



**SCHOOL OF UNDERGRADUATE STUDIES
CATALOG
2006-2007**

(FALL 2006 – SUMMER 2007)

Regent University
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PREFACE

Accreditation

Regent University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone number 404-679-4501) to award the bachelor's, master's, and doctor's degrees. Regent University is certified by the State Council of Higher Education for Virginia (SCHEV) to operate campuses within the Commonwealth of Virginia.

Nondiscrimination Policy

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

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

TABLE OF CONTENTS

| | |
|--|-----|
| PREFACE | ii |
| TABLE OF CONTENTS | iii |
| THE UNIVERSITY | 1 |
| MESSAGE FROM TOUR CHANCELLOR | 1 |
| Mission Statement | 2 |
| Philosophy of Education | 2 |
| History of the University | 2 |
| Standard of Personal Conduct | 3 |
| Campus Facilities | 3 |
| The University Library | 4 |
| Library Faculty | 5 |
| SCHOOL OF UNDERGRADUATE STUDIES | 6 |
| DEAN'S MESSAGE | 6 |
| Mission and Philosophy | 6 |
| Distinctives | 6 |
| Program Overview (degrees offered) | 7 |
| Goals of the School of Undergraduate Studies | 7 |
| Calendars | 8 |
| ADMISSION | 9 |
| Standards..... | 10 |
| Applying for Admission..... | 10 |
| Admissions Processes | 13 |
| Transfer of Undergraduate Credit | 13 |
| Early Start..... | 15 |
| Enrollment Status Classification | 15 |
| Nondiscriminatory Policy | 16 |
| TUITION AND FEES | 16 |
| Tuition Installment Plan | 16 |
| Refund Policy | 16 |
| Payments and Late Fees..... | 16 |
| FINANCIAL AID | 17 |
| Federal Financial Aid | 17 |
| Important Financial Facts | 17 |
| Employer Reimbursement | 18 |
| School-Based Scholarships and Grants | 20 |
| COMPUTER REQUIREMENTS | 22 |
| ACADEMIC POLICIES | 23 |
| Academic Advising..... | 23 |
| Academic Dismissal..... | 23 |
| Academic Grievances and Appeals..... | 23 |
| Academic Integrity | 24 |
| Academic Probation..... | 24 |
| Attendance Policy | 25 |
| Faculty/Course Evaluations..... | 25 |

| | |
|--|-----------|
| Financial Holds on Academic Records | 25 |
| Freedom of Expression..... | 25 |
| Grade Change Appeals..... | 26 |
| Grading System | 26 |
| Graduation and the Commencement Ceremony | 26 |
| “Incomplete” Grades | 27 |
| Information Research and Resources Course | 27 |
| “In-Progress” Grades | 27 |
| Outcomes Assessment Requirement..... | 27 |
| Registration Processes | 28 |
| Statement of Academic Freedom | 29 |
| Student Records Confidentiality..... | 29 |
| Transcripts and Verification of Enrollment | 29 |
| Withdrawal from the School of Undergraduate Studies..... | 29 |
| Withdrawals and Returning from a Withdrawal | 30 |
| ACADEMIC PROGRAMS | 30 |
| Graduation Requirements for the Baccalaureate Degree..... | 33 |
| The General Education Core Curriculum..... | 31 |
| Areas of Specialization: Certificates of Study, Minors, Emphases, and Majors | 32 |
| ACADEMIC DEPARTMENTS..... | 35 |
| Communication..... | 35 |
| Animation courses..... | 38 |
| Professional Communication courses..... | 42 |
| Communication courses..... | 42 |
| General Education..... | 45 |
| Art courses..... | 46 |
| Biology courses..... | 46 |
| Economics courses | 46 |
| English courses | 46 |
| French courses..... | 47 |
| General Education courses | 48 |
| Geography courses | 48 |
| History courses..... | 48 |
| Intercultural Studies courses | 49 |
| Mandarin courses..... | 49 |
| Mathematics courses..... | 50 |
| Music courses..... | 50 |
| Philosophy courses..... | 50 |
| Physics courses | 51 |
| Spanish courses | 51 |
| Global Business..... | 51 |
| Global Business courses..... | 52 |
| Information Technology courses..... | 53 |
| Interdisciplinary Studies, PreK-6..... | 54 |
| Professional Studies courses | 57 |
| Major Content courses..... | 58 |

| | |
|---|----|
| Organizational Leadership and Management | 59 |
| Organizational Leadership and Management courses..... | 60 |
| Political Science | 63 |
| Political Science courses | 64 |
| Psychology | 66 |
| Psychology courses..... | 68 |
| Religious Studies | 70 |
| Religious Studies courses..... | 72 |
| Off-Campus Study Opportunities | 75 |
| Academic Support, Student Life and Campus Services | 77 |
| THE FACULTY OF THE SCHOOL OF UNDERGRADUATE STUDIES | 83 |

THE UNIVERSITY

MESSAGE FROM OUR PRESIDENT

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

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

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

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

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

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

MISSION STATEMENT

Preamble

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

Mission

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

Vision

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

PHILOSOPHY OF EDUCATION

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

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

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

HISTORY OF THE UNIVERSITY

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

By October 1989, CBN University had grown from a School of Communication and the Arts to seven professional schools with nearly 800 students. On January 1, 1990, in recognition of this growth, the Board of Trustees voted to change the name of CBN University to Regent University. A “regent” is one who represents a king in his absence. For us at Regent University, a regent is one who represents Christ, our Sovereign, in whatever sphere of life he or she may be called to serve Him.

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

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 Student Discipline policy is printed in the Student Handbook.

CAMPUS FACILITIES

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

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

Built in 1986, the **Classroom Building** contains the School of Undergraduate Studies (admissions and advising as well as faculty offices), the School of Business, the School of Psychology and Counseling, the Psychological Services Center, and a Psychology and Counseling teaching lab, in addition to numerous classrooms and seminar rooms.

Dedicated in 1984, the **University Library** is a four-story building that contains the School of Undergraduate Studies (academic affairs and faculty offices), library collections, an electronic reference center, listening rooms, curricular laboratories, a special collections area, a Psychology and Counseling training lab, a general-use computer lab, an auditorium, individual and group study areas, a prayer chapel, and a beautiful two-story, multipurpose atrium. The Law Library is located on the third floor. Mail Services and Copy Services are also located in the building.

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

Opened in the summer of 2002, the new 140,000-square-foot **Communication and Performing Arts Center** houses the School of Communication and the Arts. The state-of-the-art center includes a 750-seat proscenium theatre, a 150-

seat experimental theatre, TV studio, sound stage, costume and scene shops, acting and dance labs, two film-screening theatres, a complete film production suite, a computer graphics animation studio, and a journalism newsroom. In addition, the Information Technology and Media Services group and the Center for Teaching and Learning are located on the third floor.

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

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

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 are shared with students and faculty in Hampton Roads academic institutions and are available for community use.

The University Library collections consist of over 260,000 printed volumes, 236 online journal databases, 60,000 electronic books, nearly 18,000 audiovisual items including DVDs, films, CDs, laser discs, audio and videocassettes, etc. and thousands of microfilms. Over 32,000 journal titles are available through our online resources, accessible via the Internet 24 hours a day, seven days a week.

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

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

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

Services and equipment for library users with disabilities include a large screen computer monitor, special keyboard and Zoomtext, an Apollo enlarger, Aladdin Ambassador reader, wide aisles, ramps, low water fountains, elevators and accessible restrooms.

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

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

Library Faculty

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

Bordner, Georgianne (2002), B.A., Kutztown University; M.L.S., Rutgers University; M.S.Sc., Syracuse University.

Henkel, Harold (2005), B.A., University of Rochester; M.S.L.S., Catholic University of America.

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

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

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

Strum, Leanne (Gardner) (1984), B.S., M.L.I.S., University of Tennessee; MBA, Regent University, Ph.D., **Nova Southwestern University.**

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

SCHOOL OF UNDERGRADUATE STUDIES

DEAN'S MESSAGE

Welcome to Regent University and the School of Undergraduate Studies. Regent has long been referred to as "America's premier Christian graduate university." We have grown from very humble beginnings -- a few dozen students in rented office and classroom space -- into a dynamic learning community that includes more than 5,000 students either online or on two strikingly beautiful campuses each year.

Now Regent continues this rich tradition of academic excellence by pioneering a comprehensive undergraduate program. We offer bachelor's degrees -- either online or on our two campuses. Regent's undergraduate program is distinguished by a progressive curriculum, beautiful facilities, cutting-edge technology and a faculty of scholars. Of course, our program continues Regent's unwavering commitment to prepare Christian leaders to change the world.

We pray for you at this crossroads in your academic career and for God's direction as you move to the next step in your life.

MISSION AND PHILOSOPHY

Regent's mission is "Training Christian Leaders to Change the World." With every program of study, Regent is committed to delivering an unparalleled academic education, integrated with Christian values that will prepare ethical leaders for the professional world.

DISTINCTIVES

The School of Undergraduate Studies distinguishes itself from other undergraduate-level programs in the following ways:

- **Academic excellence.** Regent offers an outstanding faculty, professionals with long-standing, distinguished careers in higher education. The professors hold degrees from some of the most prestigious universities in the nation, such as the University of California, Berkeley; Case Western Reserve University; University of Notre Dame, and University of Oxford. They choose Regent because they believe in the transformative power of combining a first-rate education with Christian principles.
- **Christian worldview.** Regent's mission is "Training Christian Leaders to Change the World." With every program of study, Regent is committed to delivering an unparalleled academic education, integrated with Christian values, that will prepare ethical leaders for the professional world.
- **Accredited.** Regent University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone number 404-679-4501) to award the bachelor's, master's and doctoral degrees. Regent University is certified by the State Council of Higher Education for Virginia (SCHEV) to operate campuses within the Commonwealth of Virginia.
- **Distinctive degrees.** The curriculum is both stimulating and relevant. The degree programs prepare students to enter influential industries in the new millennium.
- **Financial assistance.** Nearly 95% of undergrad students receive assistance of some kind.
- **Accelerated achievement.** Unique programs are designed to "fast track" students toward completing their bachelor's degrees.
- **Proven delivery** in online learning. Regent has been a pioneer in online learning since 1989.
- **Bricks and mortar.** Regent has two beautiful campuses, one in Virginia Beach, Virginia, and the second in Washington, D.C. The campuses create environments that captivate the eye and stimulate the mind.

PROGRAM OVERVIEW

The School of Undergraduate Studies offers several undergraduate degree programs, both online and on campus. The curriculum is both stimulating and relevant, preparing students to enter influential industries in the new millennium. Faculty members, who are practitioners, consultants, ministers, and educators, set the agenda for a learning experience that yields results right from the start. The curriculum links theory to practice to enable students to implement their studies immediately.

Bachelor's Degrees

The School of Undergraduate Studies offers bachelor's degrees in the following majors:

- Communication - Bachelor of Arts (B.A.)
 - ~ Animation Emphasis
 - ~ Professional Communication Emphasis
- Global Business - Bachelor of Science (B.S.)
 - ~ International Management Emphasis
 - ~ Management Information Systems Emphasis
- Interdisciplinary Studies (Pre K-6 Teacher Preparation) - Bachelor of Science (B.S.)
- Organizational Leadership and Management - Bachelor of Science (B.S.)
- Political Science - Bachelor of Science (B.S.)
 - ~ Humanitarian Affairs Emphasis
 - ~ Public Policy and Administration Emphasis
- Psychology - Bachelor of Science (B.S.)
 - ~ Substance Abuse Emphasis (optional)
- Religious Studies - Bachelor of Arts (B.A.)

Certificates of Study

The Regent University School of Undergraduate Studies also offers number of special certificate programs. Certificates may be earned in the following academic areas by completing a specific sequence of six courses, for a total of eighteen credit hours:

Animation History
 Biblical Studies
 Christian Counseling for Laypeople
 Drawing
 French
 Leadership
 Mandarin
 Maya (Animation)
 Practical Ministry
 Professional Communication
 Spanish

GOALS OF THE SCHOOL OF UNDERGRADUATE STUDIES

The School of Undergraduate Studies actively involves students in experiential education that emphasizes applied theory and skill development so that students can become effective members and leaders in their chosen field. In endeavoring to achieve its mission, the School of Undergraduate Studies at Regent University seeks to develop in students:

1. A Christian worldview grounded in an understanding of the Old and New Testament scriptures and motivating Christ-centered service, living, learning, and leadership.
2. A capacity for personal growth through individual assessment, reflection, and discovery.
3. An ability to think critically and creatively, drawing on information retrieval and analysis to solve problems.

4. An ability to bring an understanding of ethics, culture, and worldviews to bear on awareness of self and others in community.
5. Skill in communicating ideas and information accurately, logically, and effectively in written and oral form.
6. A broad understanding of the methods and content of the natural and social sciences and their role in today's world.
7. A valuing of beauty and the human imagination.
8. The ability to contribute to a caring community that embraces the value of all of its members.
9. Mastery at the undergraduate level of at least one academic field in significant depth.

The courses stress skill development in the areas of interdisciplinary leadership, decision-making, communication, and research through problem solving. Research projects integrated throughout the programs draw on concepts and skills students develop in the programs, leading to students' professional competence in their chosen field or vocation.

UNDERGRADUATE ACADEMIC CALENDAR FALL 2006 – SUMMER 2007

Fall 2006 (200710) 16 weeks

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| Fall Registration Begins | Friday, June 6, 2006 |
| Final Payment Deadline | Friday, Aug. 25, 2006 |
| Term/Session A Start | Monday, Aug. 28, 2006 |
| Session A Add/Drop Period – 100% Refund | Aug. 28 – Sept. 3, 2006 |
| Withdrawal - 50% Refund Period | Sept. 4 – Sept. 10, 2006 |
| Labor Day – Schools Closed | Monday, Sept. 4 |
| Session A End | Sunday, Oct. 22, 2006 |
| Session B Start | Monday, Oct. 23, 2006 |
| Session B Add/Drop Period – 100% Refund | Oct. 23 – 29, 2006 |
| Withdrawal – 50% Refund Period | Oct. 30 – Nov. 5, 2006 |
| Spring Open Registration Begins | Friday, Nov. 3, 2006 |
| University Thanksgiving Break (all schools closed) | Wed., Nov. 22 – Sun., Nov. 26, 2006 |
| Term/Session B End | Sunday, Dec. 17, 2006 |
| Holiday Semester Break | Monday, Dec. 18 – Sunday, Jan. 7, 2007 |

Spring 2007 (200740) 17 weeks – 1 week Spring Break = 16 weeks

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| Final Payment Deadline | Friday, Jan. 5, 2007 |
| Term Start/Session C Start | Monday, Jan. 8, 2007 |
| Session C Add/Drop Period – 100% Refund | Jan. 8 – 14, 2007 |
| Martin Luther King, Jr. Day – Schools Closed | Monday, Jan. 15, 2007 |
| Withdrawal - 50% Refund Period | Jan. 15 – 21, 2007 |
| Session C End | Sun., Mar. 4, 2007 |
| All Schools Spring Break | Sunday, Mar. 4 – Sunday, Mar. 11, 2007 |
| Session D Start | Monday, Mar. 12, 2007 |
| Session D Add/Drop Period – 100% Refund | Mar. 12 – 18, 2007 |
| Summer Open Registration Begins | Friday, Mar. 16, 2007 |
| Withdrawal – 50% Refund Period | Mar. 19 – 25, 2007 |
| All Schools Easter Break (Good Friday) | Friday, April 6, 2007 |
| Term/Session D End | Saturday, May 5, 2007 |
| Commencement | Saturday, May 5, 2007 |
| Semester Break (1 week) | Sunday, May 6 – Monday, May 13, 2007 |

Summer 2007 (200770) 15 weeks

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| Final Payment Deadline | Monday, May 7, 2007 |
| Session E Start | Monday, May 7, 2007 |
| Session E Add/Drop Period – 100% Refund | May 7 – 13, 2007 |
| Withdrawal - 50% Refund Period | May 14 – 20, 2007 |
| Memorial Day - Schools Closed | Monday, May 28, 2007 |
| Fall Open Registration Begins | Friday, June 8, 2007 |
| Session E End | Sunday, July 1, 2007 |
| Session F Start | Monday, July 2, 2007 |
| Independence Day - Schools Closed | Wednesday, July 4, 2007 |
| Session F Add/Drop Period – 100% Refund | July 2 – 8, 2007 |
| Withdrawal – 50% Refund Period | July 9 – 15, 2007 |
| Session F End | Sunday, Aug. 19, 2007 |
| Semester Break (1 week) | Monday, Aug. 20 – Sunday, Aug. 26, 2007 |

Please note the following 2006-2007 holidays and check the Human Resources web site <http://www.regent.edu/admin/prsnel/holiday.html> for additional information.

September 4, 2006 (Mon) Labor Day
 November 22-26, 2006 (Wed-Fri) Thanksgiving
 January 15, 2007 (Mon) Martin Luther King, Jr. Day
 March ,4-11 2007 (Sun-Sun) Spring Break
 April 6-8, 2006 (Fri-Sun) Easter Break
 May 28, 2007 (Mon) Memorial Day
 July 4, 2007 (Wed) Independence Day

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

ADMISSION

Contact Information

Applications for admissions may be obtained by mail, downloaded online, or completed online on the School of Undergraduate Studies website (www.regentundergrad.com). To request your prospectus and application via mail, contact:

Regent University
 Central Enrollment Management
 1000 Regent University Drive
 Virginia Beach, VA 23464-9800
 800.373.5504 or 757.226.4127
 E-mail: admissions@regent.edu
 Website: www.regentundergrad.com

Standards

Regent University welcomes applications for admission from qualified high school graduates (or individuals who have attained the General Equivalency Diploma) who want to attend college in an atmosphere of high academic standards and Christian faith. In selecting students for admission, Regent University looks for potential for academic success, the capacity and desire to learn, and evidence that the individual will thrive in a Christ-centered academic environment.

Admission decisions for the School of Undergraduate Studies programs are based on an assessment of academic transcripts, writing assessment, and SAT or ACT scores. Regent University seeks academically qualified students who are mature, highly motivated, and who have personal goals consistent with the program's mission and goals.

Students who have completed one of the following requirements are invited to apply to Regent University:

- Successful achievement of a high school diploma;
- Passing grade on the General Equivalency Diploma (GED) test;
- Completion of an academic course offered by one of the schools which have been approved for use by parents who choose Option (iii) of Section 22.1-254.1 of the Code of Virginia (1950), as amended, pertaining to home education as an alternative to compulsory attendance (list available online at <http://www.pen.k12.va.us/VDOE/Parents/corrcour.pdf>)

Applying for Admission

Incoming freshmen (students with 15 or fewer hours of college credit) need to submit the following:

- A completed and signed Application for Admission
- A \$40 non-refundable application fee
- An official transcript from the current high school or the high school from which the individual graduated. A median cumulative high school GPA of 3.0 on a 4.0 scale is expected.* Home school students must submit an official transcript of all high school and college work along with a copy of the Declaration of Intent to Home School as filed with the student's local school board.
- An official transcript from any and all colleges attended previous to Regent. A median cumulative college GPA of 2.5 is expected.
- Official SAT scores: 1000 combined/ ACT scores: 21 combined**
- Signed Community Life Form
- Online writing sample

Transfer students (students with 16 or more hours of college credit) need to submit the following:

- A completed and signed Application for Admission
- A \$40 non-refundable application fee
- An official transcript from the current high school or the high school from which the individual graduated, to verify advanced placement credit if applicable. Home school students must submit an official transcript of all high school and college work along with a copy of the Declaration of Intent to Home School as filed with the student's local school board.
- An official transcript from any and all colleges attended previous to Regent. A median cumulative college GPA of 2.5 is expected.*
- Official SAT scores: 1000 combined/ ACT scores: 21 combined**
- Signed Community Life Form
- Online writing sample

*If the cumulative GPA is below the median, a GPA statement explaining the cumulative GPA will be required prior to receiving an admission decision.

**If the applicant has been out of high school for more than 5 years, the SAT/ACT requirement may be waived and replaced with a review of work and/or college experience. The applicant will be required to submit a resume and 2 letters of recommendation from a supervisor and professor.

International Students

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

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

International Students Admission Requirements

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

1. Ordinarily an applicant's admission materials should be received six (6) months prior to enrollment, to allow sufficient time for admissions and visa processing. (Applicants should note that new deadlines have been created for F1 and J1 visas. They are available online at http://www.regent.edu/admissions/international/New_Deadlines.cfm).
2. All application materials must be completed in English, or have appropriate English translations attached.
3. ALL foreign language documents must be accompanied by an official translation into English, and all foreign currency must be converted into the current USD (U.S. dollar) equivalent and documented by a bank.
4. Applicants must have all international transcripts evaluated by an agency (at the expense of the applicant) approved by Regent University and which specializes in translating foreign credits into the American semester-hour system.
5. Transcripts from all previously attended educational institutions are a necessary part of every application. Transcripts should be sent directly to Central Enrollment Management from previous educational institutions. SACS requires *official* transcripts, which is defined as being received by Regent University in a sealed envelope directly from the previous educational institution or the evaluating agency. Transcripts from foreign institutions must include an English translation (if necessary) with a course-by-course evaluation from an official, U.S.-based evaluation service, and be converted to the American Grade Point Average System. The translation and evaluation fees must be paid directly to the agency performing the service. Please see the International Admissions website for a list of recommended evaluators (www.regent.edu/admissions/international).
6. The applicant must meet the normal minimum grade-point average or provide evidence of equivalent academic performance if a standard grade-point system was not used.
7. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL®) and score a 577 (paper), 233 (computer), or 90 (iBT) or higher to be considered for admission. Those who have taken the TOEFL® and scored a 577 (paper), 233 (computer), or 90 (iBT) or higher need not take the test again. 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).

TOEFL® test scores of international applicants are not required in the following instances:

- 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);
- nonnative speakers who have successfully completed at least a two-year postsecondary course of study in which English was the language of instruction;
- 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;
- nonnative speakers who have taken the TOEFL® test within the past two years and met Regent standards;
- 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 for testing information and scheduling.

8. Recommendations must include an assessment of the applicant's English ability.

9. Applicants must complete the Supplementary International Application packet and include all pertinent non-immigrant information for USCIS reporting.
 10. Applicants must complete a Certification of Financial Responsibility form certifying adequate finances (based on current costs) for at least the first year, and indicate how they will meet expenses for subsequent years of study if necessary. If the applicant has one or multiple sponsors, all must complete the Sponsor Financial Support Affidavit, and return it to Central Enrollment Management..
 11. Applicants who cannot come to Regent University for interviews must interview by phone with the director of admissions and a faculty member of the desired school of enrollment or other appropriate representative of the school.
 12. Applicants should retain a copy of their application materials for their records.
 13. Ordinarily international students may not be admitted “provisionally” or “conditionally.”
- Applicants must follow all other admissions procedures for the School of Undergraduate Studies.

International Transfer Students

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

Canadian and Bermudan Citizens

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

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

International Students and Residency

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

If an international student is traveling to Regent University for residency an F-1 or J-1 visa is required for that time period. In order to obtain the visa for a program’s first residency, all required documentation included in the Application and the Supplementary International packet must be submitted to Central Enrollment Management (for new students). For each residency thereafter, Regent University only requires a SEVIS I-20 request form with proof of finances to be submitted to the Office of International Student Services (for current students). All SEVIS related forms are available on the OISS website (www.regent.edu/oiss).

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

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

1. Academic acceptance for admission to Regent University must be granted at least four months prior to semester of enrollment. Only “regular” acceptance can be considered. “Provisional” or “conditional” acceptance may not be permissible.
2. Regent must receive Personal Certification of Financial Responsibility and, if applicable, the Sponsor Financial Support Affidavit documents, verifying that the applicant’s financial resources meet the financial needs for their first year of study.

3. Regent must receive the applicant's \$5,500 enrollment deposit to Regent University. Of this amount, \$4,000 will be applied to the student's account for the first semester's tuition. The balance of \$1,500 will be held as a deposit by Regent University (without interest) for the duration of enrollment at Regent University and may be applied against unpaid fees and expenses (including, without limitation, any charges that Regent University may be required to pay on your behalf or on account of your status with Regent University) that the student incurs. A deposit is required of all applicants unless waived by the school's dean. If a student receives a full tuition from any Regent school, then the enrollment deposit will be \$2,000 from which \$1,500 will be held as a deposit by Regent University (without interest) for reasons mentioned above.
4. Verification that the student and dependents will maintain an insurance policy with coverage for Accident/Illness (\$50,000), Medical Evacuation (\$10,000) and Repatriation of Remains (\$7,500) through Regent University's student insurance company.

The following DEADLINES apply for submission of all required items before an I-20 may be issued:

1. For initial attendance students: June 15 for fall term enrollment; November 1 for spring term; and March 1 for summer term.
2. For transfer or continuing students: June 25 for fall term enrollment; November 15 for spring term; and March 25 for summer term.
3. For change of visa status: May 1 for fall term enrollment; October 1 for spring term; and February 1 for summer term.

Admissions Processes

Processing and Notification

It is the applicant's responsibility to ensure that all required information is submitted to the School of Undergraduate Studies Office of Enrollment Management. The Admissions Committee will review applicants' records when all information is complete. Applications are reviewed and evaluated in the order in which they are received. Admission decisions will be communicated to applicants in writing as soon as possible after the decision has been made, typically within one or two weeks. Admission to the School of Undergraduate Studies is decided on a rolling basis; complete applications submitted early (even several months before the intended session of entry) are prioritized. Students are thus encouraged to complete and submit their applications as early as possible. If an application, or any of its supporting materials, is received after the application deadline, the Admissions Committee will request the applicant to indicate if he or she prefers to defer enrollment or to withdraw the application altogether.

Readmission

Former students who have not been enrolled for one calendar year or more and who desire to re-enroll in the same degree program to which they were originally admitted should apply for readmission through the Admissions Office. Such students should submit a readmission application. Students who have not been enrolled for more than one year must meet the degree requirements current at the time of readmission. Regent students, former students, or graduates who seek admission to a different degree program than that of their last term of enrollment must contact the admissions office of their new school of interest.

Reactivation

Students who have been inactive for less than one (1) calendar year and who wish to re-enroll in the same degree program must submit a reactivation application prior to being permitted to register.

Transfer of Undergraduate Credit

Regent University welcomes and accepts college-level work completed at other regionally accredited colleges and universities, credit earned through approved entrance level examinations (i.e., CLEP/DANTES), military credit, and credits from other institutions of higher learning that meet Regent University standards or with whom Regent has an articulation agreement, including institutions accredited via approved, CHEA (Council for Higher Education Accreditation) listed accrediting bodies, such as TRACS, DETC, ACICS, and ACE. The total transfer credits to complete the degree may not exceed ninety (90), and students must complete at least thirty (30) credits at Regent in order to earn a baccalaureate degree. At least twenty-four (24) semester hours must be completed in the major field of study at Regent University. Regent University reserves the exclusive right to determine the acceptability and applicability of all transfer

credits. The university reserves the right to deny credit for coursework taken by the student prior to admission if it is identified and presented after transfer.

Verification of all transfer credits and grades is done using only official college transcripts, without exception. If a student has earned credits at a regionally accredited institution through successful completion of courses that are significantly similar to courses at Regent University, the courses will be reviewed on a course-by-course basis by Regent University to determine eligibility for transfer. Transfer credits may be counted only once toward credit requirements at Regent University. Except for schools and/or accrediting agencies that have been specifically identified by Regent for transferability, only work from a regionally accredited school with a grade of C (2.0 on a 4 point scale) will be accepted in transfer. Regent University reserves the right to accept credits for a lower number of credits than the number given at the original institution.

Courses that do not apply to a student's degree program (either as electives or as specific degree requirements) will not be accepted, nor will courses typically labeled "Student Development," "Career," or similar "orientation" courses. Regent University also does not accept transfer credit for remedial or sub-introductory (below 100 level) courses nor credits granted for varsity sports participation. Credits from regionally accredited institutions will be considered for transfer when Regent does not offer an equivalent course, provided that the transferred course is within the general framework of the liberal arts curriculum. Courses that are academic in nature, not specifically vocational training courses, will be accepted. Some vocational courses that have academic content, such as anatomy and physiology, as well as approved military training, may be considered, up to twenty-one (21) credit hours. Special courses, including internships, workshops, seminars, portfolios, etc. may be accepted only upon review by authorized Regent faculty.

When transfer courses are approved, the name of the institution where the credits were earned and the credit category are entered on the Regent University transcript. However, the grades are not entered on the transcript and are not used in the calculation of the Regent University cumulative GPA. If transfer credit is received in lieu of a Regent University course and the student subsequently registers at Regent University for the same course, the credit originally awarded is void.

At least seventy-five percent of a student's coursework for the major must be completed through Regent University. Students wishing to complete a minor at Regent University must complete all of the required credits for the minor at Regent. Fifteen (15) credits of the minor must be unique to that minor program. In addition, for students wishing to complete a second undergraduate major at Regent University, at least seventy-five percent of the coursework required for the second major must be unique to that major program.

A minimum of sixty (60) semester hours of transferable credit with a minimum grade of "C" (2.0 on a 4.0 scale) will permit a student to enter with junior classification; a minimum of ninety (90) semester hours of transferable credit following these standards allows a student to enter with senior status. Students transferring with senior status from another institution must successfully complete at least twenty-four (24) hours in the major at Regent. All students seeking degrees must meet the requirements outlined under "Graduation Requirements" regardless of total credit accepted in transfer.

Transfer students who have earned the Associate in Arts or Associate of Science degree and who meet the minimum requirements for admission to Regent University will receive transfer credit for all eligible courses taken from regionally accredited colleges and those institutions specifically identified by Regent University for transferability, recognized as Direct Transfer Programs, subject to normal transfer credit policy. Students holding the A.A. or A.S. degree are required to take GENE 101 Contemporary Problems for Christian Leaders as well as RELS 107 Christian Worldviews, which are courses specific to the mission of Regent University. No more than ninety (90) semester hours may be transferred from other colleges and universities. Courses transferred as "P" or "S" will be considered as earned credit but will not affect the grade point average or graduation honors.

Transfer students must be in good standing academically, socially, and financially, with all institutions previously attended. A student transferring from another institution and who has been placed on academic probation/warning for the previous semester will be automatically placed on academic probation at Regent University. Questions regarding university policies on transfer credit or the applicability of specific courses for credit should be directed to the university Registrar.

Early Start

At the discretion of the dean, a student may be enrolled in the School of Undergraduate Studies courses as an Early Start student. The Early Start program is for those who have not received a high school diploma (or its equivalent) or completed an approved home school program. Applicants must complete the Early College Application, ensuring that the application has been reviewed and signed by the high school principal or home school advisor. Applicants must provide an official copy of the high school/home school transcript and/or results of home school tests provided to state officials. Early Start applicants will not be considered to be admitted; rather, they are classified as non-degree Early Start students and may take a maximum of 60 credits. Early Start students are not eligible to receive financial aid. The courses taken as Early Start may be transferable to the School of Undergraduate Studies bachelor programs.

Enrollment Status Classification

Regular

Applicants who meet the above admissions criteria, who satisfy all admissions requirements, and who intend to obtain a degree from Regent University are defined as regular students. All regular students are eligible for all forms of financial aid, unless specified below, contingent upon successfully meeting other eligibility criteria of the individual financial aid programs.

Provisional

If the Admissions Committee believes that the applicant has the potential for success in the School of Undergraduate Studies programs but does not meet all of the regular standards for admission, the applicant may be accepted on a provisional status.

Students with a cumulative college GPA of less than 2.5 at a college previously attended, with a cumulative high school GPA of less than 3.0, low SAT/ACT scores, or a low writing assessment score are required to complete a maximum of 12 semester hours, with a minimum cumulative GPA of 2.0 by the end of the second session of their program. If the student does not maintain a minimum cumulative GPA of 2.0 overall, the student will be subject to academic dismissal. After completing the required credits with a minimum cumulative GPA of 2.0 by the end of the first or second session, the student's classification will be changed to regular status.

Students accepted on a provisional basis may be eligible for consideration for all School of Undergraduate Studies scholarships and grants. Students accepted on a provisional basis who apply for scholarships or grants will have their applications reviewed on a case-by-case basis.

Conditional

Applicants who have submitted all application material except for official required documents may be admitted on a conditional enrollment status. Those admitted conditionally must submit all required admissions materials by the end of the first term of study. Students will not be eligible to register for a second term until the school removes the "conditional" designation. Upon submission of the required materials, the student's classification will be changed to regular status.

Non-Degree or Professional Development Status

Students may enroll in the School of Undergraduate Studies on a non-degree basis. These students are those who wish to take courses for personal or professional growth but who are not intending to complete a degree. They are designated as "Professional Development" students. Should a Professional Development student wish to take more than the number of credits outlined below, he or she must first apply and be accepted as a degree-seeking student. As described in the "Admissions Procedures," to be eligible for enrollment for undergraduate credit, applicants must have a high school diploma or equivalent as well as evidence of the ability to perform college-level work.

Professional Development applicants are not considered to be admitted; rather, they are classified as non-degree Professional Development students and may take a maximum of 18 credits. Professional Development students are not eligible to receive financial aid.

Individuals seeking Professional Development status need to submit the following:

1. A signed Professional Development Enrollment Application/Registration form.
2. Verification of high school diploma or equivalency certificate.

Courses for Professional Development students are posted on a non-degree transcript. If a Professional Development student is accepted to an undergraduate degree program in the School of Undergraduate Studies, the student must petition in writing to have those credits count toward the bachelor’s degree.

Nondiscriminatory Policy

Regent University admits students of any race, color, gender, religion, national or ethnic origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Regent University’s policies governing the admission of students relate to its mission statement, but are not applied to preclude a diverse student body in terms of race, color, religion, national origin, or gender.

TUITION AND FEES

Tuition includes the cost of tuition, ID card, most academic services, and graduation fees. It does not include portfolio assessment or fees listed below.

- Tuition: \$395*/credit hour.
- Nonrefundable application fee: \$40.
- Late payment fee: \$100 (applied to all unpaid accounts after the term payment deadline).
- Late registration fee: \$100** (applied if registration occurs after the official start of the term)
- Tuition Installment Plan (TIP): One-time setup fee (\$60 for fall, \$45 for spring and \$30 for summer).

*The School of Undergraduate Studies reserves the right to adjust tuition and fees annually with the institution of each academic calendar year (effective each fall term). The School of Undergraduate Studies also reserves the right to extend formal discounts to participating organizations for which it has formal articulation and/or partnership agreements. Tuition may vary based on these agreements and scholarships that are generally available to students enrolling in the School of Undergraduate Studies programs.

**Late registration is defined as registration for any credit hours after the published start of a term according to the University’s academic calendar. This rule does not apply to any student’s initial registration in their first term.

Tuition Installment Plan (TIP)

The Tuition Installment Plan (TIP) is a monthly payment plan available to any student unable to pay in full at the start of each term. Payment of tuition and fees is spread out over the length of a term. Regent’s TIP allows students to budget more easily their cost of education on a monthly basis. The first payment is to be made by the term payment deadline with the remaining 3 payments (2 in the summer) made via automatic direct draft from the student’s checking or savings account. A payment contract, which includes an automatic payment schedule, is signed at the time of initial payment.

Refund Policy

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

| | |
|---|-----------|
| Before course starts through end of first week | 100% |
| Start of second week through End of second week | 50% |
| After start of third week | No refund |

Payments and Late Fees

Payments can be made in cash, by check, or with VISA, MasterCard, or Discover credit card. An automatic tuition installment plan (TIP) is also available (see below).

A student is not permitted to register and/or continue for a new term until the account balance is paid or satisfactory arrangements are made with the Business Office.

Transcripts and diplomas will not be furnished until the student's account balance is paid in full.

Fees are charged to students who register late or who pay tuition past the published term payment deadline:

- A \$100 late fee will be charged to any returning student who registers for a course after the term start date of the University's published start of term.
- A \$100 late fee will be assessed to all student accounts with a balance after the payment deadline unless:
 - A signed TIP contract and the first payment have been received by the Business Office
 - Federal financial aid funds have been certified by the term payment deadline AND the certified funds will cover all tuition charges

FINANCIAL AID

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

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

Important Financial Facts

- It is the responsibility of each student to make sure he or she has sufficient funds to cover all tuition and other fees by the payment deadline of each term. Federal financial aid is not available to students taking fewer than 6 semester hours in any given term.
- All federal monies received will be automatically applied to the student's account. A refund check will be issued for all monies over and above the current term balance.
- Federal loan monies do not pass to a student's account until the student is attending the 6th semester hour. Traditionally, funds are posted during the 6th week of each term.
- Students can request, in writing to the Business Office, that all refunds from federal funds be left on their account for future term payments.
- Courses numbered below 100 (such as MATH 099) are considered to be pre-college courses, thus enrollees are not permitted to receive financial aid for these courses.

Federal Financial Aid

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

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

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

Stafford Loan Program

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

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

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

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

1. **Subsidized Stafford Loans**

The subsidized Stafford loan is a low-cost loan to help pay education costs. Undergraduate juniors or seniors may be eligible for up to \$5,500 per academic year. Students classified as sophomores may receive \$3,500 and those classified as freshman \$2,625. The amount is based on need. The federal government pays the interest on the loan while the student is enrolled at least half-time and during authorized deferment periods. The interest rate for the 2006-2007 academic year is 6.8 percent while in school and 6.8 percent upon entering repayment. The interest rate is fixed at 6.8 percent. The student has a six-month grace period after graduation or dropping below half-time status, before entering the 10-year repayment period. (See note in this section below.)

2. **Unsubsidized Stafford Loans**

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

Note: Subsidized and unsubsidized federal Stafford loans may be consolidated once you are in the repayment period. Consolidation may extend the length of your repayment period and therefore, lower your monthly payments. However, the amount of interest paid over the life of the loan will increase substantially. Consolidation may or may not be the best option for you. Contact your lender or the Central Financial Aid Office for more information.

Federal PLUS Loans

There are two types of PLUS Loans offered: Graduate Plus and Parent PLUS.

1. Graduate Plus Loans are available to graduate students.
2. Parent PLUS loans are available to parents of dependent undergraduate students who are attending at least half time. PLUS Loans are used to help meet the cost of attendance at Regent. Parents should apply at least 4 weeks before the start of the semester. Dependent students whose parents are unable to qualify for PLUS become eligible for independent student federal loan limits.

Federal Pell Grant

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

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

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

Employer Reimbursement

In cooperation with the University's Business Office, Regent University's School of Undergraduate Studies 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 ensure 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 ensure 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, to 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 reimburse their employees after they have completed their courses and received 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 4th Friday of the following semester. Students choosing to defer any part of their tuition payment under this plan are required to submit the online employer reimbursement deferment form (see below) to the Business Office prior to the start of each semester and are charged a \$45.00 fee to set up their deferment. A valid credit card number will be required at this time and will be kept on file with the Business Office for one semester. If payment has not been made by the 4th Friday of the following semester, the student's credit card will be drafted at that time for the full amount of their tuition.

The university recommends that students maintain a separate credit card specifically for this tuition deferment plan with a minimum credit line equal to or greater than their expected tuition each semester. Regent University maintains the right to revoke a student's tuition deferment privileges if the credit card is declined at the time the card is drafted. In this situation, students will be immediately withdrawn from their classes for non-payment and will be charged a \$100 late payment fee. As a matter of honesty and integrity, students whose credit card does not carry the minimum credit line to cover the tuition balance are urged **not** to use this plan. 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:

1. E-mail a copy of the employer's tuition reimbursement policy to the School of Undergraduate Studies **Office of Admissions and Advising**.
2. 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.
3. Provide to the Business Office the following information at the time of submitting the Employer Reimbursement Deferment Form:
 - Personal contact information.
 - A credit card number and expiration date. Regent University accepts Visa, MasterCard and Discover (not American Express).
 - An authorization of the amount to be drafted from the credit card. Students need to be sure to include all fees, including the \$45 deferment fee, in the total.
4. In the "Comments" section of the form, the student should request a copy of the tuition invoice from the Business Office. The student is advised to keep this invoice on file until the time the employer requests it for reimbursement
5. Fax an **Authorization to Release Student Records Form** to the Registrar's Office (fax: 757-226-4033).
6. Contact the Business Office if the student's credit card information changes over the course of the semester.

Any questions regarding the employer reimbursement deferment should be directed to the cashiers (Toll Free: 877-850-8434, Phone: 757-226-4059, International Phone: 877-386-9525, Fax: 757-226-4342).

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

School-Based Scholarships and Grants

The School of Undergraduate Studies offers the following scholarship programs. These awards are highly selective, and the number of awards is limited and varies each year. Any student who meets the qualifications for the award may apply. Applicants for each award are reviewed on the basis of academic record, need, and scholarship-specific criteria listed below.

Scholarship and Grant Policy

1. Merit-based and need-based scholarships and grants are available for all accepted students. Students who are accepted provisionally are eligible only for need-based and affinity scholarships.
2. Students may apply for all scholarships and grants for which they feel qualified.
3. Scholarship and grant applications are reviewed after admissions decisions have been made and announced in writing.
4. Students will be awarded only one School of Undergraduate Studies scholarship or grant. If a student qualifies for more than one scholarship or grant, the student will be awarded the one scholarship or grant of the highest amount, contingent upon available funds and the date of application.
5. Students may apply only once to the School of Undergraduate Studies for scholarships and grants given by the school. They may request these scholarships and grants only within their first twelve credits of enrollment.
6. Students must maintain the required GPA to retain their scholarship or grant. Students who fall below the required GPA may have their scholarship or grant terminated.
7. Students whose scholarship or grant is terminated or reduced for academic reasons may reapply after one full term of inactivation. Receipt of any scholarship previously awarded is not guaranteed.
8. If employees of Regent, CBN, or Founders Inn, or the spouses or dependents of these employees, receive tuition remission, no School of Undergraduate Studies scholarships or grants will be awarded.
9. School of Undergraduate Studies scholarships and grants will be awarded for the duration of the student's tenure at Regent, as long as the student maintains the required academic standards.
10. Students receiving a scholarship or grant who withdraw from Regent for more than one full semester must reapply for any further scholarships or grants.
11. Filing and completion of the FAFSA is required for all students who wish to be considered for need-based grants.

A list of all School of Undergraduate Studies scholarships and grants, along with an application, is available online at http://www.regent.edu/acad/undergrad/financial_aid/financial_aid_home.cfm.

Private Grants and Scholarships

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

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 Central Financial Aid Office. Making satisfactory academic progress, for these purposes, means that a student must maintain a minimum prescribed cumulative grade point average (GPA) defined by the school, as well as proceed through the program at a pace leading to completion in a specified time frame. Satisfactory progress is measured at the end of each academic semester.

Minimum Requirements

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

- Minimum Cumulative GPA of 3.00 in the student's current academic program transcript level (except students in undergraduate program transcript levels which require a 2.00 minimum).
- Successful completion* of 67% of all credits attempted at the undergraduate programs transcript level.

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

- For students enrolled in an undergraduate degree program the timeframe cannot exceed 150% of the published length of the program, which is measured in attempted credit hours, based upon the number of credits offered at Regent for the program. Therefore, the maximum duration of financial aid eligibility for students in this program is 180 attempted credit hours at Regent counted from the term/period the student originally begins the program, not to exceed five calendar years from the beginning of the initial term/period (including period of non-enrollment).
- Student must be in otherwise good academic standing with the university (as defined by the university's academic policies). A student placed on academic probation is automatically on financial aid probation.

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

Appeal Procedures

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

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

Reinstatement

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

Repeated Courses

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

Transfer Students

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

Periods of Non-Enrollment

Periods of non-enrollment in a particular degree program have no effect on a student's satisfactory academic progress upon reentering for these purposes, except that the maximum five- to seven-year time limit still applies (as described in "*Minimum Requirements*" above). Any exceptions to the time limit due to periods of non-enrollment must be appealed to the Dean of the school through the school's financial aid representative. See "Appeal Procedures" above.

Veterans Benefits

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

Student Employment

In addition to awarding scholarships and grants, and administering the various loan programs, the Central Financial Aid Office posts employment opportunities with Regent University, CBN and other employers in the surrounding communities. The

Central Financial Aid Office is in no way responsible for placement or student/employer relations. Job postings do not necessarily imply University endorsement of the employer. See www.regent.edu/admin/finaid/jobs.cfm for current job listings.

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

State Assistance for Students from States Other than Virginia

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

More Information

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

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

E-mail Notification and GENISYS®

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

Students must access the online GENISYS® system to see financial aid awards, outstanding document requirements, etc. You will be provided with your login and password shortly after Central Financial Aid receives your first submitted financial aid document. Otherwise, you will receive this information after your acceptance to Regent. Develop a habit to frequently check Genisys for the most up-to-date information about your status. If you do not have access to the GENISYS® system, please contact Central Financial Aid to arrange alternative notification options.

COMPUTER REQUIREMENTS

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

Given the rapid rate of change in computer technology, students are expected to refer to the Regent University Information Technology web site at www.regent.edu/it/ for the most current information regarding computer requirements and support, frequently asked questions (FAQs), and tips. It is the students' responsibility to keep up with changes in software.

Community colleges, public libraries, or computer training centers can provide valuable courses on basic Internet and personal computer use or other topics. Although the School of Undergraduate Studies offers students some practice with computer skills through the GENE 101 course, "Contemporary Problems for Christian Leaders" (required of all degree-seeking students) and through ITEC 101, "Fundamentals of Computer Applications" (offered periodically), successful completion of a preparatory course will build students' confidence and help facilitate successful completion of the degree program. Technical questions concerning personal hardware, software, or telecommunication support should be directed to the appropriate vendor(s).

ACADEMIC POLICIES

Academic Advising

Professional academic advisors, faculty, and student services personnel are available to provide academic, career, and personal guidance during the student's program and to help each student with administrative needs and concerns. It is the student's responsibility to meet the requirements of the degree as defined in the student's approved degree plan (ADP). Advisors assist students with the ADP and in planning, term by term, how they will complete graduation requirements. In addition, advisors remain available throughout the year to help students regarding academic concerns and with the registration process, such as selecting courses, adding or dropping courses, and selecting a major or minor. More information is available from the Enrollment Services Office and the Student Handbook. Students can download academic forms at <http://www.regent.edu/admin/registrar/onlineforms.cfm>.

Academic Dismissal

Students are academically dismissed if they meet the criteria for probation two semesters in a row.

Any student academically dismissed from the School of Undergraduate Studies may petition the Admissions Committee for readmission. The case will be carefully reviewed to determine if there is a basis for the student's resuming the undergraduate program at Regent. Readmission is not guaranteed and should not be assumed. A student academically dismissed and then readmitted by the Admissions Committee is placed on academic probation and must maintain a GPA of 2.0 or higher for each semester thereafter in order to remain in the School of Undergraduate Studies.

Academic Grievances and Appeals

A grievance is defined as a complaint or concern of a student regarding a faculty or staff member at the university about an issue that the student believes adversely affects his or her academic career or personal well-being. After first discussing the incident with the individual(s) involved in order to seek a resolution, the student may submit a letter regarding the grievance to the dean of the school. The letter must be submitted within 30 days of the date of the actual or supposed circumstance and must include specific information, following the details in the Student Handbook (available online).

When a student wants to appeal a course grade, he or she must follow the process described below.

1. The student must schedule a meeting with the instructor of the course within 90 days (60 days for the Law School) from the end of the semester for which the grade was assigned.
2. The instructor will explain the reason for the grade and, if warranted, raise the grade, lower the grade, or leave the grade unchanged.
3. If the instructor is unavailable during the 90-day period (e.g., summer), the student must notify the dean of the school in writing of his or her desire to appeal the grade to the instructor. If no appeal is filed within the 90-day period, the grade will be considered final.
4. If the student believes he or she has not received a satisfactory resolution from the instructor, the student may appeal to the dean of the school for resolution. The appeal to the dean must occur within 30 days from the instructor's decision; or within 60 days from the submission of the matter to the instructor, if no decision is issued by the instructor. The student should submit a written appeal to the dean that includes:
 - a. Student's full name
 - b. Regent University student identification number
 - c. Semester and year enrolled
 - d. Course number and name
 - e. Name of instructor
 - f. Grade received
 - g. Reason for appeal
 - h. Supporting documents
5. The dean responds in writing within 30 days of the date of the meeting or appeal.
6. If the student believes he or she has not received a satisfactory resolution of the appeal from the dean, he or she has 30 days from the dean's decision to submit a written appeal to the vice president for academic affairs. The appeal should include the same information submitted in the appeal to the dean.

7. The vice president for academic affairs reviews the appeal.
8. If the vice president for academic affairs determines that there is insufficient justification to warrant review by the Academic Council, the appeal will be rejected and this action will be considered final. If the vice president for academic affairs determines that the appeal warrants further review, the matter will be referred to a subcommittee of Academic Council for a final decision. A grade will not be changed unless it is determined to have been arbitrary and capricious. No further appeals will be entertained by the university regarding the matter.
9. The vice president for academic affairs will inform the instructor, dean and student in writing of his or the Academic Council's decision within 30 days of the date the appeal was submitted.

A grade will not be changed unless it is determined to have been arbitrary and capricious.

For details on the procedures to follow for grievances and other academic appeals, please consult the Student Handbook (available online).

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 need resources to assist them in accurately detecting plagiarism, in preventing plagiarism before it occurs, and in safeguarding the academic integrity of the work of students who have properly researched and properly cited their sources. Hence Regent University has currently subscribed to TurnItIn.com®, an online collaborative learning tool for faculty, which supports members of the Regent academic community in their quest to uphold academic integrity. For a full discussion of this program, please refer to the following website: <http://www.regent.edu/it/helpdesk/document/turnitin>. Student submissions may be submitted to the scrutiny of the TurnItIn® software or other academic integrity software. Note that these submissions of assignments to TurnItIn® or other software do not necessarily constitute an accusation or suspicion of plagiarism on the student's part.

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

Academic Probation

Undergraduate students with less than a 2.00 cumulative GPA at the end of any semester will be placed on academic probation. Students must receive a passing grade for all courses in the following semester. Only courses from Regent University will be included in the computation of the GPA. In the case of repeated courses, the last grade points and semester credits hours earned replace the previous grade points and semester credit hours in the computation of the GPA. However, all grade entries made to the transcript will remain a part of the student's permanent academic record.

Attendance Policy

It is critical for on-campus students to attend all class sessions and for online students to participate in discussion boards on time in order to accomplish learning outcomes. In addition, Regent University is required to maintain accurate attendance records by the U.S. Department of Education.

Two (2) attendance units will be recorded every week for all courses (any number of credits) for each student.

Online students will have two (2) Blackboard discussion board postings each week equal to sixteen (16) total attendance units for each course. Any missed or late posting will result in one (1) less attendance unit recorded (i.e. one *lost/missed* attendance unit.)

On campus students will have two (2) class hours each week counting toward the sixteen (16) total attendance units for each course. Any missed portion of one class hour will result in one (1) less attendance unit recorded (i.e. one *lost/missed* attendance unit) with a maximum of two (2) lost each week.

Any online or on campus course **may** have more than (but will not have less than) sixteen (16) total discussion board postings or class hours within the course; however, **only 16 total** (postings or class hours) **are used for recording attendance (2 each week)**. Any two hours each week may be used to calculate the lost attendance unit(s) for each student.

For five (5) or fewer missed attendance units a faculty member will deduct at her or his discretion up to five (5) percentage points (5%) for each missed attendance unit from the student's final grade. For six (6) or more missed attendance units a faculty member may deduct at his or her discretion up to ten (10) percentage points (10%) for each missed attendance unit from the student's final grade.

Because class absences and missed discussion board posting deadlines sometimes result because of extenuating professional or personal situations, faculty members may, at their discretion, offer a student an opportunity to gain back some or all of the lost percentage points through whatever means are appropriate to the situation.

However, the recorded loss of the attendance unit will not be altered in the records, even if a student makes up the missed class/work and related grade points. These attendance percentage point deductions may be in addition to and separate from any lost participation points that an individual professor may also deduct for a missed class/assignment.

Faculty/Course Evaluations

Students are provided an opportunity to evaluate instructors and curriculum after the completion of each course. All course evaluations are completed online. Instructions and reminders will be sent to students via e-mail. Student evaluation reports are held in confidence until the instructor submits course grades. The academic department chair reviews all evaluations. After grades have been submitted, the instructor will be provided a copy of all evaluations for review and comment.

Financial Holds on Academic Records

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

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*).

Grade Change Appeals

For information about appealing a course grade, see the information regarding “Academic Grievances and Appeals” in this catalog or, to gain full information, consult the Student Handbook.

Grading System

To remain in good academic standing in the undergraduate programs, students must maintain a 2.0 GPA. Grades are posted by each instructor in all School of Undergraduate Studies programs within 14 calendar days of the completion of each course.

The following grading system is followed:

| <i>Grade</i> | <i>Percentage</i> | <i>Quality Points</i> | <i>Meaning of Grade</i> |
|--------------|-------------------|-----------------------|-------------------------|
| A | 93-100 | 4.00 | Superior |
| A- | 90-92 | 3.67 | |
| B+ | 87-89 | 3.33 | |
| B | 83-86 | 3.00 | Good |
| B- | 80-82 | 2.67 | |
| C+ | 77-79 | 2.33 | |
| C | 73-76 | 2.00 | Satisfactory |
| C- | 70-72 | 1.67 | |
| D+ | 67-69 | 1.33 | |
| D | 63-66 | 1.00 | Poor |
| D- | 60-62 | 0.67 | |
| F | 0-69 | 0.00 | Failing |

Graduation and the Commencement Ceremony

Regent University holds one commencement ceremony each year at the end of the spring semester. However, students completing their degree requirements at other times of the year may choose to have their degrees conferred in May, August, or December. These students may participate in the commencement ceremony closest in time to their time of degree conferral.

Students must obtain approval to participate in commencement. Students approved to graduate in the fall, spring, or summer terms are strongly encouraged to participate in the spring commencement ceremony for the conferring of the degree. Students who are unable to attend commencement should notify the Registrar’s Office in writing at least one month prior to the ceremony. Students who have satisfied all graduation requirements or who have 9 or fewer credits to complete by the end of the summer term are eligible to participate in the spring commencement ceremony. 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.

In order to participate in the commencement ceremony, students must observe the following deadlines: Students **desiring to graduate in December or May** must file an application to graduate with the registrar’s office by **October 1**. For **August graduation**, they must file the application by **May 15**.

Upon verification of degree requirement satisfaction, students are notified in writing from the school in which they are enrolled with regards to their graduation approval or denial. Students who are not approved to graduate in the term stated on the graduation application must file another application in the subsequent term.

“Incomplete” Grades (“I”)

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. In this situation, a “Request for Incomplete” form (available at <http://www.regent.edu/admin/registrar/onlineforms.cfm>) must be completed by the instructor and approved by the Associate Dean of Academics before the end of the course. This form should be signed by both the student and the instructor; however, if the student is able to communicate with the instructor only by phone or electronically, the instructor may indicate this and sign for both. A grade of “Incomplete” (“I”) will be given in a regular course only for legitimate deficiencies due to illness, emergencies, or other extraordinary reasons acceptable to professors, and not because of neglect on the student’s part.

If an “I” grade is assigned, the student will be permitted six weeks from the last class session to submit course assignments for grading by the instructor in order to replace the “I” with a letter grade. If more than six weeks elapse, a grade of “FX” will be assigned and students must re-register and pay the appropriate tuition to re-enroll in the course the next time it is offered. A student who acquires two concurrent grades of “Incomplete” will not be permitted to enroll in additional courses until the “Incomplete” grades are resolved. This may delay the student’s completion of the program.

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 Financial Aid Office at Regent University immediately upon receiving an “I.”

Information Research and Resources Course

The university library offers an information research and resources course on campus and online twice a term. The course is noncredit and required for all School of Undergraduate Studies students. Students graduating from Regent University must demonstrate that they possess basic competencies in the use of computer and related information technology research and resources, including use of the library. No students will be allowed to graduate or participate in commencement without having completed the information research requirements. Students who demonstrate proficiency in the competencies will not be required to take the course. The library provides a list of the course competencies and a guide as to how the competencies must be demonstrated and at what level. The library will certify to the dean of each school and the registrar that students have passed the information research course and will certify that those students have demonstrated the competencies of the course through a challenge exam. Students should demonstrate the competencies during the first term of enrollment, either through the challenge exam or by passing the research course. If they do not, they will be automatically reenrolled in the course in the second term. The Registrar’s Office will include on each student’s transcript the course name and a grade of “P” for successful completion.

“In-Progress” Grades (“IP”)

In-progress grades shall be given for courses in which the completion of course requirements for all students in the class extends beyond the formal class sessions scheduled for the course. In-progress grades are only appropriate for use in the School of Undergraduate Studies Research Seminars classes.

The issuance of an “IP” grade may have a direct impact on students’ receipt of a grade for tuition reimbursement purposes and may directly affect their eligibility for and receipt of financial aid. It is imperative that students contact the Financial Aid Office at Regent University immediately upon receiving an “IP.”

Outcomes Assessment Requirement

In order to maintain a high level of academic excellence and to ensure that Regent University complies with mandates imposed by the State Council of Higher Education in Virginia (SCHEV), the Southern Association of Colleges and Schools (SACS), and other accreditation agencies, the School of Undergraduate Studies has developed a plan to assess the quality of its academic programs. As part of the assessment plan, all undergraduate students are required to take tests and surveys designed to measure achievement related to the general education and major program outcomes and other student learning.

No minimum score or level of achievement is required on these tests for graduation. Assessment results will remain confidential and will be used for the sole purpose of improving the School of Undergraduate Studies' programs. Failure to participate in these assessment activities may preclude the student's right to register for future terms and/or receive the baccalaureate degree. The School of Undergraduate Studies' administration will make all reasonable efforts to ensure that students have ample notice of and opportunities to take required assessments.

Registration Processes

1. *Adding a Course*

Students may add a class only during the first week of classes without penalty. Students are to use the "Add/Drop" form to make this request, available from the academic advisor or from the Assistant Director of Admissions and Advising.

2. *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. Audited courses appear on the transcript but do not have associated credits. Students taking courses for credit shall be given enrollment priority over auditors. Students auditing a course will pay one-half the tuition as those taking it for credit. Financial aid will not be applied to audited courses.

3. *Change of Schedule: adding and dropping courses*

Students may add or drop courses to their schedule during the first week of the course without penalty. After the last day of the first week, academic or financial penalties apply. **If a student does not attend or participate in a course for which the student is registered and does not officially drop the course through the Registrar's Office, the student will receive a failing grade for the course.**

4. *Repeating a Course*

Students may repeat a course, in which case the last grade points and semester credit hours earned replace the previous grade points and semester credit hours in computing the GPA. Students wishing to repeat a course must re-register and pay the standard School of Undergraduate Studies tuition per credit in effect during the fiscal period in which the course is retaken. When a course is repeated, the last grade points and semester credit hours earned replace the previous grade points and semester credit hours in computing the GPA. However, all grade entries on the transcript remain a part of students' permanent academic record. If the course being repeated is offered under a different course number than when students first took the course, students must indicate that it is a repeated course at the time of registration.

5. *Withdrawal from a Course*

Students may add or withdraw from a class during the first week of classes without a permanent notation to their records. After the first week and through the end of the fourth week of classes, students will receive a grade of "W" if they officially withdraw with the Registrar's office. In this case, students need to complete the "Add/Drop" request form, sign it, have the instructor sign it, and return the form to the Registrar's office before the end of the last business day in the fourth week of class. The "Add/Drop" form used in the School of Undergraduate Studies is available from the student's academic advisor or from the Assistant Director of Admissions and Advising.

After the fourth week and up to the end of the seventh week, students who discontinue class but who complete the proper form requesting withdrawal from class, following the procedure described above, will receive a grade of "WF." Withdrawals are not permitted the last week of class. Students who discontinue the class but who fail to withdraw properly receive a grade of "F" for the class.

Financial penalties apply for grades of "W" and "WF," as described under the refund policy. **Students need to verify with the Business Office how the withdrawal and grade of "W" or "WF" will affect their account balance before they initiate a withdrawal process.** Courses carrying a grade of "WF" receive no credit but are counted towards hours attempted and may negatively affect the students' GPA. The issuance of a "W" or "WF" grade may have a direct impact on students' receipt of a grade for tuition reimbursement purposes and may directly affect his or her eligibility for and receipt of financial aid. It is imperative that students contact the Financial Aid Office at Regent University before receiving a "W" or "WF."

Statement of Academic Freedom

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

Student Records Confidentiality

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

Transcripts and Verification of Enrollment

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

Withdrawal from the School of Undergraduate Studies

Occasionally, students voluntarily decide to withdraw from the undergraduate program. In such cases, the following guidelines and policies apply:

1. A voluntary withdrawal will be granted if students request it in writing from their advisor. In addition, students must meet with the Assistant Director of Student and Alumni Services for approval to be granted.
2. Students who have not attended classes, or distance students who have not participated in instructional events, will, by the end of the drop/add period (the end of the first week of the session)—in accordance with university practice—be assumed to have unofficially withdrawn from the university and will be administratively withdrawn. Students who leave the university during a term without officially withdrawing will be administratively withdrawn and will forfeit fees or deposits paid to the university.
3. The school's policies and deadlines for grades of "W" (Withdraw) and "WF" (Withdraw Failing) apply to students wishing to withdraw from the university (see the information under "Academic Information"). The regular refund policy applies for a student suspended for disciplinary reasons.
4. When students have been absent for one year, the university will assume that students have permanently withdrawn from the School of Undergraduate Studies. Students wishing to be readmitted must submit an Application for Readmission.

Students must contact the Financial Aid Office as soon as they withdraw or are withdrawn from the School of Undergraduate Studies.

Students may be withdrawn because of financial reasons. Such students are prohibited from continuing in course work and attendance in classes until all financial obligations to the university are met. Possible causes of such action may result from failure to complete necessary financial aid paperwork in a timely fashion or as a result of delinquency of payment to the university for any outstanding balance students have incurred. When students are notified that their withdrawal status has been removed, they must contact the School of Undergraduate Studies' Office of Admissions and Advising to re-register for subsequent coursework.

Withdrawals and Returning from a Withdrawal

Returns from a withdrawal have the following stipulations:

1. Financial clearance must be granted from the Business Office before the return.
2. Withdrawals require a petition for re-admittance prior to confirmation of registration. Students must submit a written explanation of their ability to return to the program.
3. Courses carrying a "F", "W", "WF," or "I" must be completed before students are officially re-admitted to regular status in the program.

Students are responsible for the tuition rate in effect at the time they re-enroll.

4. Should students withdraw after attending any part of the course, the appropriate charges for partial class attendance will be assessed (see Refund Policy).
5. If students are not enrolled for more than one year and are later readmitted, they must meet the degree requirements current at the time of readmission.

ACADEMIC PROGRAMS

The two foundational parts of the academic program in the School of Undergraduate Studies are the general education core curriculum and the academic major. All students are required to complete the general education requirements, at least one major course of study, and enough electives to total 120 semester hours of credit. Students may choose to minor in one or more disciplines or to complete the requirements for a second major. Courses numbered below 100 are considered pre-college, thus they do not carry college credit.

Graduation Requirements for the Baccalaureate Degree

Diplomas will be issued and degrees posted on transcripts when the Registrar's Office and the Dean of the School of Undergraduate Studies have certified that all graduation requirements have been met. In order to graduate with the bachelor's degree, a student must:

- Earn a minimum of 120 semester hours of credit, including satisfactory completion of all course requirements of the School of Undergraduate Studies.
- Complete at least 30 credit hours of instruction at Regent University for the bachelor's degree, including Religious Studies (RELS) 107, "Worldviews."
- Meet all general education requirements as listed in the general education section of this catalog.
- Meet all requirements for an academic major as specified in this catalog.
- Earn a minimum cumulative GPA of 2.00 (A = 4.0) in all coursework attempted and in the major, and a minimum of C- in each course that will be applied to the major.
- Complete all required examinations and surveys related to the university's learning assessment program.
- Pay all university financial obligations.

The following requirements apply to the major and minor:

- Students who receive a grade below "C-" in any course applied to the major must repeat that course in order to graduate.
- For a second major at Regent University, at least seventy-five percent of the required coursework for the second major must be unique to that major program.
- For undergraduate academic minors, fifteen (15) credits of the minor must be unique to that minor program. Fifteen (15) credits of the minor must be completed at Regent University. Courses applied to the minor must carry a minimum of a C-.

Although the academic advisor participates actively in the student's planning and helps to monitor the student's progress towards graduation, responsibility for fulfilling all graduation requirements rests upon the individual student. Students

should acquaint themselves with the requirements described in this catalog and plan their course of study carefully so as to fulfill graduation requirements. Students are subject to the academic requirements set forth in the catalog in use during the year they entered the university.

The General Education Core Curriculum

Serving as a core experience for undergraduate students at Regent University, the general education core curriculum is intended to foster students' personal, spiritual, and academic growth as Christian leaders who can change the world. Specifically, the general education program challenges students to develop and embrace a perspective on the world that is rooted in Christ and enlivened by the Holy Spirit. With this foundation, students are further challenged through the general education curriculum to develop the knowledge, skills, and values central for effective leadership in today's world as they gain awareness of themselves and the needs of others. Students encounter a liberal arts experience that prepares them to think, to inquire about ideas and the nature of the world, and to seek and analyze information. This educational experience, grounded in Christ and shaped within a caring community, prepares students for today's complex world, equipping graduates to be effective, service-minded leaders.

Requirements

The general education core requirements include 46 credit hours of courses in specific areas:

Key to codes used below:

‡ denotes required courses for those in the IDS (elementary education) program.

± denotes required courses for those in the Psychology program.

1. Students are required to take the Regent cornerstone course:

| Subject Area | Credit Requirement | Available Courses | Credits Offered |
|---------------------------|--------------------|--|-----------------|
| Regent cornerstone | 3 credits | | |
| Required: | | GENE 101 Contemporary Problems for Christian Leaders | 3 |

2. Students are required to take 12 credits of coursework intended to increase their abilities in writing, oral communication, and mathematics, as specified:

| | | | |
|----------------------|------------------|--|---|
| Writing | 6 credits | | |
| | | ENGL 101 English Composition | 3 |
| | | ENGL 102 Research and Academic Writing | 3 |
| Communication | 3 credits | | |
| | | CMVV 110 Public Speaking | 3 |
| Mathematics | 3 credits | | |
| Choose 1 course: | | MATH 101 Mathematics for Liberal Arts | 3 |
| | | MATH 102 College Algebra ‡ ± | 3 |
| | | MATH 201 Statistics ‡ ± | 3 |

‡ IDS students complete 6 credits in mathematics, as specified here.

± Psychology majors may choose either Math 102 or 201.

3. Students are required to take 12 credits of coursework in Christian Foundations, consisting of RELS 107 Worldviews; one course in Old or New Testament; a New Testament or other biblical studies course; and one course in spiritual formation, as specified:

| Subject Area | Credits Required | Applicable Courses | Credits Offered |
|------------------------------|-------------------------|---------------------------------------|-----------------|
| Christian Foundations | 12 credits total | | |
| Required: | 3 credits | RELS 107 Worldviews | 3 |
| Choose 2 courses: | 6 credits | RELS 103 Old Testament Studies | 3 |
| | | RELS 104 New Testament Studies | 3 |
| | | RELS 250 Mission and Message of Jesus | 3 |
| Required: | 3 credits | RELS 206 Spiritual Formation | 3 |

4. Students are required to take 6 credits of coursework in history, consisting of survey courses in either western or world civilization, or U.S. history:

| History | 6 credits total | | |
|-------------------|-----------------|--|---|
| Choose 2 courses: | | HIST 101 Western Civilization I ‡ | 3 |
| | | HIST 102 Western Civilization II | 3 |
| | | HIST 201 U.S. History I (to 1877) ‡ | 3 |
| | | HIST 202 U.S. History II (from 1877) ‡ | 3 |

‡ IDS students complete 9 credits in history, as specified here.

5. Students are required to take 3 credits of coursework in philosophy:

| Philosophy | 3 credits | | |
|------------------|-----------|--------------------------------------|---|
| Choose 1 course: | | PHIL 101 Introduction to Philosophy | 3 |
| | | PHIL 102 Logic and Critical Thinking | 3 |

6. Students are required to take 4 credits of coursework in the earth or natural sciences (not the behavioral sciences), consisting of a course with a laboratory component:

| Natural Sciences | 4 credits | | |
|-------------------|-----------|---|---|
| Choose 4 credits: | | BIOL 101 Introduction to Biology with Lab ‡ | 4 |
| | | BIOL 102 Human Biology with Lab ± | 4 |
| | | PHYS 213 Meteorology with Lab | 4 |

‡ IDS students complete 7 credits in the natural sciences, including at least one course with a laboratory; they must complete courses in at least two different sciences.

7. Students are required to take 3 credits of coursework chosen from the social sciences, including communications, economics, geography, sociology, political science, and psychology:

| Social Sciences | 3 credits | | |
|------------------|-----------|---|---|
| Choose 1 course: | | CMVV 100 Introduction to Communication | 3 |
| | | ECON 101 Introduction to Economics ‡ | 3 |
| | | GEOG 101 World Geography ‡ | 3 |
| | | POLI 196 Foundations of Political Science | 3 |
| | | PSYC 102 Intro to Psych & Christian Thought | 3 |

8. Students are required to take 3 credits of coursework chosen from the humanities and arts:

| Humanities and Arts | 3 credits total | |
|---------------------|--|---|
| Choose 1 course: | ARTA 101 Art Appreciation | 3 |
| | MUSI 101 Music Appreciation | 3 |
| | ENGL 202 Literature of the United States: Beginnings to Civil War | 3 |
| | ENGL 203 Literature of the United States: Civil War through the 21 st Century | |
| | ENGL 211 British Literature: Middle Ages through the 18 th Century | 3 |
| | ENGL 212 British Literature: 19 th Century through the 21 st Century | |
| | ENGL 215 African American Literature | 3 |
| | ENGL 275 Shakespearean Literature | 3 |

‡ IDS students may choose to take ENGL 202, 203, 211, 212, or UIS 410, Classical Literature for Children, to satisfy the literature content area. They also complete 6 additional credits in the arts and humanities.

9. Students are required to demonstrate competency in writing, reading, mathematics, oral expression, and computer skills. Such proficiency must be demonstrated as follows:

Proficiency in writing. A grade of C- or better in ENGL 101, English Composition.

Proficiency in reading. A grade of C- or better in a 200-level survey of literature course: ENGL 202 Literature of the United States I; ENGL 203 Literature of the United States II; ENGL 211 British Literature I; ENGL 212 British Literature II; ENGL 215, African American Literature; or ENGL 275, Shakespeare.

Proficiency in oral communication. A grade of C- or better in CMVV 110, Public Speaking.

Proficiency in mathematics. A grade of C- or better in MATH 101, 102, or 201.

Proficiency in computer skills. A grade of C- or better in GENE 101, Contemporary Problems for Christian Leaders.

Students who do not earn a C- or better in each of these areas must re-take the course until at least a C- is obtained.

Equivalent scores on College Level Examination Program (CLEP) exams or Advanced Placement (AP) exams may be substituted for any of these demonstrations of competency.

Areas of Specialization: Certificates of Study, Minors, Emphases, and Majors

Certificates of Study

The Regent University School of Undergraduate Studies also offers a number of special, optional certificate programs. A certificate of study represents study in an academic area through a carefully selected group of courses, consisting of RELS 107, "Worldviews," plus fifteen credits of courses specified by the academic department, for a total of eighteen credit hours. Students may pursue a certificate of study either as a degree or non-degree seeking student. Certificate courses are designed so that the entire certificate may be completed in one calendar year if completed in the standard sequence and are typically offered in both face-to-face and online formats. They are fully applicable to Regent University bachelor-level academic programs and are noted on the student's transcript and certificate.

The following standards apply for certificates of study:

- A certificate from The School of Undergraduate Studies at Regent University requires the successful completion of a sequence of six courses for eighteen credit hours.
- All eighteen hours of coursework must be completed through Regent University.
- A grade of C (2.0) or better must be earned in each course to receive a certificate.

- Only the RELS 107 Worldviews course may be utilized to earn more than one Regent undergraduate certificate. This course is required for all Regent undergraduate certificates of study.

Certificates may be earned in the following academic areas. Course requirements for Regent's certificates can be found in the "Academic Programs" section of this catalog, in the information given for the department listed below:

Animation History – Communication Department
Biblical Studies – Religious Studies Department
Christian Counseling for Laypeople – Psychology Department
Drawing – Communication Department
French – General Education Department
Leadership – Organizational Leadership and Management Department
Mandarin – General Education Department
Maya (Animation) – Communication Department
Practical Ministry – Religious Studies Department
Professional Communication – Communication Department
Spanish – General Education Department

Minors

A minor is a prescribed group of related courses (15 credits) taken outside of one's academic major. Minors present optional study opportunities to students who wish to supplement their major field of study with coursework in another academic area. Students choosing to complete a minor will be required to complete 15 credits of specified courses in the subject area in which the minor is selected. The minor must be listed on the student's "Approved Degree Program" form, with the required courses documented. A listing of the required courses for each minor is listed under each undergraduate program.

Emphases

Within some majors, students may choose to focus on a specific subject area or concentration, called an emphasis. Emphases are available in the Communication, Global Business, and the Psychology degree programs. Emphases may vary in the number of hours required depending on the program selected. A list of available emphasis courses and other requirements is given under the applicable undergraduate programs below.

Majors

Students choose at least one major program of study in order to graduate with the baccalaureate degree. The baccalaureate degrees offered at Regent University are:

Bachelor of Arts:

- Communication (emphasis in either professional communication or animation)
- Religious Studies

Bachelor of Science:

- Global Business (emphasis in either international management or management information systems)
- Interdisciplinary Studies PreK-6 (for teacher education)
- Organizational Leadership and Management
- Political Science (emphasis in either humanitarian affairs or public policy and administration)
- Psychology (optional emphasis in substance abuse treatment)

The School of Undergraduate Studies is organized into the following departments. Program requirements are included.

ACADEMIC DEPARTMENTS

Communication

Bachelor of Arts

Department Chair: Dr. Mark Menga

The Department of Communication is comprised of a community of professionals committed to educating students as Christian leaders to change the world. The mission of the Communication Department is to develop students who communicate effectively with others in and through a variety of settings and media. Course work emphasizes and enhances analytical, critical, and creative thinking, listening, speaking, and writing.

Careers in communication are varied and vast. The Communication Department at Regent offers a major in communication which leads to a Bachelor of Arts degree with an emphasis in either professional communication or animation.

Students in the professional communication emphasis learn how to communicate effectively in the legal, political, and business arenas. Graduates often pursue careers in information design, corporate communications, publishing, public relations, training and development, and advertising.

The animation emphasis focuses on helping students to develop and apply their skills in drawing and technology. All students study animation technique and history, drawing, character and graphic design, perspective and composition. Graduates often pursue careers in movie making, graphics for broadcasting, and web design.

Students may also choose to minor in Animation History, Drawing, Maya, or Professional Communication. Additionally, the Communication Department offers the following certificate programs: Animation History, Drawing, Maya, and Professional Communication.

The Communication major may be completed on campus at Virginia Beach or online; the Animation emphasis is offered only at the Virginia Beach campus.

Required Courses for the Major in Communication, Emphasis in Animation (51 credits):

- CMZZ 317 Communication Studies (3)
- CMAN 311 Drawing Studio 1 (1)
- CMAN 312 History of American Animation (3)
- CMAN 313 Fundamentals of 3-Dimensional Animation in Maya (2)
- CMAN 321 Drawing Studio 2 (1)
- CMAN 323 Advanced 3-Dimensional Animation in Maya (2)
- CMAN 331 Drawing Studio 3 (1)
- CMAN 332 History of World Animation (3)
- CMAN 333 Digital Puppetry in Maya (2)
- CMAN 341 Drawing Studio 4 (1)
- CMAN 343 Character Animation in Maya (2)
- CMAN 344 Editing for Animators (3)
- CMAN 411 Drawing Studio 5 (1)
- CMAN 415 The Art of the Storyboard (2)
- CMAN 421 Drawing Studio 6 (1)
- CMAN 422 The Business of Animation (2)
- CMAN 425 Cell and Stop-Motion Animation (3)
- CMAN 426 Pre-Production for Culminating Project (1)
- CMAN 431 Drawing Studio 7 (1)
- CMAN 433 Mel-Scripting in Maya (3)
- CMAN 436 Culminating Project, Part 1 (2)

CMAN 437 Designing Graphics Packages for Television (3)
 CMAN 441 Drawing Studio 8 (1)
 CMAN 446 Culminating Project, Part 2 (2)
 CMAN 445 Web-Based Animation (2)
 CMZZ 446 Capstone Seminar (3)

Required Courses for the Major in Communication, Emphasis in Professional Communication (45 credits):

CMZZ 317 Communication Studies (3)
 CMZZ 326 Argumentation and Critical Thinking (3)
 CMPR 255 Persuasive Communication (3)
 CMPR 335 Interpersonal Communication for Professionals (3)
 CMPR 336 (Small) Group Communication for Professionals (3)
 CMPR 345 Organizational Communication for Professionals (3)
 CMPR 346 Intercultural Communication for Professionals (3)
 CMPR 415 Professional Communication (3)
 CMPR 416 Communication Ethics (3)
 CMPR 425 Oral Communication (3)
 CMPR 426 Nonverbal Communication (3)
 CMZZ 436 Rhetorical Communication (3)
 CMZZ 445 Communication Theory (3)
 CMZZ 446 Capstone Seminar (3)
 Choice of three (3) additional credits offered by the communication department.

Students may complete any of the following minors:

Minor in Animation History (15 credits):

CMAN 312 History of American Animation (3)
 CMAN 332 History of World Animation (3)
 CMAN 349 Anime (3)
 CMAN 412 Styles and Impact of Animation (3)
 CMAN 469 History of Special Effects (3)

Minor in Drawing (15 credits):

CMAN 311 Drawing Studio 1 (1)
 CMAN 321 Drawing Studio 2 (1)
 CMAN 331 Drawing Studio 3 (1)
 CMAN 341 Drawing Studio 4 (1)
 CMAN 415 The Art of the Storyboard (2)
 CMAN 421 Drawing Studio 6 (1)
 CMAN 431 Drawing Studio 7 (1)
 CMAN 441 Drawing Studio 8 (1)

Six additional credits in any other CMAN courses

Minor in Maya (15 credits):

CMAN 313 Fundamentals of 3-Dimensional Animation in Maya (2)
 CMAN 323 Advanced 3-Dimensional Animation in Maya (2)
 CMAN 333 Digital Puppetry in Maya (2)
 CMAN 343 Character Animation in Maya (2)
 CMAN 413 Computer-Based Dynamics (3)
 CMAN 433 Mel-Scripting in Maya (3)

One additional credit in any other CMAN course

Minor in Professional Communication (15 credits):

- CMZZ 317 Communication Studies (3)
- CMZZ 326 Argumentation and Critical Thinking (3)

Plus a choice of any 3 listed below:

- CMZZ 436 Rhetorical Communication (3)
- CMZZ 445 Communication Theory (3)
- CMYY 312 Introduction to Communication Arts (3)
- CMYY 365 Visual Communication (3)
- CMYY 420 Communication Criticism (3)
- CMYY 455 Media Studies (3)
- CMPR 416 Communication Ethics (3)
- CMPR 425 Oral Communication (3)
- CMPR 426 Nonverbal Communication (3)

Students may choose to complete any of the following certificates:

Certificate in Animation History (18 credits):

- RELS 107 Worldviews (3)
- CMAN 312 History of American Animation (3)
- CMAN 332 History of World Animation (3)
- CMAN 349 Anime (3)
- CMAN 412 Styles and Impact of Animation (3)
- CMAN 469 Histories of Special Effects (3)

Certificate in Drawing (18 credits):

- RELS 107 Worldviews (3)
- CMAN 311 Drawing Studio 1 (1)
- CMAN 321 Drawing Studio 2 (1)
- CMAN 331 Drawing Studio 3 (1)
- CMAN 341 Drawing Studio 4 (1)
- CMAN 415 The Art of the Storyboard (2)
- CMAN 421 Drawing Studio 6 (1)
- CMAN 431 Drawing Studio 7 (1)
- CMAN 441 Drawing Studio 8 (1)
- Six additional credits in any other CMAN courses

Certificate in Maya (18 credits):

- RELS 107 Worldviews (3)
- CMAN 313 Fundamentals of 3-Dimensional Animation in Maya (2)
- CMAN 323 Advanced 3 Dimensional Animation in Maya (2)
- CMAN 333 Digital Puppetry in Maya (2)
- CMAN 343 Character Animation in Maya (2)
- CMAN 413 Computer-Based Dynamics (3)
- CMAN 433 Mel-Scripting in Maya (3)
- One additional credit from any CMAN course

Certificate in Professional Communication: (18 credits):

- RELS 107 Worldviews (3)
- CMZZ 317 Communication Studies (3)
- CMZZ 326 Argumentation and Critical Thinking (3)
- CMZZ 335 Interpersonal Communication for Professionals (3)
- CMZZ 345 Organizational Communication for Professionals (3)
- CMZZ 356 Public Relations and Communication (3)

Communication Course Descriptions

Animation

CMAN 100 Fundamentals of 2-Dimensional Design (3 credits)

Students explore the relationship of value and shape using a two-dimensional format while drawing on the principles of color harmonies. Weekly critiques introduce students to the language of visual communication. This class is open to all majors with preference given to students who have declared the concentration in animation.

CMAN 110 Advanced Design Techniques (3 credits)

Students explore the interaction of form and structure in three-dimensional space, developing skills in special sense, proportion, and creative problem solving to increase their visual communication skills. This class is open to all majors with preference given to students who have declared the concentration in animation.

CMAN 200 Introduction to Digital Art (3 credits)

Introduces students to the creation of digital art using Adobe Photoshop and Illustrator. Students are required to have an approved laptop with Illustrator and Photoshop software installed. This class is open to all majors with preference given to students who have declared the concentration in animation.

CMAN 210 Introduction to Post Production (3 credits)

Students are acquainted with the principles of animation post-production using Adobe Premiere and Sonic Foundry Sound Forge. Students investigate the software interfaces of both programs and given the basic tools for understanding how each program functions. Students are required to have an approved laptop with Adobe Premiere and Sound Forge software installed. Prerequisite: CMAN 200. This class is open to all majors with preference given to students who have declared the concentration in animation.

CMAN 220 Editing Effects (3 credits)

Provides students with a hands-on introduction to the creation of motion graphics and visual effects, specifically in relation to digital video and animation using Adobe After Effects. Students are required to have an approved laptop with Adobe After Effects and Photoshop software installed. Illustrator and Sonic Sound Forge would be helpful. Prerequisite: CMAN 200. This class is open to all majors with preference given to students who have declared the concentration in animation.

CMAN 311 Drawing Studio 1 (1 credit)

Introduces students to the basic principles, techniques and materials for drawing. Emphasis on the formal elements of art as well as gesture drawing, perspective, and composition. Course includes readings and discussion. This class is open to all majors with preference given to students who have declared the concentration in animation.

CMAN 312 History of American Animation (3 credits)

An investigation of the styles of animation developed in America, from the works of Winsor McCay through those of John Lassiter. Students view animation and analyze the social and technical factors that shaped the evolution of this art form, drawing on readings and research. Students view at least five hours of web-based material.

CMAN 313 Fundamentals of 3-Dimensional Animation in Maya (2 credits)

Students work with the principles of three-dimensional animation using Alias' Maya. Students are given the basic tools to start to understand how Maya functions. Students are required to have an approved laptop with Alias' Maya software installed. Lab requirement: 6 hours of supervised lab time.

CMAN 319 Writing for Animators (3 credits)

Students analyze and critique the writing of existing animation productions and write short scripts for animation. Students learn to adapt short stories and fables as well as original story ideas into animation scripts. This class is open to all majors with preference given to students who have declared the concentration in animation.

CMAN 321 Drawing Studio 2 (1 credit)

Studio class focused on helping students to develop skills in drawing animals. Course includes readings and discussion. This class is open to all majors with preference given to students who have declared the concentration in animation.

CMAN 323 Advanced 3-Dimensional Animation in Maya (2 credits)

Students develop their knowledge of animation in Maya, including how to plan an animation, set up and light a scene, choose the types of motion needed to make a scene flow, create and use textures, and work with sound and editing. Students are required to have an approved laptop with Alias' Maya, Adobe Photoshop, Premiere, and After Effects installed. Lab requirement: 6 hours of supervised lab time. Prerequisite: CMAN 313.

CMAN 329 Graphic Design (3 credits)

Study of the history, principles, and evolution of graphic design. Students submit designs for posters and logos in four distinct, different styles. Students are required to have an approved laptop with Adobe Photoshop software installed.

CMAN 331 Drawing Studio 3 (1 credit)

Studio class designed to enhance students' skills in drawing human forms. Course includes readings and discussion. This class is open to all majors with preference given to students who have declared the concentration in animation.

CMAN 332 History of World Animation (3 credits)

An investigation of the work of animation artists from outside the United States. Students view these artists' work, analyze styles, and consider the artists' contributions to the field of animation. Students view at least five hours of web-based material.

CMAN 333 Digital Puppetry in Maya (2 credits)

Students develop skills in modeling and rigging an assigned three-dimensional character in Maya. Each student creates a fully developed and textured model with 14 blend shapes and sliders. Students are required to have an approved laptop with Alias' Maya software and Adobe Photoshop installed. Lab requirement: 6 hours of supervised lab time. Pre-requisites: CMAN 313, CMAN 323.

CMAN 339 Sound for Animators (3 credits)

Creating the visuals still makes only half a film; music and sound FX complete the picture. This course helps students to develop the skills and knowledge to create those elements. This class is open to all majors with preference given to students who have declared the concentration in animation.

CMAN 341 Drawing Studio 4 (1 credit)

Studio class designed to enhance students' skills in creating a series of pictures that can show motion for animation. Course includes readings and discussion. This class is open to all majors with preference given to students who have declared the concentration in animation.

CMAN 343 Character Animation in Maya (2 credits)

Students develop the skills to animate the model built in Maya in CMAN 333. Each student creates a fully planned, animated, rendered and edited ten-second animation with sound using that model. Students are required to have an approved laptop with Alias' Maya, Adobe Photoshop, Premiere, and After Effects software installed. Lab requirement: 6 hours of supervised lab time. Prerequisites: CMAN 313, CMAN 323, CMAN 333.

CMAN 344 Editing for Animators (3 credits)

Students develop the skills and aesthetic awareness needed to edit and composite animation and special effects creatively using Avid and Adobe Photoshop, After Effects and Premiere software. The course also considers how elements should be created to be presented to the editing room. Each student edits four clips needing special effects or animation. Students are required to have an approved laptop with Adobe Photoshop, After Effects, and Premiere software installed. Lab requirement: 5 hours of supervised lab time. Prerequisite: None; however, CMAN 210 & CMAN 220 are strongly recommended.

CMAN 349 Anime (3 credits)

An in-depth study of this Japanese animation form, its creators, and audience. Students produce a short animation in this style. This class is open to all majors with preference given to students who have declared the concentration in animation.

CMAN 359 Scene Design for Animators (3 credits)

Students develop original environments using a variety of media. They explore various compositional approaches, incorporating drawing, painting, and collage. This class is open to all majors with preference given to students who have declared the concentration in animation.

CMAN 369 Digital Composition (3 credits)

Students explore the medium of digital photography and its application to individual expression. Using the directorial mode, students increase their knowledge of editing, sequencing and visual communication. This class is open to all majors with preference given to students who have declared the concentration in animation.

CMAN 411 Drawing Studio 5 (1 credit)

Studio class in which students learn and practice skills in creating clay models. Course includes readings and discussion.

CMAN 412 Styles and Impact of Animation (3 credits)

Through viewing clips and research, students consider and evaluate the differences between the styles of different studios and artists. Topics and artists include Disney, Japanese Anime, Nick Parks, Will Vinton, Don Bluth, Pixar, and Big Ideas. The course also takes a critical look at how animation and animated special effects have enhanced the content of media in American society through movies, television shows, games, and advertising. Students view at least five hours of web-based material. Prerequisites: CMAN 312, CMAN 332.

CMAN 413 Computer-Based Dynamics (3 credits)

An extensive study of how and why fluid dynamics are used in computer-based animation and special effects. Three short projects are required. Students are required to have an approved laptop with Alias' Maya software installed. Lab requirement: 13 hours of supervised lab time. Prerequisites: CMAN 313, CMAN 323, CMAN 333, CMAN 343.

CMAN 415 The Art of the Storyboard (2 credits)

Explores the functionality and style of storyboards. Students produce a color presentation board and a detailed black and white board set for an assigned script. Prerequisites: CMAN 311, CMAN 321, CMAN 331, CMAN 341, or permission of the instructor.

CMAN 419 3-Dimensional Game Design (3 credits)

Introduces students to the tools used to create levels for real-time games. Students investigate level design and architecture theory as well as techniques for interactive animation as they apply to games. Topics include sequencing periodic animation (such as walk cycles, jumping, and swimming), hierarchies, and motion data. Students apply these techniques to models and characters in interactive environments. Students are required to have an approved laptop with Alias' Maya software installed. Lab requirement: 6 hours of supervised lab time. Prerequisite: CMAN 313, CMAN 323, CMAN 333, CMAN 343.

CMAN 421 Drawing Studio 6 (1 credit)

Studio class in which students learn and practice water color techniques. Course includes readings and discussion.

CMAN 422 The Business of Animation (2 credits)

Students explore the roles of the various people involved in producing successful, marketable animation, including the executive producer, producer, director, director of animation, and animator. Topics include pitching, budgeting, and business plans. Each student develops a budget, business plan, and pitch for the culminating project. This class must be taken concurrently with CMAN 426. Students view at least six hours of web-based materials. Prerequisite: Permission of the instructor and concurrent registration for CMAN 426.

CMAN 425 Cell and Stop-Motion Animation (3 credits)

Students learn the techniques needed for the creation of traditional hand-drawn and colorized cell animation, producing at least two seconds of cell animation. They also investigate forms of stop-motion animation, including clay, paper, and found objects. A two-second animation utilizing all of these techniques is required for the final grade. Lab requirement: 13 hours of supervised lab time. Prerequisite: CMAN 411.

CMAN 426 Pre-Production for Culminating Project (1 credit)

A self-directed course in which students prepare or identify scripts, storyboards, budgets, and crew for their culminating project. This course must be taken in conjunction with CMAN 422. Prerequisite: Permission of the instructor and concurrent registration for CMAN 422.

CMAN 429 Lighting and Atmospheres (3 credits)

An in-depth look at the functions of lights and environmental elements like smoke, fog, and clouds in Maya. Prerequisites: CMAN 313, CMAN 323, CMAN 333, CMAN 343.

CMAN 431 Drawing Studio 7 (1 credit)

Studio class is designed for students to develop and explore their own art style with guidance from the instructor. Course includes readings and discussion.

CMAN 433 Mel-Scripting in Maya (3 credits)

Students explore the scripting language, Mel, used to facilitate the animator to customize Maya procedures. Students produce a five-second animation without key frames. Lab requirement: 13 hours of supervised lab time. Prerequisites: CMAN 313, CMAN 323, CMAN 333, CMAN 343, CMAN 413.

CMAN 436 Culminating Project, Part 1 (2 credits)

Students independently produce a five-minute animation over the course of two sessions. Students meet once a week to discuss their progress with the class. A successful project is required for completion of the major. Prerequisite: CMAN 426 and permission of the instructor.

CMAN 437 Designing Graphics Packages for Television (3 credits)

An investigation of television news, sports, promotion, and advertising from the perspective of graphics needs. Topics include issues of typography and how to design for the Chyron Duet and other systems currently in use in post-production and live production situations. Lab requirement: 5 hours of supervised lab time. Prerequisite: CMAN 317.

CMAN 439 Advanced Texture Mapping (3 credits)

An-depth study of the various types of uses for and creation of texture maps for use in Maya. Prerequisites: CMAN 313, CMAN 323, CMAN 333, CMAN 343.

CMAN 441 Drawing Studio 8 (1 credit)

Studio class designed for students to develop and explore their own art style with guidance from the instructor. Course includes readings and discussion.

CMAN 445 Web-Based Animation (2 credits)

Students explore web-based animation techniques using Flash, Front Page, and other web-related software packages. Lab requirement: 6 hours of supervised lab time. Prerequisite: Permission of the instructor.

CMAN 446 Culminating Project, Part 2 (2 credits)

Students independently produce a five-minute animation over the course of 2 sessions. A successful project is required for completion of the major. Prerequisites: CMAN 436 and permission of the instructor.

CMAN 449 Shaders and Renderers (3 credits)

Study and practice at the advanced level of how shaders and the different renderers available for Maya can enhance animation skills. Prerequisites: CMAN 313, CMAN 323, CMAN 333, CMAN 343.

CMAN 469 History of Special Effects (3 credits)

An exploration of the history of special effects in film and television. Readings, screenings and discussions are utilized to introduce the techniques of green screen, miniatures, CGI, lighting techniques, cloud tanks/liquids, glass mattes, editing tricks, shooting tricks, and color correction. Topics include motion capture, motion control, stunts, and wire effects. This class is open to all majors with preference given to students who have declared the concentration in animation.

Professional Communication**CMPR 255 Persuasive Communication (3 credits)**

Introduces students to the study of the persuasive process. Examines basic theories of persuasion, research on persuasive communication, and the formation of social and political attitudes. Topics include the dynamics of attitude change, interpersonal persuasion, brainwashing, subliminal persuasion, and media information campaigns.

CMPR 335 Interpersonal Communication for Professionals (3 credits)

Students develop communication skills in the dyadic setting as they investigate essential preconditions, conflict management, interpersonal relationships, non-verbal behavior, and creative supportive climates.

CMPR 336 (Small) Group Communication for Professionals (3 credits)

A study of the skills necessary (problem-solving, creative thinking, decision-making) for effective communication in the small group. Course draws on readings and provides group activities such as round-table discussions, lecture forums, symposia, and panels.

CMPR 345 Organizational Communication for Professionals (3 credits)

Students examine and develop proficiency in the skills necessary to communicate effectively within organizations as well as between organizations and their constituencies. Topics include conflict resolution, developing trust, clear presentation of organizational image, and decision-making in organizations.

CMPR 346 Intercultural Communication for Professionals (3 credits)

A study of the relationship between communication and culture with emphasis on factors affecting the processes and quality of interpersonal communication between those of differing cultures and subcultures. Mediated communication across cultures is emphasized.

CMPR 415 Professional Communication (3 credits)

A study of communication in the workplace. Topics include listening, verbal and nonverbal communication, communication technology, interpersonal, group, and team communication.

CMPR 416 Communication Ethics (3 credits)

A study of various Christian and other ethical perspectives as well as their application to the communication field, professions, and media. Students deepen their understanding of a biblical basis for the study of communication and communication ethics.

CMPR 425 Oral Communication (3 credits)

Study of and practice in effective oral communication. Through formal and informal speaking activities, students develop skills at framing and articulating ideas through speech. Students learn strategies for speaking extemporaneously, preparing and delivering presentations, formulating persuasive arguments, refining critical clarity of thought, and enhancing general facility and confidence at oral expression. Students gain practice with various speech types-- expositive, informative, and persuasive forms.

CMPR 426 Nonverbal Communication (3 credits)

Investigates the nature of nonverbal communication as part of the human message system. Students discuss research on the types of cues that are part of the nonverbal system, review some communicative functions allowed by nonverbal cues (e.g., emotional expressions, relational messages, deception, coordination, or interaction), and tie nonverbal communication to language.

Communication**CMVV 100 Introduction to Communication (3 credits)**

A survey of the foundations of communication: the definition of communication; levels of communication (interpersonal, small group, organizational, public, and mass); types of communication (speaking, writing, and nonverbal); and communication theory. A brief history of communication is included.

CMVV 110 Public Speaking (3 credits)

An introduction to the principles and practice of effective oral communication. Through formal and informal speaking activities, students develop skills at framing and articulating ideas through speech. Students learn strategies for speaking extemporaneously, preparing and delivering presentations, formulating persuasive arguments, refining critical clarity of thought, and enhancing general facility and confidence at oral expression. Students gain practice in various speech types-- expository, informative, and persuasive forms.

CMVV 120 Interpersonal Communication (3 credits)

Students develop communication skills in the dyadic setting as they investigate essential preconditions, conflict management, interpersonal relationships, non-verbal behavior, and creative supportive climates.

CMVV 210 Introduction to Theater (3 credits)

A survey of theatre history, theory and criticism, dramatic literature, and dramaturgy. Students explore and practice several forms of drama as well as an investigate the various disciplines involved in presenting plays and interpreting performance. Requirements include reading, viewing and/or attendance of plays.

CMVV 240 Cross-Cultural Communication (3 credits)

An introduction to the principles and procedures of competent interpersonal communication in the context of ethnicity and culture. Attention is given to people as bearers of culture and to the application of theory and research to real-life communication situations.

CMVV 250 Mass Communication (3 credits)

An exploration of television, film, radio, print media and the Internet as distinctive forms of communication. The course introduces students to fundamentals of human communication and emphasizes the development and function of current mass communication technologies. Students focus on ethical, socio-cultural, aesthetic, economic, legal, and political contexts and effects of these mass media systems.

CMYY 312 Introduction to Communication Arts (3 credits)

A survey of film, theatre, and journalism. Students explore the history of and recent trends in the field of communication as well as the development of technology in the media.

CMYY 356 Public Relations and Communication (3 credits)

A study of the nature and role of public relations in a democratic society and worldwide, along with the activities of public relations professionals, major influences that affect organizational behavior, ethics, and the professional development of practitioners in the private and public sectors. Emphasis is placed on management functions and effective public relations strategies. Students learn how to meet the demands of the marketplace for persuasive, professional writing skills in the field of public relations.

CMYY 365 Visual Communication (3 credits)

Preparation in and analysis of visual communications of all types. Visual communication refers to communication across a range of visually based forms which includes, but is not limited to, graphic design, web design, film and video production design, broadcast identity design, new media, communication design, print and publication design, information design, and exhibition design. Students gain knowledge of visual communication design while focusing on media of their own selection. Course emphasizes creativity, innovation, and communication in the analysis and visualization of ideas and information through print, screen, and interactive multi-media technologies.

CMYY 390 Independent Study (1 – 3 credits)

An approved independent study option, supervised by faculty, in a directed area of scholarship. Study is administered according to a learning contract between a designated faculty member and the student.

CMYY 420 Communication Criticism (3 credits)

Students learn and apply principles of aesthetical criticism, rhetorical criticism, ethical criticism, and perceptual criticism to all modes of human communication, practicing communication criticism in various contexts.

CMYY 455 Media Studies (3 credits)

A survey of mass media, including history, regulation, current scope, support systems, effects and ethics of various media, including the Internet, the computer, newspapers, magazines, radio, television, movies, records, and books.

CMYY 485 Special Topics (3 credits)

Intensive examination of a selected area of study in the field of communication studies. Topics vary and are announced in advance. This course may be repeated for credit. Lecture, seminar, and/or team study.

CMYY 490 Advanced Independent Study (1 - 3 credits)

An approved independent study option, supervised by faculty, in a directed area of scholarship. Study is administered according to a learning contract between a designated faculty member and the student.

CMYY 497 Internship (1 -3 credits)

Approved internship in a field of the student's specialty. This guided learning experience is a culminating experience in which the student applies the principles and skills learned, demonstrating competency under the guidance of a specialist in the field of communication.

CMZZ 211 Workshop in Communication (3 credits)

Students learn and practice skills in dealing with a specific problem or issue as it relates to communication studies. Topics vary and are announced in advance. This course may be taken again for credit. Lecture, seminar, and/or team study.

CMZZ 316 Introduction to Communication Studies (3 credits)

Provides an overview and understanding of the definition of communication; levels of communication (interpersonal, small group, organizational, public, and mass); a survey of the types of communication (speaking, writing, and nonverbal); a survey of the history of communication; and a survey of the field of communication theory.

CMZZ 317 Communication Studies (3 credits)

A study of the levels of communication (interpersonal, small, group, organization, public, and mass); the nature of verbal and nonverbal communication; the effects of personal identity, culture, and perception on communication; and the use of effective listening skills.

CMZZ 326 Argumentation and Critical Thinking (3 credits)

Students identify, discuss, and apply as advocates the principles and practices of effective, efficient, and ethical argumentation and debate in appropriate settings.

CMZZ 410 Communication Research Methods (3 credits)

A study of methodologies for communication research, including qualitative, quantitative, and historical aspects. Topics include focus groups, ethnography, historical/critical, survey analysis, content analysis, experimental design, and an introduction to statistics and statistical software (SPSS).

CMZZ 435 Communication Research Methods (6 credits)

A study of methodologies for communication research, including qualitative, quantitative, and historical aspects. Topics include focus groups, ethnography, historical/critical, survey analysis, content analysis, experimental design and an introduction to statistics and statistical software (SPSS). Students conduct research projects.

CMZZ 436 Rhetorical Communication (3 credits)

Readings in and detailed study of the theories of principal rhetoricians from ancient to modern times and how to apply this understanding to various contexts.

CMZZ 445 Communication Theory (3 credits)

Survey of scientific and interpretative approaches to the study, analysis, and explanation of communication within a variety of contexts.

CMZZ 446 Capstone Seminar (3 credits)

Integrates the major disciplines in communication and affords the student direction and advisement in proposing, designing, and executing a senior research paper or project.

General Education

Chair: Dr. Ruth-Anne Wideman

The General Education Department offers courses across a range of disciplines: art, biology, English, foreign languages (French, Spanish, and Mandarin), geography, history, information technology, philosophy, and physics. The department does not offer a major; rather, it provides courses that support the foundational curriculum for Regent University, the general education core. In teaching courses across the fine arts, humanities, natural sciences, and social sciences, faculty help students to understand and practice a variety of ways of thinking and problem-solving, all grounded in a Christian perspective. Students learn to seek and analyze information, to consider important historical contexts, to ask philosophical questions, to value beauty and the imagination, to communicate, and to apply scientific and quantitative approaches, among many other abilities, knowledge, and values. In fostering these, faculty strive to help students to deepen their Christian faith through honest inquiry and intellectual challenge guided by the Holy Spirit. Abilities and knowledge gained through the General Education Department contribute in important ways to students' personal, spiritual, and academic growth as Christian leaders who can change the world.

The General Education Department is comprised of the disciplines listed below, as well as the following minors and certificates.

Students majoring in other disciplines may choose to complete any of the following minors:

Minor in French

- FREN 201 French Conversation I (3)
- FREN 202 French Composition I (3)
- FREN 301 French Conversation II (3)
- FREN 302 French Composition II (3)
- FREN 303 French Literature Survey (3)

Minor in Mandarin

- MAND 201 Mandarin Conversation I (3)
- MAND 202 Mandarin Composition I (3)
- MAND 301 Mandarin Conversation II (3)
- MAND 302 Mandarin Composition II (3)
- MAND 303 Mandarin Literature Survey (3)

Minor in Spanish

- SPAN 201 Spanish Conversation I (3)
- SPAN 202 Spanish Composition I (3)
- SPAN 301 Spanish Conversation II (3)
- SPAN 302 Spanish Composition II (3)
- SPAN 303 Spanish Literature Survey (3)

Students may choose to complete any of the following certificates of study:

Certificate in French

- RELS 107 Worldviews (3)
- FREN 201 French Conversation I (3)
- FREN 202 French Composition I (3)
- FREN 301 French Conversation II (3)
- FREN 302 French Composition II (3)
- FREN 303 French Literature Survey (3)

Certificate in Mandarin

- RELS 107 Worldviews (3)
- MAND 201 Mandarin Conversation I (3)
- MAND 202 Mandarin Composition I (3)
- MAND 301 Mandarin Conversation II (3)

MAND 302 Mandarin Composition II (3)
 MAND 303 Mandarin Literature Survey (3)

Certificate in Spanish

RELS 107 Worldviews (3)
 SPAN 201 Spanish Conversation I (3)
 SPAN 202 Spanish Composition I (3)
 SPAN 301 Spanish Conversation II (3)
 SPAN 302 Spanish Composition II (3)
 SPAN 303 Spanish Literature Survey (3)

General Education Course Descriptions

Art

ARTA 101 Art Appreciation (3 credits)

This course features three main areas: the language of art, the media of art, and a survey of the history of art. Students will learn to describe art, to understand the purpose of a work, and to recognize the broad historical and cultural context of art. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods and media.

Biology

BIOL 101 Introduction to Biology with Laboratory (4 credits)

An introduction to the scientific method, cell structure and function, DNA and RNA, heredity, cell division diversity, organ systems, nutrition, reproduction, and the environment. The relationship between Christianity and science will be examined. A virtual lab component facilitates experiments and data collection to illustrate biological concepts.

BIOL 102 Human Biology with Laboratory (4 credits)

A study of the structure and functioning of the human body including cell structure, cell function and the physiology of digestion, circulation, excretion, reproduction, and coordination in normal and disease states. The course emphasizes the interrelationships among the systems of the human body. Each topic will be considered from a Christian perspective. An online lab component is included in this course.

Economics

ECON 101 Introduction to Economics (3 credits)

A survey of economic concepts and systems, including both micro- and macro-economics. Students examine the American economic system while exploring the impact of the international market. Topics include markets and competition, price, supply and demand, aggregate performance, fiscal policy, and international trade and finance.

English

ENGL 098 Reading Skills (3 credits)

Students develop and practice critical reading skills. Emphases include the improvement of comprehension, vocabulary, and reading efficiency. This course is appropriate for both ESL students and native speakers of English who need to improve their general reading ability before proceeding further with their education. Course is offered on a PASS/NO PASS grading system and does **not** count toward the fulfillment of General Education graduation requirements. Students required to take ENGL 098 must pass the course before taking any courses in the core curriculum.

ENGL 099 Writing Skills (3 credits)

An introduction to the various aspects of writing including grammar, usage, punctuation, and construction of clear, logical statements. Coursework presents writing as a process and provides instruction and practice in prewriting, drafting, revising, and editing strategies. Course is offered on a PASS/NO PASS grading system and does **not** count toward the fulfillment of General Education graduation requirements. Students required to take ENGL 099 must pass the course before taking any courses in the core curriculum.

ENGL 101 English Composition (3 credits)

Students learn and practice planning, writing, and revising the expository essay, with attention given to developing a thesis, providing adequate support, and developing paragraphs with clear introductions and conclusions. This course should be taken in the first year.

ENGL 102 Research and Academic Writing (3 credits)

An introduction to research skills and academic writing. Students learn and practice the common steps and formats in writing a university-level research paper, such as writing and submitting proposals, writing literature reviews, following general research paper formats, and using an annotated bibliography. Prerequisite: Grade of "C-" or better in ENGL 101.

ENGL 202 Literature of the United States: Beginnings to the Civil War (3 credits)

A survey of literature written in the United States from the early works until 1865. Primary emphasis is placed upon the works of major writers. The course includes references to historical, social, and biographical backgrounds as necessary information for an understanding of the literature. Prerequisite: Grade of "C-" or better in ENGL 102.

ENGL 203 Literature of the United States: Civil War through the 21st Century (3 credits)

A survey of literature written in the United States beginning with works written during the Civil War and continuing into the twenty-first century. The course includes general references to historical, social, and biographical backgrounds as necessary information for an understanding of the literature. Prerequisite: Grade of "C-" or better in ENGL 102.

ENGL 211 British Literature: Middle Ages through the 18th Century (3 credits)

A survey of English literature from the Middle Ages through the eighteenth century (450-1798). Primary emphasis is placed upon the works of major writers, with general references to the historical, social and biographical backgrounds as necessary information for an understanding of the literature. Parallel reading and reports are required. Prerequisite: Grade of "C-" or better in ENGL 102.

ENGL 212 British Literature: 19th Century through the 21st Century (3 credits)

A survey of English literature beginning with the romantic period (1798) and continuing through the modern period. Brief consideration is given to outstanding writers and prominent trends in recent literature. Prerequisite: Grade of "C-" or better in ENGL 102.

ENGL 215 African American Literature (3 credits)

A survey of the African American literary tradition with critical reading of and writing about various genres of literature, including essays, poetry, drama, and fiction, by representative African-American authors.

ENGL 275 Shakespearean Literature (3 credits)

Critical reading of and writing about selected tragedies, comedies, and histories of William Shakespeare.

French**FREN 101 Introductory French I (3 credits)**

Introduction to French grammar and pronunciation, with emphasis on phonetic pronunciation and on the principles of grammar. Included are basic question-and-answer drills for real-life situations.

FREN 102 Introductory French II (3 credits)

Continuation of skills learned in FREN 101. In addition, reading selections are introduced. Course emphasizes oral comprehension and interacting in real-life situations. Prerequisite: FREN 101 or placement test.

FREN 201 French Conversation I (3 credits)

Intensive practice in speaking French. Course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on students' development of oral skills. Prerequisite: FREN 102, or a CLEP score for French Language, Level 2, of at least 50.

FREN 202 French Composition I (3 credits)

Intensive practice in the development of writing skills in French. Course focuses on the improvement of all language skills and knowledge of grammar. Prerequisite: FREN 102, or a CLEP score for French Language, Level 2, of at least 50.

FREN 301 French Conversation II (3 credits)

Continuation of skill development in speaking French. Course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on students' development of oral expression reflecting French language patterns. Prerequisite: FREN 201.

FREN 302 French Composition II (3 credits)

Continuation of the development of writing skills in French. Course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on students' development of written expression reflecting French language patterns. Prerequisite: FREN 202.

FREN 303 French Literature Survey (3 credits)

An introduction to the study of French literature, with concentration on principal authors and their works from the Middle Ages to the present. Students read selections in French and respond to them in French both orally and in writing. Prerequisite: FREN 301.

General Education**GENE 101 Contemporary Problems for Christian Leaders** (3 credits)

Students explore problems which challenge leaders today while developing foundational skills and knowledge crucial to success in the university environment. Students work individually and in teams to solve real-world challenges. They explore responses of leaders, both Christian and non-Christian to these problems, including the formation, values, and mission of Regent University as one such response to the challenge of creating Christian leaders for today's world. In so doing, students will learn, practice, and master essential academic skills and knowledge which will provide a strong foundation for the student's success in the university and beyond. These skills and knowledge include basic computer competency, practice with Blackboard, research and documentation, and the exercise of critical thinking skills.

Geography**GEOG 101 World Geography** (3 credits)

An investigation of the spatial distribution of cultures and regions. Emphasis on defining key geographical concepts, identifying major political boundaries, illustrating current and recent national and ethnic conflicts, exploring economic and social processes that are leading to increasing global interaction, examining the variation religious practices and beliefs and assessing the basis for international disparities in economic development.

History**HIST 101 Western Civilization I** (3 credits)

A study of the events, peoples, groups, ideas, institutions, and trends that shaped Western Civilization from the prehistoric era to 1650. Emphasis on the rise and fall of empires, the legacy those empires left and the impact of religion on the ancient, medieval and early modern western world. The multiple perspectives of gender, class, religion, and ethnic groups are explored. Students investigate historical accounts of civilization and engage in personal reflection and response.

HIST 102 Western Civilization II (3 credits)

A study of the events, peoples, groups, ideas, institutions, and trends that shaped Western Civilization from 1650 to the present. The multiple perspectives of gender, class, religion, and ethnic groups will be explored, including reference to the interaction among the peoples of the modern world. Students investigate historical accounts of western civilization and its interaction with non-western cultures and engage in personal reflection and response.

HIST 201 U.S. History I (to 1877) (3 credits)

A study of the political, social, and economic development of American society from about 1607 through the end of the Civil War era in 1877. Students consider native American perspectives and the interaction with Europeans. Topics include the formation and establishment of the new nation as well as the international impact of the birth of a nation.

HIST 202 U.S. History II (from 1877) (3 credits)

A study of the political, social and economic development of American society from the post Civil War era to the present. Students investigate the development of a party system of government, industrial development, labor issues, the impact of the reconstruction, American involvement internationally, and the present state of American society.

Intercultural Studies**INTS 235 Introduction to Culture and Language** (3 credits)

An introductory examination of the interaction of culture and language in a specific target language. The course provides a basic and limited introduction to the study of linguistics as well as an elementary oral introduction to a target language and its use in specific contexts.

INTS 300 Intercultural Relations (3 credits)

An introduction to the principles and procedures of competent interpersonal communications with people of other cultural backgrounds. Attention is given to organizations as bearers of culture and to the application of theory and research to real-life corporate communication situations.

Mandarin**MAND 101 Introductory Mandarin I** (4 credits)

Introduction to modern Mandarin pronunciation, grammar, vocabulary, and writing in Chinese characters and Romanization. Approximately 400 characters and half of the basic grammar are introduced. Pinyin Romanization and simplified characters are used. Not intended for students who have studied Chinese previously.

MAND 102 Introductory Mandarin II (4 credits)

A continuation of MAND 101. Speaking, listening, reading, and writing skills are emphasized through introduction of additional vocabulary and grammar patterns. Students entering the course should know Pinyin Romanization and a minimum of 200 characters. Prerequisite: MAND 101 or equivalent.

MAND 201 Mandarin Conversation I (3 credits)

Intensive practice in speaking Mandarin. Course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on students' development of oral skills. Prerequisite: MAND 102.

MAND 202 Mandarin Composition I (3 credits)

Intensive practice in the development of writing skills in Mandarin. Course focuses on the improvement of all language skills and knowledge of grammar. Prerequisite: MAND 102.

MAND 301 Mandarin Conversation II (3 credits)

Continuation of skill development in speaking Mandarin. The course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on students' development of oral expression reflecting Mandarin language patterns. Prerequisite MAND 201.

MAND 302 Mandarin Composition II (3 credits)

Continuation of the development of writing skills in Mandarin. The course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on the development of written expression reflecting Mandarin language patterns. Prerequisite MAND 202.

MAND 303 Mandarin Literature Survey (3 credits)

An introduction to the study of Mandarin literature, with concentration on principal authors and their works from the Middle Ages to the present. Students read selections in Mandarin and respond to them in Mandarin both orally and in writing. Prerequisite: MAND 301.

Mathematics**MATH 099 Math Skills (0 credits)**

A review elementary mathematics skills in preparation for study in mathematics at the university level. Topics include basic operations with whole numbers, fractions, decimals, and negative numbers; ratios and proportions; percents; radicals; solving simple equations; perimeter, area, and volume. This course is offered on a PASS / NO PASS grading system and will **not** count toward the fulfillment of General Education graduation requirements. Students required to take MATH 099 must pass the course before taking any courses in the core curriculum.

MATH 101 Mathematics for Liberal Arts (3 credits)

A study of several different fields of mathematics and their applications for liberal arts students. Through the process of discovery with everyday applications, students consider the beauty and elegance of mathematics as they improve their critical thinking and analysis skills. Topics include set theory, inductive and deductive reasoning, basic probability and statistics, number theory, algebraic modeling, triangle trigonometry, and finance applications.

MATH 102 College Algebra (3 credits)

A study of linear equations, systems of equations, inequalities, polynomials, rational expressions, quadratic functions, exponential and logarithmic functions, and conic sections. Emphasis on understanding and applying concepts in real-life settings.

MATH 201 Statistics (3 credits)

An introductory study of basic descriptive and inferential statistics with an emphasis on real-world applications and the use of current technology. Topics include probability, random variables, probability distributions, measures of central tendency and variation, and testing of hypotheses.

Music**MUSI 101 Music Appreciation (3 credits)**

A survey of the major periods in music history with attention to students' development of listening skills. Topics include melody, harmony, rhythm, simple forms, vocal and instrumental music, textures, and the orchestra. The course is designed to broaden the listening experience of the student by introducing nontraditional forms and the music of non-western cultures.

Philosophy**PHIL 101 Introduction to Philosophy (3 credits)**

An introduction to philosophy as developed in the European tradition, with attention given to significant philosophical insights borne out of different cultural legacies. Consideration of seminal philosophical questions in epistemology, metaphysics, and axiology. Both historical and thematic approaches will be utilized, with emphasis on students' personal philosophical development.

PHIL 102 Logic and Critical Thinking (3 credits)

An examination of the relationship of communication to critical thinking with an emphasis on valid reasoning and the obstacles to its mastery. Emphasis on students' development of skills in logical processes and argumentation as well as applying these skills to the practical problems of everyday life.

Physics**PHYS 213 Meteorology with Laboratory (4 credits)**

An introduction to the scientific theories affecting the many atmospheric phenomena that produce daily weather and global climate patterns. Emphasis on the scientific methods for studying, observing and forecasting meteorological events. An online lab component is included.

Spanish**SPAN 101 Introductory Spanish I (3 credits)**

Introduction to Spanish grammar and pronunciation, with emphasis on phonetic pronunciation and on the principles of grammar. Included are basic question-and-answer drills for real-life situations.

SPAN 102 Introductory Spanish II (3 credits)

Continuation of skills learned in SPAN 101. In addition, reading selections are introduced. Course emphasizes oral comprehension and interacting in real-life situations. Prerequisite: SPAN 101 or placement test.

SPAN 201 Spanish Conversation I (3 credits)

Intensive practice in speaking Spanish. Course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on students' development of oral skills. Prerequisite: SPAN 102, or a CLEP score for Spanish Language, Level 2, of at least 50.

SPAN 202 Spanish Composition I (3 credits)

Intensive practice in the development of writing skills in Spanish. Course focuses on the improvement of all language skills and knowledge of grammar. Prerequisite: SPAN 102, or a CLEP score for Spanish Language, Level 2, of at least 50.

SPAN 301 Spanish Conversation II (3 credits)

Continuation of skill development in speaking Spanish. Course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on students' development of oral expression reflecting French language patterns. Prerequisite: SPAN 201.

SPAN 302 Spanish Composition II (3 credits)

Continuation of the development of writing skills in Spanish. Course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on students' development of written expression reflecting Spanish language patterns. Prerequisite: SPAN 202.

SPAN 303 Spanish Literature Survey (3 credits)

An introduction to the study of Spanish literature, with concentration on principal authors and their works from the Middle Ages to the present. Students read selections in Spanish and respond to them in Spanish both orally and in writing. Prerequisite: SPAN 301.

Global Business

Bachelor of Science

Department Chair: Gary Oster (Fall); Dr. Franco Gandolfi (Spring)

Regent University's Global Business major is focused upon the preparation of thinking Christians for positions of leadership in corporations throughout the world. Important skills in business strategies, decision-making, international economics, intercultural relations, Christian worldview, and leadership are a few of the core competencies acquired by each student. Students who major in Global Business take 24 credits of required courses and choose between two emphases, international management and management information systems, for a total of 42 credit hours in the major.

The major may be completed either on campus at the Virginia Beach or Washington, D.C., campuses, or online.

Requirements for the Major in Global Business (42 hours):

- GBUS 345 Electronic Commerce (3)
- INTS 300 Intercultural Relations (3)
- OLAM 330 Ethics (3)
- OLAM 420 Economic Environment of Organizations (3)
- OLAM 430 Leadership: Creating Shared Vision (3)
- OLAM 435 Strategic Planning (3)
- OLAM 450 Managerial Accounting and Finance (3)
- OLAM 460 Marketing Environment of Organizations (3)

Plus one of the following emphases:

International Management Emphasis (18 credit hours):

GBUS 305 Innovation and Entrepreneurship (3)

GBUS 335 Principles of Design (3)

GBUS 470 International Market Research (3)

GBUS 482 International Trade (3)

GBUS 492 International Logistics Management (3)

GBUS 496 Business Plan (3)

Management Information Systems Emphasis (18 credit hours):

ITEC 350 Support Desk Management (3)

ITEC 355 Network Design and Administration (3)

ITEC 360 Project Management (3)

ITEC 450 Information Systems Security (3)

ITEC 455 Structured Programming (3)

ITEC 460 Database Systems (3)

Global Business Course Descriptions

Global Business

GBUS 305 Innovation and Entrepreneurship (3 credits)

Students identify and describe leadership behaviors that cultivate innovation. As part of the life-long learning process, students begin to develop the skill of environmental scanning to identify trends and opportunities in the same way that leaders apply this technique to anticipate and respond external and internal change in organizations. As a result, students learn how leaders can bring about change in organizations by successfully introducing and presenting new ideas and processes.

GBUS 335 Principles of Design (3 credits)

An exploration of new ways of seeing and the use of design thinking to solve problems. Students learn radical collaboration by working in multidisciplinary teams as they consider client constraints and requirements, develop rapid prototypes, and successfully overcome intractable problems. Through the completion of a significant hands-on corporate identity project, students engage all elements of design thinking as they reach out to previously unknown possibilities. Must be completed in the first semester.

GBUS 345 Electronic Commerce (3 credits)

A study of World Wide Web design techniques using CGI scripts, Javascripts, and Perl 5 to develop Web sites utilized in eCommerce. Emphasis on consumer behavior, marketing strategy, data security, and ethical considerations.

GBUS 390 Independent Study (3 credits)

An approved independent study option, supervised by faculty in a directed area of scholarship. Study is conducted according to a learning contract between a chosen faculty member and the student.

GBUS 470 International Market Research (3 credits)

A study of consumer behavior analysis and how it can be used to develop effective marketing techniques and strategies. Students learn methods by which primary and secondary data are collected (including use of the Internet) and multiple techniques for analyzing relevant data. Emphasis on persuasion strategies, enhancing brand memory, consumer profiling and trends, and relationship management.

GBUS 482 International Trade (3 credits)

Investigation of the dynamics of the current global business environment. Topics include geography, hard and soft currency concepts, regionally focused trade blocks, intermodal transportation practices, exchange mechanisms and rates, duties and duty-free zones, quotas, and U.S. government trade practices. Students consider investment flows and foreign exchange concerns as they relate to the firm. The impact of legal, political, and cultural forces on the multinational enterprise are also examined in the context of the strategic management process.

GBUS 485 Special Topics in Global Business (3 credits)

An intensive examination of a selected area of study in the field of global business. Topics vary and are announced in advance. This course may be repeated for credit. Lecture, seminar, and/or team study.

GBUS 490 Independent Study (3 credits)

An approved independent study option, supervised by faculty in a directed area of scholarship. Study is conducted according to a learning contract between a chosen faculty member and the student.

GBUS 492 International Logistics Management (3 credits)

A survey of the critical logistical problems relative to imports and exports, including documentary credit, insurance, statistical quality control, ISO 9000, international transportation, sales and distribution team management, and benchmarking.

GBUS 496 Business Plan (3 credits)

The capstone course for the B.S. in Global Business. Individual students will complete a significant business plan for a marketable product, service, or idea, and formally present the plan for scrutiny to a panel of working venture capitalists, bankers, and technical specialists, who will assign the final grade for the course. The product, service, or idea must utilize internationally sourced components or involve sales in a country other than the United States. Prerequisite: Senior standing (students must be in the last semester of the Global Business program) and permission of the department chair.

Information Technology**ITEC 101 Fundamentals of PC Applications (3 credits)**

Students develop computer skills using the Windows Operating System software. Students gain practice in Internet searches, word processing, and managing Windows files and folders as well as with spreadsheet, database, and presentation software.

ITEC 350 Support Desk Management (3 credits)

An exploration of the skills required for the management of effective installation, repair, and maintenance of desktop computers, especially within a corporate computer help desk.. Topics include problem-solving techniques, motivation of staff, use of technology for administrative purposes, and maximizing scarce corporate resources.

ITEC 355 Network Design and Administration (3 credits)

Students develop an understanding of network theory as applied in a protocol suite. Topics include the principles of network architecture, WAN infrastructure and support, clients, domains, user accounts, layering, multiplexing, address mapping, routing, and naming. Students design and write network software, install appropriate hardware, and use network security firewalls and virus remediation.

ITEC 360 Project Management (3 credits)

An investigation of skills crucial to the effective management of development projects, including facilities, airports, and computer networks.

ITEC 450 Information Systems Security (3 credits)

Business and government are facing a rapidly expanding need for information assurance professionals. This course surveys important skills in information protection program design, internetworking and application security, the development of information security safeguards and information security auditing, disaster recovery, policy development, identity management, and effective threat assessment.

ITEC 455 Structured Programming (3 credits)

Structured programming is learned by developing usable computer programs. IT students apply standard software engineering principles, including program requirements analysis, business process modeling, project management, software testing and quality assurance, problem solving, program debugging, and ongoing maintenance.

ITEC 460 Database Systems (3 credits)

An introduction to the analysis, design, implementation, and effective utilization of relational databases. Topics include data modeling techniques, data model to logical schema conversion techniques, relational algebra, SQL, database file organizations, query evaluation, transaction management, and client-server application architectures. Prerequisites: ITEC 345, ITEC 455.

Interdisciplinary Studies, PreK-6

Bachelor of Science

Department chair: Dr. Joan Johnson-Hoskins

In collaboration with the School of Education, the School of Undergraduate Studies offers the Interdisciplinary Studies (IDS) coursework and educational experience for students who wish to be elementary education PreK– 6 teachers. The program may be completed on the Virginia Beach or Washington, D.C., campus. All courses are offered in an accelerated format, with the majority of courses being taught over an eight-week period.

All students pursuing a Bachelor of Science in Interdisciplinary Studies must complete all general education courses as well as the 48 credit hours in the major (only offered in the face-to-face format) and enough credit hours of elective courses to meet graduation requirements (normally 9 credits of electives).

The Interdisciplinary Studies major has been designed specifically for students seeking Virginia State licensure to teach with an Elementary endorsement. After completing all degree and program requirements, students will receive a Bachelor of Science degree in Interdisciplinary Studies and a license to teach with an endorsement in PreK-6.

The purpose of the Interdisciplinary Studies major is to provide students with a broad-based, comprehensive education through coursework in all major disciplines including English, mathematics, natural science, history, social science, arts and humanities, and computer technology. The undergraduate program in elementary education is designed to provide students with a solid academic foundation and to foster students' awareness of how their Christian worldview impacts the profession, while giving students the necessary hands-on public school experience to become a successful beginning teacher of children in grades PreK through six. The program is continuously refined to meet and exceed the changing expectations of the Virginia Department of Education and other professional organizations.

Students graduating from the Interdisciplinary Studies Program will be reflective Christian leaders able to analyze, synthesize, and communicate information and ideas related to all major disciplines. Through the professional studies coursework, students are prepared to engage their learners effectively, to maximize the educational experience, and to prepare their students for success in all areas of the Virginia Standards of Learning (SOL). Furthermore, Regent students graduating from the Interdisciplinary Studies Program will be prepared to enter a graduate program or the workforce.

Admission to Teacher Education

Because the Interdisciplinary Studies major is a program leading to professional licensure, students must both declare the major and be formally accepted into the program. Upon declaring the major, students are identified as *non-licensure track*. After completing the IDS coursework through the end of the sophomore year, students are permitted and encouraged to apply for formal admission into the Interdisciplinary Studies major. After admission into the major, students are identified as *licensure track*.

To apply to the licensure major, all students must submit an application for admission to Teacher Education and schedule an informational interview with the IDS Academic Advisor; this meeting serves as an admission orientation and interview. It is recommended that the informational interview be scheduled early in the semester to ensure that advising blocks will be removed before registration dates for the next semester. Application forms are available from the program advisor and should be returned to the program advisor. **Admission to the Teacher Education Licensure Track is required before students are allowed to register for upper level courses (specifically, practicum courses).**

The student's application for admission to Teacher Education is formally approved and signed by the department chair. Students may be formally accepted, referred for additional coursework, counseled into other non-teaching areas, or denied admittance to the program.

Criteria for Admission to the Teacher Education Program

1. Completed application for Teacher Education
2. A minimum cumulative, major, & professional education course work GPA of 3.0
3. Completing a minimum of 45 semester hours
4. Demonstrated proficiency in English, math, and writing (passing scores on Praxis I (or qualifying scores on the ACT/SAT) Praxis Registration Bulletins are available online @ www.ets.org.)
5. Submission of a letter of recommendation from faculty or documentation of academic major related experience.
6. Successful interview with the Program Academic Advisor

Eligibility for Student Teaching (Internship)

Teacher candidate must meet all admission criteria for Teacher Education and the following requirements before internship eligibility is determined (one semester prior to student teaching):

The application for internship can be found in the program handbook appendix. The application deadlines for placements are **October 15** for spring and **February 15** for fall.

A teacher candidate will be approved to enroll in the internship if he/she has submitted all the following:

- coursework portfolio
- field placement final evaluations
- internship application by the required deadline
- passing test scores for Praxis I
- passing test scores for Praxis II Elementary Education (PreK-6) Content Knowledge #10014
- date of attendance at a mandatory briefing prior to beginning the internship
- a current TB test result
- a recent notarized criminal background check (state police website: www.vatrooper.org)
- the cover page to verify student professional educators' protection liability insurance
- evidence that the teacher candidate is not on academic probation
- cumulative GPA of 3.0
- successfully completed all professional education course work
- an Approved Degree Plan indicating that all coursework except EDIP 543/UIS 343 will be completed before starting the internship.
- a copy of the Child Abuse Training Certificate (provided to students upon completion of the website training at www.vcu.edu/vissta/training/va_teachers/)
- passing test scores for the Literacy and Communication Skills Assessment (Virginia Communication and Literacy Assessment –VCLA; effective January 2006)

- passing test score for the Virginia Reading Assessment Test
www.vra.nesinc.com

Students in this program are also required to have successfully passed all state licensure assessment before the degree is posted and before the university recommends them to the state for licensure. **After graduation, students are responsible for submitting a completed Virginia licensure application packet to Kenyetta Veal, Certification Officer, School of Education.** See the following web site for details on the state licensure application procedures:

http://www.regent.edu/acad/schedu/academics/licensure_steps.htm

For more information on the licensure regulations governing Elementary/Interdisciplinary Studies Education PreK-6, students are encouraged to visit the Virginia Department of Education's website (www.pen.k12.va.us).

Required Courses for the Major in Interdisciplinary Studies (48 credit hours):

Professional Studies Requirements:

- UED 400 Curriculum Design & Assessment Techniques (3)
- UED 405 Teaching Reading and Language Arts across the Curriculum (3)
- UED 406 Classroom Management and Instructional Strategies (3)
- UED 408 Teaching Reading in the Elementary Grades (3)
- UED 425 Teaching Reading and Language Arts (3)
- UED 441 Child and Adolescent Growth and Development (3)
- UED 442 Foundations in Education (3)
- UED 451 Characteristics of Students with Disabilities (3)
- UED 495 Field Experience/Student Teaching (6)

Major Content Requirements:

- UIS 200 Orientation to Teaching (1 credits)
- UIS 304 Character Education (3)
- UIS 305 Serving English Language Learners in K-12 Classrooms (3)
- UIS 306 Probability and Statistics for Teachers (3)
- UIS 310 Fundamentals of Grammar (3)
- UIS 330 Topics in Geometry (3)
- UIS 343 Technology in Education (3)
- UIS 360 Introduction to Integrated Science (3)
- UIS 390 Independent Study (3)
- UIS 401 Teaching Math and Science in Elementary Schools (3)
- UIS 414 Advanced Integrated Science (3)
- UIS 430 Topics in Advanced Math (3)
- UIS 440 Multicultural Education (3)
- UIS 460 First and Second Language Acquisition (3)

Additional Licensure Requirements:

To fulfill state licensure requirements, **in addition** to the general education core requirements for all students, IDS majors must also successfully complete the following:

| | |
|------------------------|-----------|
| Mathematics | 3 credits |
| Natural sciences* | 4 credits |
| Social sciences | 3 credits |
| History** | 3 credits |
| Humanities and arts*** | 6 credits |

See available options for course in the General Education Core Requirements listings of this catalog.

*Student must complete a total of 7 credits in the natural sciences (to include the 4 credits of a natural sciences course with laboratory required of all students) and show two **different** sciences among these credits.

**Student must complete both HIST 201 and 202 as well as either HIST 101 or 102, to fulfill both general education and IDS requirements.

***To meet state licensure requirements, IDS students must complete 3 credits in literature as well as 6 additional credits in the humanities and arts. The credits in literature may be used (i.e. double counted) to fulfill the general education requirements for the arts and humanities, a requirement for graduation from Regent.

Interdisciplinary Studies, PreK-6 Course Descriptions

Professional Studies courses:

UED 400 Curriculum Design and Assessment Techniques (3 credits)

Provides learners with research-based knowledge and skills necessary to identify exemplary curricula, appropriate assessment practices including familiarity with the Virginia Standards of Learning, and informative feedback mechanisms. Furthermore, students are challenged to modify and/or design units for the enhancement of a pre-existing curriculum. Students explore proper selection and use of materials including media and computers while assessing the process of school-based curriculum design. A 15-hour practicum experience competency is required.

UED 405 Teaching Reading and Language Arts Across the Curriculum (3 credits)

Examines the complex nature of language acquisition. Addresses instruction in listening, speaking, reading, and writing, including spelling and grammar, and the integration of these language modes across the curriculum. Special attention is given to reading comprehension in narrative and expository texts. Other related subject matter includes familiarity with Virginia Standards of Learning and attention to diversity within the classroom. A 15-hour classroom observation and practicum experience competency is required.

UED 406 Classroom Management & Instructional Strategies (3 credits)

Provides students with strategies to provide instruction effectively while managing the classroom. Addresses the relationship between classroom environment and student behavior. Presents effective intervention strategies and highlights the link between discipline and character development, while exploring various models, methods, and approaches for managing and modifying students' classroom behavior. Explores instructional design principles that emphasize the Virginia Standards of Learning – such as flexible groupings, collaborative learning, and methods for gifted and talented students as well as for those students with disabling conditions – for instructional improvement. A 15-hour practicum experience competency is required.

UED 408 Teaching Reading in the Elementary Grades (3 credits)

Addresses the nature of reading, stages of reading development, approaches to reading instruction, and word identification strategies including explicit phonics, fluency development, and vocabulary, as well as comprehension instruction. Other course topics include fostering independent reading using a variety of literature, evaluation including familiarity with the Virginia Standards of Learning, and diversity within the classroom. A 15-hour classroom observation and practicum experience competency is required.

UED 441 Child and Adolescent Growth and Development (3 credits)

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. A 15-hour classroom observation experience competency is required.

UED 442 Foundations of Education (3 credits)

Provides a basic understanding of the foundations of education in the United States. Covers the historical, philosophical, and sociological development and organization of American education. A portion is devoted to education and the law, both federal and state, and to the legal status of teachers and students. Establishes a philosophical foundation of education and present various worldviews that affect education today. Students explore contemporary issues in education and their own educational philosophies, attitudes, and aptitudes for teaching. A 15-hour classroom observation experience competency is required.

UED 451 Characteristics of Students with Disabilities (3 credits)

Discusses students who demonstrate patterns of behavior consistent with learning disabilities, mild mental retardation and emotional disorders, and the characteristics of students with hearing, vision and/or physical impairments. Evaluates a range of conditions, which contribute to students' eligibility for special education services. Presents an overview of identification, assessment, program options, and intervention services. A 15-hour classroom observation experience competency is required.

UED 495 Field Experience-Internship [cross-listed as EFND 595] (6 credits)

The internship (student teaching) provides placement for one semester in one or more elementary schools (combination of grade levels) for supervised teaching practice while students bridge theory and practice. A 500-hour professional field experience.

Major Content courses:**UIS 200 Orientation to Teaching** (1 credits)

An introduction to current issues in education and various facets of the Elementary educator's role. The course includes an observation of PreK-6 classes to assist students in evaluating their qualifications and motivation for teaching. A 10-hour practicum and observation experience competency is required. P/NP.

UIS 304 Character Education [cross-listed as EFND 504] (3 credits)

A study of the foundations of ethics, ethical behavior, and moral decision-making. Explores the development of ethical and moral value systems and their impact on individual character growth within the context of historical and contemporary psychological theories and scientifically-based research. Examines practical strategies and methodologies for supporting character development with an emphasis on the affirmation of the principles of truth, justice, and love. Students analyze character education: historical and multi-cultural perspectives as well as the effectiveness and necessity of character education, as a requirement for the course.

UIS 305 Serving English Language Learners in K-12 Classrooms (3 credits)

Prepares teachers to provide linguistically and culturally appropriate instruction for English language learners in K-12 classrooms. Special attention is given to identifying the developmental stages of written word knowledge. The course is appropriate for prospective and current ESL teachers and general classroom teachers. (3 credits)

UIS 306 Probability and Statistics for Teachers [cross-listed as EDUC 506]

Prepares elementary school teachers in the following: basic descriptive statistics of a sample of measurements; normal distributions; experimental and theoretical basic probability; and graphical representations of probability and statistics.

UIS 310 Fundamentals of Grammar (3 credits)

A study of the English language and its structure including grammatical accuracy, usage, punctuation, spelling, and mechanics.

UIS 330 Topics in Geometry for Teachers (3 credits)

Presents selected topics in geometry relevant to the content identified in the Virginia Standards of Learning. Students explore topics such as geometric figures and their properties and relationships; application of the Pythagorean Theorem; deductive axiomatic methods of proof; perimeter, area and volume of two- and three-dimensional figures; and constructions, coordinate, and transformational geometry.

UIS 343 Technology in Education [cross-listed as EDIP 543] (3 credits)

Discusses broader issues regarding the usefulness and effectiveness of technology integration within educational settings. Students investigate various technologies and tools for the purpose of determining which are best suited for particular instructional situations and enhanced learning success. Covers three basic areas of technology integration with a macro-level framework: planning, implementation and evaluation. Virginia technology standards are introduced and students must demonstrate proficiency with portfolio and assignment development (taken concurrently with student internship experience). Discusses broader issues regarding the usefulness and effectiveness of technology integration in education. The ultimate goal is to create a plan to integrate technology into the student's educational setting.

UIS 360 Introduction to Integrated Science (3 credits)

Presents the knowledge, skills and processes for physical science instruction in the elementary grades. Explores the competencies and skills necessary for a solid foundation in the areas of scientific investigation; reasoning and logic; force, matter and energy; interrelationships in Earth/space systems; and Earth patterns such as cycles and change. This course also addresses the perspectives of creationism (e.g. intelligent design) and evolution.

UIS 390 Independent Study (3 credits)

Approved independent study option, supervised by faculty, in a directed area of scholarship. Study is conducted according to a learning contract between a chosen faculty member and the student.

UIS 401 Teaching Math and Science in Elementary Schools [cross-listed as EFND 501] (3 credits)

Examines the interdisciplinary model of the integration of the knowledge, skills, and processes to support learners in math and science. Students investigate various instructional and assessment techniques and, in particular, end-of-the-grade Virginia Standards of Learning assessments in mathematics and science. Emphasis is given to the importance of preparing learning environments so that math and science concepts can be taught through inquiry and active participation.

UIS 414 Advanced Integrated Sciences (3 credits)

An expansive study of content taught in UIS 360 regarding the development of scientific inquiry, experimental design, and research. Includes the selecting appropriate experimental materials and the application of technology within the context of technical, social, and ethical issues.

UIS 412 Topics in Advanced Math for Teachers (3 credits)

Presents arithmetic and geometric sequences and series; algebraic functions; trigonometric functions; transformations among graphical, tabular and symbolic forms of functions; and inductive reasoning.

UIS 440 Multicultural Education [cross-listed as ETSL 540] (3 credits)

Provides an overview of principles and practices for effective instructional programs for linguistically and culturally diverse student populations. Explores current issues in multicultural education, with an emphasis on the second language learner and TESOL curriculum development. Evaluates the socio-cultural variables within an instructional setting.

UIS 460 First & Second Language Acquisition [cross-listed as ETSL 560] (3 credits)

Review of research findings regarding first and second language acquisition with emphasis on the second-language learner and TESOL curriculum development.

UIS 490 Advanced Independent Study (3 credits)

Approved independent study option, supervised by faculty, in a directed area of scholarship. Study is conducted according to a learning contract between a chosen faculty member and the student.

Organizational Leadership and Management

Bachelor of Science

Department Chair: Dr. J. Thomas Whetstone

Society's need and desire for Christian leadership that can change the world is rapidly growing. Regent's bachelor's degree in Organizational Leadership and Management examines a broad range of topics through the lens of a Christian worldview to help students meet the challenges of the 21st century. Students majoring in Organizational Leadership and Management work to develop core skills and abilities such as systems thinking, oral and written communication, knowledge management, and strategic planning in preparation for careers in business, not-for-profit organizations, government, ministry leadership, and many others, as well as for military advancement. While exploring the many facets of leadership and management through practical, hands-on applications, students are challenged to engage in critical thinking about topics relevant to today's organizational world.

The major may be completed either on campus at the Virginia Beach or Washington, D.C., campuses, or online.

Required Courses for the Major in Organizational Leadership and Management (42 credit hours):

- OLAM 201 Survey of Leadership (3)
- OLAM 310 Systems Thinking (3)
- OLAM 315 Knowledge Management (3)
- OLAM 320 Research I (3)
- OLAM 330 Ethics (3)
- OLAM 350 Leadership: A Communication Perspective (3)
- OLAM 415 Organizational Development (3)
- OLAM 420 Economic Environment of Organizations (3)
- OLAM 430 Leadership: Creating a Shared Vision (3)
- OLAM 435 Strategic Planning (3)
- OLAM 440 Personal Leadership for Change (3)
- OLAM 450 Managerial Accounting & Finance (3)
- OLAM 460 Marketing Environment of Organizations (3)
- OLAM 486 Culminating Experience (3)

Students majoring in other disciplines may choose to minor in Organizational Leadership and Management:

Minor in Organizational Leadership and Management (15 credit hours):

- OLAM 201 Survey of Leadership (3)
- OLAM 310 Systems Thinking (3)
- OLAM 350 Leadership: A Communication Perspective (3)
- OLAM 430 Leadership: Creating Shared Vision (3)
- OLAM 440 Personal Leadership for Change (3)

Students may choose to complete the following certificate:

Certificate in Leadership (18 credit hours):

- RELS 107 Worldviews (3)
- OLAM 201 Survey of Leadership (3)
- OLAM 310 Systems Thinking (3)
- OLAM 350 Leadership: A Communication Perspective (3)
- OLAM 430 Leadership: Creating Shared Vision (3)
- OLAM 440 Personal Leadership for Change (3)

Organizational Leadership and Management Course Descriptions

OLAM 101 Relationships and Leadership (3 credits)

An introduction to leadership concepts through the examination of how character affects and influences everyday relationships. Explores foundational leadership theories, providing students with the beginning of a sound understanding of leadership, the impact of a biblical worldview, and the importance of the relationships between leaders and followers.

OLAM 201 Survey of Leadership (3 credits)

Prerequisite for OLAM courses for OLAM majors. An exploration of expectancy, leader-member exchange (LMX), transactional, transformational, servant leadership and other theories affords students an opportunity to apply theory to organizations and leaders of today.

OLAM 310 Systems Thinking (3 credits)

An introduction to the vocabulary and methodologies associated with the discipline of systems thinking. Students will apply the tools, processes and principles that aid in understanding the relationship between the parts of any system, particularly human systems. Students greatly enhance their ability to understand how organizations operate and how various leadership styles and decisions can affect those operations. Prerequisite: OLAM 201.

OLAM 315 Knowledge Management (3 credits)

A focus on the interactive dynamics of building, sharing, retaining, and utilizing individual and collaborative expertise and knowledge. Students learn to apply these concepts to help the organization set and achieve organizational objectives through developing the knowledge capacity of their members by putting systems and procedures in place to maximize the flow and assimilation of critical information. Students gain an understanding of the value of building commitment among employees to the change process as a tool for transforming people and organizations. Additionally, they begin to build a change management skills toolkit applicable to real world environments. Prerequisite: OLAM 201.

OLAM 320 Research I (3 credits)

Students identify where statistics are used to solve real world problems including how to analyze organizational situations through the application of appropriate research methodologies, techniques and fundamental concepts. By constructing hypotheses, students explain or predict results and justify the hypotheses with data. Students learn to operate SPSS to perform basic statistical functions and apply and present descriptive and inferential statistics. Students also conduct statistical tests and analyses, including chi-square, correlation, and regression. Prerequisite: OLAM 201.

OLAM 325 Teams and Virtual Teams (3 credits)

Students explore how virtual teams influence leadership effectiveness. They examine the various mediums of sharing information when working in any team environment and develop the skill of environmental scanning to identify communication issues and formulate solutions. Students learn the importance of developing interactive and dynamic groups, working in the virtual or face-to-face environment. Prerequisite: OLAM 201.

OLAM 330 Ethics (3 credits)

Students explore the nature of ethical leadership by discerning the ethical foundations of leadership principles evident in the lives of great leaders. They learn how the leader's values and beliefs affect decision-making by identifying key factors involved in ethical decision-making. Finally, students assess and apply the concepts of organizational and social responsibility by looking at real world problems. Prerequisite: OLAM 201.

OLAM 350 Leadership: A Communication Perspective (3 credits)

Students examine how the leader's behaviors and decisions send messages to people throughout the organization. They analyze the concept of organizational culture, how it develops, and the effect it has on the leader and people in the organization. Students learn how leaders can bring about change in organizations with care and responsibility for the people being led. Prerequisite: OLAM 201.

OLAM 370 Decision-Making Techniques (3 credits)

Students explore the analytical and process skills that enable them to make effective decisions. They learn how to assess key factors in the change process and examine how proper planning can increase the value of proposed solutions. Students learn how leaders can bring about change in organizations by successfully introducing and presenting new ideas and processes. Prerequisite: OLAM 201.

OLAM 390 Independent Study (3 credits)

An approved independent study option, supervised by faculty in a directed area of scholarship. Study is conducted according to a learning contract between a chosen faculty member and the student. Prerequisite: OLAM 201.

OLAM 400 Diversity (3 credits)

In this course, students learn to identify and evaluate ways that effective leadership can leverage a diverse organization for adaptive change and competitive advantage. They learn how to approach diversity from a management perspective in the workplace. Students define various ways that individuals can use differences to empower others in the work force.

OLAM 405 Examining Your Leadership Potential (3 credits)

Students analyze fundamental leadership theories, examining and applying biblical principles of leadership. As they engage in personal reflection and assess personal leadership abilities, students critique their own philosophy of leadership and construct a personal leadership development plan.

OLAM 410 Human Resource Leadership (3 credits)

Students learn how Human Resource Leadership is a vehicle for creating and implementing organizational mission and vision. They develop strategies for recruiting, interviewing, selecting, and training employees. Students explore potential areas of employee disputes, how to prevent them, and how to handle them. They examine various legal concepts such as Equal Employment Opportunity, Worker's Compensation, OSHA, the Family Leave Act, Affirmative Action, Sexual Harassment, and ADA with existing legislation.

OLAM 415 Organizational Development (3 credits)

Students explore the concepts of organization theory and design, including the major organization forms, the idea of culture as structure, and the impact of environment on structure and leadership. Students gain understanding of how organizations work and how best to approach an organizational assessment.

OLAM 420 Economic Environment of Organizations (3 credits)

Students apply the principles and tools of microeconomics (production, buying, and selling of a particular good or service and the study of supply and demand), macroeconomics (unemployment, inflation, interest rates, money supply, national economic policy, and GDP – national output), and the impact of international trade in organizational decision making. From this perspective, students analyze the impact of economic factors on organizations and the influence of organizations on economic conditions. Equips students to use economic understanding as a resource for responding to and implementing change in organizations.

OLAM 430 Leadership: Creating a Shared Vision (3 credits)

Students apply key leadership and management theories to specific situations within organizations and examine leadership behaviors that illustrate the importance of people as the most valuable organizational asset. In the process of developing a personal leadership philosophy, students analyze the relationship between vision, personal values, and corporate values. Students learn the process of creating shared vision within an organization and energizing collective commitment to its realization.

OLAM 435 Strategic Planning (3 credits)

Students evaluate the constraints and opportunities leaders face in strategic planning. From this perspective, students examine the leader's task in accommodating these limitations and in developing ways to minimize them as well as the impact of these constraints on strategic choices.

OLAM 440 Personal Leadership for Change (3 credits)

Students compare and contrast their personal values with organizational values. They begin to develop the skill of environmental scanning to identify resistance to change and ways to accept it. Students develop a measurable development plan for personal change and growth and identify individual behaviors that affect leadership and how to work with others.

OLAM 445 Research II (3 credits)

An emphasis on the scientific method as part of the decision making process. Students analyze organization situations through appropriate research methodologies, techniques, and concepts. Instruction reinforces statistical tests and analyses, including chi-square, correlation, and regression, and the application and presentation of descriptive and inferential statistics. Students create survey instruments and conduct quantitative analysis using those instruments. They also use a qualitative method to gather data (interviews, focus groups or observation). Prerequisite: OLAM 320.

OLAM 450 Managerial Accounting and Finance (3 credits)

An introductory course in managerial accounting. The use of managerial accounting is unique in that it equips the leader with specific information to make decisions on prices, resource allocation, and capital investment. Students learn how the functional areas of a business (marketing, production, purchasing and finance) must work interdependently to achieve profit goals and the leader's decision-making role in this process.

OLAM 460 Marketing Environment of Organizations (3 credits)

Students apply the major concepts, principles, and theories of marketing (product, price, distribution, promotion and E-commerce) and ethical behavior (truthful advertising, non-harmful products), and understand the impact of international trade in product development and market segmentation decisions. From this perspective, students develop a vocabulary of terms that facilitates effective comprehension of the art and science of marketing. Students demonstrate understanding of fundamental e-commerce business models and apply marketing concepts to analyze case studies and real marketplace situations to formulate and write a marketing mix. They also analyze the feasibility of a business opportunity for an organization and the influence of marketing. This course enables students to use an understanding of marketing as a resource for responding to, and implementing change in, organizations.

OLAM 485 Special Topics in Leadership (1-3 credits)

An intensive examination of a selected area of study in the field of leadership studies. Topics vary and are announced in advance. This course may be repeated for credit. Lecture, seminar, and/or team study.

OLAM 486 Senior Culminating Experience (3 credits)

Students synthesize the knowledge and skills learned throughout the OLAM program. This experience may be, but is not limited to, a guided project, (i.e., designing a new organization, analyzing an existing organizational problem and recommending solutions, etc.), or a major research paper. Prerequisite: OLAM 320, 415, 435, 440, and senior standing.

OLAM 490 Advanced Independent Study (3 credits)

An approved advanced independent study option, supervised by faculty, in a directed area of scholarship. Study is conducted according to a learning contract between the student and a chosen faculty member.

Political Science

Bachelor of Science

Department Chair: Dr. Gerson Moreno-Riano

The study of political science concentrates on developing a sophisticated understanding of government institutions and their decision-making processes at the local, national, and international levels. This major prepares students for careers in government, law, the non-profit sector, diplomacy, international service, law enforcement, business, journalism, teaching, and for graduate education. Students who major in political science take 21 credits of required core courses and choose between two emphases, humanitarian affairs or public policy and administration. The major requires a total of 48 hours of credit.

The major may be completed either on campus at the Virginia Beach or Washington, D.C., campuses, or online.

Required Courses for the Major in Political Science (21 credit hours, total):

POLI 196 Foundations of Political Science (3)
 POLI 220 Comparative Politics (3)
 CMVV 240 Cross-Cultural Communication (3)
 POLI 290 The Government and Economics (3)
 OLAM 320 Research 1 (3)
 OLAM 435 Strategic Planning (3)
 OLAM 450 Managerial Accounting & Finance (3)

Plus one of the following emphases:

Humanitarian Affairs Emphasis (27 hours):

POLI 200 Contemporary Analysis of Humanitarian Affairs (3)
 POLI 230 Political Geography (3)
 INTS 235 Introduction to Culture and Language (3)

- POLI 305 Global Advocacy (3)
- POLI 315 Guidelines in Health Education (3)
- POLI 325 Conflict Resolution (3)
- POLI 445 Sustainable Development (3)
- POLI 465 International Organization Development (3)
- POLI 494 Front Lines (3)

Public Policy and Administration Emphasis (27 hours):

- POLI 210 Introduction to Public Policy and Administration (3)
- POLI 300 The Legislative Process (3)
- POLI 340 Foreign Policy and Administration (3)
- POLI 360 Understanding the City (3)
- POLI 382 Public Administration Justice and Law (3)
- POLI 405 Public Policy Globalization (3)
- POLI 496 Applied Public Policy and Administration Models (3)

Political Science electives totaling six credit hours (6)

Students majoring in other disciplines may choose to minor in either humanitarian affairs or public policy and administration:

Minor in Humanitarian Affairs (15 credit hours):

- POLI 200 Contemporary Analysis of Humanitarian Affairs (3)
- POLI 220 Comparative Politics (3)
- POLI 315 Guidelines in Health Education (3)
- POLI 325 Conflict Resolution (3)
- POLI 465 International Organization Development (3)

Minor in Public Policy and Administration (15 credit hours):

- POLI 210 Introduction to Public Policy and Administration (3)
- POLI 220 Comparative Politics (3)
- POLI 300 The Legislative Process (3)
- POLI 340 Foreign Policy and Administration (3)
- POLI 405 Public Policy Globalization (3)

Political Science Course Descriptions

POLI 196 Foundations of Political Science (3 credits)

Introduction to innovative and classical approaches of studying the U.S. government. The course examines major texts in the history of political thought and the questions they raise about the design of the political and social order. Students consider the works and influence of Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Tocqueville.

POLI 200 Contemporary Analysis of Humanitarian Affairs (3 credits)

Global humanitarian affairs cornerstone course emphasizing international/domestic studies, with attention to the major crises of poverty, natural disaster, human trafficking, war, religious persecution, terrorism, and disease. Field-applied language and terminology.

POLI 210 Introduction to Public Policy and Administration (3 credits)

Cornerstone course for the public administration and public policy emphasis. The course surveys the basic principles and practices of American public administration and policy, with an emphasis on the politics of administration and on the relationship of the bureaucracy, special interest groups, Congress, the White House, and the public.

POLI 220 Comparative Politics (3 credits)

Comparative insights on political cultures, governmental structures, and political behaviors of differing political systems and worldviews. Topics include global terrorism, democratization, global economies, and international political structures.

POLI 230 Political Geography (3 credits)

Investigation of the cultural unity and diversity of selected regions, their peoples, culture areas, and traditions. Students gain a general knowledge of selected regions of the world, i.e. Latin America, Asia, and Europe, while exploring cultural organization, technological change, urbanization, religious systems, and social relations. Each student prepares an investigative report on a specific region of interest.

POLI 290 The Government and Economics (3 credits)

An introduction to the study of economics in the context of the role of the public sector in the economy. The course is designed to provide an understanding of the basis for government involvement in the economy, the degree of that involvement, and the response of the private sector.

POLI 300 The Legislative Process (3 credits)

A study of the internal processes of the House and Senate as well as the place of Congress in the American political system. Topics include the interactions between Congress and other branches of government, as well as relationships between the two houses of Congress itself.

POLI 305 Global Advocacy (3 credits)

A study of the techniques and importance of advocacy in humanitarian affairs. Topics include the role and ethical guidelines of multi-media, mass communications, marketing strategies, vision casting, political advocacy, support and donor relations, and grant proposals. Students explore the potential risks, implications, and effects of exposing and combating humanitarian crises.

POLI 315 Guidelines in Health Education (3 credits)

Essential and practical knowledge needed for health safety and survival in diverse cultures such as basic water purification techniques, hygiene solutions, nutrition, and illness prevention methods. Region-specific health concerns, diseases, and societal challenges in humanitarian assistance.

POLI 325 Conflict Resolution (3 credits)

Current methodologies, terminology, and tools used in conflict resolution practice. Students consider international case studies and apply concepts to actual situations.

POLI 335 History of the Republic (3 credits)

A historical tracing of the American Republic and its foundations. Topics include the contributions, ideas, reasoning, and progression of the development of the American politic. Students consider ancient governments such as the Hebrew, Greek, and Roman societies and how those have played a direct role in this development, with attention to individual and group political behavior.

POLI 340 Foreign Policy and Administration (3 credits)

An examination of the history of United States foreign policy with attention to topics such as U.S. military policy, U.S. foreign economic policy, and U.S. policy on human rights and international democracy. Students evaluate past and present United States foreign policies.

POLI 360 Understanding the City (3 credits)

Investigation of the past, present, and future development of American cities from a political perspective. This course also considers the role of leadership and governance in cities and the effects those have had on development, growth, and destruction of cities in America.

POLI 382 Public Administration Justice and Law (3 credits)

A review of case studies that are representative of different time periods in the history of the American political and judicial system, with analysis of how those events have shaped American political thought and practice. Students consider current controversies surrounding issues of liberty and equality, their implications, and their strength and weaknesses.

POLI 405 Public Policy Globalization (3 credits)

Investigation of changes in the international political arena as well as within domestic politics and society. Topics include the effects of globalization on economic, political, and social relationships. Prerequisite: **POLI 290**.

POLI 445 Sustainable Development (3 credits)

Introduction to the concepts of sustainable development. Topics include the nature of ecosystems, global processes, biodiversity, sustainable communities, industrial ecology, life cycle analysis, appropriate technologies, and human behavior, needs and values. Students explore how the relationship of microeconomic principles, such as the allocation of society's resources and alternative uses of these resources, play a significant role in the decision processes of sustainable development and managerial economics.

POLI 465 International Organization Development (3 credits)

Historical review of international organization development, theory, and implementation. Students consider technical skill application of logistics management, volunteer management, and human resources.

POLI 494 Front Lines (3 credits)

Humanitarian affairs capstone course in which students select an approved topic for a senior research project to include a grant proposal, policy issue paper, and assignment/internship with an approved organization. Approved projects can be conducted through a broad range of organizations such as UNESCO, The Red Cross, The Salvation Army, Shared Hope International, local church benevolence ministries, para-church organizations, or other approved non-profits and organizations that are topic related. To be taken in the final semester of enrollment.

POLI 496 Applied Public Policy and Administration Models (3 credits)

Public policy capstone course which focuses upon skill development in the public policy and administration arenas. Student learn how to develop and write policy issue papers and forge administrative plans of action. The goal of the capstone is to equip students with the ability to develop employable models for success in the public policy and public administration fields. To be taken in the final semester of enrollment.

Psychology

Bachelor of Science

Department Chair: Dr. Cassandra Ferreira

Regent University's Psychology Department strives to provide students an in-depth view of behaviors and attitudes while examining the underlying motivations and rationales of behaviors and attitudes from a Christian perspective. Students explore the complexities of human behavior, including abnormal behavior, the developmental aspects of behavior, society's relationship to behavior, and many other psychological principles. The department's approach is grounded in a Christian worldview that presents students the opportunity to consider the mental, physical, emotional, and spiritual needs of others as well as themselves.

Specifically, the department offers a major in psychology leading to the Bachelor of Science degree, with the options of an addictions studies emphasis, a minor in counseling psychology, or a certificate for Christian counseling laypeople. The Psychology major from Regent University affords students many professional opportunities, such as high-level management, substance abuse counseling, social work, human services, personnel training, marketing and sales, and medical related fields, as well as further study at the graduate level.

The addictions studies emphasis is designed to help prepare students to be an addictions counselor. An internship that provides practical experience in addictions counseling is a key component to the addictions studies emphasis. Students who complete this emphasis successfully are prepared to sit for a certified addictions counseling license upon graduation.

The "Christian Counseling for Laypeople" certificate program is designed to enhance the lay counselors' skills. Through this curriculum, the department seeks to provide students an in-depth understanding about general psychology and counseling techniques so that individuals can be effective in lay settings.

The major may be completed either on campus at the Virginia Beach or Washington, D.C. campuses, or online.

Required Courses for the Major in Psychology (45 credit hours):

- RELS 206 Spiritual Formation (3)
 - PSYC 300 Advanced Survey of Psychology (3)
 - PSYC 303 Theories of Personality (3)
 - PSYC 311 Developmental Psychology (3)
 - PSYC 313 Introduction to Statistics, Research, and Writing for Psychology (3)
 - PSYC 321 Methods of Research and Statistics for Psychology (3)
 - PSYC 400 Abnormal Psychology (3)
 - PSYC 410 Physiological Psychology (3)
 - PSYC 411 Cognitive Psychology (3)
 - PSYC 412 Cultural Diversity (3)
 - PSYC 421 Introduction to Social Psychology (3)
 - PSYC 422 Capstone Seminar in Ethics and Professional Identity (3)
- Choice of nine (9) additional credits in Psychology numbered 300 or above

Students may choose the following *optional* emphasis to add to the major:

Substance Abuse Treatment Emphasis (optional, for Psychology majors only; 15 credit hours):

In addition to the Psychology core curriculum, students must successfully complete:

- PSYC 306 Introduction to Addictive Disorders (3 credits)
- PSYC 316 Case Management, Treatment Planning, and Crisis Intervention (3)
- PSYC 406 Group Facilitation (3)
- PSYC 418 Introduction to Counseling Skills (3)
- PSYC 495 Internship (3)

Students majoring in other disciplines may choose to minor in Psychology:

Minor in Psychology (15 credit hours):

- PSYC 300 Advanced Survey of Psychology (3)
- PSYC 303 Theories of Personality (3)
- PSYC 313 Introduction to Statistics, Research, and Writing for Psychology (3)

Plus a choice of any 2 courses listed below:

- PSYC 311 Developmental Psychology (3)
- PSYC 400 Abnormal Psychology (3)
- PSYC 410 Physiological Psychology (3)
- PSYC 421 Introduction to Social Psychology (3)
- PSYC 428 Survey of Psychological Assessments (3)

Students may choose to complete a certificate of study:

Certificate in Christian Counseling for Laypeople

- RELS 107 Worldviews (3)
- PSYC 300 Advanced Survey of Psychology (3)
- PSYC 306 Addictive Disorders (3)
- PSYC 317 Marriage and Family (3)
- PSYC 406 Group Facilitation (3)
- PSYC 418 Counseling Skills (3)

Psychology Course Descriptions

PSYC 101 Psychology of Adjustment (3 credits)

A study of psychological principles with respect to students' lives. Students (1) develop greater self-understanding and self-help skills; (2) increase understanding of other people and sensitivity to those who may be different from the student; and (3) become familiar with relevant theories and research findings. Topics include coping with stress, the self, forming impressions of others, prejudice, conformity, interpersonal communication, relationships, gender, sexuality, and career issues.

PSYC 102 Introduction to Psychology and Christian Thought (3 credits)

Examines the application of Christian thought to the study and practice of psychology. Students explore major themes in psychology such as human nature, motivation, change and development, spiritual struggles, as well as applied psychological knowledge for everyday life. The course examines issues in psychology related to Christians and how Christians function in the field of psychology.

PSYC 250 Human Sexuality (3 credits)

An exploration of the psychology of human sexuality from the standpoint of a Christian worldview. Examines theories, perspectives, concepts, and data from the scientific study of sexuality. Students examine practical information useful for daily living and decision-making about many aspects of sexuality.

PSYC 260 Psychology of Women (3 credits)

A study of the psychological theories, myths, and stereotypes related to the development of women. Topics are organized around critical issues and events in women's experience from infancy through adulthood, such as biological and sexual differentiation, identity and personality development, careers, parenting, and mental health.

PSYC 300 Advanced Survey of Psychology (3 credits)

A survey of the various subfields of psychology including biopsychology, cognition and learning, sensation and perception, motivation and emotion, personality and assessment, health psychology, developmental psychology, history and systems, abnormal psychology, and social psychology. These areas are examined from various worldviews as well as from a multicultural perspective. Prerequisite: ENGL 102 or equivalent.

PSYC 303 Theories of Personality (3 credits)

Examines the major schools within personality theory with a focus on contributions and usefulness in understanding human behavior, the principal theorists from each school, the limitations of each theory, and comparisons between theoretical perspectives.

PSYC 306 Addictive Disorders (3 credits)

An overview of contemporary psychological models of addiction and treatment including the theories that drive various approaches to treatment, specialized assessments, prevention, stages of change and recovery, policy issues, and relapse prevention.

PSYC 311 Developmental Psychology (3 credits)

An examination of the major theoretical perspectives related to physical, cognitive, language, emotional, spiritual, and social development in people over the life span.

PSYC 313 Statistics, Research, and Writing for Psychology (3 credits)

Introduction to methodological concepts in psychological investigation including developing hypotheses, experimental design, procedure, application of statistical principles, and developing research reports. Prerequisite: completion of PSYC 300; GENE 101 or UNIV LIB; and MATH 101, 102, 201, or equivalent.

PSYC 316 Case Management, Treatment Planning, and Crisis Intervention (3 credits)

Examines case management principles and techniques, treatment planning, effective referral methods, and crisis intervention skills used in human services and addiction treatment.

PSYC 317 Marriage and Family (3 credits)

A study of marriage and family from various perspectives, including the theories of and methods used to research marriage and the family, the diversity of families, contemporary gender roles, love and commitment, systems, communication and conflict resolution, sexual relationships and problems, pregnancy, childbirth, parenthood, care-giving and spiritual concerns.

PSYC 321 Methods of Research and Statistics (3 credits) Continuation of PSYC 313. Students examine research topics and complete research projects according to American Psychological Association requirements. Students apply research and statistical principles including the use of SPSS. Prerequisite: PSYC 313.

PSYC 327 Psychology of Religion (3 credits)

Examines the theory and research in psychology of religion, including topics such as psychological methods and measures used to study religion as well as objective and subjective approaches to the study of religion as related to prayer, meditation, spiritual healing, dreams, tongue-speaking, social attitudes and behavior, mental health, mysticism, religious orientation, and personal development.

PSYC 390 Independent Study (3 credits)

Approved independent study option, supervised by faculty, in a directed area of scholarship. Study is conducted according to a learning contract between a chosen faculty member and the student.

PSYC 400 Abnormal Psychology (3 credits)

A survey of various categories of abnormal or deviant behavior such as developmental, personality, mood, psychophysiological, psychotic, anxiety, somatoform, chemical dependency, and dissociative disorders. Prerequisite: PSYC 300 or equivalent.

PSYC 406 Group Facilitation (3 credits)

Explores the key aspects of the group process including communication patterns, both verbal and nonverbal, as well as leadership, trust, cohesion, risk-taking, group membership skills, facilitation skills, group problem-solving, decision-making, conflict resolution, interviewing techniques, and summary session report-writing. Provides both a group experience and a theoretical analysis of group process.

PSYC 410 Physiological Psychology (3 credits)

A study of the biological bases of behavior with an emphasis on the role of the nervous and endocrine systems. Topics include: attention, learning and memory, sensation and perception, sleep, language, reproduction, emotions, aggressive behavior, addictions, and behavioral disorders. Prerequisite: PSYC 300 and BIOL 102 or equivalent.

PSYC 411 Cognitive Psychology (3 credits)

Study of recent research and theory in cognitive processes concerning the representation, storage, retrieval, forgetting, conditioning, learning, concept formation, problem solving, and memory.

PSYC 412 Cultural Diversity (3 credits)

Examines theories and research in the study of psychosocial issues of racial, ethnic, and cultural groups as well as an exploration of the relationship of race, culture, and social class in psychological development.

PSYC 416 Gerontology (3 credits)

Explores the specific age-stages of adult development and aging emphasizing psychosocial, psychopathological, biological, intellectual, and personality processes from a theoretical and research-oriented perspective.

PSYC 417 Industrial and Organizational Psychology (3 credits)

Introduction to the field of Industrial-Organizational (I-O) Psychology. Topics include the foundations of industrial-organizational psychology, values and ethics, work performance, problem solving, motivation, managing stress, relationships and communication in the work place, decision making, teamwork, leading and influencing others, productivity, and achieving a satisfying career.

PSYC 418 Counseling Skills (3 credits)

Introduces the development of the communication skills used in interviewing and counseling with an emphasis on the necessity of understanding the interpersonal dynamics between the human service worker/counselor and the individual client.

PSYC 421 Social Psychology (3 credits)

Survey of theories and research in the major areas of social psychology including perception, attitude change, attraction, aggression, altruism, conformity, prejudice, values, and group dynamics. Prerequisite: PSYC 313 or permission of the instructor.

PSYC 422 Capstone Seminar (3 credits)

Examines ethical issues, professional orientation, and role identity for those working in the helping professions. Topics include the objectives of professional organizations, codes of ethics, legal aspects of practice, standards of preparation, and other professional issues. Prerequisite: for Psychology majors only who have completed a minimum of 6 of their upper-level psychology courses (18 credits).

PSYC 427 History of Psychology (3 credits)

Survey of the origin and development of psychology with a special emphasis placed on contemporary schools and systems of psychological thought.

PSYC 428 Survey of Psychological Assessments (3 credits)

Theory and techniques of psychological assessment including the statistical foundations of testing and assessment, principles of psychological measurement, and the most common domains of testing such as cognitive ability, achievement, interests, and personality.

PSYC 429 Sensation and Perception (3 credits)

Explores the five major human sensory systems (i.e., vision, hearing, smell, touch, and taste) and perceptual experiences related to these senses as occurring in the human brain. Examines the anatomical structures, the physiological mechanisms and neural pathways that form a substrate for the sensory experience for each sensory system. Prerequisite: PSYC 410.

PSYC 490 Advanced Independent Study (3 credits)

Approved independent study option, supervised by faculty in a directed area of scholarship. Study is conducted according to a learning contract between a chosen faculty member and the student.

PSYC 495 Internship (3 credits)

Involves one hour of class meetings and 12 hours of field work each week. Students maintain a log of the experience. Prerequisite: for Psychology majors only (senior status) and by permission of the Psychology department chair.

Religious Studies

Bachelor of Arts

Chair: Dr. Matthew E. Gordley

The Religious Studies Department seeks to deepen students' devotion to Christ by emphasizing the importance of building a strong foundation in the Word of God and a dependence upon the Holy Spirit. The department also strives to equip all students, majors and non-majors, to be able to live and express biblical truth effectively in our postmodern world.

The major in Religious Studies is intended to help students move to a new level of spiritual vitality and to give them a broad understanding of a variety of aspects of Christian ministry. The Bachelor of Arts in Religious Studies enables students to develop practical ministry skills and methods in discipleship, Christian philosophy and ethics, practical missions, evangelism strategies, and teaching methods. The degree thus provides a strong foundation for students who want to go into professional ministry or who desire to move on to the master's level work that may be required for

licensing and ordination. The degree also provides an excellent foundation for students interested in pursuing graduate studies in Bible, religious studies, or related fields.

The major may be completed either on campus at the Virginia Beach or Washington, D.C., campuses or online.

Required Courses for the Major in Religious Studies (45 Credit Hours):

RELS 201 Principles of Theology (3)
 RELS 206 Spiritual Formation (3)
 RELS 310 Biblical Background and Interpretation (3)
 RELS 313 Study of the Prophets (3)
 RELS 314 Pauline Literature (3)
 RELS 320 Ministry Communication Skills (3)
 RELS 330 Theological Writing and Research (3)
 RELS 340 World Religions and Cultures (3)
 RELS 401 Christian Ministry (3)
 RELS 410 Christian Discipleship (3)
 RELS 420 Systematic Theology (3)
 RELS 430 Christian Ethics (3)
 RELS 440 Christian Missions (3)
 RELS 450 Philosophy of Religion (3)
 RELS 467 American Church History (3)

Students majoring in other disciplines may choose to minor in Religious Studies:

Minor in Religious Studies (15 credits):

RELS 104 New Testament Studies (3)
 RELS 310 Biblical Background and Interpretation (3)
 RELS 401 Christian Ministry (3)
 RELS 420 Systematic Theology (3)
 RELS 430 Christian Ethics (3)

Students may choose to complete any of the following certificates of study:

Certificate in Biblical Studies (18 credit hours):

RELS 103 Old Testament Studies (3)
 RELS 104 New Testament Studies (3)
 RELS 107 Worldviews (3)
 RELS 310 Biblical Background and Interpretation (3)
 RELS 420 Systematic Theology (3)
 RELS 350 Biblical Languages (3)

Certificate in Practical Ministry (18 credit hours):

RELS 107 Worldviews (3)
 RELS 310 Biblical Background and Interpretation (3)
 RELS 320 Ministry Communication Skills (3)
 RELS 401 Christian Ministry (3)
 RELS 410 Christian Discipleship (3)
 RELS 420 Systematic Theology (3)

Religious Studies Course Descriptions

RELS 103 Old Testament Studies (3 credits)

An investigation of the nature, contents, and history of the Old Testament with attention to its background and key themes. Students examine themes within their contexts and from the perspective of their New Testament fulfillment.

RELS 104 New Testament Studies (3 credits)

A study of the nature, contents, and history of the New Testament, with background study in the inter-testamental period.

RELS 107 Worldviews (3 credits)

Students learn how to assess cultural influences on human experiences, behavior, and belief systems and develop heightened empathy and respect for individuals from cultures different from their own. They learn how to identify the major components of a worldview as well as the differences between dominant philosophical worldviews.

RELS 201 Principles of Theology (3 credits)

A study of the foundations of Christian belief. Students explore basic themes in Christian thought such as the knowledge of God, the origin of sin, the nature of humanity, the person and work of Jesus Christ, and the doctrine of the Holy Spirit.

RELS 206 Spiritual Formation (3 credits)

A study focusing on the dynamics of personal and spiritual growth as understood in the Christian tradition. Practical tools, in combination with historical perspective, provide the backdrop for self-exploration and spiritual development within students.

RELS 250 Mission and Message of Jesus (3 credits)

A study focusing on the ministry and teachings of Jesus as presented in the synoptic gospels, taking into consideration the Hebrew, Greek, and Roman cultural contexts. The course familiarizes students with foundational developments in historical Jesus research, examines important themes in the synoptic gospels, and develops students' skills in critical reading (exegesis), interpretation, and writing.

RELS 301 Apologetics (3 credits)

An exploration of the branch of theology that deals with articulating the reasonableness of Christian faith as well as developing meaningful responses to common objections. Students examine theoretical and applied apologetics and the nature of the relationship between faith and reason, as well as specific problems and implications arising from our postmodern, pluralistic cultural context.

RELS 310 Biblical Background and Interpretation (3 credits)

Students explore the history, geography, and cultures that form contexts to the Old and New Testament scriptures. Students learn an inductive approach to the interpretation of the scriptures that draws on the insights gained from the study of significant background issues.

RELS 311 Biblical Archeology (3 credits)

An exploration of archaeological research relating to the Old and New Testaments, with attention given to ways that this research aids in understanding and interpreting biblical texts. Topics include the current state of biblical archaeology and its historic development, as well as problems in deciphering texts and dating artifacts. Students also examine more recent finds such as the Dead Sea Scrolls.

RELS 313 Study of the Prophets (3 credits)

A study of the writings of the Old Testament prophets, focusing on one of the major prophets or a selection of the minor prophets. The course examines the historical moment and place of the text as well as the role of the prophet in ancient Israel. Students examine texts exegetically, considering theology as suggested by the text(s) as well as the relationship to the New Testament, along with personal applications of the prophets' teachings.

RELS 314 Pauline Literature (3 credits)

A study of one or more of the major writings of the Apostle Paul. Students consider the cultural and philosophical background of the text, its contents, and its place in the canon. The course examines the literature theologically and exegetically while inviting students to develop and consider personal applications of the texts.

RELS 320 Ministry Communication Skills (3 credits)

An introduction to basic public speaking, reading, and written communication skills necessary for the ministry environment. The course emphasizes verbal communication (voice, diction, and pronunciation), written communication (specialized publications), and specialized communication strategies for media and pulpit ministry.

RELS 330 Theological Writing and Research (3 credits)

Study and application of skills in research and writing as related to the field of theology, in order to prepare students for professional/educational ministry. Formal writing in typical style formats (Turabian, MLA, APA) are applied to the writing of research papers and thesis work. Students also learn basic writing skills for publishing their professional work in journals and other scholarly publications

RELS 340 World Religions and Cultures (3 credits)

Students examine ten major world religions and their belief systems while investigating the impact on the cultures associated with them. While this course identifies the origins, history, and impact of major world religions, it also presents practical penetration strategies for the presentation of the Gospel in each context.

RELS 350 Biblical Languages (3 credits)

An introduction to both the biblical Hebrew (Old Testament) and Greek (New Testament) languages in order to facilitate the use of Bible-based software for study and research. Students gain practical hands-on instruction and experience in the use of Bible Works and Logos software packages.

RELS 360 Contemporary Issues in the Church (3 credits)

An introduction to special topics that affect ministry in the twenty-first century. This course examines gender, racial, and post-modern cultural issues that have a major impact on the practice of ministry today.

RELS 370 Contemporary American Cults and Sects (3 credits)

Students engage in a survey of the leading pseudo-Christian and non-Christian cults that exist today as well as relevant major divisions or sects in the Church that vary from accepted orthodoxy. The course emphasizes the belief systems of the cults and sects, how they differ from orthodox Christianity, and penetration strategies for the presentation of the Gospel to those in a cult setting.

RELS 390 Independent Study (3 credits)

An approved independent study option, supervised by faculty, in a directed area of scholarship. Study is administered according to a learning contract between a chosen faculty member and the student.

RELS 396 Portfolio - Guided Learning (3 credits)

Approved directed study based on prior life assessment and experience in a directed area of professional ministry. Directed study involves selected reading, synthesis with prior life or ministry experience, and a final paper that synthesizes learning. Study is administered according to a directed learning contract between a chosen faculty member and the student.

RELS 401 Christian Ministry (3 credits)

An introduction to various kinds of ministry found in church and parachurch organizations with an emphasis on the leadership and involvement of the laity. The course also explores team ministry strategies in a ministry context and a model for natural church growth as the basis for ministry health..

RELS 410 Christian Discipleship (3 credits)

Students examine the biblical and philosophical basis of personal spiritual formation and growth as well as strategies that can be used to facilitate formation and growth in church and parachurch ministry.

RELS 420 Systematic Theology (3 credits)

An examination of systematic/constructive doctrines drawn from the scriptures. Students consider questions concerning God, Christ, humankind, salvation, the church, and the Holy Spirit in the context of renewal theology. Students also learn to assess such questions from the standpoint of relevant scriptures as well as from postmodern and other theological viewpoints such as feminist and liberation theologies. Pre-requisite: RELS 201.

RELS 430 Christian Ethics (3 credits)

An exploration of contemporary moral issues in the light of biblical teachings. Students consider ethics, worldview issues, and ethical decision-making as they intersect with ministry-related topics and situations.

RELS 440 Christian Missions (3 credits)

A study of the worldwide mission of the Church, presented in the context of world perspectives and evangelism, including the theological basis for world missions, a practical survey of mission strategies, and applications to local church and parachurch ministries.

RELS 450 Philosophy of Religion (3 credits)

Students examine philosophical questions arising from religious belief, especially as these inform hermeneutics, language-based exegesis, ethics, Christian doctrine, and theology.

RELS 460 Practical Evangelism (3 credits)

An introduction to practical strategies for evangelism in local and parachurch ministries. The course presents a biblical basis for evangelism along with major strategies. Students apply their learning in a field-based evangelistic guided experience within ministry settings.

RELS 467 American Church History (3 credits)

A consideration of the history of the church in America from the 17th through the 20th century, noting the development, impact, and societal influence of the American church. Topics include the tension between church and state, the formation of denominations, and the Holiness and Pentecostal-Charismatic movements.

RELS 470 Coaching and Mentoring (3 credits)

A study of transformational leadership coaching as the basis for mentoring strategies within local church and parachurch ministries. Students concurrently examine mentoring-based personal growth strategies in ministry contexts.

RELS 490 Advanced Independent Study (3 credits)

An approved independent study option, supervised by faculty, in a directed area of scholarship. Study is administered according to a learning contract between a chosen faculty member and the student.

RELS 496 Portfolio - Guided Learning (3 credits)

Approved directed study based on prior life assessment and experience in a directed area of professional ministry. Directed study involves selected reading, synthesis with prior life or ministry experience, and a written synthesis paper. Study is administered according to a directed learning contract between a chosen faculty member and the student.

OFF-CAMPUS STUDY OPPORTUNITIES

Summer Study Abroad at Oxford University

Regent's Summer Study Abroad Program at Oxford University enables students to study at Hertford College of Oxford University while taught by Regent faculty from across Regent University as well as by Oxford tutors. Founded in the thirteenth century, Hertford College is regarded as one of the most beautiful campuses at Oxford. It offers students an ambience of history and academe while they engage in a multi-disciplinary study of politics, business, religion, history, art, and other areas. Topics and courses vary by year; see www.regent.edu/acad/undergrad/study_abroad/oxford.cfm for more information. Students can earn 6 semester hours of credit in one summer of study.

Off-Campus Study Programs through the Council for Christian Colleges and Universities

Because Regent University is an affiliate member of the Council for Christian Colleges and Universities (CCCU; www.cccu.org)—an association of over one hundred Christian, liberal arts colleges and universities—a number of travel-abroad or off-campus domestic study opportunities are available for undergraduate students. These programs have been developed by deans and faculty of other Christ-centered, accredited institutions worldwide and offer students either culture-crossing opportunities, through an experience of living and studying abroad, or culture-shaping opportunities, through engaging culture via U.S.-based programs. All of the CCCU programs are taught and led by Christian faculty members who seek both to support and challenge students in their Christian faith and their personal and academic growth. Complete details can be found through www.bestsemester.com. The CCCU study-abroad programs include the following:

- **The Australian Studies Centre** is a cultural studies program with an arts emphasis, based in Sydney, Australia. This opportunity is intended to provide undergraduates of all majors and career interests with opportunities to integrate the firsthand observation and study of Australian culture, history, religion, and politics with experiential service learning and formal instruction in the arts. The program also educates students in indigenous affairs and Australia's involvement in world issues. The Australian school year is divided into two semesters, Semester 1 (Feb.-June) and Semester 2 (July-Nov.) The program is comprised of two culture classes designed especially for ASC students and three or four discipline classes chosen from Wesley Institute's list of courses. Students earn 16-17 semester hours of credit.
- **The China Studies Program** enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic and populous nation. In addition to the study of standard Chinese language, students are given opportunities such as assisting Chinese students learning English or working in an orphanage, allowing for one-on-one interaction. Students choose between completing a broad Chinese Studies concentration or a Business concentration including an internship in an international business in Shanghai. The program introduces students to the diversity of China, including Beijing, Shanghai, Xi'an, and Xiamen. This interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16-17 semester hours of credit.
- **Latin America Studies Program**, based in San Jose, Costa Rica, introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (designed for Spanish majors and offered both fall and spring terms); International Business: Management and Marketing (offered only in fall terms); and Environmental Science (offered only during spring terms). Students in all concentrations earn 16-18 semester credits.
- **Middle East Studies Program**, based in Cairo, Egypt, allows students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and political traditions of Middle Eastern peoples. Students also study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel,

Palestine, Lebanon, Jordan, Syria, and Turkey, students are exposed to the diversity and dynamism of the region. Courses include “Introduction to Arabic Language,” “Islamist Thought and Practice in the Middle East,” “Conflict and Change in the Middle East,” and “Peoples and Culture of the Middle East.” At a time of tension and change in the Middle East, MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ centered manner. Students earn 16 semester hours of credit.

- **Programmes in Oxford** include two opportunities for students:
 - **Scholars Semester in Oxford** is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As Visiting Students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of the university’s historic halls. SSO students enroll in a Primary and Secondary Tutorial, an Integrative Seminar and the course *Christianity and Cultures*. The SSO is designed for students interested in the fields of Classics, English & Literature, Theology & Religious Studies, Philosophy, and History, though all majors may apply. Applicants are generally honors and other very high-achieving students. Students earn 17 semester hours of credit.
 - **The Oxford Summer Programme** is a joint program of the Council for Christian Colleges and Universities and Wycliffe Hall, Oxford. The program is designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the West and who wish to do specialized work under expert Oxford academics in the areas of History, Religious Studies, Political Theory, Philosophy, English, and History of Science. The Programme is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs.
- **Russian Studies Program** students are exposed to the depth and diversity of the culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg, and Nizhni Novgorod. In addition to three seminar courses entitled “History and Sociology of Religion in Russia,” “Russian Peoples, Culture, and Literature,” and “Russia in Transition,” students receive instruction in the Russian language, choosing either 4 or 6 semester hours of language coursework. For those choosing 4 hours of Russian, a seminar course, “International Relations and Business in Russia,” is available. RSP strives to give students as wide an experience as possible in this complex nation. Students spend time in Moscow, the heart of both medieval and modern Russia. Students also spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students participate in a service opportunity in Nizhni Novgorod. The program also includes time in the complex and intriguing city of St. Petersburg, the Russian “window to the West.” Students earn 16 semester hours of credit.
- **Uganda Studies Program** All students take the USP Seminar (Faith & Action in the Ugandan Context) taught by USP staff. This course includes multiple components of experiential learning including home stays, service projects, and educational travel. Throughout the semester students explore issues of cross-cultural life and use the unique perspective of living in Uganda to take a fresh look at American Christianity. In addition to the USP Seminar, students choose at least 2 of the core courses, which deal with different aspects of African culture including history, politics, religions, and literature. These courses are designed specifically for USP students and taught by Uganda Christian University professors. Students earn 16 semester hours of credit.

The CCCU off-campus programs conducted within the United States include the following:

- The **American Studies Program** is an interdisciplinary, issue-oriented program that explores the meaning of the gospel for contemporary American life as understood through the public policy dynamics at work in the nation's capital. Students consider policy related to breaking events while also drawing on readings and concepts from a variety of fields, including political science, economics, history, sociology, ethics, theology, and the policy sciences. The program provides internship opportunities for the diverse majors and career interests of university juniors and seniors. Students live together in the ASP campus apartments, work as voluntary interns, and participate in a seminar program for which they receive full academic credit. Students earn 16 semester hours of credit.

- The **Contemporary Music Center** provides students with the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers, and recording engineers. The Executive Track is designed for business, arts management, marketing, communications, and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters, and entertainment industry entrepreneurs. Both Artist and Executive track students receive instruction and experience a uniquely Christian perspective on creativity and the marketplace while working together to create and market a recording of original music. Both tracks include course work, labs, directed study, and a practicum. Students earn 16 semester hours of credit.
- The **Los Angeles Film Studies Center** is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Each semester, students live, learn, and work in L.A. The curriculum consists of two required seminars, “Hollywood Production Workshop” and “Theology in Hollywood,” focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit, 6 from the internship and 10 from seminar study.
- The **Washington Journalism Center** is a semester-long study program in Washington, D.C., created for students interested in the field of journalism. It is an advanced, experiential semester on Capitol Hill intended to cultivate professional news skills and encourage students to think through the implications of being a Christian working in the news media in a city that is home to the powerful and the powerless. While in Washington, students take classes focusing on the history and future of the media and how the media relate to the public as they also hone their writing skills. These classes – “Foundations for Media Involvement,” “Reporting in Washington,” and “Washington: News and Public Discourse” – combined with an internship at a top news publication enable students to consider the relationship between the Christian faith and a journalism career. Students also participate in service learning opportunities and live with families in home stays as part of the WJC experience.

Virginia Tidewater Consortium Exchange Program

Regent University is a member of the Virginia Tidewater Consortium (VTC) Exchange Program. This membership enables Regent students to enrich their programs by taking courses at another VTC institution. On-campus, credit courses offered by participating VTC institutions are permitted in the exchange program.(therefore, the program does not accommodate online distance education students). Contact the Registrar’s Office for details.

ACADEMIC SUPPORT , STUDENT LIFE, AND CAMPUS SERVICES

ACADEMIC SUPPORT

Center for Student Development

The Center for Student Development also offers a wide range of training workshops and resources on academic excellence, software training, professional skills, personal development, and other topics of interest to students. Students may access a training calendar or downloadable resources by visiting www.regent.edu/csd.

Math Tutoring

The Center for Student Development offers free math tutoring for all Undergraduate Math classes, serving Virginia Beach, Alexandria, and distance learners.

- Tutoring sessions can be arranged for appointments lasting up to 40 minutes. All sessions are scheduled via phone by calling 757-226-4927. When setting an appointment the student needs to provide the name of the course and the assignment for which he/she wants to be tutored.
- Students from the Alexandria campus and online courses will be tutored via phone. The student will leave his/her phone number when setting the appointment and the tutor will call the student at the appointment time. Virginia

Beach campus students may participate in face-to-face tutoring at the tutoring center located at SC (Student Center) 201.

More information about math support, including the hours of operation of the Center for Student Development, can be found at www.regent.edu/csd.

Students with Documented Disabilities

Every possible effort is made at Regent University to accommodate all students. The university may provide academic support services and accommodations to students with disabilities including those with learning, mobility, sensory, health, or psychological impairments. These services may include liaison with faculty members, promotion of self-advocacy skills, and securing appropriate classroom accommodations. Some course-specific peer tutoring and examination accommodations are also available.

Regent University will make every possible effort to provide a reasonable accommodation in compliance with the Americans with Disabilities Act; however, the university reserves the right to choose among reasonable accommodations as long as the chosen accommodation is effective. If a student refuses a reasonable accommodation, the university will be deemed to have complied with its obligation under the ADA.

Students with disabilities are encouraged to contact the Asst. Dir. of Student Services to discuss required documentation and appropriate accommodations. Documentation should be no more than three years old. Diagnosis by an appropriately trained professional is also required. For more information on our Disabilities Anti-discrimination and Accommodation Policy, refer to the *Student Handbook* at http://www.regent.edu/admin/stusrv/student/Student_Handbook.pdf.

The University Writing Center

The University Writing Center offers free, one-on-one assistance to any Regent student working on an academic writing assignment. The writing center staff follows a coaching model, offering individualized guidance in applying principles of effective writing, rather than focusing purely on “fixing” a paper. In addition, coaches help writers evaluate the source of problems they are encountering by reading segments of the work, eliciting the writer’s ideas, and suggesting solutions.

Coaching Sessions

Coaching sessions are available in person and over the phone, making it feasible for even distance education students to take advantage of our services. Coaching sessions last 45 minutes long, and they focus on any aspect of the assignment, including the following:

- Selecting a topic.
- Making sure a paper is on the right track to fulfill an assignment.
- Establishing a clear thesis sentence.
- Organizing ideas and clarify thoughts.
- Drafting and revising the paper.
- Creating effective and varied sentences.
- Evaluating the logical flow of ideas.
- Discovering effective proofreading strategies.

Academic Writing Courses

The University Writing Center also offers several writing classes to help students navigate through academic writing assignments. Each course is a semester long, goes on the transcript as Pass/Fail, and costs \$250. Students can register for these courses via *Genisys* or through their advisors.

The Academic Writing course focuses on the basics of academic writing. Since academic writing in graduate school is very different from writing done in business or undergraduate, every student is encouraged to take this course. The course materials help the student review thesis and topic sentences, paragraph development, style manuals, avoiding plagiarism, and grammar and punctuation.

The Academic Writing – ESL course is the same Academic Writing course as above, but course assignments emphasize many of the specific needs of ESL students. Any student who has English as a second language should consider taking this semester-long course instead of the traditional Academic Writing course noted above.

The Advanced Academic Writing course is designed for students who have already passed the Basic Academic Writing course but want to further enhance their skills in critical thinking, developing stronger arguments, and using more effective language. This course is especially useful to students who are planning to enter a PhD program.

Workshops

Throughout the semester, the Writing Center offers workshops to help all students with their writing needs. These workshops are designed to help students to avoid several of the most common errors in writing, to learn how to write papers in the different styles required by the schools at Regent, and to improve the overall structure and presentation of their papers.

The University Writing Center hours and contact information is available at our website www.regent.edu/writing.

STUDENT SERVICES

Student Services' mission is to facilitate the academic achievement, personal growth, and quality of life of Regent Students as Christian leaders transforming society. It also establishes policies that protect the rights of both the students and the university in matters related to counseling, student records and student discipline. Student Services formulates student programs for academic, personal, professional, and spiritual development. Student Services publishes the Student Handbook, which is available in the Student Life section of the Student Services webpage.

The following services/departments provided within Student Services:

- Campus Ministry
- Center for Student Development
- Central Financial Aid
- International Student Services
- Regent Bookstore
- Regent Ordinary/Food Service
- Student Life
- University Shuttle Service
- University Writing Center

To contact Student Services, e-mail stuserv@regent.edu or telephone 757.226.4103.

Campus Ministry: Chapel and Spiritual Life

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

Center for Student Development

The Center for Student Development also offers a wide range of training workshops and resources on academic excellence, software training, professional skills, personal development, and other topics of interest to students. Students may access a training calendar or downloadable resources by visiting www.regent.edu/csd.

Regent Undergraduate Council

The Regent Undergraduate Council (RUC) has been developed for the purpose of communication and connecting the University and undergraduate administration with the undergraduate student population. Council members representing undergraduate programs serve as a liaison between the student body and the administration. Members are elected by their peers for a service term of one year. Please contact the Director of Student Services in the School of Undergraduate Studies for more information about the Council. (Regarding the Council of Graduate Students see the Graduate Catalog).

Student Advisory Leadership Team

The Student Advisory Leadership Team (SALT), using a combined graduate and undergraduate student model, provides student leadership and liaison functions for the Washington, D.C. campus.

Regent Bookstore

The University Bookstore provides a wide selection of textbooks, school supplies, supplemental books, Bibles and reference materials to meet students' personal & academic needs. The bookstore also offers a selection of Christian cards, Regent clothing and gifts. Along with providing services such as UPS mailing, stamps, discounted movie tickets, and much more. Both On-Campus & Distance/online class materials (textbooks, lecture tapes, etc.) are available through the bookstore, and may be ordered using their secured online catalog,, www.regentbookstore.net. Regent Bookstore accepts returns as follows:

1. New and Used Textbooks may be returned for a full refund when postmarked or returned in store within the first 15 days at the beginning of each semester (the end of the 100% drop/add period). At all other times, except at the end of a semester or session, refunds will only be given on textbooks returned within 3 days of the purchase date. No refunds will be given for textbooks purchased 14 days prior to the last day of the semester/session for your school or during exams.
2. Gifts, Clothing, Non-Textbooks, and Music may be returned within 30 days of purchase, as long as they are in the same condition as purchased. Law study aids are NOT RETURNABLE if purchased 14 days prior to the last day of classes or during exams.
3. No returns on computer software, photocopied materials or audio/visual media.
4. All returns must be in new condition.

You can SHOP ONLINE 24 HOURS A DAY AT WWW.REGENTBOOKSTORE.NET.

SHUTTLE SERVICE

Regent University maintains a shuttle service, which runs between Regent Village and other campus buildings. A schedule is available Shuttle Service page of the Student Services website and is also posted at campus shuttle stops.

INFORMATION TECHNOLOGY DEPARTMENT

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

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

Computer Requirements

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

Given the rapid rate of change in computer technology, please refer to the Regent University Information Technology web site at www.regent.edu/it/ for the most current information regarding computer requirements and support, frequently asked questions (FAQs), and tips. Also check the web sites of the individual schools. It is the students' responsibility to keep up with changes in software.

Community colleges, public libraries, or computer training centers can provide valuable courses on basic Internet and personal computer use or other topics. Successful completion of a preparatory course will build students' confidence and help facilitate successful completion of the program. Technical questions concerning personal hardware, software, or

telecommunication support should be directed to the appropriate vendor(s). Regent University does not teach or train students in basic computer use.

E-Mail Account

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

Personal Web Pages

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

PSYCHOLOGICAL SERVICES CENTER

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

GRADUATION PROCEDURE

1. All students desiring to graduate must file a Graduation Application with the Registrar's Office by: October 1 for fall and spring graduation; and May 15 for summer graduation.
2. The Registrar's Office obtains approval of the Graduation Application from each student's dean and advisor.
3. Students who are not approved to graduate in the semester stated on the Graduation Application must file another Application in a subsequent semester.
4. The Registrar's Office issues diplomas and posts degrees on transcripts only when the registrar and the dean have certified that all graduation requirements have been met. These requirements include the following:
 - a. Satisfactory completion of all degree requirements as specified in the Catalog for the student's degree program. Students who have been approved to pursue a degree according to an Individualized Degree Plan must satisfy all course and credit requirements of that plan prior to graduating.
 - b. Completion of all requirements within five years for the master's degree (seven years for M.Div.) and full-time juris doctor program, six years for the part-time juris doctor program and seven years for all doctoral degrees from the date of the student's initial enrollment. Extensions are granted for good cause and with approval of the student's advisor and the dean of the school in which the student is enrolled.
 - c. A minimum cumulative GPA of 3.00 (2.00 for J.D., M.Div., M.A in Practical Theology, M.A. in Missiology and Bachelor's Degree students).
 - d. Payment of graduation fee (joint degrees applicants pay two fees) and all university financial obligations, including housing.
5. Students on academic or disciplinary probation will not be allowed to graduate.

COMMENCEMENT

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

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

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

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

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

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

THE FACULTY: SCHOOL OF UNDERGRADUATE STUDIES

- Sandra R. Bryant** (2006), B.A. and M.U.S., Old Dominion University; Ph.D., Regent University; *Assistant Professor, Organizational Leadership and Management*
- April L. Cunion** (2006), B.A., Cedarville College; M.A. and Psy.D., Regent University; *Assistant Professor, Psychology*
- Catherine M. Cutcher** (2006), B.S., University of Nevada-Reno; M.S., University of Florida; Ph.D., Capella University; *Assistant Professor, Mathematics and Natural Sciences*
- Beth M. Doriani** (2005), B.A., Calvin College; M.A., Kent State University; Ph.D., University of Notre Dame; *Associate Dean of the Faculty; Professor, English*
- Cassandra J. Ferreira** (2006), B.A., Virginia Intermont College; M.A. and Ph.D., Regent University; *Chair of the Psychology Department; Assistant Professor, Psychology*
- Franco Gandolfi** (2007), B.Com. and M.Com., Swiss Institute of Commerce and Economics; M.Ed., University of Sydney (Australia); D.B.A., Southern Cross University (Australia); *Chair of the Global Business Department; Associate Professor, Global Business*
- Philip L. Genetti** (2005), B.A., Oral Roberts University; M.A. and Ph.D., University of Georgia; *Associate Professor, English*
- Matthew E. Gordley** (2005), B.A., Wheaton College; M.Div., Alliance Theological Seminary; Ph.D., University of Notre Dame; *Chair of the Religious Studies Department; Assistant Professor, Religious Studies*
- James M. Henderson** (2004), B.A. Life Pacific College; M.A. Fuller Theological Seminary; *Instructor, Religious Studies*
- Mark L. Menga** (2004), B.S., Philadelphia Biblical University; M.A. and Ph.D., Regent University; *Chair of the Communication Department; Assistant Professor, Communication*
- Lisa S. Moore** (2006), B.S., James Madison University; M.S.Ed., and Ph.D., Old Dominion University; *Chair of the Interdisciplinary Studies Department; Assistant Professor, Interdisciplinary Studies*
- Gerson Moreno-Riano** (2006), B.A., Cedarville College; M.A. and Ph.D., University of Cincinnati; *Chair of the Political Science Department; Associate Professor, Political Science*
- John C. Munday, Jr.** (2006), B.A., Cornell University; Ph.D., University of Illinois-Urbana; *Professor, Mathematics and Natural Sciences*
- Almarie E. Munley** (2004), B.A., Universidad Del Valle de Guatemala; M.A., Regent University; *Instructor, Organizational Leadership*
- Gary W. Oster** (2005), B.A., Hope College; M.A., Case Western Reserve University; M.B.A., Baldwin-Wallace College; M.S.L., Western Michigan University; *Associate Dean of Academics; Assistant Professor, Global Business*
- Barry T. Ryan** (2001), B.A., Westmont College; M.Div., Fuller Theological Seminary; J.D., University of California, Berkeley; Ph.D., University of California, Santa Barbara; *Dean of the School of Undergraduate Studies, Vice President of Academic Affairs*
- J. Thomas Whetstone** (2006), B.S., Washington and Lee University; M.S., Massachusetts Institute of Technology; M.Div., Reformed Theological Seminary; Th.M., Reformed Theological Seminary; D.Phil., University of Oxford (U.K.); *Chair of the Organizational Leadership and Management Department; Associate Professor, Organizational Leadership and Management*
- Ruth-Anne E. Wideman** (2005), B.S., University of Toronto; M.T.S., Ontario Theological Seminary; Ed.D., Regent University; *Chair of the General Education Department; Associate Professor, Religious Studies*