APA style, research to practice, and application

skills is emphasized. Topics are chosen on an individual basis based on interaction with the course instructors. Prerequisite: All program coursework. Cross-listed with MATH 698.

MATH 640 Curriculum Studies, Trends, and Technology in Mathematics (3) Discusses big picture mathematics curricular design ideas, including history of mathematics curriculum, development of national and state standards, curriculum frameworks, and implementation of effective practices including instructional technologies into K-8 schools. Reviews recent developments, research, and theoretical foundations of curricular concepts and practices in mathematics. Cross-listed with MATH 540.**MATH 641 Numbers, Systems and Operations for K-8 Teachers (3)** Historical numeration systems, base systems, representing numbers, combining numbers, relationships among numbers, and the nature of large and small numbers. Includes children's thinking, how they learn this basic mathematics, their problem-solving strategies, and how they construct their understandings of the base ten number system and arithmetic. Cross-listed with MATH 541.

MATH 642 Geometry and Measurement for K-8 Teachers (3) Mathematical reasoning and geometric ideas through the study of topics in Euclidean geometry and measurement. Provides an appreciation for topics in other geometries such as non-Euclidean, fractal, and computational. Includes evaluating geometric thinking in grades K-8 using the van Hiele model of geometric thought. Cross-listed with MATH 542.

MATH 644 Algebra and Functions for K-8 Teachers (3) The mathematical underpinnings of algebra: patterns, variables, and functions. Includes modeling and interpreting graphs of linear and nonlinear functions (quadratic, polynomial, and exponential growth and decay) as well as analyzing, interpreting, and assessing children's algebraic thinking in both written and oral communication. Cross-listed with MATH 544.

MATH 649 Rational Numbers and Proportional Reasoning for K-8 Teachers (3) Basic number strands in fractions and rational numbers, decimals, percentages, ratios, and proportions as identified in K-8 national and state standards. Includes interpretation, computation, and estimation to develop rational number concepts, skills, and proportional reasoning. Cross-listed with MATH 549.

MATH 651 Probability and Statistics for K-8 Teachers (3) Counting (i.e., combinatorics), probabilistic structures, data analysis, and reasoning. Includes common misconceptions in children's learning, and K-8 classroom applications to meet national and state standards. Includes interpreting children's probabilistic thinking, understanding how they learn these concepts and how to help build problem-solving strategies. Cross-listed with MATH 551.

MATH 656 Assessing and Teaching Mathematics to Diverse Learners (3) With an emphasis on learning characteristics that can make mathematics difficult for diverse learners, this course discusses barriers to learning mathematics; research-based instructional strategies for meeting the needs of diverse learners; creation of accessible learning opportunities; differentiation of mathematics instruction; and methods for designing and analyzing formative and summative assessments**.** Cross-listed with MATH 556.

MATH 698 Mathematics Specialist Final Project (3) Working in conjunction with professors, students apply what they learned in the program and complete a research paper for this final project. The emphasis of the project is applying research to practice in mathematics leadership. The appropriate use of APA style, research to practice, and application skills is emphasized. Topics are chosen on an individual basis based on interaction with the course instructors. Prerequisite: All program coursework. Cross-listed with MATH 598.

UNIV LIB Information Research & Resources (0) 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 for graduation. Pass/No Pass.

Faculty

The School of Education faculty are dedicated professionals committed to the mission and vision of the University. Our diverse and award-winning faculty provide leadership and scholarship in their academic disciplines through research, service, and teaching from a Christ-centered worldview.

Kreassig, Kurt (2013), Ed.D., The George Washington University, *Dean*

Baker, Jason (2001), Ph.D., Regent University, *Professor*

Barbee, Dawn (2025), Ed.D., Regent University, *Assistant Professor*

Bartel, Jeanna (2021), Ed.D., Regent University, *Assistant Professor*

Beauchamp, Cheryl (2015) Ph.D., Virginia Tech, *Assistant Professor*

Carr, Paul (2010), Ed.D., The George Washington University; *Professor*

Copeland, Rachel (2023), *Ed.D., Regent University, Assistant Professor*

Drosinos, Karen (2025), Ed.D., *Regent University*, *Assistant Professor*

Fehl-Seward, Mitzi (2024), Ph.D., Regent University, *Assistant Professor*

Finn, Donald (2006), Ph.D., Virginia Commonwealth University;*; Associate Professor*

Flannagan Jenny Sue (2003), Ed.D., Regent University; *Associate Professor*

Gould, Cheryl (2014), Ed.D., William & Mary; *Associate Professor*

Goldman, Katie (2016), Ed.D., Regent University, *Associate Dean*

Koonce, Glenn (2006) Ed.D., Virginia Polytechnic Institute and State University, *Associate Professor*

Kreassig, Danielle (2024), Ed.D, The George Washington University, *Assistant Professor*

Maggi, Sonja (2023), Ed.D., Regent University, Assistant *Professor*

Martinez, Rene ((2025), Ph.D., University of Hawaii at Manoa, *Assistant Professor*

Mills, Darwin (2022), Ed.D., University of Virginia *Assistant Professor*

Pitzer, Amanda-Lee (2025) Ed.D. Regent University, *Assistant Professor*

Rombs, Ashley (2025), Ph.D., Regent University, *Assistant Professor*

Vaughn, Alan (2024), Ph.D., Old Dominion University, *Assistant Professor*

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Robertson School of Government

DEAN'S MESSAGE

Political scientist Harold Lasswell famously wrote, "Politics is who gets what, when, and how." Like any government or political science program across the country, the Robertson School of Government (RSG) will instruct you about these things. But, students who choose the RSG come here because we teach much more—we teach the "why." We help students understand the ideas and values that underpin political thought and action. George Washington understood this, which is why he argued, "reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principles." James Madison understood this, writing that we need government because men are not angels. Ronald Reagan understood this, asserting that "Freedom prospers when religion is vibrant and the rule of law under God is acknowledged."

Despite Lasswell's assurance that politics is simply about material things, many of America's enemies, from the Nazis to the Soviets to al Qaeda, have also understood that politics is about ideas. Consequently, RSG graduates are distinctive in that they master Lasswell's inventory as well as the "why." More specifically, RSG's mission is to train leaders who desire to strengthen the ethical and moral foundation of Judeo-Christian principles in government, and who are called to preserve individual freedom, representative democracy, and constitutional government.

Our graduates leave Regent University rooted in a biblical worldview, trained and shaped by a caring, Christian faculty in a rigorous academic environment. From city hall to Capitol Hill and from non-profit humanitarian organizations to the governor's mansion, RSG alumni go on to live Regent's motto of "Christian leadership to change the world."

Michele Bachmann, J.D., LL.M.

Dean and Professor, Robertson School of Government

MISSION AND PHILOSOPHY

The Robertson School of Government (RSG) trains men and women to meet the challenge of leadership in government, electoral politics, international economic and political development, national security studies and the formulation and implementation of public policy. To accomplish this, RSG students will:

- PRODUCE a variety of written products used in the analysis of public policy and administration (including op-eds, research papers, briefings, policy memos and position papers),
- DEMONSTRATE facility with contemporary conventions of academic research, including use of peer-reviewed journals and proper academic citation and writing,
- APPLY a variety of research tools/methods in analyzing policy, management and leadership issues (including survey methods, aggregate data analysis, case studies, and interviews),
- ARTICULATE and DEFEND a biblical, Christian worldview in relation to major public policy and leadership decisions and issues,
- ANALYZE the historical, cultural and global context of political decision-making today,
- RECOMMEND policy and management changes within government aimed at achieving greater efficiency, stewardship of resources and responsiveness to citizens.

CAREER OBJECTIVES

The Robertson School of Government has produced graduates who hold important leadership positions in government service at all levels, in related political, non-profit advocacy organizations, and in education.

In addition to enhancing one's current career in public service, journalism, or the military, possible careers include:

Government/NGO's

- Political leadership through appointed and career offices (legislative and executive branches)
- Leadership and management / administrative positions at the federal, state, and local government levels and in nonprofit organizations
- Analytical and support positions (budget and personnel analysts, administrative analysts, etc.)
- Policy research/staff positions (legislative, executive and judicial branches)
- Elected office (local, state, federal)
- Diplomatic and foreign service positions (State Department)
- International political leadership offices (UN, OAS)
- Municipal, state, and federal public administration
- Non-profit and International non-governmental organizations

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)

Education

- Careers in higher education
- Careers in secondary education both domestic and foreign

ONLINE

Except for the Ph.D. residency seminars, all required courses in the RSG programs and most electives are offered online. The Master of Arts and MPA degrees can be completed entirely online. Faculty and support staff 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, 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.

PROGRAM OVERVIEW

Nowhere is the need for graduates to fulfill Regent's motto, *Christian Leadership to Change the World*, more evident than in government. Principled leadership in government is an absolute necessity for the health and prosperity of our nation. The opportunities that exist today in government are among the most exciting and challenging in our history. We offer:

- **Master of Arts in Government**
  - Academic Concentrations in:
    - American Government
    - International Relations

- Israel Studies
- Law and Public Policy

- **Master of Arts in International Development**
  - Academic Concentrations in:
    - Comparative and Regional Studies
    - Humanitarian Aid and Faith-Based Development

- **Master of Arts in National Security Studies**
  - Academic Concentrations in:
    - Cybersecurity Policy
    - Homeland Security
    - International Security
    - Middle East Politics
    - Indo-Pacific Politics
- **Master of Public Administration**
  - Academic Concentrations in:
    - Emergency Management & Homeland Security
    - General Public Administration
    - Nonprofit & Faith-Based Organizations
    - Public Leadership and Management

- **Ph.D. in Government**
  - Major and Minor Concentrations in:
    - American Politics
    - Comparative Politics
    - International Relations
    - Policy Analysis
- **Non-degree** seeking students may earn one certificate without being admitted to the MA in Government, MA in National Security Studies, or MPA programs. They may choose from the following fields:
  - Certificates in:
    - American Government
    - Cybersecurity Policy
    - International Relations
    - Law and Public Policy
    - Middle East Politics
    - National Security Studies
    - Political Campaign Strategies & Management

- Public Administration
- Terrorism and Homeland Defense

In addition, all of the above certificates may be paired with the MA in Government, MA in International Development, MA in National Security Studies, and MPA degrees. Please note that students may not use coursework to receive both a certificate and an academic concentration in overlapping or similar fields (i.e. a student with a concentration in International Relations cannot also receive the International Relations certificate). MA in Government, MA in National Security Studies, and MPA students have the option of earning multiple certificates.

JOINT DEGREE OPTION

. All five Robertson School of Government degrees (MA in Government, MA in National Security Studies, MA in Campaign Management, MA in International Development and MPA) may be combined with other graduate-level degrees offered at Regent University. Joint degree programs are available to students who have received admission to another Regent University graduate school and have received approval from both the School of Government and that school for acceptance into the joint degrees program.

The most common joint degree pairings include:

- MA in Government/Juris Doctor (School of Law)
- MPA (Government)/MA in Organizational Leadership (School of Business & Leadership)
- MPA (Government)/MBA (School of Business & Leadership)
- MPA (Government)/Juris Doctor (School of Law)
- MA in National Security Studies/Juris Doctor (School of Law)
- MA in National Security Studies/Master of Divinity (School of Divinity)
- MA in National Security Studies/MA in Christian Ministry (School of Divinity)

Degree Requirements

Students must achieve a C in core courses for their degree; failure to do so will require re-taking the course Students will pay standard tuition to repeat these courses. Students must maintain a 3.0 overall GPA in order to graduate. This policy also holds for courses offered through cross-registration with other schools and courses taken by students in a non-degree certificate program. To transfer credits in through any of the existing civilian MOUs, students must present a transcript indicating that they received a B or better in these courses plus a course syllabus or a full course description to enable the documentation of equivalent curricular content. For military students seeking transfer credits, a transcript plus a course syllabus or a full course description is required. A grade of "P/NP" is not accepted for Advanced Standing as it must be a B or above.

Accepted students who wish to petition for Advanced Standing with the MA in Government, MA in National Security Studies, or MPA programs on the basis of either civilian or military coursework completed elsewhere should contact their Faculty Advisor to discuss their request. Students should furnish a transcript (an unofficial transcript is permissible here through the Registrar will later require an official transcript), syllabi for the courses take and any term papers written as part of their coursework. At the recommendation of their Faculty Advisor, they may be directed to University Advising to fill out an academic petition for transfer of credit.

In the MA in Government program

GOV 603 Research Methods

GOV 604 Christian Foundations of Government

GOV 614 American Politics

GOV 623 Public Policy Initiatives

GOV 625 International Relations Theory

GOV 658 American Political Traditions

In the MA in International Development

GOV 603 Research Methods

GOV 604 Christian Foundations of Government

GOV 626 Religion and Global Politics

GOV 673 Democracy and Development

GOV 674 International Political Economy

GOV 680 Comparative Politics

In the MA in National Security Studies

GOV 603 Research Methods

GOV 604 Christian Foundations of Government

GOV 605 Christian Ethics & the Law of Armed Conflict

GOV 625 International Relations Theory

GOV 632 International Security

GOV 627 Conflict and Conflict Resolution (3)

GOV 641 Grand Strategy and Military Operations

GOV 689 U.S. Foreign Policy

In the MPA program

GOV 603 Research Methods

GOV 604 Christian Foundations of Government

GOV 623 Public Policy Initiatives

GOV 630 Public Human Resources Management

GOV 634 Public Budgeting and Taxation Policy

GOV 668 Leadership and Administrative Ethics

GOV 670 Principles of Public Administration

GOV 671 Organizational Theory

Degree Programs

Master of Arts Degree (M.A.)

M.A. in Government Program (33 credit hours)

(Program delivered entirely online or entirely face-to-face.)

The Robertson School of Government offers academic concentrations in American Government, International Relations, Israel Studies and Law and Public Policy and the following certificates: American Government, International Relations, Law and Public Policy, Middle East Politics, National Security Studies, Political Campaign Strategies & Management, Public Administration and Terrorism and Homeland Defense.

Co-requisites

GOV 501 Graduate Foundations for Government (2) or UNIV LIB Information Research & Resources (0), as required upon admission

M.A. in Government Required Core Courses

GOV 603 Research Methods (3)

GOV 604 Christian Foundations of Government (3)

GOV 614 American Politics (3)

GOV 623 Public Policy Initiatives (3)

GOV 625 International Relations Theory (3)

GOV 658 American Political Traditions (3)

TOTAL CORE CREDITS (18)

ACADEMIC CONCENTRATION (12)

ELECTIVES/INTERNSHIP (3)

M.A. IN GOVERNMENT TOTAL CREDITS (33)

ACADEMIC CONCENTRATION COURSES

Students must select an academic concentration from the options listed below. An additional 3 hours is required in the form of elective/thesis/internship credits. To earn a second concentration requires 12 discrete credits in the second concentration not already covered in the first.

M.A. in Government with a concentration in American Government

The American Government concentration introduces students to the methods and tools used in the analysis of American politics. Course offerings include those which focus on institutions – such as the constitution, the presidency and congress – as well as those which address particular public policy issues within American politics, including terrorism and national security studies.

4 courses (12 credits) from the following

GOV 619 Constitutional Law & Policy I (3)

GOV 634 Public Budgeting and Taxation Policy (3)

GOV 635 Presidency (3)

GOV 636 Congress (3)

GOV 637 Religion, Politics, and Law in America (3)

M.A. in Government with a concentration in International Relations

The International Relations Concentration allows students to apply their foundation in international relations theory through the examination and analysis of regional issues; the examination and analysis of key ideas (such as democratization theory or the role of religion) or through examining the role of the US in the international system.

Required Concentration Courses (9 credits)

GOV 605 Christian Ethics and the Law of Armed Conflict (3)

GOV 626 Religion & Global Politics (3)

GOV 674 International Political Economy (3)

1 course (3 credits) from the list below:

GOV 601 International Relations and Cyber Politics (3)

GOV 645 US-China Relations (3)

GOV 653 Middle East Politics (3)

GOV 676 Politics of East Asia (3)

M.A. in Government with a concentration in Israel Studies

The Israel studies concentration provides an in-depth analysis of the history, origins, and contemporary politics of the state of Israel, with attention to: Israel's regional and geopolitical context; alliance with the United States; pivotal role in the life and thought of the Jewish people; and impact on contemporary global Christianity.

Required Concentration Courses (9 credits):

GOV 612 History and Politics of Israel

GOV 629 Israel's Foreign Policy

GOV 611 Zionism and Jewish Political Thought

1 course (3 credits) from the list below:

GOV 652 U.S. Foreign Policy in the Middle East

GOV 653 Middle East Politics

GOV 672 Islamic Political Thought

M.A. in Government with a concentration in Law and Public Policy

The Law and Public Policy concentration provides an in-depth analysis of government institutions (e.g. Congress, Presidency, Courts) that make, execute, and interpret the law in the context of electoral competition and other public organizations (e.g. media, parties).

4 courses (12 credits) from the list below:

GOV 619 Constitutional Law & Policy I (3)

GOV 620 Constitutional Law & Policy II (3)

GOV 628 The Law & Governance of Higher Education (3)

GOV 631 Negotiations (3)

GOV 640 National Security Law (3)

GOV 654 International Trafficking in Persons (3)

Master of Arts Degree (MA) in International Development (33 credit hours)

(Program delivered entire online)

There are four components to RSG's curriculum: core courses, academic concentrations, certificate courses, and elective/thesis/internship courses. Core courses provide an introduction to foundational concepts and paradigms within each subfield which students then build upon in working towards certificates and concentrations.

Upon successful completion of the core courses, an academic concentration(s), any certificate(s), and the remaining practicum, the student is eligible to apply to the Registrar's office for a degree of Master of Arts in International Development and a Certificate of Graduate Studies in a certificate program (if completed). The non-degree student who successfully completes a four-course certificate program will receive a Certificate of Graduate Studies.

Co-requisites

GOV 501 Graduate Foundations for Government (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Core Courses

GOV 603 Research Methods (3)

GOV 604 Christian Foundations of Government (3)

GOV 626 Religion and Global Politics (3)

GOV 673 Democracy and Development (3)

GOV 674 International Political Economy (3)

GOV 680 Comparative Politics (3)

TOTAL CORE CREDITS (18)

Elective Courses (Choose 3)

GOV 606 Social, Theological and Political Implications of Technology (3)

GOV 621 Public Program Evaluation (3)

GOV 625 International Relations Theory (3)

GOV 627 Conflict and Conflict Resolution (3)

GOV 638 International Organizations (3)

GOV 667 Local Government Administration (3)

GOV 678 Crisis & Disaster Consequence Management (3)

GOV 689 U.S. Foreign Policy (3)

GOV 693 Managing Nonprofit & Faith-Based Organizations (3)

GOV 696 Nonprofit Start-up (3)

Practicum (3)

GOV 597 Directed Project (3)

ACADEMIC CONCENTRATION OR ELECTIVE (12)

M.A. IN INTERNATIONAL DEVELOPMENT TOTAL CREDITS (33)

ACADEMIC CONCENTRATION OR ELECTIVE COURSES

Formally admitted and matriculated students can select an academic concentration from the two options listed below. If students do not wish to complete a concentration, they must complete 12 elective credits. In addition to courses taken as part of a concentration or as necessary electives, all International Development students must participate in a practicum, GOV 597 Directed Project (3).

M.A. in International Development with a concentration in Comparative and Regional Studies

The Comparative and Regional Studies concentration builds on the comparative politics knowledge provided by the core curriculum and allows students to develop deep regional understanding. Students must complete the four courses listed below.

GOV 644 Politics of South and Southeast Asia (3)

GOV 653 Middle East Politics (3)

GOV 663 Political Parties and Institutions (3)

GOV 676 Politics of East Asia (3)

M.A. in International Development with a concentration in Humanitarian Aid and Faith-Based Development
The Humanitarian and Faith-Based Development concentration equips students to understand unique challenges in the faith-based development NGO sector, and how humanitarian actors and development organizations should respond in the midst of crisis. Students must complete the four courses listed below.

GOV 678 Crisis & Disaster Consequence Management (3)

GOV 693 Managing Nonprofit & Faith-Based Organizations (3)

GOV 694 Nonprofit and Faith-Based Organizations Fundraising Development (3)

GOV 696 Nonprofit Start-Up (3)

M.A. in International Development (with no concentration)
Students who do not wish to complete a concentration may choose to complete four elective courses from the list below.

GOV 606 Social, Theological and Political Implications of Technology (3)

GOV 625 International Relations Theory (3)

GOV 627 Conflict and Conflict Resolution (3)

GOV 638 International Organizations (3)

GOV 663 Political Parties and Institutions (3)

GOV 663 Political Parties and Institutions (3)

GOV 667 Local Government Administration (3)

GOV 678 Crisis & Disaster Consequence Management (3)

GOV 689 U.S. Foreign Policy (3)

GOV 693 Managing Nonprofit & Faith-Based Organizations (3)

GOV 696 Nonprofit Start-up (3)

M.A. in National Security Studies Program (36 credit hours)

(Program delivered entirely online or entirely face-to-face.)

The M.A. in National Security Studies is a 36 credit degree focused on grand strategy, national security, U.S. foreign policy, and international relations with a special emphasis on the ethics that underlie national security decision-making. The program has four concentrations to choose from.

Co-requisites

GOV 501 Graduate Foundations for Government (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Core Courses

GOV 603 Research Methods (3)

GOV 604 Christian Foundations of Government (3)

GOV 605 Christian Ethics & the Law of Armed Conflict (3)

GOV 625 International Relations Theory (3)

GOV 627 Conflict and Conflict Resolution (3)

GOV 632 International Security (3)

GOV 641 Grand Strategy and Military Operations (3)

GOV 689 U.S. Foreign Policy (3)

TOTAL CORE CREDITS (24)

ACADEMIC CONCENTRATION (12)

M.A. IN NATIONAL SECURITY STUDIES TOTAL CREDITS (36)

ACADEMIC CONCENTRATION COURSES

Formally admitted and matriculated students must select an academic concentration from the six options listed below. To earn a second concentration requires 12 discrete credits in the second concentration not already covered in the first.

M.A. in National Security Studies with a concentration in Cybersecurity Policy

The Cybersecurity concentration focuses attention on the latest trends in cybersecurity policy making, including economic threats to corporate and national institutions as well as the legal and policy frontiers from traditional cyber-defense (e.g. Defense Department) to social media, communications, and infrastructure.

Select four (4) courses from the list below:

GOV 601 International Relations and Cyber Politics (3)

GOV 606 Social, Political and Theological Implications of Technology (3)

GOV 608 Public Information Systems Management (3)

GOV 609 Critical Infrastructure Protection and Resilience (3)

GOV 662 Cybersecurity Policy & Affairs (3)

M.A. in National Security Studies with a concentration in Homeland Security

The Homeland Security concentration is of interest to military personnel, intelligence officials, homeland security experts and state and local law enforcement agencies and government personnel. Coursework focuses on threats, vulnerabilities and security issues such as domestic terrorism, natural disasters, and cybersecurity with a focus on planning, prevention and response.

Select four (4) courses from the list below:

GOV 608 Public Information Systems Management (3)

GOV 609 Critical Infrastructure Protection and Resilience (3)

GOV 660 Intelligence and National Security (3)

GOV 677 Terrorism and Homeland Defense (3)

GOV 678 Crisis & Disaster Consequence Management (3)

M.A. in National Security Studies with a concentration in Indo-Pacific Politics

The Indo-Pacific Politics concentration considers the international relations and grand strategy of the world's most populous region Coursework examines the security challenges distinct to the maritime and littoral, politics and history of the region, and prospects for great power conflict and cooperation.

Required Concentration Courses (9 credits)

GOV 642 Maritime Security (3)

GOV 644 Politics of South and Southeast Asia (3)

GOV 676 Politics of East Asia (3)

1 course (3 credits) from the list below:

GOV 645 US-China Relations (3)

GOV 672 Islamic Political Thought (3)

M.A. in National Security Studies with a concentration in International Security

The International Security concentration focuses on grand strategy, national security, and foreign policy issues. Coursework focuses on blending international relations theories with policy approaches for all elements of national power: military, diplomatic, information, and economic.

Select courses (12 credits) from the list below:

GOV 601 International Relations and Cyber Politics (3)

GOV 638 International Organizations (3)

GOV 644 Politics of South and Southeast Asia (3)

GOV 645 US-China Relations (3)

GOV 652 U.S. Foreign Policy in the Middle East (3)

GOV 660 Intelligence and National Security (3)

GOV 676 Politics of East Asia (3)

GOV 680 Comparative Politics (3)

M.A. in National Security Studies with a concentration in Middle East Politics

The Middle East Politics concentration examines the political, historical, cultural, and religious issues associated with this significant area of the world. Courses center around critical elements of Middle East history in conjunction with current trends.

Select (12 credits) from the list below:

GOV 612 History and Politics of Israel (3)

GOV 626 Religion & Global Politics (3)

GOV 629 Israel's Foreign Policy (3)

GOV 652 U.S. Foreign Policy in the Middle East (3)

GOV 653 Middle East Politics (3)

GOV 672 Islamic Political Thought (3)

GOV 673 Democracy and Development (3)

Master of Public Administration (MPA) Degree

MPA Program (36 hours)

(Program delivered entirely online or a combination of online and on campus.)

The Master of Public Administration degree (MPA) provides a high-quality Christian worldview degree program for pre-service and mid-career professionals in government and nonprofit organizations. This program is offered both on-line and in blended formats. The MPA explicitly incorporates the principles of servant leadership enhancing student character and competency. Students will explore and practice servanthood (promoting the best long-term interests of the key stakeholders) and stewardship (managing human, financial and information resources with excellence). The program will integrate three key elements, best-practice public administration analysis from domestic and international sources, incorporation of selected case studies, and the key integration of service-learning opportunities. The MPA consists of a 36-credit hour program with four 9 credit concentrations: Emergency Management and Homeland Security, General Public Administration, Nonprofit & Faith-Based Organizations, and Public Leadership & Management. In addition, MPA students may earn certificates in the following areas:

- International Relations
- Middle East Politics
- Religion and Politics

Co-requisites

GOV 501 Graduate Foundations for Government **or** UNIV LIB Information Research & Resources (0), as required upon admission

MPA Required Core Courses

GOV 603 Research Methods (3)

GOV 604 Christian Foundations of Government (3)

GOV 623 Public Policy Initiatives (3)

GOV 630 Public Human Resources Management (3)

GOV 634 Public Budgeting and Taxation Policy (3)

GOV 668 Leadership and Administrative Ethics

GOV 670 Principles of Public Administration (3)

GOV 671 Organizational Theory (3)

TOTAL CORE CREDITS (24)

Either GOV 695 Internship or elective (3)

ACADEMIC CONCENTRATION (9)

MPA TOTAL CREDITS (36)

ACADEMIC CONCENTRATION COURSES

Formally admitted and matriculated students must select an academic concentration from the four options listed below. To earn a second concentration requires 9 discrete credits not already covered in the first concentration.

MPA with a concentration in Emergency Management & Homeland Security

The Emergency Management/Homeland Security concentration provides students with the knowledge, skills and abilities for successful careers in government, nonprofit and private companies. The emergency management and homeland security area is one of the fastest-growing employment fields. Students must complete the three courses from the list below.

GOV 608 Public Information Systems Management (3)

GOV 609 Critical Infrastructure Protection and Resilience (3)

GOV 678 Crisis & Disaster Consequence Management (3)

MPA with a concentration in General Public Administration

Students may develop, in consultation with their advisor, an individualized concentration from existing RSG courses and approved electives from other Regent graduate programs. Student selects three courses in conjunction with their advisor (existing concentration courses plus electives from other Regent graduate programs).

MPA with a concentration in Non-profit & Faith-Based Organizations

The Nonprofit & Faith-Based Organizations concentration prepares students for leadership positions in faith based and secular nonprofit organizations, the fastest-growing labor force sector. Students will gain essential knowledge and experience in developing and managing nonprofits using servant leadership and best practice methods.

GOV 693 Managing Nonprofit & Faith-Based Organizations (3)

GOV 694 Nonprofit and Faith-Based Organizations Fundraising Development (3)

GOV 696 Nonprofit Start-Up (3)

MPA with a concentration in Public Leadership & Management

The Public Leadership & Management concentration provides students with a comprehensive set of courses to enhance leadership skills and abilities from a servant leader perspective. Students will enhance the key character and leadership competencies for long-term success.

3 courses (9 credits) from the list below:

GOV 608 Public Information Systems Management (3)

GOV 621 Public Program Evaluation (3)

GOV 667 Local Government Administration (3)

GOV 669 Public Management (3)

GOV 681 Intergovernmental Relations (3)

Doctor of Philosophy (Ph.D.)

Ph.D. in Government

(Program delivered online with a residency requirement. Students may take courses on campus with Dean's permission)

The degree of Doctor of Philosophy at Regent University is awarded in recognition of high attainment in a special field of knowledge. Ph.D. students must pass the qualifying examination for the Ph.D. degree and present an acceptable dissertation within the field of government which presents the results of independent research which advances the study of government. The degree program's emphasis is on preparation for competent professional and scholarly careers. The Ph.D. in Government program enables students to conduct basic or 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 program is designed to be completed online with annual residency periods. With the Dean's permission, students may take cross listed courses already offered on campus in person.

The doctoral program in government is designed to prepare a select number of students to be thought leaders in the practice and study of government. The goal of the program is to develop policy-oriented scholars who are able to integrate a Christian worldview with their chosen areas of expertise. A primary goal of the program is to prepare graduates to become Christian leaders who will contribute to the community of scholars and practitioners of government from grand strategy and international development to policy analysis and advocacy.

Requirements for Ph.D. in Government

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

1. **Credit Requirements**
   The Ph.D. requires 67 credits consisting of 51 credits of coursework, 1 credit hour for comprehensive exams, and a minimum of 15 prospectus and dissertation credits. With approval from the Ph.D. Program Chair, students may transfer in up to 21 credit hours from other institutions. Credits earned with a grade of B or higher in pursuit of a Master of Arts degree at the Robertson School of Government may be counted toward Ph.D. progress. Students admitted without a Masters in Government will be conferred an MA in Government upon completion of the requirements for an MA in Government.

2. **Annual Residency**
   Students will spend brief summer sessions in residence at Regent University's Virginia Beach campus. These sessions will consist of a one-week introduction and orientation residency in the Summer preceding a student's first Fall in the program and residencies in subsequent Summers until he or she has successfully defended a dissertation prospectus.

3. **Core Courses—24 Credits**
   GOV 700: Introduction to Doctoral Studies in Government
   GOV 704: Christian Foundations of Government
   GOV 703: Research Methods
   GOV 724: Advanced Research Methods
   GOV 714: American Politics
   GOV 725: International Relations Theory
   GOV 780: Comparative Politics
   GOV 723: Public Policy Initiatives

4. **Major / Minor Concentration Requirements—15 / 9 credits**
   Students will complete a minimum of 15 credits within a major concentration and 9 credits within a minor concentration. Students must select two different concentrations and may not pursue the same concentration as both a major and minor concentration.

   American Politics
   Required Courses (9 credits):

   GOV 735 Presidency
   GOV 736 Congress
   GOV 758 American Political Traditions
   Select 2 courses (6 credits) from the list below (Major only):
   GOV 719 Constitutional Law & Policy I
   GOV 734 Public Budgeting and Taxation Policy

GOV 737 Religion, Politics, and Law in America
GOV 763 Political Parties and Institutions
GOV 777 Terrorism and Homeland Defense
GOV 789 US Foreign Policy

Comparative Politics
Required Courses (9 credits):
GOV 726 Religion and Global Politics
GOV 773 Democracy and Democratic Development
GOV 763 Political Parties & Institutions
Select 2 courses (6 credits from the list below (Major only):
GOV 712 History and Politics of Israel
GOV 744 Politics of South and Southeast Asia
GOV 753 Middle East Politics
GOV 772 Islamic Political Thought
GOV 776 Politics of East Asia

International Relations
Required Courses (9 credits)
GOV 738 International Organizations
GOV 774 International Political Economy
GOV 732 International Security
Select 2 courses (6 credits) from the list below (Major only):
GOV 701 International Relations and Cyber Politics
GOV 705 Christian Ethics and the Law of Armed Conflict
GOV 726 Religion & Global Politics
GOV 727 Conflict & Conflict Resolution
GOV 741 Grand Strategy and Military Operations
GOV 742 Maritime Security
GOV 745 US-China Relations
GOV 752 US Foreign Policy in the Middle East
GOV 789 US Foreign Policy

Policy Analysis
Required Courses (9 credits):
GOV 721 Public Program Evaluation
GOV 734 Public Budgeting and Taxation Policy
GOV 774 International Political Economy
Select 2 courses (6 credits) from the list below (Major only):
GOV 709 Critical Infrastructure Protection and Resilience
GOV 762 Cybersecurity Policy & Affairs
GOV 768 Leadership & Administrative Ethics

5. **Electives**
   Students will complete an additional 3 credits of electives from among RSG course offerings. Relevant coursework outside of RSG may be considered by petition.
6. **Comprehensive Exams**
   All Ph.D. students must pass a written candidacy examination for their major and minor concentrations. Students who pass the written candidacy examination must then pass a combined oral candidacy examination. The Ph.D. candidacy examination may only be scheduled once students have completed all core and methodology requirements. Students should plan to sit for the exam following the last semester in which regular course work is taken. Ph.D. examinations are scheduled twice a year and must normally be taken in person. Ph.D. students failing the written examination on the first attempt may retake the written exam only once, no earlier than the following semester.
7. **Dissertation**
   A candidate for the Ph.D. degree must present an acceptable dissertation. The dissertation demonstrates that the candidate has technical competence in the discipline and has done novel research of an independent

character. It must add to or modify what was previously known or present a significant interpretation of the subject based upon original investigation and research. Doctoral students are required to complete a minimum of 3 credits of GOV 890 Dissertation Prospectus Preparation and nine credit hours of GOV 891-894 Dissertation Research. New doctoral candidates will begin GOV 890 the term immediately following successful comprehensive exams. Once a prospectus is accepted by a candidate's dissertation committee, candidates will typically spend at least three subsequent semesters of dissertation work prior to scheduling a defense. Under extraordinary circumstances and with consent of a candidate's dissertation chair, this timeline may be accelerated. An oral defense of the dissertation will be scheduled after a draft is approved by the committee.

8. **Grade requirements and Time Limit**
   Graduate students whose grade point averages fall below 3.00 (B) will be placed on a probationary status. After two consecutive semesters below this average or the accumulation of two grades of "C" or below, the director will take under consideration, in consultation with faculty, termination of the student's program. The doctoral program must be completed within seven years of entry into Ph.D. course work.

Design of the Program

The program emphasizes each student's academic, professional and spiritual growth. It is devoted to both basic 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 international development, international relations, security studies, and policy advocacy. 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 approaches. Coursework and research activities are tailored to the expressed interests and goals of the individual student.

Students may arrange independent studies with faculty members based on the faculty strengths and the student needs. Each student's program of study is developed in conjunction with and guided by an individually assigned doctoral 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 broad field of government and topics for research must be original.

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:

5. Successful completion of all coursework.
6. Successful completion of both portions of the comprehensive examinations;
7. Meeting the residency requirement;
8. Attending or presenting at an academic conference or colloquium.

Residency

Residency is a necessary component to building academic fellowship and camaraderie among a community of scholars. Each academic year prior to admission to candidacy, doctoral students are required to take at least one class that is offered for residency. Residencies are typically offered in May on the Virginia Beach campus. All doctoral students must attend a 3-credit hour on-campus course, GOV 700 Introduction to Doctoral Studies in Government, scheduled in the Summer immediately preceding the student's first semester of study. This course is a daily reading/lecture/writing course in the field of government. The course is also designed to orient students to the doctoral program, the School's faculty, and doctoral-level study in government.

Each summer following a student's initial orientation residency and until receiving approval for a prospectus, students will complete a summer residency in May. Schedules for these residencies will be published in the Fall semester preceding the residencies to allow for adequate time to arrange for attendance.

CERTIFICATE COURSES

Students not seeking the full M.A. in Government, MPA or MA in National Security Studies degree programs may complete and separately earn one graduate certificate for the purpose of enhancing knowledge and job competencies. The

Robertson School of Government offers a variety of certificates consisting of 12 credit hours of designated classes. Students can later apply for admission to the respective degree programs and transfer all 12 credits upon formal admission. All certificate students must take the UNIV LIB Information Research & Resources (0) co-requisite during their first semester of matriculation.

AMERICAN GOVERNMENT

The American Government certificate prepares students wishing to work in think tanks, in the legislature or in government agencies on the local, state and federal levels. Students are equipped to analyze US government plans and policies from a legal, political, economic and security angle. They also acquire an understanding of the sociocultural, legal and historic basis of policymaking.

Select 4 courses (12 credits) from the list below:

GOV 619 Constitutional Law & Policy I (3)

GOV 632 International Security (3)

GOV 634 Public Budgeting and Taxation Policy (3)

GOV 635 Presidency (3)

GOV 636 Congress (3)

GOV 660 Intelligence & National Security (3)

GOV 670 Principles of Public Administration (3)

GOV 671 Organizational Theory (3)

GOV 677 Terrorism and Homeland Defense (3)

GOV 678 Crisis & Disaster Consequence Management (3)

GOV 689 US Foreign Policy (3)

CYBERSECURITY POLICY

The Cybersecurity Policy certificate focuses on the latest trends in cybersecurity policy making, including economic threats to corporate and national institutions as well as the legal and policy frontiers from traditional cyber-defense (e.g. Defense Department) to social media, communications, and infrastructure.

Select 4 courses (12 credits) from the list below:

GOV 601 International Relations and Cyber Politics (3)

GOV 606 Social, Political and Theological Implications of Technology (3)

GOV 608 Public Information Systems Management (3)

GOV 609 Critical Infrastructure Protection and Resilience (3)

GOV 662 Cybersecurity Policy & Affairs (3)

COM 614 Issues in Media Law & Ethics (3)

CYBR 610 Cybersecurity Ethics (3)

MBA 621 Innovation & Technological Success (3)

INTERNATIONAL RELATIONS

The International Relations certificate prepares students wishing to work in international organizations, think tanks and federal agencies which have a significant international component to their work. Coursework exposes students to the major paradigms and debates within the field of international relations theory and allows them to apply their knowledge

through analysis of key developments – including the role of religion, area studies of specific regions, and analysis of US policy in the international arena.

Select 4 courses (12 credits) from the list below:

GOV 601 International Relations and Cyber Politics (3)

GOV 605 Christian Ethics and the Law of Armed Conflict (3)

GOV 625 International Relations Theory (3)

GOV 645 US-China Relations (3)

GOV 653 Middle East Politics (3)

GOV 674 International Political Economy (3)

GOV 676 Politics of East Asia (3)

GOV 689 US Foreign Policy (3)

LAW AND PUBLIC POLICY

The Law and Public Policy certificate provides an in-depth analysis of Congress, which makes laws, and the judiciary, which interprets them.

Select 4 courses (12 credits) from the list below:

GOV 619 Constitutional Law & Policy I (3)

GOV 620 Constitutional Law & Policy II (3)

GOV 628 The Law & Governance of Higher Education (3)

GOV 631 Negotiations (3)

GOV 640 National Security Law (3)

GOV 654 International Trafficking in Persons (3)

MIDDLE EAST POLITICS

The Middle East Politics certificate will examine the political, historical, cultural, and religious issues associated with this significant area of the world.

Select 4 courses (12 credits) from the list below:

GOV 612 History and Politics of Israel (3)

GOV 625 International Relations Theory (3)

GOV 626 Religion and Global Politics (3)

GOV 629 Israel's Foreign Policy (3)

GOV 652 U.S. Foreign Policy in the Middle East (3)

GOV 653 Middle East Politics (3)

GOV 672 Islamic Political Thought (3)

GOV 689 US Foreign Policy (3)

NATIONAL SECURITY STUDIES

This interdisciplinary certificate provides students with a historical and contemporary grounding in US National Security issues and concepts, as well as helping them to understand and forecast future issues which may emerge.

Required Courses (6 credits)

GOV 632 International Security (3)

GOV 689 US Foreign Policy (3)

Select 2 courses (6 credits) from the list below:

GOV 609 Critical Infrastructure Protection and Resilience (3)

GOV 640 National Security Law (3)

GOV 645 US-China Relations (3)

GOV 662 Cybersecurity Policy & Affairs (3)

GOV 677 Terrorism and Homeland Defense (3)

GOV 678 Crisis & Disaster Consequence Management (3)

POLITICAL CAMPAIGN STRATEGIES & MANAGEMENT

The academic certificate in Political Campaign Strategies & Management is an interdisciplinary certificate that prepares individuals wishing to manage election campaigns.

Required Courses (6 credits)

GOV 664 Political Communication (3)

GOV 665 Political Campaign Strategies & Management (3)

Select 2 courses (6 credits) from the list below:

GOV 541 Advertising & Promotion (3)

GOV 544 Viral Marketing

GOV 547 Social Media & Internet Marketing (3)

GOV 548 Public Relations: Cases & Campaigns (3)

GOV 549 Crisis Communication & Organizational Image (3)

GOV 694 Nonprofit and Faith-Based Organizations Fundraising Development (3)

PUBLIC ADMINISTRATION

The Public Administration certificate focuses on developing the essential character and managerial competencies for successfully managing today's public and nonprofit organizations.

Select 4 courses (12 credits) from the list below:

GOV 630 Public Human Resources Management (3)

GOV 634 Public Budgeting and Taxation Policy (3)

GOV 670 Principles of Public Administration (3)

GOV 671 Organizational Theory (3)

GOV 693 Managing Nonprofit & Faith-Based Organizations (3)

GOV 694 Nonprofit and Faith-Based Organizations Fundraising Development (3)

GOV 696 Nonprofit Start-Up (3)

TERRORISM AND HOMELAND DEFENSE

The Terrorism and Homeland Defense certificate is of interest to military personnel, intelligence officials, homeland security experts and state and local law enforcement agencies and government personnel. Coursework focuses on key threats and security issues emerging today with a focus on planning, prevention and response.

Select 4 courses (12 credits) from the list below:

GOV 605 Christian Ethics and the Law of Armed Conflict (3)

GOV 609 Critical Infrastructure Protection and Resilience (3)

GOV 625 International Relations Theory (3)

GOV 632 International Security (3)

GOV 653 Middle East Politics (3)

GOV 660 Intelligence & National Security (3)

GOV 672 Islamic Political Thought (3)

GOV 677 Terrorism and Homeland Defense (3)

GOV 678 Crisis & Disaster Consequence Management (3)

GOV 689 US Foreign Policy (3)

Course Descriptions

GOV 501 Graduate Foundations for Government (2) Provides the knowledge, resources, and essential skills needed for success at the graduate level. Topics include academic writing, online learning, information literacy, and advising and support services for Government.

GOV 541 Advertising & Promotion (3) Marketing activities that stimulate consumer purchasing including fundamental advertising principles while examining the role advertising and promotion plays in marketing by approaching the subject from the advertiser's perspective. Cross-listed with MKTG 631.

GOV 544 Viral Marketing (3) Emerging marketing techniques that use pre-existing social networks to produce increases in brand awareness or to achieve other marketing objectives (such as product sales) through self-replicating viral processes. Cross-listed with MKTG 634.

GOV 547 Social Media & Internet Marketing (3) Current internet, social media, and mobile media marketing theories, strategies, tools and practices. Includes study of communication methods used by professionals in journalism, film television, advertising, public relations, and related professions to brand, promote, and distribute products and services. Web-based production lab included. Cross-listed with COM 607, JRN 607 and COM 717.

GOV 548 Public Relations: Cases & Campaigns (3) Public communication campaigns, strategies and practices, including the management of public opinion and the creation of corporate image. National and international cases in politics, health, sports, environment and religion are examined. Applied lab included. Cross-listed with COM 651 & COM 751.

GOV 549 Crisis Communication & Organizational Image (3) Professional strategies and practices for developing, maintaining and restoring an organization's image. Emphasis on crisis communication planning and response, including knowledge of how the interactive digital media environment fosters and intensifies organizational crises, creates ethical challenges, and provides innovative response opportunities. Applied lab include. Cross-listed with COM 652.

GOV 597 Directed Project (3) Students will participate in a practical development project or related opportunity, in conjunction with faculty and partner organizations, consistent with their eventual career goals and the mission of the international development degree and RSG. Prerequisite: Complete Core Curriculum (18 credits).

GOV 601 International Relations and Cyber Politics (3) Considers applicability of traditional IR theory paradigms to description and analysis of cyber conflict and cyber international relations. Considers issues of political economy associated with globalization and cryptocurrencies. Introduces cyberspace actors and institutions and prospects for global conflict and conflict resolution. Cross-listed with GOV 701

GOV 603 Research Methods (3) Qualitative and quantitative reasoning, the basic principles of the philosophy of science, and positivist and reflexivist approaches to knowledge creation. Cross-listed with GOV 703

GOV 604 Christian Foundations of Government (3) Offers a biblical perspective of the religious, philosophical, and cultural foundations of Western civilization. Cross-listed with GOV 704

GOV 605 Christian Ethics and the Law of Armed Conflict (3) Considers the nature of war and peace, including thought and practice from philosophical and religious viewpoints, with particular reference to the Christian tradition (e.g. just war theory) and the formal law of armed conflict. Cross-listed with LAW 560 and GOV 705

GOV 606 Social, Political and Theological Implications of Technology (3) Introduces key debates in philosophy of technology, considers impacts of new technological developments from political, philosophical, theological, psychological and sociological perspectives. Considers transhumanism, Big Data and implications of autonomy and surveillance for democracy.

GOV 608 Public Information Systems Management (3) The application of information systems concepts and tools to challenges and opportunities in the public sector focusing on information system trends; managerial use of information systems; hardware, software, and telecommunications; systems development processes and practices; strategic and policy issues in IS, and ethical and moral issues surrounding information system management.

GOV 609 Critical Infrastructure Protection and Resilience (3) Addresses the all hazard approach to critical infrastructure protection with a specific focus on cybersecurity and the use of cyber/IT tools in progressing concepts of risk management, mitigation, preparation, and response and recovery efforts. Includes current National Infrastructure Protection Plan Critical Infrastructure/ Key Resource Sector Specific Plans and the use of the Incident Command System

in all hazard emergency management disaster response as per the current National Response Framework. Cross-listed with GOV 709

GOV 611 Zionism and Jewish Political Thought (3) Explores the history and intellectual development of Jewish political thought from antiquity to the present. Analyzes Zionist political thought, to include religious Zionism, secular strands of Zionism, and Christian Zionism.

GOV 612 History and Politics of Israel (3) An analysis of the nature and development of the Israeli political system, including historical background, Zionism, elections and the institutions of government, constitutional issues, and religion and politics. The relationship between domestic politics and foreign policy will also be explored as well as the regional and global context in which Israel exists. Cross-listed with GOV 712

GOV 614 American Politics (3) Foundational seminar for graduate work in American politics. Introduces behavioral, reflexivist and institutional approaches to study of key concepts in American politics – including the presidency, Congress, voting and the judiciary. Cross-listed with GOV 714

GOV 618 Contracts (3) Common law of contracts, and the principles controlling the formation, performance and termination of contracts (offer, acceptance, consideration, conditions, material breach, damages, third party beneficiaries, assignment, statute of frauds and statutory variances from the common law). Cross-listed with MLAW 521 and EHEA 506.

GOV 619 Constitutional Law & Policy I (3) Examines the history of the Constitution, the structure, power and limitations of each of the 3 branches of the federal government, the power and rights of the states, and the authority of local governments (counties and cities). Cross-listed with MLAW 619 and GOV 719.

GOV 620 Constitutional Law & Policy II (3) Considers the Bill of Rights (including the delicate relationship between church & state, freedom of speech and freedom of worship), the rights of liberty, equal protection and due process arising from the 14th Amendment, and the subsequent rise and effects of judicial policy-making (including the "right to privacy," the "right to intimate sexual choice," and the "right to die"). Cross-listed with EHEA 508, and MLAW 620.

GOV 621 Public Program Evaluation (3) Provides conceptual and methodological tools to analysts charged with assessing and evaluating program implementation effectiveness. Develop an understanding of different analytic strategies for assessing if a program is being executed as designed and is reasonably connected to its articulated goals. Focuses on formative and summative evaluations. Cross-listed with GOV 721.

GOV 623 Public Policy Initiatives (3) Provides comprehensive overview of the public policy process and policy analysis. Examines contexts and actors of public policy, the principles and techniques for analyzing policy alternatives, and the methods for evaluating the effectiveness of governmental policy initiatives. Cross-listed with GOV 723.

GOV 624 Advanced Research Methods (3) Builds on fundamental research methods. Advanced approaches to qualitative and quantitative methods, introductory formal modeling. Prerequisite: GOV 603/GOV 703 Research Methods. Cross-listed with GOV 724.

GOV 625 International Relations Theory (3) Foundational seminar for graduate work in International Relations and International Security. Identifies and explains key methodological and theoretical approaches to the study of international relations theory, applies these methods and theories to specific practical aspects of international relations, and analyzes various IR theories and perspectives in light of a Christian world view. Cross-listed with GOV 725.

GOV 626 Religion & Global Politics (3) Covers basic aspects of religion and international politics, including religion's relationship to state power, international religious freedom, inter-state and intra-state religious conflict, and religion's relationship to international human rights and economic development. There are also strong connections with relevant scriptural principles. Cross-listed with GOV 726.

GOV 627 Conflict and Conflict Resolution (3) Evaluates theories about the causes of armed conflict and sustainable peace, both intra- and inter-state, with a focus on specific cases over the past one hundred years. Applies the literature on diplomacy, conflict resolution, track 2 diplomacy and peacebuilding, and transitional justice to real-world cases. Cross-listed with GOV 727.

GOV 628 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. Cross-listed with EHEA 503 and 803.

GOV 629 Israel's Foreign Policy (3) Explores Israel's foreign policy from the pre-state fight for recognition to the present. Includes a focus on regional diplomacy, Israel's global diplomatic efforts beyond the Middle East, the U.S. Israel relationship, and the complex role of the United Nations.

GOV 630 Public Human Resources Management (3) The history, evolution and modern-day dynamics, policy and issues within human resource management, discussing examples from all three levels of government.

GOV 631 Negotiations (3) Develop legal 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. Cross-listed with MLAW 655.

GOV 632 International Security (3) This course offers a comprehensive overview of the study of international conflict and security. The goal is to provide students with a solid theoretical and conceptual foundation for understanding the causes, nature, and consequences of key developments in international conflict and cooperation. Cross-listed with GOV 732.

GOV 634 Public Budgeting and Taxation Policy (3) Understanding the development of successful fiscal policy initiatives, the technical material and the political processes involved in making tax and spending policy to interact effectively with other professionals in the development, prosecution and ultimate attainment of a public policy objective. Cross-listed with GOV 734.

GOV 635 Presidency (3) Concepts and methodologies; the institution of the presidency including role of elections, ideology and party politics; methods for measuring success of presidential initiatives; executive power and relationship to legislative and judicial branches; relations with the media, with NGO's, lobbies and international actors and organizations. Cross-listed with GOV 735.

GOV 636 Congress (3) Methodologies and concepts for the study of legislative politics; historical and contemporary legislative policymaking process, as well as relations with the executive and judicial branches, the role of lobbies and special interests and contemporary issues including polarization, the drawing of congressional districts and the role of ideology in Congress. Cross-listed with GOV 736.

GOV 637 Religion, Politics, and Law in America (3) This course explores how Christians in America engaged in politics and law from the early colonies to the present day. A central theme is how colonies, states, and the nation have approached religious liberty and church-state relations. Cross-listed with GOV 737.

GOV 638 International Organizations (3) Evaluates rationale for and contributions of major government and non-government international organizations, with a focus on international legal covenants, transnational and regional governance, international economic and development organizations, multinational corporations and the international faith-based-non-profit sector. Cross-listed with GOV 738.

GOV 640 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 the 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. Cross-listed with MLAW 640.

GOV 641 Grand Strategy and Military Operations (3) Provides the theoretical and conceptual tools required to understand the grand strategy assumptions underlying Western national security policies since the advent of Clausewitz and Jomini with a focus on the application of grand strategy to military operations across the elements of national power (diplomatic, information, military, economics) and among U.S. and allied forces since World War I. Cross-listed with GOV 741.

GOV 642 Maritime Security (3) Develops an understanding of how national security experts consider key maritime security issues and their trade-offs with other national security priorities as well as how the elements of national power (diplomatic, information, military, economics) are related to U.S. objectives in dealing with threats and vulnerabilities in the maritime sector. Cross-listed with GOV 742.

GOV 644 Politics of South and Southeast Asia (3) Surveys the history, politics, culture and geopolitical trends of South and Southeast Asia, with an eye toward the role these regions and countries play in the international relations of the Indo-Pacific region. Cross-listed with GOV 744

GOV 645 US-China Relations (3) Analyzes United States-China relations in the 21st century, surveyed themes include: power shifts, gray zone competition, human rights, and ethics in geopolitical competition. Cross-listed with GOV 745.

GOV 646, 647, 648 Special Topics in Government and Politics (3) Analysis of a current governmental and political topic. Enrollment limited. Cross-listed with GOV 746, 747, and 748.

GOV 652 U.S. Foreign Policy in the Middle East (3) Analyzes the past and present foreign policy of U.S. in relation to the greater Middle East, with a focus on the post-war era. Cold War politics, the evolving relationship with Israel and various other governments, religionized politics, and related global trends such as terrorism and oil economics. Cross-listed with GOV 752.

GOV 653 Middle East Politics (3) Political change and ideological trends in the Middle East after WWII. Explores the politics of state and nation building, the legacies of colonialism, the impact of nationalism, the development of civil society, the complications of oil wealth, the challenges of democracy, and the place of political Islam. Cross-listed with GOV 753.

GOV 654 International Trafficking in Persons (3) Overview of the global problem of trafficking in persons for purposes of sexual exploitation and forced labor. The course examines the issue of trafficking from several perspectives: (i) the various international conventions that prohibit trafficking in persons; (ii) regional examples of trafficking and factors that contribute to it such as civil unrest and governmental corruption; and (iii) the United States legislative and foreign policy response to trafficking in persons. This course will focus on trafficking in persons as a human rights violation and the treatment of trafficked persons as a victim of a crime. Cross-listed with LAW 735**.** Law Student Prerequisites: Completion of first year. Recommended: LAW 683, 684, and 784.

GOV 658 American Political Traditions (3) Examination of philosophical, historical and religious roots of the American political tradition. Explores the roots of constitutional government, Judeo-Christian contributions to American political thought, and the development of and contestation over contemporary ideologies such as liberalism, conservatism and progressivism. Cross-listed with GOV 758.

GOV 660 Intelligence & National Security (3) Explores the role of the various U.S. intelligence agencies in assessing foreign and domestic terror threats, developing effective counterterrorism strategies, and thwarting terrorist aggression. Topics include intelligence collection and analysis, domestic vs. foreign intelligence, uses and limits of intelligence for counterterrorism, ethical issues in intelligence, and intelligence oversight and reform.

GOV 662 Cybersecurity Policy & Affairs (3) Introduces basic concepts and vocabulary for pursuing additional training in cybersecurity policy and affairs. Examines issues such as: how does encryption work? What is code? What is a blockchain and what is critical infrastructure? Also, suitable for students not wishing to pursue a concentration or certificate but wishing to acquire familiarity with these issues. Cross-listed with GOV 762.

GOV 663 Political Parties and Institutions (3) Overview of development and role of political parties within political institutions, from an American and international perspective. Cross-listed with GOV 763.

GOV 664 Political Communication (3) Focuses upon the development of an overall campaign communication strategy by creating effective messages. Explores methods of message delivery, the impact of communications, the role of the communications director, and effective relationships with the press and media. Upon completion of the course the student will become well acquainted with campaign communication strategies and techniques. Cross-listed with COM 664.

GOV 665 Political Campaign Strategies & Management (3) Teaches students how to manage a campaign staff, identify and activate a base of supporters, plan rallies and events, conduct grassroots organizing, calculate votes needed, and generate funding for the campaign.

GOV 667 Local Government Administration (3) Addresses the work of local government managers and leaders in promoting ethical, effective, efficient and accountable government for cities, counties and local and regional authorities.

GOV 668 Leadership & Administrative Ethics (3) A detailed analysis of moral and ethical reasoning from a Christian world view perspective entailing deontological, teleological and character virtue perspectives. Cross-listed with GOV 768.

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) An in-depth analysis 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 based upon classics in the field.

GOV 671 Organizational Theory (3) Focuses on theories of organizational structure, dynamics, culture, leadership, motivation, goals and effectiveness, policy decision-making, and pertinent management issues with public organizations.

GOV 672 Islamic Political Thought (3) Presents the most influential threads of political thought and philosophy in the Islamic world from Muhammad and the Caliphate through modern Islamism. Topics examined include: The classical Caliphate, early modern Islamic empires, Sunni, Shia and Sufi conceptions of politics, Islamic revivalism and Islamism, Islamic finance, and religious freedom in Islam. Cross-listed with GOV 772.

GOV 673 Democracy and Development (3) Analyzes the nature and character of democracy and democratic institutions, compares theoretical approaches to democratization and political development, and analyzes practical case studies. Cross-listed with GOV 773.

GOV 674 International Political Economy (3) A multi-disciplinary study of international and multinational social, political, and economic problems from a Comparative and international perspective. Cross-listed with GOV 774.

GOV 676 Politics of East Asia (3) Deals with Asia's wars and peace in the 20th century, and the dynamic political, economic, and religious developments in the 21st century. It will also discuss the division and desire for unification of Korea, and China's rise as a regional and global power. Includes an analysis of ASEAN's goal to move from economic cooperation to political integration and regional security, and the consideration of the role of APEC and Asia's future relations with The United States and European Union. Cross-listed with GOV 776.

GOV 677 Terrorism and Homeland Defense (3) Broadens individual understanding of the ever-changing nature of international terrorism and its consequences on American society at large. It covers the present-day US domestic and external responses to terrorism and focus on the rise of the US Homeland Security Agency. Also, there is a focus on trends in modern terrorism, especially the proliferation of WMD and what the US can do (or is doing) to counter such trends. Cross-listed with GOV 777.

GOV 678 Crisis & Disaster Consequence Management (3) Policies and procedures to mitigate, prevent and respond to disaster, the literature of risk, regimes for safety and risk reduction, the ethics of care and compassion, and mechanisms for measuring threat and recovery.

GOV 680 Comparative Politics (3) Presents an introduction to the systematic study of comparative politics. Examines political systems, processes in historical and current contexts in order to understand how they differ and why. Cross-listed with GOV 780

GOV 681 Intergovernmental Relations (3) Relationships among national, state and local governments, the theory of federalism, intergovernmental cooperation and conflict, municipal and state collaboration, regional relationships and unfunded mandates.

GOV 689 US Foreign Policy (3) Historical development of US foreign policy principles; actors involved in creation of foreign policy, role of interest groups and special interests; economic aspects of US foreign policy and the role of ideology and religion; considers America's role in the world today. Cross-listed with GOV 789.

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. Cross-listed with GOV 790, 791, and 792.

GOV 693 Managing Nonprofit & Faith-Based Organizations (3) From a strategic management perspective, explore principles and practices of management and administration as they apply to nonprofit 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.

GOV 694 Nonprofit and Faith-Based Organizations 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.

GOV 695 Internship (1-3) 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 696 Nonprofit Start-Up (3) An in-depth and applied study of the principles and practices of starting a nonprofit organization or program through the development of a feasibility study and business plan.

GOV 700 Introduction to Doctoral Studies in Government (3) Overview of the historical roots, methodological grounding and trends in the field with attention to its specialized vocabulary, important writers and works, and significant scholarly journals. Preparation for academic and policy writing and presenting, including preparation of academic books and journal articles as well as policy proposals and white papers.

GOV 701 International Relations and Cyber Politics (3) Considers applicability of traditional IR theory paradigms to description and analysis of cyber conflict and cyber international relations. Considers issues of political economy associated with globalization and cryptocurrencies. Introduces cyberspace actors and institutions and prospects for global conflict and conflict resolution. Cross-listed with GOV 601.

GOV 703 Research Methods (3) Qualitative and quantitative reasoning, the basic principles of the philosophy of science, and positivist and reflexivist approaches to knowledge creation. Cross listed with GOV 603

GOV 704 Christian Foundations of Government (3) Offers a biblical perspective of the religious, philosophical, and cultural foundations of Western civilization. Cross-listed with GOV 604

GOV 705 Christian Ethics and the Law of Armed Conflict (3) Considers the nature of war and peace, including thought and practice from philosophical and religious viewpoints, with particular reference to the Christian tradition (e.g. just war theory) and the formal law of armed conflict. Cross-listed with LAW 560 and GOV 605

GOV 709 Critical Infrastructure Protection and Resilience (3) Addresses the all hazard approach to critical infrastructure protection with a specific focus on cybersecurity and the use of cyber/IT tools in progressing concepts of risk management, mitigation, preparation, and response and recovery efforts. Includes current National Infrastructure Protection Plan Critical Infrastructure/ Key Resource Sector Specific Plans and the use of the Incident Command System in all hazard emergency management disaster response as per the current National Response Framework. Cross-listed with GOV 609.

GOV 724 Advanced Research Methods (3) Builds on fundamental research methods. Advanced approaches to qualitative and quantitative methods, introductory formal modeling. Prerequisite: GOV 603/GOV 703 Research Methods. Cross-listed with GOV 624

GOV 712 History and Politics of Israel (3) An analysis of the nature and development of the Israeli political system, including historical background, Zionism, elections and the institutions of government, constitutional issues, and religion and politics. The relationship between domestic politics and foreign policy will also be explored as well as the regional and global context in which Israel exists. Cross-listed with GOV 612.

GOV 714 American Politics (3) Foundational seminar for graduate work in American politics. Introduces behavioral, reflexivist and institutional approaches to study of key concepts in American politics – including the presidency, Congress, voting and the judiciary. Cross-listed with GOV 614.

GOV 719 Constitutional Law & Policy I (3) Examines the history of the Constitution, the structure, power and limitations of each of the 3 branches of the federal government, the power and rights of the states, and the authority of local governments (counties and cities). Cross-listed with MLAW 619 and GOV 619.

GOV 721 Public Program Evaluation (3): Provides conceptual and methodological tools to analysts charged with assessing and evaluating program implementation effectiveness. Develop an understanding of different analytic strategies for assessing if a program is being executed as designed and is reasonably connected to its articulated goals. Focuses on formative and summative evaluations. Cross-listed with GOV 621

GOV 723 Public Policy Initiatives (3) Provides comprehensive overview of the public policy process and policy analysis. Examines contexts and actors of public policy, the principles and techniques for analyzing policy alternatives, and the methods for evaluating the effectiveness of governmental policy initiatives. Cross-listed with GOV 623.

GOV 725 International Relations Theory (3) Foundational seminar for graduate work in International Relations and International Security. Identifies and explains key methodological and theoretical approaches to the study of international relations theory, applies these methods and theories to specific practical aspects of international relations, and analyzes various IR theories and perspectives in light of a Christian world view. Cross-listed with GOV 625.

GOV 726 Religion & Global Politics (3) Covers basic aspects of religion and international politics, including religion's relationship to state power, international religious freedom, inter-state and intra-state religious conflict, and religion's relationship to international human rights and economic development. There are also strong connections with relevant scriptural principles. Cross-listed with GOV 626.

GOV 727 Conflict and Conflict Resolution (3) Evaluates theories about the causes of armed conflict and sustainable peace, both intra- and inter-state, with a focus on specific cases over the past one hundred years. Applies the literature on diplomacy, conflict resolution, track 2 diplomacy and peacebuilding, and transitional justice to real-world cases. Cross-listed with GOV 627.

GOV 732 International Security (3) This course offers a comprehensive overview of the study of international conflict and security. The goal is to provide students with a solid theoretical and conceptual foundation for understanding the causes, nature, and consequences of key developments in international conflict and cooperation. Cross-listed with GOV 632.

GOV 734 Public Budgeting and Taxation Policy (3) Understanding the development of successful fiscal policy initiatives, the technical material and the political processes involved in making tax and spending policy to interact effectively with other professionals in the development, prosecution and ultimate attainment of a public policy objective. Cross-listed with GOV 634.

GOV 735 Presidency (3) Concepts and methodologies; the institution of the presidency including role of elections, ideology and party politics; methods for measuring success of presidential initiatives; executive power and relationship to legislative and judicial branches; relations with the media, with NGO's, lobbies and international actors and organizations. Cross-listed with GOV 635.

GOV 736 Congress (3) Methodologies and concepts for the study of legislative politics; historical and contemporary legislative policymaking process, as well as relations with the executive and judicial branches, the role of lobbies and special interests and contemporary issues including polarization, the drawing of congressional districts and the role of ideology in Congress. Cross-listed with GOV 636.

GOV 737 Religion, Politics, and Law in America (3) This course explores how Christians in America engaged in politics and law from the early colonies to the present day. A central theme is how colonies, states, and the nation have approached religious liberty and church-state relations. Cross-listed with GOV 637.

GOV 738 International Organizations (3) Evaluates rationale for and contributions of major government and non-government international organizations, with a focus on international legal covenants, transnational and regional governance, international economic and development organizations, multinational corporations and the international faith-based-non-profit sector. Cross-listed with GOV 638.

GOV 741 Grand Strategy and Military Operations (3) Provides the theoretical and conceptual tools required to understand the grand strategy assumptions underlying Western national security policies since the advent of Clausewitz and Jomini with a focus on the application of grand strategy to military operations across the elements of national power (diplomatic, information, military, economics) and among U.S. and allied forces since World War I. Cross-listed with GOV 641.

GOV 742 Maritime Security (3) Develops an understanding of how national security experts consider key maritime security issues and their trade-offs with other national security priorities as well as how the elements of national power (diplomatic, information, military, economics) are related to U.S. objectives in dealing with threats and vulnerabilities in the maritime sector. Cross-listed with GOV 642.

GOV 744 Politics of South and Southeast Asia (3) Surveys the history, politics, culture and geopolitical trends of South and Southeast Asia, with an eye toward the role these regions and countries play in the international relations of the Indo-Pacific region. Cross-listed with GOV 644.

GOV 745 US-China Relations (3) Analyzes United States-China relations in the 21st century, surveyed themes include: power shifts, gray zone competition, human rights, and ethics in geopolitical competition. Cross-listed with GOV 645.

GOV 746, 747, 748 Special Topics in Government and Politics (3) Analysis of a current governmental and political topic. Enrollment limited. Cross-listed with GOV 646, 647, and 648.

GOV 752 U.S. Foreign Policy in the Middle East (3) Analyzes the past and present foreign policy of U.S. in relation to the greater Middle East, with a focus on the post-war era. Cold War politics, the evolving relationship with Israel and various other governments, religionized politics, and related global trends such as terrorism and oil economics. Cross-listed with GOV 652.

GOV 753 Middle East Politics (3) Political change and ideological trends in the Middle East after WWII. Explores the politics of state and nation building, the legacies of colonialism, the impact of nationalism, the development of civil society, the complications of oil wealth, the challenges of democracy, and the place of political Islam. Cross-listed with GOV 653.

GOV 758 American Political Traditions (3) Examination of philosophical, historical and religious roots of the American political tradition. Explores the roots of constitutional government, Judeo-Christian contributions to American political thought, and the development of and contestation over contemporary ideologies such as liberalism, conservatism and progressivism. Cross-listed with GOV 658.

GOV 762 Cybersecurity Policy & Affairs (3) Introduces basic concepts and vocabulary for pursuing additional training in cybersecurity policy and affairs. Examines issues such as: how does encryption work? What is code? What is a blockchain and what is critical infrastructure? Also, suitable for students not wishing to pursue a concentration or certificate but wishing to acquire familiarity with these issues. Cross-listed with GOV 662.

GOV 763 Political Parties and Institutions (3) Overview of development and role of political parties within political institutions, from an American and international perspective. Cross-listed with GOV 663.

GOV 768 Leadership & Administrative Ethics (3) A detailed analysis of moral and ethical reasoning from a Christian world view perspective entailing deontological, teleological and character virtue perspectives. Cross-listed with GOV 668.

GOV 772 Islamic Political Thought (3) Presents the most influential threads of political thought and philosophy in the Islamic world from Muhammad and the Caliphate through modern Islamism. Topics examined include: The classical Caliphate, early modern Islamic empires, Sunni, Shia and Sufi conceptions of politics, Islamic revivalism and Islamism, Islamic finance, and religious freedom in Islam. Cross-listed with GOV 672.

GOV 773 Democracy and Development (3) Analyzes the nature and character of democracy and democratic institutions, compares theoretical approaches to democratization and political development, and analyzes practical case studies. Cross-listed with GOV 673.

GOV 774 International Political Economy (3) A multi-disciplinary study of international and multinational social, political, and economic problems from a Comparative and international perspective. Cross-listed with GOV 674.

GOV 780 Comparative Politics (3) Presents an introduction to the systematic study of comparative politics. Examines political systems, processes in historical and current contexts in order to understand how they differ and why. Cross-listed with GOV 680

GOV 776 Politics of East Asia (3) Deals with Asia's wars and peace in the 20th century, and the dynamic political, economic, and religious developments in the 21st century. It will also discuss the division and desire for unification of Korea, and China's rise as a regional and global power. Includes an analysis of ASEAN's goal to move from economic cooperation to political integration and regional security, and the consideration of the role of APEC and Asia's future relations with The United States and European Union. Cross-listed with GOV 676.

GOV 777 Terrorism and Homeland Defense (3) Broadens individual understanding of the ever-changing nature of international terrorism and its consequences on American society at large. It covers the present-day US domestic and external responses to terrorism and focus on the rise of the US Homeland Security Agency. Also, there is a focus on trends in modern terrorism, especially the proliferation of WMD and what the US can do (or is doing) to counter such trends. Cross-listed with GOV 677.

GOV 789 US Foreign Policy (3) Historical development of US foreign policy principles; actors involved in creation of foreign policy, role of interest groups and special interests; economic aspects of US foreign policy and the role of ideology and religion; considers America's role in the world today. Cross-listed with GOV 689.

GOV 790, 791, 792 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. Cross-listed with GOV 690, 691, and 692.

GOV 799 Comprehensive Examinations (1) Written examinations evaluating a doctoral student's mastery of his or her major and minor concentrations followed by an oral examination centered on, but not limited to, the student's responses to the written exams.

GOV 890 Dissertation Prospectus Preparation (3) Writing and defense of a doctoral dissertation proposal to be defended at the end of the semester (15 weeks)

GOV 891-894 Dissertation Research (3) Guided writing of a doctoral dissertation. Prerequisite: Comprehensive Exams passed; GOV 890 Dissertation Prospectus Preparation. (15 weeks)

GOV 895-899 Continuing Dissertation Credit (1-3) Guided writing of a doctoral dissertation (15 weeks)

Faculty

The full-time faculty hold doctoral degrees in American history and government, political science, law, and public administration. All faculty members have distinguished records of teaching and professional experience, and many have extensive government experience including consulting with major political parties, involvement in state and local politics and federal and international affairs.

The faculty are also active within professional organizations related to their respective academic disciplines (such as the American Political Science Association, International City/County Managers Association, International Studies Association and various academic and municipal organizations and associations).

Administration and Faculty

Members and their credentials are listed below. (The date in which the faculty member began full time in RSG is listed in parentheses.)

Bachmann, Michele (2021), J.D., Oral Roberts University, LL.M. Taxation, College of William and Mary; *Dean and Professor*

Agyapong, Elijah (2016), Ph.D., University of Missouri, MPA Coordinator *Associate Professor*

Cook, Douglas (1987) J.D., The Ohio State University, *Senior Associate Dean, Professor*

Daley, Edwin (2015), DPA, University of Southern California, *Practitioner-in-Residence*

Dyer, Robert (2022), Ph.D. Regent University, *Practitioner-in-Residence*

Hall, Mark (2023), Ph.D., University of Virginia, *Professor*

Hastey, Joshua (2019), Ph.D., Old Dominion University, *Assistant Professor*

Lopez, Melinda James (2013) Ph.D., Auburn University, Practitioner-in-Residence

Nolte, Andrew (2017), Ph.D., Catholic University of America, *M.A. Director; Associate Professor*

Syvak, Nazar (2025) Ph.D (ABD) Regent University, *Instructor*

Patterson, Eric D. (2012), Ph.D., University of California, Santa Barbara; *Scholar-at-Large*

Peck, Asher (2024) Ph.D (ABD), Regent University, *Practitioner-in-Residence*

Roberts, Gary (2003), Ph.D., University of Pittsburgh, *Professor Emeritus*

Distinguished Visiting Professors

Ashcroft, John, J.D., University of Chicago; *Distinguished Professor of Law and Government*

McDonnell, Robert, J.D., Regent University; *Distinguished Professor of Government*

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School of Law

THE REGENT LAW ADVANTAGE

At Regent Law, we strive to love God, each other, and the world. You will experience a sense of kindness in this campus community that I believe will exceed your expectations and inspire you to make a difference. Our distinguished law school faculty includes influential lawyers who have made a difference, including John Ashcroft, former Attorney General of the United States; Dr. Jay Sekulow, Chief Counsel of the American Center for Law and Justice; and many state and federal judges. Here is a link to the Regent Law Faculty: Regent Law Faculty. While Regent faculty have extensive practice experience and engage in impressive legal scholarship, what truly sets them apart is their collective desire to integrate their Christian faith thoroughly in and outside the classroom and to disciple the next generation of Christian lawyers and legal professionals. We encourage you to join us in making a difference as "Christian leaders to change the world."

S. Ernie Walton, J.D.

Dean

MISSION AND PHILOSOPHY

The mission of the School of Law of Regent University is within the general mission of Regent University to bring glory to God and to His Son, Jesus Christ, through the Holy Spirit. The more specific mission of the School of Law is to bring to bear upon legal education and the legal profession the will of almighty God, our Creator. 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; the recognition of questions of righteousness in the operation of law; and the pursuit of true justice through professional legal service;
- The nurture and encouragement of students toward becoming mature Christians exercising the gifts of the Holy Spirit and showing the fruit of the Holy Spirit in their personal and professional lives; and
- The nurture 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, to recognize questions of righteousness in the operation of the law; and to pursue true justice.

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 47 states, the District of Columbia, and several foreign nations.
- 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 approximately 160 students in each incoming class. 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 is at the heart of the school's operation, supporting the curriculum and research needs of the law school. Occupying the third floor of the 150,000 square foot University Library building, the

Law Library contains over 400,000 volumes and provides ready access to online legal research databases, including LexisNexis®, Westlaw®, Bloomberg Law®, and CALI®, as well as a number of topic-specific online resources.

- 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.
- Law Journals: 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. The School of Law also publishes the *Regent Journal of Global Justice & Public Policy*.
- Center for Global Justice, Human Rights, and the Rule of Law: The Center's mission is to equip Christian advocates who will promote the rule of law and seek justice for the world's downtrodden—the poor, the oppressed, and the enslaved—and to serve and support those already engaged in such advocacy. The Center seeks to accomplish this mission through various means, such as by sponsoring students in international legal internships and by educating students in the law school courses offered through the Center.
- Center for Ethical Formation & Legal Education Reform: The Center coordinates programs and resources Regent Law School has committed to developing students' professional identity. It accentuates Regent's expertise in providing practical training that develops in students the practical judgment important to the practice of law. The Center's goal is to produce lawyers who have an understanding of the nature and purpose of the legal profession and are committed to the ethical practice of law.
- Moot Court, Negotiations, Mediation, Trial, and Client Counseling Competitions: Student teams regularly represent the School of Law in interscholastic skills competitions. The students have demonstrated their talents and skills in numerous local, regional, and national competitions. Regent student teams have won numerous awards at these competitions, including being the National Champions of the ABA Law Student Division Negotiations Competition in 1995 and 2007, and the Runners-Up in 1999 and 2012, and the National Champions of the ABA National Appellate Advocacy Competition in 2006. As students prepare for competitions, faculty members provide support and coaching.
- Honors Program: The Honors Program provides select students who are entering law school or have performed at the top of their law school class with exclusive academic and community experiences designed to help them develop as Christian lawyers and Christian leaders. Honors students take selected classes in sections open only to them; and participate in events, such as luncheons with distinguished guests of the law school.

ACCREDITATION

The School of Law is fully approved by The American Bar Association (ABA), The Accreditation Committee and the Council of the Section, 321 N. Clark St., Chicago, IL 60654, 800.285.2221, www.abanet.org/, and approved by the ABA to confer the first degree in law, the J.D. degree (www.abanet.org/legaled/approvedlawschools/alpha.html).

PROGRAM OVERVIEW

- Juris Doctor (J.D.)
- Joint Degrees (with the J.D.)
- Master of Laws (LL.M.) in American Legal Studies (for international lawyers)
- Master of Laws (LL.M.) in Human Rights
- Master of Legal Studies (Non-Licensure)

LAW LIBRARY

The Law Library occupies the entire third floor of the Library building, immediately adjacent to Robertson Hall. Its 35,680 square feet are designed to facilitate access to Law Library collections and provide ample relaxed and formal seating areas for students and faculty. This space encompasses an atrium, with windows to the inside as well as on the perimeter, bringing natural light to much of the interior of the law library. Study rooms for individual or group study are available.

The Law Librarians are committed to serving the research needs of students, faculty, and members of the local bar. When classes are in session, the Law Library is open until midnight, seven 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 wireless access and over 200 LAN ports for student laptops. An extensive collection of legal research databases are made available to students via the Internet.

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, among the first faculty, 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 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

Alternative Dispute Resolution Board

The Alternative Dispute Resolution Board (ADR Board) focuses on the development of practical lawyering skills necessary to resolve disputes before trial, including Negotiations, Mediation, and Client Counseling. Alternatives to dispute resolution typically only cost a small fraction of the litigation process and are consistently utilized in a world where most conflicts never reach the courtroom.

The ADR Board is comprised of both second- and third-year law students. The Board sends teams to compete in a number of regional and national competitions in both the fall and spring semesters, including the ABA Negotiation Competition, ABA Mediation Competition, and ABA Client Counseling Competition.

The ADR Board also hosts an Intramural Negotiation Competition each spring, as well as the Regional ABA Negotiation Competition and the Regional ABA Mediation Competition on a rotating schedule, typically every two or three years.

Journal of Global Justice and Public Policy

The *Journal of Global Justice and Public Policy* is Regent's academic journal, presenting original legal research related to the student of international human rights. The *Journal* is led by a select team of law student editors with faculty guidance, who publish biannually and regularly sponsor conferences, symposia, and other events to promote issues of justice, human rights, and the rule 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 Board Members and up to 14 Associate Members. Each year the Board works with the Appellate Advocacy program to host the Regent Cup and with the Legal Research, Analysis, and Writing department to host the 1L Competition. The Board also hosts undergraduate teams in the American Collegiate Moot Court Association competition and invites students from other law schools to compete in the Leroy R. Hassell, Sr. National Constitutional Law Moot Court Competition.

In addition to hosting these four competitions, the Board annually sends teams to up to eight regional and national interscholastic tournaments to compete against the best written and oral advocates in the country. Regent's moot court advocates consistently place in the top levels of each competition.

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 two 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

The Trial Advocacy Board's foundational mission is to assist in training law students in the art of trial advocacy and procedural litigation skills, while integrating Christian ideals into the courtroom, with the ultimate goal of molding students into effective Christian advocates. The Trial Advocacy Board will achieve this mission by providing the opportunity to attend and compete in national trial advocacy competitions, hosting periodic seminars and sponsoring an annual intramural trial advocacy competition.

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 Regent's 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.

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 by tutoring youth offenders at the Norfolk Detention Home; in the future, it will add programs geared toward promoting awareness concerning voter rights, environmental justice, as well as other global issues.

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.

Christian Legal Society (CLS)

Founded in 1961, CLS is a professional organization of over 3,000 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, and the law school has representatives on COGS. 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.

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.

Hispanic Law Students Association (HLSA)

The Hispanic Law Students Association at Regent University School of Law exists to encourage and support Hispanic and non-Hispanic students as they pursue their calling to serve and remain responsive to the social, political, and academic promotion of the Hispanic community. HLSA seeks to promote the recruitment, academic achievement, and retention of Hispanic law students at Regent University School of Law, thereby allowing the Regent community to flourish with greater diversity while fully-equipping Christian law students of every ethnicity to become leaders who will influence their communities for the glory of Jesus Christ.

Intellectual Property and Entertainment Legal Society (IPELS)

The mission of IPELS is to provide a forum for Regent students and legal professionals to meet and discuss the subjects of entertainment, sports, and intellectual property law. The IPELS 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 IPELS seeks to operate as a witness about the good news of Jesus Christ to the entertainment and sports law communities at large, while encouraging law students to be "salt and light" in the profession.

International Law Society (ILS)

The principal 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.

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.

Phi Alpha Delta (PAD)

Phi Alpha Delta Law Fraternity, International is a professional fraternity at Regent School of Law. PAD provides students with many opportunities, including networking, service, and academic, personal, and professional development. The George Washington Chapter of Phi Alpha Delta was chartered at Regent University on February 22, 2008. Currently, the chapter boasts one of the largest memberships at Regent, with over 70 members including three members of the faculty.

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.

Regent Students for Life

Regent Students for Life provides the Regent community the opportunity to discuss and engage the culture on all aspects of life: abortion, post-abortion, adoption, disability discrimination, euthanasia, stem cell research, genocide, RU 486, abstinence, and much more. RSFL believes that God created life and that life is sacred and needs to be protected. RSFL believes the best way to begin protection of human life is through education and awareness and then activism. This group is an opportunity for educated, mannerly debate and discussion, for service to others, and for *all* Regent students, faculty, staff, and community members to come together as one body to serve those in need for Christ.

Republican National Lawyers Association Law Student Chapter (RNLA)

The purpose of the RNLA is to advance professionalism, advance open, fair and honest elections, advance career opportunity, advance Republican ideals, and fulfill Regent's mission of "Christian Leadership to Change the World."

Student Bar Association (SBA)

The Student Bar Association (SBA) is the student government at Regent University School of Law. Among the responsibilities granted to the SBA is providing law students with representative leadership to the law school and the university. The SBA also has a strong history of providing social and ministry occasions for the entire law school community, such as the Barrister's Ball and the Graduation Banquet. Studying law is a unique privilege, and the SBA seeks to provide students with the best law school experience attainable.

Virginia Bar Association Law School Council

The mission of the Virginia Bar Association (VBA) Law School Council at Regent is to act in accordance with the mission and goals upheld by the VBA. The Council is committed to serving the public and the legal profession by promoting the highest standards of integrity, professionalism, and excellence as future legal professionals. This is done through organizing volunteer opportunities to help the community, organizing networking events to allow law students and lawyers in a number of practice areas to come into contact, and planning events that will make students aware of the possible career opportunities to be found beyond law school.

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. School of Law alumni have worked in diverse positions throughout the world, including serving as judges, legislators, executive branch officials, and other federal and state governmental officers, working in private practice and in business and industry, and working in the nonprofit and public interest sectors.

JURIS DOCTOR

Students in the traditional program normally complete their degree in three years. Students in the traditional program, however, may complete their degree in two-and-one-half years by taking courses during the summers following the first and second years of study. The law school has a flexible program which 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. Depending on the number of course hours taken each semester, flexible students may complete the J.D. degree in four to five years.

Admissions Requirements

Refer to the "Admission to Regent Graduate Schools" section of this Catalog for additional information regarding admission procedures and requirements.

For admission requirements and further information, visit 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 responses to the beliefs and values questions and the character and fitness questions on the application, as well as on the applicant's personal statement and required two letters of recommendation. Applicants must subscribe to the Credential Assembly Service (CAS). The priority consideration date for submitting an application is February 1, although applications are accepted through June 1 or until the class is filled.

Degree Requirements

The J.D. degree requires a minimum of 90 credit hours; joint degrees students must earn a minimum of 83 credit hours. Candidates for the degree must complete the program with a minimum cumulative GPA of 2.20 on a 4.00 scale. All degree requirements for traditional students must be met within five calendar years from the date of entry into the School of Law. Flexible 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).

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.

Transfer Students

Transfer students can only transfer up to 32 credit hours toward the J.D. degree.

Degree Programs

Juris Doctorate Degree (J.D.) (90 credit hours)

J.D. Program

(Program delivered entirely face-to-face.)

Traditional Program Option

First Year Required Courses

Fall Semester (15 hours required)

LAW 511 Foundations of Law (2)

LAW 531 Criminal Law (3)

LAW 541 Torts I (2)

LAW 551 Civil Procedure I‡ (2)

LAW 552 Legal Analysis, Research & Writing I (3)

LAW 561 Property I (3)

Spring Semester (16 hours required)

LAW 512 Foundations of Practice (2)

LAW 521 Contracts I (3)

LAW 542 Torts II (3)

LAW 553 Legal Analysis, Research & Writing II (3)

LAW 554 Civil Procedure II‡ (3)

LAW 562 Property II (2)

‡Students must complete these courses and four semesters of coursework (or the equivalent) to obtain a Third Year Practice Certificate in Virginia.

Note: Flexible students complete the first-year required courses over the first two years of law school.

Flexible Program Option

First Year

Fall Semester (10-11)

LAW 511 Foundations of Law (2)

LAW 552 Legal Analysis, Research & Writing I (3)

Students will take 2 of the following courses in the first semester:

LAW 531 Criminal Law‡ (3)

LAW 541 Torts I (2)

LAW 551 Civil Procedure I‡ (2)

LAW 561 Property I (3)

Spring Semester (10-11)

LAW 512 Foundations of Practice (2)

LAW 553 Legal Analysis, Research & Writing II (3)

Students will complete the second semester of the sequenced courses begun in the first semester:

LAW 521 Contacts I (3)

LAW 542 Torts II (3)

LAW 554 Civil Procedure II ‡ (3)

LAW 562 Property II (2)

Upper Level Required Courses for Traditional and Flexible Programs

(1) Common Core (16-20 hours required)

LAW 522 Contracts II (3)

LAW 652 Evidence‡ (4)

LAW 683 Constitutional Law I – Constitutional Structure (3)

LAW 684 Constitutional Law II – Individual Rights (3)

LAW 691 Professional Responsibility (3)

LAW 737 Comparative Written Legal Analysis[1](2) OR

LAW 738 Virginia Written Legal Analysis [1] (2)

___LAW 739 Advanced Legal Analytical Methods[1] (2)

Limited Electives[2] (*Choose at least three of the following courses)*

LAW 602 Business Structures & Agency (3)

LAW 638 Constitutional Criminal Procedure (3)

LAW 661 Family Law (3)

LAW 662 Wills, Trusts & Estates (3)

LAW 746 Virginia Procedure[3] (3)

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1 Students with a 3.0 GPA at the end of their first year, for traditional students, or at the end of their second year, for flexible students are not required to take Comparative Written Legal Analysis (LAW 737), Virginia Written Legal Analysis (LAW 738), or Advanced Legal Analytical Methods (LAW 739), but may still elect to do so. All other students will be registered to take (1) either LAW 737 or LAW 738, and (2) LAW 739.

2 Honors Students are required to choose two courses in the Limited Electives Menu. . The criteria for becoming and remaining an Honors Student are outlined in the Law School's Policies and Procedures Manual.

3 Virginia Procedure is required for any student, except Honors Students, to be certified by the Law School to take the Virginia Bar Examination. Students who are required to take a Limited Electives course and who declare they do not plan to take the Virginia Bar Examination may substitute any of the other Limited Electives courses for Virginia Procedure.

(3) Experiential/Oral Skills (6 hours required). *Must take at least one course from Subpart A and a second course from either Subpart A or Subpart B, for a total of no fewer than six hours.*

Subpart A: Experiential and Oral

LAW 650 Appellate Advocacy (3) *

LAW 654 Trial Practice (3)

LAW 655 Negotiations (3)

LAW 656 General Mediation (3)

LAW 658 Civil Practice Clinic (3)

LAW 660 Client Interviewing and Counseling (3)

LAW 667 Family Mediation (3)

LAW 778 Advanced Appellate Advocacy I (1-3) *

LAW 779 Advanced Appellate Advocacy II (1-3) *

LAW 744 Advanced Trial Practice I (1-2)

LAW 745 Advanced Trial Practice II (1-2)

Subpart B: Additional Experiential

LAW 595 Apprenticeship (4-10)

LAW 708 Right to Work Practicum (1-3)

LAW 757 Drafting Contracts (3)

LAW 763 Estate Planning (3)

LAW 780 Civil Litigation Practicum (2-3)

LAW 780CA Child Advocacy Clinic (1-3)

LAW780HT Human Trafficking Clinic (1-3)

LAW 780IM Immigration Practicum (1-3)

LAW 780PP Prosecution Practicum (3)

LAW 795 Externship (1-5)

(4) Rigorous Written Skills (1 hour required)

LAW 650 Appellate Advocacy (3) *

LAW 748 Academic Legal Scholarship (2)

LAW 756 Advanced Legal Research, Analysis & Writing (3)

LAW 778 Advanced Appellate Advocacy I (1-3) *

LAW 779 Advanced Appellate Advocacy II (1-3) *

LAW Seminar/Other Course Approved by Academic Petition to Satisfy (1-3)

* Appellate Advocacy and Advanced Appellate Advocacy can be used to satisfy either the Experiential/Oral Skills or the Written Rigorous Skills requirement, but a single course cannot be used to satisfy both.

Elective Courses

Students will complete their credit hour requirement by choosing from among any of the courses offered by the School of Law for which they have met the necessary prerequisites.

Students who wish to take LAW 765 (Capstone in Financial Planning) may earn up to an additional four hours of credit through any combination of the following courses: MLAW 532 or 542, or FNCE 652, 653, or 654. All of these courses are online courses. Students who take any of these courses for credit must also take LAW 765.

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 MBA *(School of Business and Leadership)*

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 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 knowledge of business principles in the operation of the business of a law practice.

Juris Doctor and M.A. in Organizational Leadership *(School of Business and Leadership)*

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 them. The M.A. in Organizational Leadership teaches key organizational leadership elements such as ethics, motivation, creativity, vision, strategic planning, teamwork, group development, technology, customer service, and organizational development. The joint degree program in law and leadership provides unique training for future lawyers who are called to lead.

Juris Doctor and M.A. in Communication or 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 knowledge of the law with communication skills and the media.

Juris Doctor and a Clinical M.A. Program *(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 Christian Ministry or MDiv *(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 the Robertson School of Government 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.

Juris Doctor and Master of Public Administration *(Robertson School of Government)*

The education offered in the Robertson School of Government prepares students for service in government, politics, policy making, and nonprofit organizations. Some government students may desire to add legal training to prepare for particular legal positions in government or nonprofit organizations or to obtain legal knowledge as it relates 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.

Master of Laws Degree (LL.M.)

LL.M. Program (30 hours)

Master of Laws (LL.M.) with a concentration in American Legal Studies (30 credit hours)

(Concentration delivered face-to-face on the Virginia Beach campus.)

(*For International Students other than those registered through Handong International Law School*)

Regent University School of Law's LL.M. with a concentration in American Legal Studies meets the need of international attorneys who wish to be trained in American law. Designed for graduates of accredited institutions outside the U.S. who have already earned a J.D.-equivalent law degree or are in the process of completing such a degree. Regent's LL.M. offers students a rigorous academic experience plus the unique benefit of studying American law from a Christian perspective.

Students in this LL.M. program normally complete their studies in one academic year (two semesters). Students with this degree may, if allowed by the administering jurisdiction, be qualified to sit for the bar examination in one or more states in the United States. The degree is not structured, however, to prepare students substantively to take an American bar exam. Students must inform themselves of the specific requirements of particular state bar examination and admission requirements.

Degree Requirements

LL.M. students must complete a total of 30 hours for credit and maintain a cumulative law-school GPA of at least 2.0 to graduate. Students must have a J.D. or equivalent law degree from an accredited institution prior to having the LL.M. degree conferred.

Required Courses (5 hours)

LAW 511 Foundations of Law (2) *

LAW 552 Legal Analysis, Research & Writing I (3) *

***** These requirements may be waived, by petition to the Curriculum Committee, for students who have previously completed similar course(s).

Electives (25 credits): Students may choose, in consultation with their academic advisor, electives from any courses in the law school's J.D. catalog that are not primarily focused on international law. On campus students whose legal training is not in the common-law legal tradition are required to choose one or two (as determined by the program director) electives from basic common-law courses (usually Torts, Contracts, or Property). Seats in elective courses are subject to space availability.

Master of Laws (LL.M.) with a concentration in Foundations of American Law (30 credit hours) (Concentration delivered through a combination of online and face-to-face courses on the Handong International Law School campus) (*For International Students registered through Handong International Law School)*

Designed for graduates of Handong International Law School (HILS), those in the process of completing a degree at HILS, or other international students who are registered through HILS. This LL.M. program offers students a rigorous academic experience focused on subjects typically tested on American bar exams plus the unique benefit of studying American law from a Christian perspective.

Students in this program normally complete their studies in one academic year (two semesters and a summer term). Students with this degree may, if allowed by the administering jurisdiction, be qualified to sit for the bar examination in one or more states in the United States. The degree is structured to provide primarily substantive courses that are tested in jurisdictions offering the Uniform Bar Examination. However, graduation from this program does not guarantee admission to a bar examination, and students must inform themselves of the specific bar examination and admission requirements for jurisdictions they may be interested in.

Degree Requirements

Students must complete a total of 30 hours for credit and maintain a cumulative GPA of at least 2.0 in the program in order to graduate. Students must have a J.D. or equivalent law degree from HILS or another accredited institution prior to having the LL.M. degree conferred.

Required Courses (5-6):

LAW BBT Online Orientation. Acquaints students with Canvas, the platform for online classes (0)
LAW 813 Foundations of Legal Thought (3) or LAW 511 Foundations of Law (2)*
LAW 814 American Legal System & Writing (3) or LAW 552 Legal Analysis, Research & Writing I (3)*

- These requirements may be waived and 1 hour of credit may be transferred, by petition, for students who have previously completed comparable courses. If these requirements are waived, other courses from the list below must be used to fulfill the 30-credit-hour requirement.

Electives (24-29 credits): Students may choose, in consultation with their academic advisor, courses from the following list. The law school reserves the right to substitute other bar-related courses for those listed below in response to changing bar admission requirements or other exigent circumstances.

LAW 602 American Business Structures & Agency (3)

LAW 621 Sales (2)

LAW 622 Secured Transactions (3)

LAW 661 Family Law (3)

LAW 815 Advanced Torts (2)

LAW 826 Professional Responsibility (3)

LAW 831 Constitutional Criminal Procedure (4)

LAW 851 Civil Procedure I (3)

LAW 861 Advanced Property (3)

LAW 962 Trusts & Estates (3)

Master of Laws (LL.M.) with a concentration in Human Rights (30 credit hours)

(Concentration delivered online or on-campus.)

The LL.M. with a concentration in Human Rights is designed for lawyers who desire advanced legal education regarding international, regional, and domestic human rights protection and promotion from a biblical perspective. Students normally complete their studies in one academic year (two semesters).

Admission Requirements

Refer to the "Admission to Regent Graduate Schools" section of this Catalog for additional information regarding admissions procedures and requirements. For specific requirements and further information, visit www.regent.edu/law. Applicants must have a J.D. or equivalent law degree from an ABA-accredited U.S. law school or an accredited institution outside the U.S. International applicants must have achieved the following scores on the TOEFL exam: 100 internet-based.

Degree Requirements

LL.M. in Human Rights students must complete a total of 30 hours for credit and maintain a cumulative law school GPA of 2.0 to graduate. Some on-campus courses are taken in classes with J.D. students.

Required Core Courses (8 credit hours)

(Fall Semester):

LAW 883 International & Comparative Human Rights (3)

LAW 891 Human Rights Research and Writing (2)

(Spring Semester):

LAW 899 Thesis (3)

Students may design their own concentration of study for fall and spring semesters by selecting electives from the following lists of courses: On-campus Electives and Online Electives. The total number of elective credits must be at least 22 credit hours. [1]

On-campus Electives:

LAW 511 Foundations of Law (2)

LAW 560 Christian Ethics and the Law of Armed Conflict (3)

LAW 590 Independent Study (1-2)

LAW 672 Human Rights, Civil Liberties, and National Security (1)

LAW 706 Labor Law (3)

LAW 711 Jurisprudence (3)

LAW 712 Legal History (3)

LAW 732 Juvenile Law (3)

LAW 735 International Trafficking in Persons (3)

LAW 780CA Child Advocacy Clinic (1-3)

LAW 780IM Immigration Practicum (1-3)

LAW 785 Immigration Law & Procedure (3)

LAW 795 Externship (1-5)

Online Electives:

LAW 560 Christian Ethics and the Law of Armed Conflict (3)

LAW 590 Independent Study (1-2)

LAW 610 Cyber Security Law (3)

LAW 669 Bioethics (3)

LAW 703 Nonprofit, Tax-Exempt Organizations (3)

LAW 709 International Criminal Law (3)

LAW 743 Health Care Law (3)

LAW 784 International Law (3)

LAW 786 Legislation (3)

LAW 790 National Security Law (3)

LAW 795 Externship (1-5)

LAW 813 Foundations of Legal Thought (3)

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[1] All of these courses are not offered every semester and/or academic year. Some are offered alternating semesters and/or academic years. Students may confirm which courses will be offered each year by checking the LL.M. – Human Rights link on the law school's website.

Master of Legal Studies (MLS)

Master of Legal Studies (Non-Licensure, 32 credit hours)

The program may be completed entirely online, but some courses are available on campus.

The Master of Legal Studies (MLS) program (Non-Licensure) is designed to address the need for further training in law in specialized fields without the time and expense commitment of a Juris Doctor program. The program can be completed in between one and three years depending on whether the student devotes full-time or part-time effort. This program is designed for achievers who want a credential, and therefore a competitive advantage, in the following types of positions:

- An entry level government position in Homeland Security (the National Security concentration) or criminal justice (the Criminal Justice concentration);
- An entry level position in a private for-profit company (the Business concentration) or nonprofit agency (the Non-profit Organization Law concentration);
- An entry level position in a human resources department in government or the private sector (the Human Resources Law concentration);
- A career as a high-performance paralegal in a law firm (the Advanced Paralegal Studies concentration);
- A career working with an international advocacy organization (the Human Rights and Rule of Law concentration);
- A career in which mediation skills are helpful (the Alternative Dispute Resolution concentration);
- An entry level position dealing with governmental regulations (the Regulatory Compliance concentration), and/or;
- An employment promotion in all areas listed above.

Through a combining of courses in the Law School and other Regent Graduate Schools, the Master of Legal Studies seeks to achieve practical learning outcomes to further current and future employment objectives (the General Legal Studies concentration).

Degree Requirements

MLS (Non-Licensure) students must complete a total of 32 hours for credit and maintain a cumulative law school GPA of 3.0 to graduate. Designed for both full-time and part-time students, the MLS degree (Non-Licensure) consists of four 3-credit-hour core courses and one 2-credit hour core course for a total of 14 core credit hours. Students must also complete 18 hours of courses in a concentration. MLS (Non-Licensure) students must complete 18 additional credit hours in a concentration in order to obtain a second concentration, except students cannot obtain a second concentration in the Wealth Management & Financial Planning concentration.

When a J.D. student changes programs and moves from a J.D. program to the MLS (Non-Licensure), a grade adjustment will be made for courses being moved from level LA to GR. Each J.D. grade that changes to the GR level will be moved

up one grade point: the grade of C- will become B-; the grade of C will become B; the grade of C+ will become B+; the grade of B- will become A-; and the grades of B, B+, and A- will become A. J.D. grades that are below C- are not eligible to be moved to the MLS (Non-Licensure). J.D. grades of A will remain as an A, and J.D. grades of A+ will become an A in the MLS program (Non-Licensure). When a J.D. student from any law school transfers to the MLS program (Non-Licensure), transfer credit consideration will be given for any course with grade of C- or above.

Priority Consideration For Juris Doctor Program

MLS (Non-Licensure) students who have earned at least 18 credit hours – at least 15 of which must be required MLS courses – and have earned a cumulative GPA of 3.9 or higher, will be eligible to apply for admission to the Juris Doctor program with priority consideration for admission and priority consideration for financial aid. To be admitted to the Juris Doctor program, applicants must satisfy all J.D. admission standards, including obtaining a satisfactory score on the LSAT. Those who meet these requirements and are admitted to the Juris Doctor program will be eligible to receive a Certificate of Graduate Studies in Law to reflect their coursework in the MLS program (Non-Licensure).

Master of Legal Studies

Required Core Courses for all concentrations **(14 credit hours)**

MLAW 500 Graduate Foundation for Law (2) (must be completed in the first semester)

MLAW 513 Foundations of Legal Thought (3)

MLAW 552 American Legal System & Writing (3)

MLAW 605 Legislation & Regulation (3)

MLAW 619 Constitutional Law & Policy I (3)

MLS with a concentration in Advanced Paralegal Studies

Required Core Courses (14 credit hours)

Concentration Specific Required Courses (18 credit hours)

MLAW 521 Contract Law (3)

MLAW 553 Legal Research & Writing (3)

MLAW 561 Property Law & Policy (3)

MLAW 604 American Tort System (3)

MLAW 653 Civil Procedure Law (3)

Complete 3 credit hours from any other MLAW course.

MLS with a concentration in Negotiation, Mediation, and Dispute Resolution

Required Core Courses (14 credit hours)

Concentration Specific Required Courses (18 credit hours):

MLAW 655 Negotiations (3)

MLAW 656 General Mediation (3)

MLAW 657 Alternative Dispute Resolution Procedures (3)

MLAW 661 Family Law & Policy (3)

MLAW 667 Family Mediation (3)

Complete 3 credit hours from any other MLAW course.

MLS with a concentration in Business Law

Required Core Courses (14 credit hours)

Concentration Specific Required Course (18 credit hours):

MBA 640 Managing People (3)

MLAW 521 Contract Law (3)

MLAW 602 Business Entities (3)

MLAW 628 Employment Law (3)

MLAW 670 Survey of Taxation (3)

Complete 3 credit hours from any other MLAW course.

MLS with a concentration in Constitutional Law

Required Core Courses (14 credit hours)

Concentration Specific Required Courses (18 credit hours):

MLAW 553 Legal Research & Writing (3)

MLAW 620 Constitutional Law & Policy II (3)

MLAW 621 American Constitutional History (3)

GOV 658 American Political Traditions (3)

Complete 6 credit hours from any other MLAW course (6)

MLS with a concentration in Criminal Law & the Justice System

Required Core Courses (14 credit hours)

Concentration Specific Required Courses (18 credit hours):

MLAW 533 Juvenile Law (3)

MLAW 535 International Trafficking in Persons (3)

MLAW 583 Immigration Law and Procedure (3)

MLAW 634 Criminal Law (3)

MLAW 635 Criminal Procedure (3)

Complete 3 credit hours from any other MLAW course.

MLS with a concentration in Cybersecurity Law

Required Core Courses (14 credit hours)

Concentration Specific Required Courses (18 credit hours):

CYBR 610 Cybersecurity Ethics (3)

GOV 662 Cybersecurity Policy & Affairs (3)

MLAW 640 National Security Law (3)

MLAW 641 Cyber Security Law (3)

MLAW 684 International Law (3)

Complete 3 credit hours from any other MLAW course.

MLS with a concentration in Legal Studies

Required Core Courses (14 credit hours)

Concentration Specific Required Courses (18 credit hours):

Complete any 2 out of the following 5 courses (6 credit hours)

MLAW 521 Contract Law (3)

MLAW 561 Property Law & Policy (3)

MLAW 602 Business Entities (3)

MLAW 604 American Tort System (3)

MLAW 634 Criminal Law (3)

Complete 12 credit hours from any MLAW course that were not already used to satisfy the 2-course legal foundation requirement.

MLS with a concentration in Health Care Law

Required Core Courses (14 credit hours)

Concentration Specific Required Courses (18 credit hours):

HLTH 606 Managing Change in Health Care Organizations (3)

HLTH 683 Health Care Policy and Ethics (3)

MLAW 601 Regulatory Compliance Law (3)

MLAW 643 Health Care Law (3)

MLAW 645 Corporate Health Law (3)

Complete 3 credit hours from any other MLAW course.

MLS with a concentration in Human Resources Law

Required Core Courses (14 credit hours)

Concentration Specific Required Courses (18 credit hours):

HRMT 644 Strategic Human Resource Management & Issues (3)

MLAW 521 Contract Law (3)

MLAW 628 Employment Law (3)

MLAW 630 Employment Discrimination (3)

MLAW 643 Health Care Law (3)

Complete 3 credit hours from any other MLAW course.

MLS with a concentration in Human Rights & Global Justice

Required Core Courses (14 credit hours)

Concentration Specific Required Courses (18 credit hours):

MLAW 535 International Trafficking in Persons (3)

MLAW 584 Asylum and Refugee Law (3)

MLAW 681 International Development and the Rule of Law (3)

MLAW 686 International & Comparative Human Rights (3)

Complete 6 credit hours from any other MLAW course.

MLS with a concentration in Immigration Law

Required Core Courses (14 credit hours)

Concentration Specific Required Courses (18 credit hours):

MLAW 553 Legal Research & Writing (3)

MLAW 582 Selected Issues in Immigration Law (3)

MLAW 583 Immigration Law & Procedure (3)

MLAW 584 Asylum & Refugee Law (3)

MLAW 634 Criminal Law (3)

Complete 3 credit hours from any other MLAW course.

MLS with a concentration in National Security

Required Core Courses (14 credit hours)

Concentration Specific Required Courses (18 credit hours):

GOV 660 Intelligence & National Security (3)

GOV 677 Terrorism and Homeland Defense (3)

MLAW 640 National Security Law (3)

MLAW 641 Cyber Security Law (3)

MLAW 684 International Law (3)

Complete 3 credit hours from any other MLAW course.

MLS with a concentration in Nonprofit & Church Law

Required Core Courses (14 credit hours)

Concentration Specific Required Courses (18 credit hours):

GOV 693 Managing Nonprofit & Faith-Based Organizations (3)

MLAW 521 Contract Law (3)

MLAW 601 Regulatory Compliance Law (3)

MLAW 622 Nonprofit and Church Organizations (3)

MLAW 628 Employment Law (3)

Complete 3 credit hours from any other MLAW course.

MLS with a concentration in Regulatory Compliance

(Concentration delivered online with some courses available on campus)

Required Core Courses (14 credit hours)

Concentration Specific Required Courses (15 credit hours):

MLAW 583 Immigration Law & Procedure (3)

MLAW 601 Regulatory Compliance Law (3)

MLAW 620 Constitutional Law & Policy II (3)

MLAW 630 Employment Discrimination (3)

MLAW 643 Health Care Law (3)

Complete 3 credit hours from any other MLAW course.

Master of Arts Degree (M.A.)

M.A. in Financial Planning and Law Program (Non-Licensure, 32 credit hours)

(The program may be completed entirely online, but some courses are available on campus.)

The Master of Arts in Financial Planning and Law program is registered by the Certified Financial Planners (CFP®) Board of Standards and satisfies one of the four fundamental requirements to become a Certified Financial Planner: (1) the educational requirement (satisfied with the Regent Master of Arts in Financial Planning and Law curriculum (Non-Licensure); (2) CFP® Board Examination; (3) experience in the field; and (4)ethical fitness.

Financial Planning is a rewarding career field with an excellent job market. Financial planners derive personal satisfaction from helping others to plan for their futures and achieve their financial goals, and there is a growing demand for qualified financial planners. Regent's degree is aimed at providing educational excellence from an ethical and Christian perspective.

In addition to establishing eligibility to sit for the CFP® Board Examination, Regent's curriculum leads to a Master of Arts degree in Financial Planning and Law. The online classes are scheduled in eight-week sessions, and the online format affords flexibility.

Admission Requirements

Ideal candidates for this program include trust officers, realtors, stockbrokers, and members of the financial services industry. Career switchers also are welcome but will benefit if they already have some undergraduate coursework or background in accounting, business, or finance. For specific requirements and further information, visit www.regent.edu/law.

Degree Requirements

Master of Arts in Financial Planning and Law students must complete a total of 32 hours for credit and maintain a cumulative law school GPA of 3.0 to graduate. Students must complete the following courses:

Required Courses (26 credit hours)

MLAW 500 Graduate Foundation for Law (2) (must be completed in the first semester)

MLAW 513 Foundations of Legal Thought (3)

MLAW 542 Insurance Law & Planning (3)

MLAW 543 Professional Conduct & Relationships (3)

MLAW 544 Fundamentals of Estate Planning (3)

MLAW 545 Capstone in Financial Planning (3)

MLAW 670 Survey of Taxation (3)

And the following two courses in the School of Business & Leadership:

FNCE 652 Financial Planning (3)

FNCE 654 Portfolio Analysis (3)

Elective courses (6 hours from the following courses)

FNCE 653 Financial Analysis (3)

MLAW 552 American Legal System & Writing (3)

MLAW 521 Contract Law (3)

MBA 651 Accounting for Entrepreneurial Leaders (3)

MBA 655 Corporate Finance (3)

Course Descriptions

Juris Doctor and LL.M. Courses (designated as "LAW") and MLS Courses (designated as "MLAW")

Note: The prerequisites identified below pertain only to J.D. students and not LL.M. or M.A. students.

Juris Doctor

LAW 501 Strategies for Academic Success (1) Development of strategies and skills, such as study and time management skills, students need for academic success. Required for students in the Academic Success Program. Course may be repeatable for first-year law students up to a total of 1 credit hour. Pass/Low Pass/No Pass.

LAW 511 Foundations of Law (2) Jurisprudential survey of the foundations of law, including the development of higher and natural law theories, the influence of higher and natural law and Christian principles on the development of Anglo-American law, and the rise and influence of modern legal philosophies.

LAW 512 Foundations of Practice (2) Introduction to the lawyer's roles and responsibilities; duties to God, clients, courts, and bar, ethical and moral challenges; and development of a moral code and ethical decision-making framework. Includes assessment of students' God-given gifts, consideration of how their strengths intersect with legal opportunities, and how to pursue a professional calling. Pass/Low Pass/No Pass.

LAW 521 Contracts I (3) History and development of the common law of contracts; the principles controlling the formation, enforcement, and avoidance of contracts; as well as preliminary consideration of remedies for breach of contract.

LAW 522 Contracts II (3) The principles controlling the performance and breach of contracts, rights of third parties, as well as additional consideration of remedies for breach of contract.

LAW 531 Criminal Law (3) Introduction to the foundations and common law doctrines of criminal law and modern statutory provisions. Required for the Virginia Third-Year Practice Certificate. J.D. student prerequisite: LAW 511.

LAW 541 Torts I (2) Civil liability resulting from breach of duties arising from common law as distinguished from duties imposed by contract or criminal law, focusing especially on intentional torts.

LAW 542 Torts II (3) Civil liability resulting from breach of duties arising from common law as distinguished from duties imposed by contract or criminal law, focusing especially upon negligence, invasion of privacy, and defamation.

LAW 551 Civil Procedure I (2) Jurisdiction of federal and state courts and fundamental issues related to a plaintiff's ability to sue a defendant in a specific federal district, including subject matter jurisdiction, personal jurisdiction and venue. Not available to LL.M. students.

LAW 552, 553 Legal Analysis, 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 554 Civil Procedure II (3) Procedures and rules governing the process by which a civil lawsuit proceeds through the federal system, including the rules governing pleadings, claims by and against the defendant, pretrial discovery, summary judgment, judicial involvement in case management, the trial and appeal; joinder of claims and parties, and the preclusive effect of a judgment in one suit involving one or more of the same parties in a successive suit. Prerequisite: LAW 551 or LAW 851 (LL.M. students).

LAW 556 Fed Civil Pretrial Practice & Procedure (3) Focuses on case management, discovery, pretrial motions, and drafting of pleadings in federal district courts. Includes strategies and tactics for utilizing federal and local rules for effective and professional practice.

LAW 558 Law Journal (1-2) Students conduct research and evaluation of subject matter or other comparable academic activities related to publication of scholarly legal journals. Limited to Law Review or Journal Board members. Course may be repeatable for academic credit up to a total of 2 credit hours. Prerequisites: LAW 552 and 553. Pass/Low Pass/No Pass.

LAW 560 Christian Ethics and the Law of Armed Conflict (3) Considers the nature of war and peace, including thought and practice from philosophical and religious viewpoints, with particular reference to the Christian tradition (e.g., just war theory) and the formal law of armed conflict. Cross-listed with GOV 605.

LAW 561 Property I (3) The law pertaining to the nature of private property, both real and personal, including biblical principles relevant to property acquisition and ownership, personal property issues, donative transfers, the common law classification of estates and future interests, and concurrent estates.

LAW 562 Property II (2) The law and biblical principles pertaining to the acquisition, ownership and use of real property; landlord-tenant law; easements; covenants and servitudes; transfers of interests in real property, including an examination of merchantable title, deeds, legal descriptions, conveyancing, recording systems and title assurance, adverse possession, and land use controls.

LAW 563 Intellectual Property (3) Addresses the fundamental principles of the legal mechanisms for protecting the intangible products of the mind, including patent, copyright, and trademark, and related doctrines of unfair competition. Prerequisites: LAW 561 and 562.

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. Course may be repeatable for academic credit up to a total of 2 credit hours. J.D. student prerequisites: LAW 552 and 553.

LAW 595 Apprenticeship (4-10) Students directly experience and participate in the practice of law by working without remuneration under the supervision of a practicing attorney or judge in a government office, judicial chamber, nonprofit organization, or private firm, with oversight by a full-time faculty member. Course may be repeatable for academic credit up to a total of 2 credit hours. Prerequisite: Approval required. Pass/Low Pass/No Pass.

LAW 602 Business Structures & Agency (3) Survey of the law of agency and partnerships, corporations and other business structures. 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. J.D. student prerequisites: LAW 521 and 522. LAW 541, 542, 551, and 554 are recommended but not required.

LAW 603 Business Analytics & Finance (3) Introduction to analytics and finance in the context of business organizations. Includes basics of decision analysis and game theory; designing contracts to allocate risk and incentivize performance; accounting, financing, market economics, statistics, survey design, present value, net present value, project financing, leverage, diversification, derivatives, and efficient capital markets. Prerequisites: LAW 521 and 522. LAW 541, 542, 551, and 554 are recommended, but not required. Co-requisite: LAW 602.

LAW 605 Case Studies in National Legal Policy (1) Constitutional, Statutory, and Regulatory implications regarding issues such as drug enforcement and capital punishment in the context of the principle of the equal protection of the law for all Americans.

LAW 606 Business Acquisitions & Transactions (3) Examines foundational topics in corporate law with a focus on securities regulation and mergers and acquisitions. Prerequisites: LAW 521, 522, and 602. LAW 541, 542, 551, and 554 are recommended, but not required.

LAW 610 Cyber Security Law (3) Addresses cyberspace and cyber security terms and issues. Focuses on laws and regulations concerning crimes, rights, and duties related to cyber security offenses. Considers how the law does and should respond to new technologies. Prerequisites: LAW 511, 512, 521, 522, 541, 542, 551, 554, 561, and 562.

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 621 Sales (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). J.D. student prerequisites: LAW 521 and 522.

LAW 622 Secured Transactions (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. J.D. student prerequisites: LAW 521, 522, 561 and 562. LAW 621 is recommended but not required.

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 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 521, 522, 541, 542, 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 627 Negotiable Instruments/Payment Systems (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. J.D. student prerequisites: LAW 521 and 522. LAW 621 and LAW 622 are recommended but not required.

LAW 630 Employment Discrimination (3) Laws pertaining to employment discrimination, including Title VII of the Civil Rights Act of 1964 and administrative practices before the Equal Employment Opportunity Commission. Special consideration given to religious discrimination.

LAW 638 Constitutional Criminal Procedure (3) Study of limitations imposed on law enforcement activities by the U.S. Constitution as applied to the States via the 14th Amendment. Procedurally, the course considers the criminal justice process from investigation through arrest and trial. J.D. student prerequisite: LAW 683.

LAW 640 Products Liability (3) Study of the legal 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 641 Constitutional Criminal Procedure II (1) Study of the limitations imposed on law enforcement activities by the Fifth and Sixth Amendments of the U.S. Constitution as applied to the States via the 14th Amendment. Procedurally, the course considers the criminal justice process from investigation through arrest and initial court appearance. J.D. student prerequisite: LAW 683.

LAW 650 Appellate Advocacy (3) 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 651 Legal History in Judicial Decisionmaking (2-3) Examines the role of legal history in modern judicial decisionmaking, focusing on recent judicial opinions that appear to be decided primarily based on historical reasoning, and critically examining the cited historical sources. Students will be equipped to confidently incorporate historical argument into their legal thinking and future advocacy. Prerequisite: LAW 683 (can be taken concurrently with LAW 683 with instructor's permission).

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. Required for the Virginia Third-Year Practice Certificate. Prerequisites: LAW 551 and 554.

LAW 654 Trial Practice (3) 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, 521, 522, 541, 542, 551, 554, 561, 562, and 652.

LAW 655 Negotiations (3) Develop legal 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. J.D student prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, and 562.[2]

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. Prerequisite: Completion of one semester in the J.D. program.

LAW 658 Civil Practice 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. May be repeated for a total of up to 6 credit hours. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, 562, 652, permission of Instructor, and Virginia Third-Year Practice Certificate.

LAW 660 Client Interviewing and Counseling (3) Exploration of client interviewing and counseling in the practice of law. Designed to help students: (1) improve their interpersonal and legal skills; (2) acquire effective client interviewing and counseling skills; and (3) consider the attorney-client relationship, different models of counseling, and the moral and ethical considerations that can arise when attorneys work with clients. Prerequisites: LAW 511 and completion of two semesters of law school.

LAW 661 Family Law (3) General introduction to the law and legal 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. J.D. student prerequisites: LAW 521, 522, 561 and 562.

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.

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. Prerequisite: LAW 662, which may be taken concurrently.

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[2] Students who intend to apply to sit for the New York Bar Examination will be required to satisfy an experiential course requirement, effective 2018.

LAW 667 Family 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 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, 521, 522, 541, 542, 551, 554, 561, and 562. LAW 661 and LAW 655 are strongly recommended, but not required.

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. Prerequisite: LAW 511. LAW 661 is recommended but not required.

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 672 Human Rights, Civil Liberties, and National Security (1) Discussion of balancing the government's responsibility to defend the body politic and its parallel duty to safeguard the rights of individuals. Exploration of the tensions of achieving security and freedom from Lincoln's suspension of habeas corpus to Bush's detention of terrorist combatants. J.D. student prerequisites: LAW 511 and completion of two semesters of law school.

LAW 675 Con Framework of Relig Liberty (1) The efforts of all three branches of the federal government to preserve, protect, and defend freedoms of religious belief and practice. The principles and practices of religious liberty litigation. J.D. student prerequisites: LAW 511, completion of two semesters of law school, and 684 (may be taken concurrently).

LAW 676 Jurisprudence Seminar (1) Select issues in constitutional interpretation, stare decisis, and how appellate courts communicate outcomes through the preparation of an opinion. J.D. student prerequisites: LAW 511 and completion of two semesters of law school. Permission of Instructor.

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 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. Required for the Virginia Third-Year Practice Certificate. Prerequisites: LAW 511 and completion of two semesters of law school. LAW 521, 522, 531, 541, 542, 551, and 554 are recommended but not required.

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. J.D. student prerequisite: LAW 511.

LAW 706 Labor Law (3) Discusses the history of collective bargaining in the public and private sectors and considers the practical, constitutional, and political issues involved in union exclusive representation. Using the National Labor Relations Act as the backdrop, the course surveys the parallel public employee bargaining statutes. Employer, union, and individual employee rights are studied from the time of the selection of a union representative through the collective bargaining process to the final contract and its enforcement. Union obligations regarding individual employees are studied in some detail. J.D. student prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, and 562.

LAW 707 Right to Work Legal Scholarship (1-2) Provides students interested in employee rights in the context of compulsory unionism, public interest law, and litigation with the opportunity to complete at least one long-term research

and writing project under the supervision of the National Right to Work Legal Defense Foundation's litigation staff. Under the Rigorous Written Skills Policy in the Law School Policies & Procedures Manual, students who meet the cumulative law GPA and LARW II grade requirements may petition to have the course satisfy the rigorous written skills requirement. Students also must sign a client confidentiality agreement. Prerequisites: LAW 511, 552, 553, and completion of two semesters of law school. Recommended but not required: LAW 683 and 684.

LAW 708 Right to Work Practicum (1-3) Provides students interested in employee rights in the context of compulsory unionism, public interest law, and litigation the opportunity to work with the litigation staff of the National Right to Work Legal Defense Foundation. Fifty hours of research, writing, and litigation support are required per credit hour. Students also must sign a client confidentiality agreement. Prerequisites: LAW 511, 552, 553, and completion of two semesters of law school. Recommended but not required: LAW 683 and 684. Pass/Low Pass/No Pass.

LAW 709 International Criminal Law (3) The criminal law that applies across international borders, including key international criminal law tribunals from Nuremberg to the International Criminal Court and the substantive law of international crimes such as genocide, crimes against humanity, and war crimes. J.D. student prerequisite: LAW 511 and completion of two semesters of law school.

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 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. J.D. student prerequisite: LAW 511.

LAW 714 International Religious Freedom (3) International and regional laws regarding the right to expression and protection of religious belief. Defenses to protect religious freedom, mechanisms for advocacy and intervention, and the impact that non-governmental organizations can have in protecting religious freedom. J.D. student prerequisite: LAW 511 and completion of two semesters of law school.

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, 521, 522, 541, 542, 551, 554, 561, and 562.

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. J.D. student prerequisites: LAW 521, 522, 561, 562, 621 and 622. LAW 622 may be taken concurrently.

LAW 724 International Business Transactions (3) Study of the legal framework and problems of doing business across state borders. Subject matter areas include international economic policy, international trading of goods, regulation of international trade, foreign investment, and the resolution of international disputes. J.D. student 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. J.D. student prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, and 562.

LAW 726 Securities Regulation (3) 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. J.D. student prerequisite: LAW 602.

LAW 727 Mergers & Acquisitions (3) A study of 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. J.D. student prerequisite: LAW 602.

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. J.D. student prerequisites: LAW 511, 551 and 554.

LAW 735 International Trafficking in Persons (3) Overview of the global problem of trafficking in persons for purposes of sexual exploitation and forced labor. The course examines the issue of trafficking from several perspectives: (i) the various international conventions that prohibit trafficking in persons; (ii) regional examples of trafficking and factors that contribute to it such as civil unrest and governmental corruption; and (iii) the United States legislative and foreign policy response to trafficking in persons. This course will focus on trafficking in persons as a human rights violation and the treatment of trafficked persons as a victim of a crime. J.D. student prerequisites: Completion of first year. J.D. student recommended: LAW 683, 684, and 784. Cross-listed with GOV 654.

LAW 737 Comparative Written Legal Analysis (2) Designed to develop students' analytical and writing skills in preparation for all components of the Uniform Bar Examination. Pass/Low Pass/No Pass.

LAW 738 Virginia Written Legal Analysis (2) Designed to develop students' analytical and writing skills in preparation for all components of the Virginia Bar Examination. Pass/Low Pass/No Pass.

LAW 739 Advanced Legal Analytic Methods (2) Designed to develop students' analytical skills and reinforce understanding of foundational substantive legal principles in preparation for multiple-choice questions on the bar exam. Pass/Low Pass/No Pass.

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, 521, 522, 541, 542, 551, 554, 561, and 562.

LAW 744 Advanced Trial Practice I (1-2) Extension of Trial Practice. Complete rigorous formal preparation and subsequently serve on a team that competes in an interscholastic trial competition. Develop understanding of opening statements, closing arguments, evidentiary objections, offers of proof, the introduction of demonstrative evidence, trial tactics, trial preparation, direct and cross-examination of witnesses, and trial strategies generally. Prerequisites: LAW 654 and membership on an interscholastic trial advocacy team.

LAW 745 Advanced Trial Practice II (1-2) Extension of Advanced Trial Practice I. Complete rigorous formal preparation, building on skills developed in Advanced Trial Practice I, and subsequently serve on a team that competes in an interscholastic trial competition. Develop advanced understanding of opening statements, closing arguments, evidentiary objections, offers of proof, introduction of demonstrative evidence, trial tactics, trial preparation, direct and cross-examination of witnesses, and trial strategies. Prerequisites: Law 744 and membership on an interscholastic trial advocacy team.

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 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 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 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 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, 521, 522, 541, 542, 551, 554, 561, and 562.

LAW 753 Leadership in the Marketplace (1-2) An engaging seminar providing unique firsthand perspectives on how faith and values are actively lived out in diverse leadership roles and professional journeys. Through guest speaker interactions and facilitated discussions, students will develop competencies in critically analyzing leadership narratives, applying theoretical frameworks to real-world scenarios, and articulating a values-driven leadership philosophy. Pass/No Pass.

LAW 754 Academic and Judicial Legal Writing (1) Study of advanced legal research and writing techniques for law practice. Strengthens core skills and introduces new forms of professional legal communications through assignments and practical exercises. Prerequisites: LAW 511 and Law journal membership. Pass/No Pass.

LAW 756 Advanced Legal Analysis, 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 757 Drafting Contracts (3) The law and techniques of contract formation and drafting. Provides experience in the imaginative thinking that a lawyer must pursue in integrating the expressed and implied agreements of the parties to a contract. Provides opportunities 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. J.D. prerequisites: LAW 521, 522, 552 and 553.

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. J.D. student prerequisites: LAW 521, 522, 561 and 562.

LAW 763 Estate Planning (3) Provides an understanding of estate and gift tax adequate for planning moderate-sized estates, and teaches how to structure, prepare, manage, and use an appropriate estate plan and advise clients concerning the accumulation, preservation and distribution of their estates. Prerequisite: LAW 662.

LAW 765 Capstone in Financial Planning (3) Involves case analysis and the integration of financial planning, insurance planning, investment planning, taxation, retirement and employee benefits, and estate tax planning in comprehensive personal financial planning. Students will learn how to manage case scenarios to identify issues, analyze client financial situations, and make and implement recommendations. Prerequisite: Enrollment in the course is subject to instructor approval.

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 774 First Amendment Law (1-3) 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. J.D. student prerequisites: LAW 683 and 684.

LAW 775 State Con Law (2) An exploration of the nature and significance of state constitutional law, including (1) the nature of the States and the historical role of their constitutions; (2) rights protected by state constitutions as compared to federal constitutional rights; (3) the responsibilities of state courts when interpreting state constitutional provisions in light

of their federal counterparts (as interpreted by SCOTUS); (4) the constitutional structures of the state governments; and (5) issues of popular control over state governments, including the means of amending state constitutions.

LAW 778 Advanced Appellate Advocacy I (1-3) 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 classmates. Earn one, two, or three credits. Prerequisites: LAW 650 and membership on an interscholastic moot court team.

LAW 779 Advanced Appellate Advocacy II (1-3) Extension of Advanced Appellate Advocacy I. 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 classmates. Earn one, two, or three credits (maximum of five credits when combined with LAW 778). Prerequisites: LAW 778 and membership on an interscholastic moot court team.

LAW 780CA Child Advocacy Clinic (1-3) Students work on projects relating to policy making regarding children's issues pending before state legislative and regulatory bodies and may represent actual clients in need of legal counsel/representation. Course may be repeated for academic credit, up to a total of 6 credit hours. J.D. student prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, and 661. Application/Permission of instructor required.

LAW 780HT Human Trafficking Clinic (1-3) Students working in the Center for Global Justice Human Trafficking clinic will represent human trafficking survivors in vacatur and expungement proceedings and related matters. They may also work on current legal and policy issues affecting trafficking victims in the justice system. Students will attend class weekly, meet with clients, and prepare petitions. The first semester of the Clinic will be taken for 3 credits, and the second semester can be taken for 1-3 credits. Course may be repeated once for academic credit, up to a total of 6 credits.

LAW 780IM Immigration Practicum (1-3) Students work with professor to present cases to the U.S. Citizenship and Immigration Services, U.S. Immigration and Customs Enforcement, and U.S. Department of Justice Immigration Court. Responsibilities include: client intake interviews, evidence gathering, legal research, drafting motions, and client correspondence. Course may be repeatable for academic credit up to a total of 2 credit hours. J.D. student prerequisites: LAW 552, 553, and 785. Permission of Instructor.

LAW 780PP Prosecution Practicum (3) All aspects of the art and craft of prosecution. Ethical requirements of being a prosecutor. Practical skills necessary to become great prosecutors. Day-to-day duties and responsibilities of a prosecutor in the Commonwealth of Virginia. Prerequisites: LAW 511, 531, 552, 553, 631 (may be taken concurrently), 652 (may be taken concurrently) and 654. Permission of Instructor, Virginia Third-Year Practice Certificate.

LAW 781 Administrative Law (3) Study of the law pertaining to 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 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, 521, 522, 541, 542, 551, 554, 561, 562, and 683.

LAW 783 Conflict of Laws (2) Study of the theories of the application of laws involving domicile and citizenship 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, 521, 522, 541, 542, 551, 554, 561, 562, and 683.

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. J.D. student prerequisite: Completion of one semester of law school.

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. J.D. student prerequisites: LAW 551 and 554.

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. J.D. student prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, and 562.

LAW 790 National Security Law (3) Study of national security law from a United States perspective. Begins with the constitutional framework and relevant principles of international law, and then moves to specific topics such as using force abroad; the Fourth Amendment; detention and habeas corpus; interrogation; and prosecuting combatants in federal courts and by military commission. J.D. student prerequisite: LAW 683.

LAW 795 Externship (1-5) Students will experience the practice of law and develop professional skills by working without remuneration off campus under the direct supervision of one or more attorneys, in governmental offices, or in a judicial or other approved placement. May also include a classroom component. May be repeated for academic credit, up to a total of 5 credit hours. J.D. student prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, and 562. Pass/Low Pass/No Pass.[3]

LAW 861 Advanced Property (3) The law pertaining to the nature of private property, both real and personal, including biblical principles relevant to property acquisition and ownership, personal property issues, donative transfers, the common law classification of estates and future interests, and concurrent estates. The law and biblical principles pertaining to the acquisition, ownership and use of real property; landlord-tenant law; easements; covenants and servitudes; transfers of interests in real property, including an examination of merchantable title, deeds, legal descriptions, conveyancing, recording systems and title assurance, adverse possession, and land use controls.

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, 521, 522, 541, 542, 551, 554, 561, and 562.

LAW 883 International & Comparative Human Rights (2-3) 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. J.D. student prerequisite: LAW 511.

Master of Laws (LL.M.) in American Legal Studies

LAW 813 Foundations of Legal Thought (3) (1) The philosophical and theological sources and nature of American law including select substantive legal issues.

LAW 814 American Legal System & Writing (3) American legal system and skills necessary to succeed in that system, including reading cases and statutes, analyzing legal issues, and researching selected topics of American law. Course culmination is a legal research paper.

LAW 815 Advanced Torts (2) Civil liability resulting from breach of duties arising under common law; intentional, negligence and strict liability torts and theories of liability and recovery; defamation, interference with contract, and strict products liability.

LAW 816 Agency & Partnerships (2) Law of agency and law governing formation, control, liabilities, property, dissolution and disposition of partnerships, and the internal and external relations of partners.

LAW 817 Business Associations/For-Profit (2) Law of close and public corporations and other business associations, their origins, structure, rights and liabilities of management and shareholders.

LAW 818 Civil Pretrial Practice (2) Developing a civil lawsuit according to the rules and procedures of the state in which the student intends to practice. Focus includes complying with statutes of limitations, drafting pleadings, determining evidence needed, conducting discovery, and preparing for and trying cases.

LAW 819 Constitutional Law & Policy I (3) Examines the history of the Constitution, the structure, power and limitations of each of the 3 branches of the federal government, the power and rights of the states, and the authority of local governments (counties and cities).

[3] May be used to satisfy the New York Bar Examination's experiential course requirement.

LAW 820 Constitutional Law & Policy II (3) Considers the Bill of Rights (including the delicate relationship between church & state, freedom of speech and freedom of worship), the rights of liberty, equal protection and due process arising from the 14th Amendment, and the subsequent rise and effects of judicial policy-making (including the "right to privacy," the "right to intimate sexual choice," and the "right to die").

LAW 821 Conflict of Laws (2) Theories and 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.

LAW 823 Contracts (3) Common law of contracts, and the principles controlling the formation, performance and termination of contracts (offer, acceptance, consideration, conditions, material breach, damages, third party beneficiaries, assignment, statute of frauds and statutory variances from the common law).

LAW 826 Professional Responsibility (3) Authority and duties of lawyers in the practice of their profession as advocate, mediator and counselor, and of their responsibility to God, government, courts, bar and to their clients. The course focuses on the ABA Rules of Professional Conduct and relevant state professional codes of professional responsibility.

LAW 827 Remedies (2) Equitable and legal remedies, including injunctive relief, declaratory judgments and enforcement powers of the courts, including contempt proceedings.

LAW 831 Constitutional Criminal Procedure (4) 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 14th Amendment. Procedurally, the course considers the criminal justice process from the investigation through arrest and initial court appearance.

LAW 851 Civil Procedure I (3) Jurisdiction of federal and state courts and fundamental issues related to a plaintiff's ability to sue a defendant in a specific federal district, including subject matter jurisdiction, personal jurisdiction and venue.

LAW 962 Trusts & Estates (3) Introduction to the basis 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.

Master of Laws (LL.M.) in Human Rights

LAW 891 Human Rights Research and Writing (2) Seminar that introduces LL.M. students to the full range of source materials available and research and analytical methods used by lawyers conducting scholarly research and writing in the field of human rights. Produce abstract, outline, and bibliography in preparation for LL.M. Thesis requirement.

LAW 899 Thesis (3) Independent study and writing project in human rights conducted under faculty supervision. Produce a publishable quality article or manuscript 35-50 pages in length. Required for LL.M. in Human Rights. Prerequisite: LAW 891.

Master of Legal Studies

MLAW 500 Graduate Foundations for Law (2) Provides the knowledge, resources, and essential skills needed for success at the graduate level. Topics include academic writing, online learning, information literacy, and advising and support services for Law.

MLAW 513 Foundations of Legal Thought (3) (1) The philosophical and theological sources and nature of American law and justice; (2) the role of lawyers in the American justice system; and (3) jurisprudential thinking about what lawyers do, including select substantive legal issues.

MLAW 515 Legal Logical Reasoning (3) Introduction and study of logical skills and techniques tested on the Law School Admissions Test. Additional course components include introduction of the LSAT reading comprehension and writing section and the process of applying to law school. Pass/No Pass.

MLAW 521 Contract Law (3) Common law of contracts, and the principles controlling the formation, performance and termination of contracts (offer, acceptance, consideration, conditions, material breach, damages, third party beneficiaries, assignment, statute of frauds and statutory variances from the common law). Cross-listed with GOV 618 and EHEA 506.

MLAW 533 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.

MLAW 535 International Trafficking in Persons (3) Overview of the global problem of trafficking in persons for purposes of sexual exploitation and forced labor. The course examines the issue of trafficking from several perspectives: (i) the various international conventions that prohibit trafficking in persons; (ii) regional examples of trafficking and factors that contribute to it such as civil unrest and governmental corruption; and (iii) the United States legislative and foreign policy response to trafficking in persons. This course will focus on trafficking in persons as a human rights violation and the treatment of trafficked persons as a victim of a crime.

MLAW 542 Insurance Law & Planning (3) Considers principles of risk and insurance, income taxation and business use of insurance, analyzes and evaluates risk exposures and insurance needs, and the selection of insurance company and policy; finally, examines the following forms of individual insurance; life, long-term care, disability income, health insurance, and annuities.

MLAW 543 Professional Conduct and Relationships (3) Focuses on learning the CFP Board's Code of Ethics and Standards of Conduct, Procedural Rules, Financial Service Regulations, the Fiduciary Standard and its Application, Client and Planner Attitudes and Values, Behavioral Finance, Principles of Financial Counseling, Sources of Money Conflicts, Financial Crisis Events, and Effective Communications.

MLAW 544 Fundamentals of Estate Planning (3) Fundamental areas of estate planning, which include methods of property transfer at death, characteristics and consequences of property titling, incapacity and elder law, powers of appointment, fiduciaries, sources of estate liquidity, use of life insurance in estate planning, estate planning documents (including wills and trusts, and planning for non-traditional relationships), IRAs and retirement plans, income in respect of a decedent, the types, features, and taxation of trusts, qualified interest trusts, charitable gifts/transfers and gifting strategies, marital deduction, intra-family and business transfer techniques, deferring and minimizing estate taxes, generation-skipping transfer tax, federal estate and gift tax compliance and tax calculation, and postmortem estate planning techniques.

MLAW 545 Capstone in Financial Planning (3) Involves case analysis and the integration of financial planning, insurance planning, investment planning, taxation, retirement and employee benefits, and estate tax planning in comprehensive personal financial planning. Students will learn how to manage case scenarios to identify issues, analyze client financial situations, and make and implement recommendations. Prerequisite: MLAW 500 as required for admissions. Prerequisites: MLAW 542, MLAW 543, MLAW 544, MLAW 670, FNCE 652, and FNCE 654.

MLAW 552 American Legal System & Writing (3) American legal system and the skills necessary to succeed in that system, including reading cases and statutes, analyzing legal issues, and researching selected topics of American law.

MLAW 553 Legal Research & Writing (3) Research skills and instruction in legal writing, analysis, and brief writing. Prerequisite: MLAW 552.

MLAW 561 Property Law & Policy (3) Nature of private property (both real and personal); landlord-tenant law; easements; covenants and servitudes; transfers of interests in real property; merchantable title; deeds; legal descriptions; conveyancing; recording systems; adverse possession; and land use controls.

MLAW 582 Selected Issues in Immigration Law (3) Focus on current issues in U.S. immigration law, plus an overview of client interviewing, case management, DOJ non-profit agency site recognition, and ethical issues related to the practice of immigration law.

MLAW 583 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.

MLAW 584 Asylum and Refugee Law (3) International and U.S. refugee law with an emphasis on asylum law in the United States.

MLAW 601 Regulatory Compliance Law (3) The procedures and policies for adherence to laws, regulations, guidelines, and specifications.

MLAW 602 Business Entities (3) Law governing formation, structure, rights and liabilities pertaining to business entities, corporations, partnerships, limited liability companies, and other business associations.

MLAW 604 American Tort System (3) Common law civil liability resulting from breach of duty. Topics studied include intentional torts, negligence, proximate cause, and damages.

MLAW 605 Legislation & Regulation (3) The functions, powers, and processes of both legislative bodies and administrative agencies. Includes issues of representative theory, legislative organization and procedure, and interaction of the legislature with other branches of government plus the constitutional limitations and roles of administrative agencies.

MLAW 619 Constitutional Law & Policy I (3) Examines the history of the Constitution, the structure, power and limitations of each of the 3 branches of the federal government, the power and rights of the states, and the authority of local governments (counties and cities). Cross-listed with GOV 619.

MLAW 620 Constitutional Law & Policy II (3) Considers the Bill of Rights (including the delicate relationship between church & state, freedom of speech and freedom of worship), the rights of liberty, equal protection and due process arising from the 14th Amendment, and the subsequent rise and effects of judicial policy-making (including the "right to privacy," the "right to intimate sexual choice," and the "right to die"). Cross-listed with EHEA 508, GOV 620.

MLAW 621 American Constitutional History (3) A study of the history of the United States Constitution and its amendments, including the founding era, the major events and periods of constitutional change, and the impact of those events and periods on contemporary constitutional interpretation

MLAW 622 Nonprofit and Church 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.

MLAW 628 Employment Law (3) Employment topics other than discrimination (e.g., wages/hours, hiring/termination, OSHA, covenants not-to-compete, etc.).

MLAW 630 Employment Discrimination (3) Laws pertaining to employment discrimination, including Title VII of the Civil Rights Act of 1964 and administrative practices before the Equal Employment Opportunity Commission. Special consideration given to religious discrimination.

MLAW 634 Criminal Law (3) Focus on the foundations and common law doctrines of criminal law and modern statutory provisions.

MLAW 635 Criminal Procedure (3) Focus on the limitations imposed on law enforcement activities by the Fourth, Fifth, and Sixth Amendments to the U.S. Constitution.

MLAW 636 International Criminal Law (3) The criminal law that applies across international borders, including key international criminal law tribunals from Nuremberg to the International Criminal Court and the substantive law of international crimes such as genocide, crimes against humanity, and war crimes.

MLAW 640 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. Cross-listed with GOV 640.

MLAW 641 Cyber Security Law (3) Addresses cyberspace and cyber security terms and issues. Focuses on laws and regulations concerning crimes, rights, and duties related to cyber security offenses. Considers how the law does and should respond to new technologies.

MLAW 643 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.

MLAW 645 Corporate Health Law (3) The fundamental principles of health care law including state and federal regulatory authorities, public/private insurance payors, compliance issues for health care providers (including Stark laws, anti-kickback laws, and civil monetary penalties), health care contracting, and current issues in the health care industry.

MLAW 653 Civil Procedure Law (3) Procedures and rules governing the process by which a civil lawsuit proceeds through the court system and the jurisdiction of federal and state courts.

MLAW 655 Negotiations (3) Develop legal 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. Cross-listed with GOV 631.

MLAW 656 General Mediation (3) The history of mediation and 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.

MLAW 657 Alternative Dispute Resolutions Procedures (3) Methods of resolving disputes through negotiation, mediation, collaborative law, and arbitration.

MLAW 661 Family Law (3) General introduction to the law and legal 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.

MLAW 667 Family Mediation (3) The history of mediation and 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.

MLAW 670 Survey of Taxation (3) Considers the fundamentals of personal, business, and trust & estate income tax law and tax compliance, including basis, tax consequences of property sales, alternative minimum tax, passive activity and at-risk rules, charitable contributions and deductions, tax reduction techniques, and the tax implications of special circumstances.

MLAW 681 International Development and the Rule of Law (3) Rule of law principles and how to apply the principles to form and fortify the legal culture and institutions in developing nation-states. How economic structures, the security environment, and cultural and religious views impact law-making and enforcement.

MLAW 684 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.

MLAW 686 International & Comparative Human Rights (3) 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.

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. Members and their credentials are listed below. (The year in which the faculty member began full-time or as a Senior Lecturing Fellow in the School of Law is listed in parentheses.)

Walton, S. Ernie (2013), J.D., Regent University School of Law; *Dean*

Alcaide, Sandra (2022), J.D., Regent University School of Law; *Assistant Professor*

Ashcroft, John D. (2005), J.D., University of Chicago Law School; *Distinguished Professor of Law and Government*

Barnett, Crystal (2023), J.D., Regent University School of Law; *Director of Online Programs; Lecturer*

Brauch, Jeffrey A. (1994), J.D., University of Chicago Law School; *Associate Dean for Faculty Development & Intellectual Life; Founding Director, Center for Global Justice; Professor*

Cameron, Bruce N. (2007), Reed Larson Professor of Labor Law; J.D., *Emory University School of Law*

Chasteen, J. Todd (2020), J.D., University of Florida School of Law; LL.M., University of Florida School of Law; *Senior Lecturing Fellow*

Christiansen, Jeremy (2025) J.D., S. J. Quinney College of Law, *Associate Professor*

Cook, Douglas H. (1987) J.D., The Ohio State University, *Senior Associate Dean,*

DeBoer, Erin (2024), J.D., Regent University, *Assistant Professor*

DeGroff, Eric A. (1994), J.D., Regent University School of Law; *Director, LL.M. Programs; Professor*

Duane, James J. (1991), J.D., Harvard Law School; *Professor*

Duncan, Stuart Kyle (2019), J.D., Paul M. Hebert Law Center, Louisiana State University; LL.M., Columbia Law School; Judge, United States Court of Appeals for the Fifth Circuit; *Senior Lecturing Fellow*

Edmonds, Christian (2024), J.D., Northwestern Pritzker School of Law, *Assistant Professor*

Folsom, Thomas (2020), J.D., Georgetown University Law Center; *Senior Lecturing Fellow*

Franklin, Jennifer J.D., Regent University, *Associate Professor*

Hawley, Erin (2022), *Associate Professor of Constitutional Law*

Hensler, III, Louis W. (1998), J.D., University of Chicago Law School; *Professor*

Hernandez, Michael V. (1992), J.D., University of Virginia School of Law; *Professor*

Huff, Glen A. (2020), J.D., University of New Hampshire School of Law; Judge, Virginia Court of Appeals; *Senior Lecturing Fellow*

Humphreys, Robert J. (2019), J.D., Widener University Law School; Judge, Virginia Court of Appeals; *Senior Lecturing Fellow*

Hutchison, Harry G. (2015), J.D., Wayne State University; *Senior Lecturing Fellow*

Jacob, Bradley P. (2001), J.D., University of Chicago Law School; *Associate Dean for Academic Programs; Principal Lecturer*

Johnson, Wayne E. (2025), J.D., University of Pennsylvania; *Senior Lecturer.*

Kelsey, Arthur D. (2019), J.D., Marshall-Wythe School of Law, College of William and Mary; Justice, Supreme Court of Virginia; *Senior Lecturing Fellow*

Kohm, Joseph A. (2025), J.D., MSM, M.Div, Regent University School of Law; *Senior Lecturing Fellow*

Kohm, Lynne Marie (1994), J.D., Syracuse University College of Law; *John Brown McCarty Professor of Family Law*

Lannetti, David W. (2020), J.D., Marshall-Wythe School of Law, College of William & Mary; Judge, Norfolk Circuit Court; *Senior Lecturing Fellow*

MacDonald, Robert G. (2021), J.D., University of Richmond School of Law; Judge, Chesapeake Circuit Court, First Judicial Circuit of Virginia; *Senior Lecturing Fellow*

McCullough, Stephen R. (2019), J.D., T.C. Williams School of Law, University of Richmond; Justice, Virginia Supreme Court; *Senior Lecturing Fellow*

McDonnell, Robert F., J.D., Regent University School of Law; Former Governor of the Commonwealth of Virginia; *Distinguished Professor of Law and Government*

McKee, Kathleen A. (1996), J.D., Columbus School of Law; Catholic University; LL.M., Georgetown University Law Center; *Director of Experiential Learning; Associate Professor*

Ottinger, Douglas B. (2022), J.D., University of Dayton School of Law; Judge, Portsmouth Circuit Court, Third Judicial Circuit of Virginia; *Senior Lecturing Fellow*

Sekulow, Jay A., J.D., Mercer Law School; Ph.D., Regent University; *Distinguished Professor of Law*

Singer, Randy D. (1991), J.D., Marshall-Wythe School of Law, College of William and Mary; *Senior Lecturing Fellow*

Sutton, Jeffrey S. (2020), J.D., The Ohio State University College of Law; Judge, United States Court of Appeals for the Sixth Circuit; *Senior Lecturing Fellow*

Van Essendelft, Kimberly R. (2006), J.D., Marshall-Wythe School of Law, College of William & Mary; *Assistant Dean of Student Affairs & Academic Policies; Principal Lecturer*

VanDyke, Lawrence (2023), J.D., Harvard Law School; Judge, U.S. Court of Appeals for the Ninth Circuit, *Senior Lecturing Fellow*

Velloney, David (2021), J.D., Yale Law School; LL.M., The Judge Advocate General's School, , *Senior Lecturer*

Warren, Marion R. (Ret.) (2022), J.D., Campbell University; *Senior Lecturing Fellow*

Whittico, Gloria (2007), J.D., University of Virginia School of Law; *Director, Academic Support; Associate Professor*

Law Library Faculty

Magee, William E. (2000), J.D., Regent University School of Law; M.S.L.S., Catholic University of America; *Assistant Director for Public Service*

Hamm, Marie Summerlin (1999), J.D., Regent University School of Law; M.L.S., Syracuse University; *Director, Law Library*

Wheeler, James A. (2020), J.D. Regent University School of Law; *Assistant Librarian for Electronic Resources & Digital Initiatives; Lecturer*