# THE REGENT GRADUATE CATALOG 2015

**(Fall 2015)**

**Regent University**
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# *PREFACE*

## Regional Accreditation

Regent University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associates, baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Regent University.

## National and State Accreditation

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

- **The Academy of Strategic and Entrepreneurial Leadership (ASEL)** The Master of Arts in Organizational Leadership, Doctor of Philosophy in Organizational Leadership and the Doctor of Strategic Leadership bestowed by the School of *Business & Leadership* are accredited by the Academy of Strategic and Entrepreneurial Leadership, PO Box 670, Candler, NC 28715. Website: www.aselaccreditation.org.
- **The American Bar Association (ABA)** *The School of Law* is fully approved by the American Bar Association. Council of the Section of Legal Education and Admission to the Bar of the American Bar Association, 321 N. Clark, 21st Floor, Chicago, IL 60654 Phone: (312) 988-6738 Website: www.abanet.org
- **The American Psychological Association (APA)** The Doctoral Program in Clinical Psychology is accredited by the Commission on Accreditation (CoA) of the American Psychological Association (APA): Phone: (202) 336-5979 Website: http://www.apa.org/ed/accreditation/ Mailing Address: Office of Program Consultation and Accreditation 750 First Street, NE Washington, DC 20002-4242
- **The Association of Theological Schools in the United States and Canada (ATS)**
  The Regent University School of Divinity is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved:
  MDiv, M.A. in Missiology, M.A. in Practical Theology, M.A., MTS, DMin, Ph.D.
  Approved for a Comprehensive Distance Education Program
  The Commission contact information is:
  The Commission on Accrediting of the Association of Theological Schools in the United States and Canada
  10 Summit Park Drive
  Pittsburgh, PA 15275
  USA
  Telephone: 412-788-6505
  Fax: 412-788-6510
  Website: www.ats.edu
- **The Council for Accreditation of Counseling and Related Educational Programs (CACREP)**
  The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has accredited until 2016 the following programs in the *School Psychology & Counseling*: Master of Arts in Clinical Mental Health Counseling*, Master of Arts in School Counseling, and Ph.D. in Counselor Education & Supervision.
  *(*Note: The M.A. in Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.)*
- **Council for Higher Education Accreditation (CHEA)** (www.chea.org/)
- **The Teacher Education Accreditation Council** (**TEAC**)
  The Regent University *School of Education's* educational leadership and teacher preparation programs and the College of Arts & Sciences interdisciplinary studies program, which are designed to prepare

competent, caring, and qualified professional educators are accredited by the Teacher Education Accreditation Council for a period of seven years, from January 9, 2009 to January 9, 2016. This accreditation certifies that the educational leadership, teacher preparation and interdisciplinary studies programs have provided evidence that they adhere to TEAC's quality principles. Teacher Educational Accreditation Council, One Dupont Circle, Suite 320, Washington, DC, 20036, phone 202.466.7236. www.teac.orghttp://www.teac.org/

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

### Nondiscrimination Policy

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

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# THE UNIVERSITY

## MESSAGE FROM OUR CHANCELLOR & CEO

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*
*Chancellor* & CEO

# 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 serve as a leading center of Christian thought and action providing an excellent education from a Biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

**Vision**
To be the most influential Christian transformational university in the world.

# PHILOSOPHY OF EDUCATION

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

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

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

# HISTORY OF THE UNIVERSITY

Dr. M. G. "Pat" Robertson, founder 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 5,800 students earning associates, bachelors, masters, or doctoral degrees at our Virginia Beach Campus or online via the worldwide web.

# STANDARD OF PERSONAL CONDUCT

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

- Regent University requires members of the Regent community—faculty, staff, and students—to refrain from the illegal use of drugs and the abuse of addictive substances controlled by law.
- Regent also forbids the use of alcohol, illicit drugs and tobacco on campus and prohibits the abuse of these substances by the Regent community. The Apostle Paul exhorted the body of Christ that, if they truly loved their fellow man, they would set aside their personal freedom by refraining from behavior that might be a stumbling block to their weaker brother. Regent University encourages members of the Regent community to exercise their personal responsibility and, guided by Paul's admonition, appropriately set aside their personal freedom and refrain from the use of alcohol, illicit drugs and tobacco. The full substance abuse policy is printed in the *Student Handbook*.
- Student discipline: Enrolled students are expected to conduct themselves in a manner consistent with the Honor Code and the Standard of Personal Conduct. Students shall be disciplined for actions that violate these policies which include, but are not limited to, academic dishonesty, theft or misuse of property, threats to the health and safety of others, abuse or intimidation, sexual misconduct, violation of housing rules or regulations or conduct deemed unlawful. The full Standard of Personal Conduct and student discipline policy is printed in the Student Handbook, which is located online at www.regent.edu/studenthandbook.

# CAMPUS FACILITIES

The Virginia Beach Campus is comprised of eight stately Georgian buildings. In addition, several student housing facilities with varied configurations from resident halls to apartments are on or near the main campus. The campus is a fascinating study of architecture accented with arched windows and hand-hewn brick. It is located just a few miles from the Chesapeake Bay and the Atlantic Ocean, skirted by 28 miles of beach. Beyond the main campus, others are earning Regent degrees through Regent's online Worldwide Campus.

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

Dedicated in 1984, the **University Library** allows students to access libraries and databases nationwide via innovative computer technology in the electronic reference center. The third floor of the library building houses the Law Library, the largest, most complete law library in Hampton Roads, with an extensive collection of federal and state materials. Established in 1986, the Law Library contains significant materials for research in public policy and law, constitutional law, legal history, religion and law, international law, and international human rights, among others.

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

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

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

Completed in fall 2002, the **Student Center** houses the offices of Student Services, Central Financial Aid, Registrar, and Career Services. In addition, the Regent Bookstore, Campus Dining Services (The Regent Ordinary), the University Writing Center, COGS offices, student government offices, and a student lounge are housed on the building's first floor.

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

# THE UNIVERSITY LIBRARY

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

The University Library collections consist of over 322,000 printed volumes, 178 online databases, more than 340,000 electronic books, nearly 18,000 audiovisual items including DVDs, films, CDs, audio and videocassettes, etc. Over 270,000 full-text 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 Complete WorldCat, ABI/Inform, APA PsycInfo, APA PsycArticles, EBSCO eBook Collection, ATLA Religion Database, Business Source Complete, CQ databases, Communication & Mass Media Complete, Education Full-Text, Emerald Journals, Factiva, IBIS World, International Index to the Performing Arts, JSTOR, Literati, Project MUSE, ProQuest Dissertations and Theses, Sabin Americana 1500-1926, Science Direct, Wiley Online Library, and many others.

Over 593,000 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 Rev. Dennis J. Bennett Papers, the Clark Hymnology Collection of 9,000 volumes, the Pentecostal Research Collection, the John Wimber Collection, the Baptista Film Collection comprising 125 early Christian Baptista films, the John Lawing Collection of Christian cartooning, and other rare books, documents, and artifacts. The Film Research Center on the fourth floor holds 5,500 films of different genres including over 3,000 Christian films, some of which date back to the 1930s.

A university-wide Information Research and Resources course is required of all graduate students outside the School of Law which has its own information research requirements. This online, non-credit course will benefit students' awareness and utilization of the vast information resources available in print and online. Special tours, individualized research consultations, library workshops, and course-specific library instruction sessions are available. A full complement of library services is available to all distance education students.

Library social media outlets include a Facebook Group (RegentULibrary), Pinterest (Regent University Library), YouTube (RegentULibrary) and blog titled *Library Link*.

Services and equipment for library users with disabilities include a Kurzweil 1000, a 24" large screen computer monitor, special keyboard and Zoomtext, wide aisles, ramps, elevators and accessible restrooms.

The University Library is open approximately 108 hours each week. Special service hours for exam periods, holidays, breaks, summer sessions and special university events are posted. Reference service is available during most of these hours.

## LIBRARY FACULTY

**Baron, Sara** (2005), Ed.D., University of Massachusetts Boston

**Bordner, Georgianne** (2002), M.L.S., Rutgers University; M.S.Sc., Syracuse University

**Detar, Melody** (2012), M.L.I.S., University of Pittsburgh

**Hargett, Dorothy** (2000), M.L.I.S., University of Tennessee; M.A., Regent University

**Henkel, Harold** (2005), M.S.L.S., Catholic University of America; MBA, Regent University

**Stuart, Jason** (2012), M.L.I.S., Kent State University

**Yaegle, Sandra** (1991), M.Ed., Indiana University of Pennsylvania; M.L.S., Clarion University

# STUDENT LIFE, CAMPUS SERVICES AND ACADEMIC SUPPORT

## STUDENT SERVICES

Student Services exists to engage, support, and challenge students to embrace responsibility for their Christ-centered, holistic development as they prepare for a lifetime of service and global impact. Through its various departments, Student Services offers programs that enrich the spiritual, social, emotional, occupational, and intellectual wellness of students. Student Services also establishes policies on student conduct and publishes the Student Handbook (www.regent.edu/studenthandbook) as a valuable reference tool for students.

The following services/departments are provided within Student Services and University Operations:

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

To contact Student Services, e-mail stusrv@regent.edu or telephone 757.352.4103. Visit the Student Services website at http://www.regent.edu/students

### Campus Ministries

Student development on a Christ-centered campus means encouraging students on their spiritual growth journey. Campus Ministries encourages a Journey Up through active participation in chapels and prayer gatherings. The Journey Together involves weekly discipleship groups (LIFE Groups) as well as other ministry teams. Because Regent is a rich tapestry of more than 40 denominations and religious backgrounds, we encourage involvement in one of the many wonderful local churches. The Journey In assists students in identifying their calling and gifting through our apprenticeship program and spiritual disciplines. Finally, the Journey Out sees students encouraged to activate their faith in service-based learning opportunities. Spring Break offers an opportunity to serve the poor and disadvantaged on our regular mission trips. Because we are strategically located within the campus of CBN and Operation Blessing, we often enjoy world-class speakers and musicians, who make a rich spiritual community where students and their families can grow and develop in spiritual vitality.

### Career Services

Career Services exists to provide students and alumni with excellent services, programs, and resources, that will enhance their opportunities to choose, prepare adequately for, and enter career fields in which they can serve as global Christian leaders. Because your calling and career are intrinsically connected, we want to help you manage your career path well. Career Services offers students an abundance of resources to facilitate meaningful career development. You will find that some career services are open to all schools, while others are school-specific. Regardless, we encourage you to actively engage with the opportunities before you: access job postings, network with alumni, improve your interview skills, receive career assessments and consultations, polish your résumé, and more.

### Council of Graduate Students
The Council of Graduate Students (COGS) was organized for the purpose of campus-wide service, communication, professional development, social life and student representation at faculty and administrative levels. Members are elected by their peers for a service term of one academic year. The Council of Graduate Students facilitates several events such as Town Hall meetings, seasonal school-wide picnics, and Love Your School Week. Students can learn more about COGS at www.regent.edu/cogs.

### Counseling
In addition to the resources that are available to students at the Psychological Services Center, Student Services has a licensed counselor on staff. Students who are working through difficult decisions or circumstances can meet with our counselor to talk through the issues in a safe and caring environment. Through a counseling relationship, students can reflect on their behavior patterns, attend to emotional concerns, develop coping strategies, and work toward healthy changes. Counseling is provided from a Christian perspective, and is offered at no cost to students.

### Disability Services
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. Regent University will make appropriate efforts 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. Students with disabilities are encouraged to contact the Disability Services Coordinator 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 Disability Services, please visit http://www.regent.edu/disabilities.

### Health Center
In partnership with Sentara Medical Group, Regent University operates a health center on campus in Constitution Hall (Regent Commons), room 103. Resident students pay a per-semester fee to cover the operating costs and have unlimited access to the health center at no additional charge. The health center is staffed by a Nurse Practitioner who can diagnose and treat minor illnesses and injuries. Contact information and hours are located online at www.regent.edu/healthcenter.

### International Student Services
The Office of International Student Services (OISS) provides vital services that support the immigration and adjustment needs of Regent's international students here on F-1 visas. From enrollment to graduation, and even beyond, the staff of the OISS is committed to providing the best services possible to our international student community. www.regent.edu/oiss

### Regent Bookstore
The University Bookstore provides a wide selection of textbooks, insignia clothing, school supplies, supplemental books, Bibles, and reference materials to meet students' personal and academic needs. The bookstore also offers a selection of Christian cards, Regent clothing and gifts along with providing services such as UPS shipping, U.S. postage stamps, and much more. Both on-campus and distance/online course materials & insignia merchandise are available through the bookstore, and may be ordered using the secure online website www.regentbookstore.net.

### Regent Ordinary/Food Service
Regent Ordinary is the campus dining facility, located in the Student Center. In colonial days, an ordinary was an establishment that served good food at reasonable prices. Likewise, Regent Ordinary is a dining establishment providing healthy, affordable food that is anything but "ordinary."

### Residence Life
#### *On-campus Living*
Residence Life is dedicated to providing housing to full-time (9 credits per term for graduate students, 12 credits per term for undergraduate students) on-campus students. Two residential areas are available to serve the housing needs of the Regent student community. Apartment-style housing assignments in Regent Village are reserved primarily for graduate students or older undergraduate students (25+ years of age) with families or married couples. Housing for

single undergraduate students between the ages of 17 and 24 is available in Regent Commons. Additionally, some upperclassmen undergraduate students reside in Regent Village.

Housing assignments are made based on a student's original date of application for housing. Only housing applications from admitted students will be processed. Students are highly encouraged to apply as soon as possible to better their chances of obtaining an on-campus housing assignment. The highest demand for housing occurs at the beginning of the academic year (August). Students seeking housing at the beginning of the academic year should apply for housing as soon as they are admitted to the University. New and transfer undergraduate students must complete the combined online enrollment agreement and housing application to be considered for campus housing. Graduate students and current/returning undergraduate students must complete and submit the online housing application found here: https://www.regent.edu/campus/housing/app/step1.cfm.

**Regent Village** has two- and three-bedroom apartment-style housing assignments. The kitchens include a refrigerator, range, garbage disposal, and dishwasher (in Phase II there are electric washer/dryer hook-ups). Regent Village amenities include a community room, cost-inclusive laundry facilities, a grilling area, playground, sand volleyball court, and a basketball court on the premises. Activities for students and their family members are planned by both members of the residential community and Residence Life staff. Parents are typically involved in coordinating youth sports seasons which are open to children of the Regent University community.

- Some housing assignments in Regent Village are furnished and available for roommate configuration (two graduate or older undergraduate residents of the same sex sharing a two-bedroom apartment). There are also furnished shared two-bedroom apartments for traditional-aged undergraduate students, primarily upperclassmen. All other Regent Village assignments are unfurnished and available primarily for married and family graduate student housing.
- Utilities included in student housing fees are water, sewer, garbage, high speed internet and digital cable.
- Electricity and telephone service are the responsibility of the resident.
- Pets are not allowed, except fresh water fish in five gallon or smaller tanks.
- Families with children must live downstairs.
- Virginia Law prohibits more than two persons per bedroom.
- Children of different genders cannot share a bedroom.

### *Off-Campus Housing*

The Residence Life website provides information on a number of apartment complexes and privately-owned rental properties that are close to the University. The listing of privately-owned properties includes rooms, apartments, townhouses, and houses for rent. For more information on off-campus housing, please visit the following website: www.regent.edu/campus/housing/off_campus.cfm.

For more information on Residence Life, visit the website at www.regent.edu/housing. For additional information, contact the Residence Life office by emailing studenthousing@regent.edu or by telephone at 757.352.4890.

## Student Activities and Leadership

The purpose of the Office of Student Activities and Leadership (OSAL) is to enrich the development of Regent University students outside of the classroom through the encouragement and engagement of social, cultural, recreational, and leadership development opportunities. Students can choose from over 50 student organizations to join, or can stay active by playing on an intramural sports team. The Student Activities Board plans events on and off-campus to keep students involved and connected in the Regent community

## University Shuttle Service

Regent University maintains a shuttle service, which runs between the Regent Village and other campus buildings. An operating schedule is available on the Shuttle Service page of the Student Services website http://www.regent.edu/shuttle and is also posted at campus shuttle stops.

## THE UNIVERSITY WRITING CENTER

The University Writing Center offers free, one-on-one assistance to Regent students working on university writing assignments. The goal of the Writing Center is to help students become better self-editors. Therefore, Writing Center staff and coaches are trained to offer individualized guidance in applying principles of effective writing rather than merely focusing on "fixing" a paper. Coaches help writers evaluate the sources of problems through a collaborative coaching method that includes reading segments of the work together, eliciting the writer's ideas, and suggesting solutions for the current work and for future assignments.

### *Coaching Sessions*

Individual Coaching Sessions offer guidance for each stage of the writing process, including

- Establishing a clear thesis statement
- Organizing, drafting, and revising papers
- Creating effective and varied sentence structures
- Evaluating the logical flow of ideas
- Developing argumentative support
- Helping students evaluate the appropriateness of content and sources
- Formatting papers according to the appropriate style (APA, MLA, Turabian, etc.)
- Avoiding plagiarism

Each forty-five minute coaching session is available in-person, over the phone, or through Blackboard Collaborate benefiting both local and distance education students. Most sessions are by appointment, but some drop-in slots are available. Appointments can be scheduled via the Writing Center's online scheduler, which is located at www.regent.edu/writing.

### *Workshops*

Writing Workshops are also provided throughout the calendar year and are available for both local and distance students. Scheduled workshops are listed on the Writing Center website and the University Events Calendar. Workshops are offered free of charge, but writers must register in advance to ensure a space. UWC Workshops cover a wide range of writing topics, including *The Most Common Errors in Writing*, *Style Guide Formatting*, *Clear & Coherent Writing*, *How to Write a Research Paper,* and *Avoiding Plagiarism*.

### *Online Resources Page*

The Online Resources Page contains tutorial videos, sample papers, formatting checklists, and other tools for MLA, APA, Turabian, and APSA. The resources page also contains handouts designed to help with grammar and punctuation, sentence structure, and avoiding plagiarism.

### *Tutoring Writing*
### *ENGL 501*

The Department of Language and Literature and the University Writing Center also offer an academic course on effectively tutoring writing. ENGL 501 / ENGL 301 provides an introduction to the theory and practice of tutoring in a writing center context. Prerequisite: ENGL 102 or graduate standing.
*Cross-listed with ENGL 301.*

## INFORMATION TECHNOLOGY

The mission of the Information Technology (IT) department is to provide the technology infrastructure and tools which increase the productivity of faculty, staff and students. The Information Technology department provides leadership, technical expertise, and support.

### *MyRegent*

MyRegent is the single-sign-on portal into many of the systems and services available at Regent University. IT recommends using the MyRegent Portal for integrated access to all of the online Regent resources. After logging in to the MyRegent Portal, students can access Blackboard, Email, and Genisys without having to provide a username and password again. The MyRegent Portal is accessible via my.regent.edu.

Upon acceptance to Regent, students will receive an email with instructions on how to initialize their MyRegent account. For more information on MyRegent, please refer to www.regent.edu/myregentid.

### *Computer Requirements*

Many of the degree programs and courses are delivered entirely or in part through the Blackboard Learn and Collaboration system. 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.

Students should 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. Free basic computer skill learning resources are available online at www.gcflearnfree.org/computers. Regent University does not teach or train students in basic computer use outside of specific undergraduate courses.

### *E-Mail Account*

Students must have an Internet Service Provider (ISP) and a working e-mail address to register for classes. Upon successful enrollment, students will receive a Regent University email account. All official university correspondence will be sent to this email account. It is the students' responsibility to access this account. For more information about your Regent email account, please see the Regent Apps (Email) section of the Information Technology web site at www.regent.edu/it.

## PSYCHOLOGICAL SERVICES CENTER

The Psychological Services Center (PSC) at Regent University is open to all students and their immediate families, in addition to those from the Regent and Hampton Roads community. The PSC provides consultation, workshops/trainings, individual, family, couple, and group counseling, as well as psychological and intelligence testing. Doctoral students in clinical psychology, under the supervision of licensed psychologists, are the primary service providers. All information is kept in strict confidence in compliance with the ethical standards set by the American Psychological Association. The PSC provides the highest professional quality of therapy and diagnostics utilizing a Christian worldview. There is no counseling fee for students and their immediate families; testing fees are moderately priced. Employees of Regent, CBN and others from the general community are invited to schedule appointments and reduced fees are available for those with financial need. In addition, referrals from pastors and local community partners can offset service costs. Call 352.4488 for more information.

## GRADUATION PROCEDURE

1. All students desiring to graduate must file a Graduation Application with the Registrar's Office by September 15 for fall graduation and by December 1 for graduation in either spring or summer of the following year. A $25 late fee will be applied to all graduation applications submitted after the deadlines.
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. It is not necessary to pay the graduation fee again.
4. The Registrar's Office posts degrees on transcripts and issues diplomas only when the registrar and the dean have certified that all graduation requirements have been met. These requirements include the following:
    a. Satisfactory completion of all degree requirements as specified in the Catalog for the student's degree program. Students who have been approved to pursue a degree according to an Approved Degree Plan (ADP) must satisfy all course and credit requirements of that plan prior to graduating.
    b. Completion of all requirements within two years for the Master of Theology program, five years for any certificate, other master's degree programs (seven years for the MDiv), and the 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 may be granted for good cause and with approval of the student's advisor and the dean of the school in which the student is enrolled.
    c. A minimum cumulative GPA of 3.00 (3.25 for ThM, 2.50 for MDiv and MA in Practical Theology; 2.00 for J.D. and LL.M 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 fall, spring, or summer semesters are strongly encouraged to participate in commencement for the conferring of the degree. All graduates are asked to RSVP as per the instructions provided by the Registrar's Office in early spring.

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

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

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

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

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

# GRADUATE ACADEMIC INFORMATION AND POLICIES

## FREEDOM OF EXPRESSION

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

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

## STUDENT RECORDS CONFIDENTIALITY

Regent University protects the confidentiality of the education records of current and former students. This policy is in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA rights apply once a student is considered "in attendance" by the institution. Regent defines "in attendance" as being registered for at least one class at 12:01 a.m. on the first day of the student's first term, as determined by the official university academic calendar. At its discretion, the institution may provide directory information to include: student name, address, email address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, photograph and participation in officially recognized activities. Students may withhold directory information by notifying the Registrar's Office, in writing, within two weeks of the posting of the annual fall notice that advises students of their rights. The full text of this policy, including procedures for inspecting and amending one's education records, is printed in the Student Handbook.

## ACCESS TO STUDENT EDUCATIONAL RECORDS BY OTHERS

### 1. Directory Information

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

Directory information includes: name, address, email address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, photograph and participation in officially recognized activities. Only the Registrar's Office should disseminate directory information. All inquiries for such information should be forwarded to the Registrar's Office.

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

### 2. Non-directory Information

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

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

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

Health and counseling records may be provided to physicians and licensed psychologists of the students choosing. Students may have access to appropriate information as designated by the dean or department head. If a breach of confidentiality occurs, appropriate formal disciplinary action will be taken up to and including dismissal from employment.

### 3. Parental Access

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

## VIRGINIA TIDEWATER CONSORTIUM PROGRAM

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

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

# GRADUATE ACADEMIC PROGRAMS (Degrees, etc.)

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

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

## Graduate Degree Programs Limits

Degree programs offered by Regent University must be approved by the university's Board of Trustees. Students must complete all course requirements within two years for the Master of Theology program, five years for any certificate programs, other master's degree programs (seven years for M.Div.), and the 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.

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

### *Business and Leadership (SBL)*

- Master of Business Administration (MBA)
- Master of Arts (M.A.) in Organizational Leadership
- Certificate of Graduate Studies in Franchising (CGS)
- Certificate of Graduate Studies in Leadership (CGS)
- Certificate of Advanced Graduate Studies (CAGS)
- Doctor of Philosophy (Ph.D.) in Organizational Leadership
- Doctor of Strategic Leadership (DSL)
- Certificate of Post-Doctoral Studies in Organizational Leadership (CPD)

### *Communication and the Arts (COM)*

- Master of Arts (M.A.)
- Master of Arts (M.A.) in Journalism
- Master of Arts (M.A.) in Theatre
- Master of Fine Arts (MFA)
- Master of Fine Arts (MFA) in Acting
- Doctor of Philosophy (Ph.D.) in Communication

### *Divinity (DIV)*

- Master of Arts (M.A.) in Practical Theology
- Master of Theological Studies (MTS)
- Master of Divinity (MDiv)
- Master of Theology (ThM) *Regent University has submitted a petition to the ATS Board of Commissioners for approval at its June 2015 meeting to offer the ThM. Also pending SACS approval.
- Doctor of Ministry (DMin.)
- Doctor of Philosophy (Ph.D.) in Renewal Studies

### *Education (EDU)*

- Master of Education (M.Ed.)
- Certificate of Advanced Graduate Studies (CAGS)
- Career Switcher Certificate (CGS)

- Education Specialist Degree (Ed.S.)
- Teaching English to Speakers of Other Languages (TESOL) Certificate
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.) in Education
- Certificate in Advancing Leadership (CAL)
- Certificate in Autism (CGS)

### *Government (RSG)*

- Master of Arts (M.A.) in Government
- Master of Public Administration (M.P.A.)
- Graduate Certificate Program

### *Law (LAW)*

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

### *Psychology and Counseling (SPC)*

- Doctor of Psychology in Clinical Psychology (On Campus)
- Master of Science in Psychology (Online)
- Doctor of Philosophy in Counselor Education & Supervision (Online)
- Master of Arts in Clinical Mental Health Counseling (On-campus or Online)
- Master of Arts in School Counseling (On-campus or Online)
- Master of Arts in Marriage, Couple & Family Counseling (On-campus or Online)
- Master of Arts in Human Services Counseling (Online)

## Joint Degrees

To meet the growing demand for professionals who are trained in more than one field, Regent University offers joint degrees between its various graduate schools and programs. Thus, students may earn two graduate degrees with fewer total credit requirements than if the two degrees were earned separately. Joint degrees apply to master's degrees and the J.D. degree only. For reasons such as content duplication, the total credit hour requirement may be reduced up to 20% from the requirements of the two degrees if earned separately. The requirements and percentage of credit hour reduction is determined by the individual schools and programs.

A joint degree will normally require a minimum of two-and-one-half to three years of full-time study (four years for the J.D. or MDiv.). Each joint degrees program requires completion of core courses, some electives and method courses, and in most cases an internship, thesis or their equivalent. The internship or thesis focuses on a topic involving interaction between both fields represented by the degrees being sought. Specific details about joint degrees programs may be obtained by contacting the Admissions Office or the dean's office of the individual schools.

<u>Guidelines</u>

1. Ordinarily, students should seek admission to a joint degrees program before the completion of one-third of any single degree program. This should coincide with the completion of the student's Approved Degree Plan (ADP).
2. Upon admission to two schools, the student will be assigned two advisors, one from each school. The student must obtain approval from both advisors in the registration process each term.
3. In consultation with both advisors, the student is responsible for planning and executing the joint degrees, taking into account sequencing of core courses, major courses and electives in both schools.
4. The student is responsible for fulfilling the specific requirements of individual schools and colleges, such as prerequisites and residency.
5. Students must complete both degree programs before being cleared for graduation in either program.

6. Because they receive two separate degrees, joint degrees students pay two graduation fees when applying for graduation.

## GRADUATE FULL-TIME CLASSIFICATION

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

1. Be enrolled for a minimum of nine (9) credit hours (master's level), ten (10) credit hours (law), and six (6) credit hours (doctoral) per regular academic semester or six (6) credit hours during the summer session(s). This definition will be used for enrollment reporting purposes.
2. Be enrolled for at least one credit hour per semester in one of the following culminating academic experiences: dissertation, thesis, portfolio, internship, comprehensive or qualifying exams or any other equivalent. The student's advisor may be required to certify in writing to the Registrar's Office that the student is working full time on the culminating experience. With the exception of doctoral students working on dissertations, a student shall not be classified as full time for more than two semesters while working exclusively on a culminating experience except as approved by the dean of the school or college.
3. Be enrolled for at least one (1) credit hour in the last semester of enrollment necessary for completing the degree. It is the student's responsibility to notify the Registrar's Office in writing, via Academic Petition, at the beginning of the applicable term.
4. If program design does not allow for at least nine (9) credit hours per session, full time classification will be considered the maximum number of credit hours offered per session in that program. It is the student's responsibility to notify the Registrar's Office in writing, via Academic Petition, at the beginning of each applicable term.

## ACADEMIC ADVISING

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

## REPEATING A COURSE

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

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

  When students repeat a course, the grade received on the repeat course will be averaged with the original grade received according to the following procedure:
  1. The total grade points for all earned letter grades in the repeated courses will be divided by the total credit hours taken in calculating the average grade points to be assigned per credit hour. The average grade points per credit hour shall not exceed 2.00 (C grade).
  2. The average grade points (not to exceed 2.00) will be assigned only to the final repeat credit hours. The credit hours and grade points earned for each prior taking of a course shall be deleted from the transcript. However, all grade entries on the transcript remain a permanent part of the student's academic record.

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

## GRADING SYSTEMS

To remain in good academic standing in all graduate degree programs except for those in the School of Law, a student must maintain a 3.00 GPA. (3.25 for ThM, 2.50 for MDiv, M.A. and M.A. in Practical Theology; 2.00 for the J.D. and LL.M. programs) The following grading scale is the authorized grading scale for the university. [See the College of Arts & Sciences Catalog for the undergraduate grading scale].

| | |
|---|---|
| A+ | 4.00 |
| A | 4.00 |
| A- | 3.67 |
| B+ | 3.33 |
| B | 3.00 |
| B- | 2.67 |
| C+ | 2.33 |
| C | 2.00 |
| C- | 1.67 |
| D+ | 1.33 |
| D | 1.00 |
| D- | 0.67 |
| **F** | **0.00** |

Notes:

1. This grading scale does not preclude specific courses from being graded on a pass/no pass model.
2. Individual schools may choose to offer a subset of the grades listed above.

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

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

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

### Incomplete Grades

Students desiring an incomplete must submit their request to the course instructor (or Academic dean) **prior to the end of the session or term in which the course was taken** (ordinarily two weeks before the last day of class). An incomplete grade will be given in a regular course only for legitimate deficiencies due to illness, emergencies, or extraordinary reasons acceptable to the professor and/or academic dean including equipment breakdown or shortages, and not because of neglect on the student's part. To qualify for an Incomplete, the student must have completed over 75% of the course material and have a documented reason for requesting the incomplete. (75% means all assignments/exams up to and including the mid-term point, tests, and or assignments.) Students on academic probation are not eligible for an incomplete in any course. Incomplete grades require the final approval of the school dean or his or her authorized representative.

Once the grade of "I" has been approved, the student must complete all outstanding requirements for the course within **six** weeks of the last day of the course (for eight-week classes) or by the end of the following academic term (for full-term classes). The instructor will submit the new grade to the Registrar's Office no later than two weeks after the incomplete deadline. If all work is not submitted by the **specified deadline**, a grade of FX (NP for pass/no pass courses) will be posted automatically unless a Request for Extension of Incomplete has been approved and submitted to the Registrar's Office. The FX shall be counted as an F in the computation of the GPA. Any student desiring reinstatement to the course after an FX or NP has been posted must register for the course in a subsequent term and pay the full current tuition for the course. **No more than one Request for Extension of Incomplete may be granted for any course.**

### In-Progress Grades

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

## APPEALS AND GRIEVANCES

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

## ACADEMIC INTEGRITY

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

1. **Dishonesty**. This is lack of integrity exhibited through lying, cheating, defrauding or deceiving. Examples of dishonesty include: copying from the examination paper of another, allowing one's own examination paper to be copied, reading without the instructor's consent a copy of the examination prior to the date it is given, giving or receiving unauthorized aid on a take-home examination; use of unauthorized aids; submitting the same work product in more than one course without the express permission of the instructor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.
2. **Plagiarism**. This is stealing or using the ideas or writings of another as one's own. It involves failure to acknowledge material copied from others or failure to acknowledge one's indebtedness to another for the gist of important thoughts in a formal statement, written or oral. Plagiarism has been on the rise in recent years because of the emergence and expansion of the Internet, and serves as a strong threat to academic integrity. Instructors use resources to assist them in accurately detecting plagiarism and preventing plagiarism before it occurs, as well as safeguarding the academic integrity of the work of students who have properly researched and properly cited their sources. Charges of violating academic integrity shall be handled according to established student discipline procedures published in the Catalog and the Student Handbook.

## ACADEMIC PROBATION AND DISMISSAL

It is expected that students will maintain a 3.00 (3.25 for ThM, 2.50 for MDiv and M.A. in Practical Theology; 2.00 for J.D. and LL.M.) cumulative GPA for courses taken at Regent University. However, individual programs may have more stringent requirements. A student's academic status will be determined at the end of each term by the Registrar's Office. Students on academic probation are not eligible for an incomplete in any course.

1. Academic Probation
   When a student's cumulative GPA falls below 3.00 (3.25 for ThM, 2.50 for MDiv and M.A. in Practical Theology; 2.00 for J.D. and LL.M.), the student shall be placed on academic probation for the next term of enrollment of substandard GPA. Students on academic probation should consult with their advisors to improve their academic performance. Academic probation status is recorded in the student's academic record. When a student is placed on probation, the dean shall notify the student in writing of any specific instructions for improving academic performance. A student will be removed from academic probation when the cumulative GPA is 3.00 (3.25 for ThM, 2.50 for MDiv and M.A. in Practical Theology; 2.00 for J.D. and LL.M.) or above.
2. Academic Dismissal
   A student on probation whose cumulative GPA is below 3.00 (3.25 for ThM, 2.50 for MDiv and M.A. in Practical Theology; 2.00 for J.D. and LL.M.) at the end of the probationary term shall be subject to dismissal. (In other words, the student has one term to bring the low GPA back to the acceptable 3.00 [3.25 for ThM, 2.50 for MDiv and M.A. in Practical Theology; 2.00 for J.D. and LL.M,]). In the School of Law, the dismissal action is taken at the end of the spring term. The dean will notify the student, in writing, of the dismissal.

## PETITIONING FOR REINSTATEMENT

Students who have been dismissed for academic reasons may petition for reinstatement through the school, after one academic year, unless other criteria for possible reinstatement were contained in the dismissal letter. All petitions for reinstatement will be considered on an individual basis. Reinstatement will be granted only on a petition demonstrating that there is a strong likelihood that the student possesses motivation and capacity to complete the academic requirements successfully. The dean shall notify the student in writing of the school's decision regarding reinstatement. Reinstatement is at the discretion of the school and cannot be appealed Students who are reinstated shall be required to comply with any conditions set forth in the letter of reinstatement. The school sends a copy of the reinstatement form and all letters regarding academic status to the Registrar's Office to be placed in the student's university file.

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

## GRADUATION REQUIREMENTS

Regent graduates those students who are in good standing upon the satisfactory completion of all degree requirements. To graduate is to be granted an academic degree or diploma. Students are subject to the degree requirements listed in the Catalog for the year during which the student first enrolls. A student may petition the dean to use a subsequent Catalog. If the student is not enrolled for more than one year and is later readmitted then the student must meet the degree requirements current at the time of readmission. See "Graduation Procedures" in the previous section, "Student Life, Campus Services and Academic Support." Note: Diplomas and final transcripts will not be issued to graduates who have not completed required financial aid exit counseling.

## INFORMATION RESEARCH AND RESOURCES COURSE

Students graduating from Regent University must demonstrate that they possess basic competencies in traditional and electronic research methods. The University Library offers a required noncredit information research and resources course, UNIV LIB, for graduate students (see below for several exceptions). The course fee is $50.00. Students will be automatically enrolled in UNIV LIB their first semester and should demonstrate library research learning outcomes either through a successful pre-test score or by completing and passing the research course with a P (pass) grade designation. If a grade of NP (no pass) is earned the first semester, students will be automatically registered the second semester to retake the course. A NP earned the second semester will result in a hold on the student record for third semester registrations. UNIV LIB is a requirement for graduation. The Registrar's Office will include on each student's transcript the course name and a P for successful completion.

School of Divinity: Divinity students will be automatically enrolled in a Divinity-specific section to UNIV LIB that, in addition to the content in the regular course, covers competencies for conducting graduate level religion research.

Returning Students: Students returning to Regent who have previously completed UNIV LIB must repeat the course if more than three (3) calendar years have elapsed since the course was completed.

School of Law: UNIV LIB is not required for J.D. and LL.M. students as these students complete their information research requirements by taking Legal Analysis, Research & Writing I & II.

## WRITING SKILLS

Effective writing skills are vital for successful academic and professional performance. Students entering Regent University must demonstrate the basic writing skills essential to building the professional writing skills expected of scholars and/or leaders in the field. Students graduating from Regent University must demonstrate the writing skills necessary to be successful scholars and/or leaders. As a component of the admissions process, every school shall assess the writing skills of prospective students.

## CENTERS AND INSTITUTES

Regent University has developed a number of specialized centers to assist in the enhancement and promotion of the institutional mission. These include University-wide centers and individual graduate school centers (see list below for currently active Centers).

*University Sponsored Centers*

1. The Center for Entrepreneurship
2. The Center for Teaching and Learning provides media services, resources for faculty development, specialized training, course design assistance, and various certifications in online delivery methods.

*Specialized Graduate School Centers*

Other specialized centers operate within the individual graduate schools. The purpose of each center varies. The centers provide training, specialized research, seminars, public awareness, certificate programs, and dissemination of information on various topics and issues of contemporary concern. Please contact each individual school for specific information.

Divinity
- Center for Global Missions
- Center for Renewal Studies
- Center for Worship
- Youth and Urban Renewal Center

Education
- Institute for the Study of Disabilities and Bioethics (ISDB)
- Martinson Center for Math And Science

Law
- Center for Advocacy
- Center for Ethical Formation and Legal Education Reform
- Center for Global Justice, Human Rights, and the Rule of Law

Psychology and Counseling
- Center for Trauma Studies
- Institute for the Study of Sexual Identity (ISSI)
- Marriage, Ministry, Assessment, Training and Empowerment (MMATE)
- Psychological Services Center (PSC)
- Society for Forensic and Assessment Psychology

## CORNERSTONE AND CAPSTONE REQUIREMENT

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

# OFF-CAMPUS STUDY OPPORTUNITIES

### Summer Study Abroad

Robertson School of Government

- Summer Study Program at Oxford http://www.regent.edu/acad/schgov/oxford/

Law

- Strasbourg Study Abroad Program http://www.regent.edu/acad/schlaw/programs/strasbourg/ in Strasbourg, France with a focus on International Law and Human Rights
- Summer Program in Israel http://www.regent.edu/acad/schlaw/programs/israel/home.cfm

Please check the web links for details.

# ADMISSION TO REGENT GRADUATE SCHOOLS

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

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

## CONTACT INFORMATION

To apply for admission to Regent University, prospective students for all schools, except the School of Law, may contact Enrollment Support Services. Applications for admission may be completed online by visiting www.regent.edu and clicking the "Apply Now" link. School-specific questions and requests for paper applications should be directed to the individual schools; see their section for information.

Enrollment Support Services
Regent University
1000 Regent University Drive
Virginia Beach, VA 23464-9800
800.373.5504 or 757.352.4127; Fax: 757.352.4381
E-mail: admissions@regent.edu
Website: www.regent.edu/admissions

To apply for admission to the School of Law, Juris Doctor or Master of Laws programs, contact:

Office of Admissions and Financial Aid
School of Law
Regent University
1000 Regent University Drive
Virginia Beach, VA 23464-9800
757.352.4584; Fax: 757.352.4139

E-mail: lawschool@regent.edu
Website: www.regent.edu/law

## ADMISSION CRITERIA

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

### Master's or Professional Degree Programs

Generally, admission to a master's or professional degree program at Regent University requires a completed four-year bachelor's degree from a regionally accredited post-secondary institution or an institution accredited via approved, Council for Higher Education Accreditation (CHEA) listed accrediting bodies, such as ABA, ATS, CACREP, or TEAC. Applicants with a bachelor's degree from a non-accredited institution (i.e., no regional or other CHEA body accreditation) will be considered on an individual basis.

### Post-Master's or Doctoral Program

Normally, applicants for a post-master's or doctoral program must have a master's degree in the same academic discipline as the discipline to which admission is sought or in a closely related field from a regionally accredited institution or an institution accredited via approved, Council for Higher Education Accreditation (CHEA) listed accrediting bodies, such as ABA, ATS, CACREP, or TEAC; the exception is the doctoral program in Clinical Psychology (Psy.D.) which admits students who have at least a bachelor's degree. Professional experience in the academic discipline is preferred, but not required. Applicants may be required to submit a writing sample reflecting research skills. See the individual schools for this and other requirements.

For those programs that require a master's degree for admission, applicants lacking a master's degree from a regionally or CHEA recognized institution will be considered on an individual basis and only for provisional admission via an evaluation of standardized test scores, completed professional courses, other achievements related to the Regent program of interest (e.g., a master's degree from a non-accredited institution), and/or additional material required by the program or school that lend insight into an applicant's ability to complete the Regent program.

### Law School's Juris Doctor Program

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

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

### Joint Degrees Program

Joint degrees apply to master's degrees and the J.D. degree only. Applicants must apply for admission to both schools of a joint degrees program and meet the admissions criteria of each school. Applicants should choose one of the two schools to be the primary school, mark the application as joint degrees and apply to the primary school first. The primary school should copy and send all application documents to the secondary school. The exception would be a joint degree with the School of Law. Due to ABA regulations, the School of Law application should be used, even if law is the secondary school. Each school notifies applicants regarding acceptance into its degree program. Joint degrees applicants who are accepted in only one school may enroll in that school but not in a joint degrees program. Students already enrolled who are applying to a joint degrees program must comply with the admissions procedures set forth by the other Regent school in which they seek admission. The school notifies students of the status of their application after all requirements have been met.

### Graduate Application Process

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

- Completed application form. www.regent.edu/apply

- Nonrefundable application fee
- Signed Community Life Form, which includes the Philosophy of Education, the Nondiscriminatory Policy and the Standard of Personal Conduct
- Personal goals statement, including long-range professional and scholarly interests
- Transcripts. Applicants to master's-level and Juris Doctor degree programs must submit an official transcript indicating successful completion of a bachelor's degree program from an accredited or approved unaccredited institution. Applicants to doctoral programs may be required to submit official transcripts indicating successful completion of both bachelor's and master's degrees. Graduate schools may require additional transcripts, if necessary. In order to receive credit for transfer courses, advanced standing and prerequisite courses, students must submit official transcripts from the school(s) at which the class(es) was/were taken. Transcripts cannot be returned to the applicant and cannot be forwarded to other universities. Photocopies or unofficial student copies of transcripts are not acceptable.

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

- ❑ 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®, PTE Academic® test, or IELTS® within the past two years and whose scores 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, http://pearsonpte.com/Pages/Home.aspx, or http://www.ielts.org/default.aspx for testing information and scheduling.

- Entrance exams. Not all Regent schools require entrance exams. If the prospective student's school of interest requires test scores, the prospective student must register for and take the test required by that school. An official copy of the score results should be sent to the school Admissions Office.
- Law School applicants should contact the Law School Admission Council (LSAC) for information regarding the Law School Admission Test (LSAT), to subscribe to the Law School Data Assembly Service (LSDAS) and/or to obtain LSAT prep materials, videos and publications. The contact information is Law School Admission Council, Box 2000, 661 Penn Street, Newtown, PA 18940-0998, (215) 968-1001 (phone), (215) 968-1119 (fax), Lsacinfo@LSAC.org (e-mail), or www.LSAC.org. The code is 5822.
- Writing samples. Some Regent schools require a writing sample. These samples include: an essay written for college credit, a published article, a letter to the editor or a typed, 500-word essay on some topic of public importance.
- Additional material as required by schools.
- All items submitted become the property of Regent University and cannot be returned. Students should retain a photocopy of their application materials for their records.

### Admission to Graduate Nondegree Status

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

probation and dismissal policies apply to nondegree students. Normally the School of Law does not admit students on a nondegree basis. Admission requirements include:

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

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

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

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

### Processing and Notification

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

Upon notification of acceptance, applicants will be asked to sign an enrollment agreement, which must be returned with an enrollment deposit. The deposit is applied to tuition at the time of registration.

### Professional Development Enrollment

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

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

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

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

### Readmission

Former students who have not been enrolled for longer than one calendar year and who desire to enroll in the same degree program to which they were originally admitted should apply for readmission through the appropriate dean's

office. Such students should submit a readmission application to their school. Students who have not been enrolled for more than one year must meet the degree requirements current at the time of readmission.

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

## ADMISSION FOR INTERNATIONAL STUDENTS

Regent University is authorized under Federal law to enroll non-immigrant F-1 students. New F-1 international students may begin their program of study in either the Fall or Spring semesters. Students who are transferring from another U.S. institution who are admitted to Regent for the summer term are required to be enrolled full-time in that first summer term, and must attend the mandatory SEVIS/International Student Orientation before the fall semester. Summer admission is not permitted for students who are new to the U.S. An International Student Orientation is offered each Fall and Spring semester to help new students acclimate to the University, Virginia Beach, and to the United States. Students should be aware that on-campus housing is limited and the area has inadequate public transportation, therefore early and careful planning is necessary.

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

### International Students Admission Requirements

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

1. In order to provide prospective students with sufficient time to apply for the student visa, Regent University should receive admission materials at least six to nine months prior to the anticipated semester of enrollment. This will provide adequate time to process the application, determine acceptance and admittance decisions, and issue the SEVIS I-20, which is needed for the student visa application.
2. All application materials must be completed in English, or have appropriate English translations attached.
3. An applicant must have completed a bachelor's degree (or its equivalent) from (a) an accredited U.S. post-secondary institution; (b) the equivalent degree from a foreign institution (16 years of formal education); or (c) an international institution with which Regent University has a special articulation agreement or has otherwise approved.
4. The applicant must meet the normal minimum undergraduate GPA requirements or provide evidence of equivalent academic performance if a standard grade point system was not used.
5. Applicants who do not meet the criteria specified in item 3 above must submit an official ***course-by-course*** evaluation of all academic credit received from foreign educational institutions. These evaluations will serve as the applicant's official record of academic achievement and will be used to determine eligibility for Regent's program offerings. Regent University will only accept official ***course-by-course*** evaluations from agencies accredited through NACES. Please see the list below for Regent recommended evaluation agencies:

   **World Education Services, Inc.**
   www.wes.org
   E-mail:dc@wes.org
   Bowling Green Station
   P.O. Box 5087
   New York, NY 10274-5087
   Tel: (212) 966-6311

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

   **AACRAO International Education Services**
   http://www.aacrao.org/international/foreignEdCred.cfm
   E-mail: oies@aacrao.org

One Dupont Circle, NW
Suite 520
Washington, D.C. 20036

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

   The tests can be waived in the following circumstances:

   a. Nonnative speakers who hold degrees or diplomas from postsecondary institutions in English-speaking countries (e.g., the United States, Canada, England, Ireland, Australia, New Zealand);
   b. Nonnative speakers who have successfully completed at least a two-year postsecondary course of study in which English was the language of instruction;
   c. Transfer students from institutions in the United States or Canada whose postsecondary academic course work was favorably evaluated in relation to its demands and duration;
   d. Nonnative speakers who have taken the TOEFL®, PTE Academic® test, or IELTS® within the past two years and whose scores met Regent standards;
   e. Nonnative speakers who have successfully pursued postsecondary academic work at schools where English was the language of instruction in an English-speaking country for specified period, generally two years.

   Please see www.toefl.org, http://pearsonpte.com/Pages/Home.aspx, or http://www.ielts.org/default.aspx for testing information and scheduling.

7. Recommendations must include an assessment of the applicant's English ability.
8. Applicants must register for and take any entrance test required by the school to which they are applying.
9. Applicants must complete the Supplementary International Application packet and include all pertinent non-immigrant information for government reporting.
10. Applicants must complete a Financial Certification Form certifying adequate finances (based on current costs) for at least the first year, and indicate how they will meet expenses for subsequent years of study. If the applicant has one or multiple sponsors, all must complete the Sponsor's Affidavit of Support and return it to the International Admissions Counselor at intladmissions@regent.edu. The financial documentation cannot be more than 6 months old at the time of admission.
11. Applicants who cannot come to Regent University for interviews may be required to interview by phone with the director of admissions and a faculty member of the desired school of enrollment or other appropriate representative of the school.
12. Applicants should retain a copy of their application materials, including the Financial Certification Form and bank statements, for their records.

**Conditional Enrollment**

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

## International Transfer Students

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

a. Those who are currently attending a school in the U.S. in F-1 immigration status and wanting to change schools before completing the degree at the first school.
b. Those in F-1 status who have just completed a degree at one U.S. school and want to attend another U.S. school for another degree program.
c. Those in F-1 status who are currently involved in post-completion Optional Practical Training through one school and are wanting to begin a new degree program at another U.S. school

2. The Designated School Official (DSO) at the applicant's current institution should complete the *Transfer Eligibility Form* and email/fax/mail it to the International Admissions Counselor, Regent University's DSO. Because of federal deadlines with immigration transfer procedures, this form must be submitted to Regent's International Admissions Counselor within 30 days after an F-1 student completes his/her studies at his/her latest U.S. institution or his/her post-completion OPT.
3. The applicant should include copies of the current immigration documents with their application materials: I-20 form including the U. S. Visa history (copy of latest visa and the visa used to enter the U.S.), the biographical pages of the Passport; the electronic I-94 report, and the EAD work permit (if applicable).

## International Admission Process

*Academic acceptance*- Once all application requirements are met, the applicant's file will be sent to a faculty committee for review. Upon review of the applicant's file, a decision will be made on whether or not the applicant meets Regent University's academic requirements and will issue an academic decision. International student applicants should allow at least four to six weeks for an admission decision to be made once the applicant has submitted all required documents to the appropriate offices and has followed all processes and procedures required for an admission decision.

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

## Conditions for Issuing SEVIS Forms I-20

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

1. Academic acceptance for admission to Regent University must be granted at least four to five months prior to the semester of enrollment so the I-20 can be issued in enough time to secure the visa. For transfer applicants, the admission decision must be made at least three to four months prior to the semester of enrollment. "Regular" or "conditional" acceptance may be considered. "Provisional" acceptance is not permissible.
2. Regent must receive all applicable immigration documentation.
3. Regent must receive the Financial Certification Form and all supporting documents by the established deadline.
4. Regent must receive the applicant's program specific enrollment deposit by the established deadline. This deposit will be applied toward tuition for the first semester of study, and is required of all applicants unless waived by the school's dean.

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

| Enrollment Term | International Application Deadlines (Date by which the applicant must submit his/her application.) | Academic Acceptance Deadlines (Date by which the acceptance decision must be made by the school.) | I-20 Issuance Deadlines (Date by which all applicants must submit all documents required for the I-20.) |
|---|---|---|---|
| **Fall Semester** | | | |
| Overseas/Initial Attendance Students | Feb 15 | Mar 15 | Apr 15 |
| Immigration Transfer/COL Students | | Apr 15 | |

| | | | |
|---|---|---|---|
| (F-1 students who are transferring to Regent from another U.S. institution or students who are changing their degree levels at Regent) | March 15 (or 3 months prior to the expiration date of the applicant's current immigration status, whichever date comes first.) | (or 2 months prior to the expiration date of the applicant's current immigration status, whichever date comes first.) | May 15 (or 1 month prior to the expiration date of the applicant's current immigration status, whichever date comes first.) |
| Change of Status Students (COS)<br>(Students who are applying for a change from one immigration status to the F-1 status from within the U.S., which takes the USCIS several months to process.) | January 15 (or 4.5 months prior to the current status expiration date, whichever date comes first.) | Feb 15<br>(or 3.5 months prior to the current status expiration date, whichever date comes first.) | March 15 (or 2.5 months prior to the current status expiration date, whichever date comes first.) |
| Out of Status Applicants<br>(F-1 students who are in violation of their immigration status and need to depart the US or apply to USCIS for Reinstatement to lawful F-1 status) | Jan 15 | Feb 15 | Mar 15 |
| **Spring Semester** | | | |
| Overseas/Initial Attendance Students | Jun 15 | Jul 15 | Aug 15 |
| Handong Exchange Students | Jun 15 | Jul 15 | Aug 15 |
| Immigration Transfer/COL Applicants<br>(F-1 students who are transferring to Regent from another U.S. institution or students who are changing their degree levels at Regent.) | July 15 (or 3 months prior to the expiration date of the applicant's current immigration status, whichever date comes first.) | Aug 15<br>(or 2 months prior to the expiration date of the applicant's current immigration status, whichever date comes first.) | September 15 (or 1 month prior to the expiration date of the applicant's current immigration status, whichever date comes first.) |

| | | | |
|---|---|---|---|
| Change of Status Students (COS)<br>(Students who are applying for a change from one immigration status to the F-1 status from within the U.S., which takes the USCIS several months to process.) | July 15 (or 4.5 months prior to the current status expiration date, whichever date comes first.) | Jun 15<br>(or 3.5 months prior to the current status expiration date, whichever date comes first.) | September 15 (or 2.5 months prior to the current status expiration date, whichever date comes first.) |
| Out of Status Applicants<br>(F-1 students who are in violation of their immigration status and need to depart the US or apply to USCIS for Reinstatement to lawful F-1 status) | May 15 | Jun 15 | Jul 15 |
| **Summer Semester**<br>(Only for students who are transferring their immigration record from other US institutions.) | | | |
| Immigration Transfer/COL Applicants<br>(F-1 students who are transferring from another U.S. institution or students who are changing their degree levels at Regent) | Dec 15 (or 3 months prior to the expiration date of the applicant's current immigration status, whichever date comes first.) | Jan 15 (for 2 months prior to the expiration date of the applicant's current immigration status, whichever date comes first.) | Feb 15 (for 1 month prior to the expiration date of the applicant's current immigration status, whichever date comes first.) |
| Out of Status Applicants<br>(F-1 students who are in violation of their immigration status and need to depart the US or apply to USCIS for Reinstatement to lawful F-1 status) | Oct 15 | Nov 15 | Dec 15 |

## Visa Information

According to current regulations, foreign nationals are strictly prohibited from enrolling in on campus degree programs in the F-2 and the B-1/B-2 immigration status. To apply for F-1 student immigration status /visas, foreign nationals must meet all international student requirements in order to receive a SEVIS I-20 from Regent. Applicants are strongly advised to begin the admission process nine to twelve months prior to the date they intend to enroll because they will need to have the I-20 issued at least three to four months prior to their enrollment date for their F-1 visa or change of status application. The visa application is a lengthy process that could take several months, and students should not book their flights to the U.S. until they have been approved for the visa. All applicants are strongly encouraged to apply for their visa at the earliest date possible and to make their appointment as soon as they receive the I-20 from Regent.

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

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

### International Students and On-Campus Residencies

Residency is a term that Regent University uses to describe the portion of an online academic program that meets on campus for seminars, workshops, or intense study during a one to four week period of time. Residency may be one week in length during the first year of the program or it may be one or two weeks in length each year of the program depending on the academic program requirements. A residency may consist of online classes or on campus classes.

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

### Mandatory International Student Orientation

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

### Lawful Immigration Status Required for Enrollment

Prior to enrollment at the University, non-immigrants who have been admitted to Regent must provide evidence that they are lawfully in the country and that they are in a status that allows for enrollment.

## ENROLLMENT STATUS CLASSIFICATION

### Regular (Degree-Seeking) Students

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

**Provisional**

If the admissions committee believes that the applicant has the potential for success in the degree program to which admission is sought, they may accept the applicant into the degree program on a provisional basis. Students accepted on a provisional basis may be considered for need-based assistance grants and student employment, but will not be considered for scholarships until the provisional designation is removed. The

student on provisional enrollment basis must meet the following requirements to no longer be classified as provisional.

1. **Law School (J.D. program only)**: Students admitted to the J.D. program on a provisional basis must register for a minimum of 10 credits the first term and must receive a GPA of 2.00 for the courses taken that term. If students do not earn a GPA of 1.65 or better for courses taken the first term, the students will be placed on academic probation. All provisions of the Academic Probation and Dismissal policy will then apply. After completing a minimum of 14 credits with a cumulative grade point average of 2.00 or better the students will no longer be considered provisional.
2. **All Other Graduate Degree Programs**: Students accepted on a provisional enrollment basis in all other degree programs are limited to a maximum of 12 credit hours the first term of enrollment. Each school may establish specific course requirements for the provisional students' first term of enrollment. After completing a minimum of 9 credit hours with a 3.00 or better GPA (3.25 for ThM, 2.50 GPA for MDiv and M.A. in Practical Theology) and meeting the course requirements set by the school, the provisional designation will be removed. Students entering Regent on a provisional basis, who do not achieve a 3.00 GPA (3.25 for ThM, 2.50 GPA for MDiv and M.A. in Practical Theology) for the first term of enrollment, are subject to immediate dismissal. All provisions of the Academic Probation and Dismissal policy will then apply.

**Conditional**

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

### Nondegree Students

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

## GRADUATE TRANSFER CREDIT

A majority of the credits for a graduate or post-baccalaureate professional degree must be earned through Regent University. Thus, the limit for the number of credits accepted in transfer is 49% of any degree program. Some individual Regent schools and programs may have stricter limits.

Criteria guiding the acceptability of transfer credit include:

- **Currency of qualifications—**Units undertaken more than a decade previous to the application normally may not be recognized for transfer.
- **Relevance of the credit/s—**When a student can demonstrate that coursework completed at another institution reflects the curriculum, course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in Regent's own graduate degree programs and assessment criteria of Regent University, the student may be granted credit for the relevant Regent credit/s.
- **Accredited work—**to be approved for transfer, coursework must have been taken from a regionally accredited institution or one approved by the Regent school in which the student is enrolled. When appropriate, Regent will consider awarding transfer credit for military or workforce training that has been evaluated by the American Council on Education (ACE), in accordance with ACE recommendations.
- **Availability of work—**Credits accepted for transfer ordinarily cannot have been counted on a previously completed degree program at Regent or any other institution.
- **Course grades—**Courses with grades of B- and below (C- and below for the J.D., MDiv and M.A. in Practical Theology programs) will not be accepted for transfer.

When transfer courses are approved, the course title and credit hours, as well as the name of the institution where the credits were earned, are entered on the Regent University transcript. However, the grades are not entered on the transcript and are not used in the calculation of the Regent University cumulative grade point average. The process for requesting transfer credit follows.

1. Students who want to transfer graduate credits to a Regent University degree program shall initiate an official request for transfer credit through the dean's office or the student's academic advisor.
2. Students submit an official transcript for each proposed transfer course.

3. Schools may establish other requirements or documentation for evaluating the transfer credit, such as a copy of the course syllabus or a copy of the course description from the institution's course catalog. Schools make their specific transfer credit evaluation procedure available to students.
4. When the evaluation process is complete and courses are approved for transfer, the dean's office forwards a copy of the official transcript(s), any additional required documentation, and Transfer Credit Evaluation form to the Registrar's Office for entry of the transfer courses and credits on the student's academic transcript and degree program audit.
5. Students who transfer from one Regent degree program to another may be required to complete the transfer of credit procedure for all courses taken in the previous degree program that they desire to apply to the new degree program.

## GRADUATE CREDIT BY ADVANCED STANDING

Advanced standing is credit granted towards a degree program for study already undertaken but not available for transfer. By giving recognition to prior learning, whether through formal coursework or life experience, advanced standing prevents the unnecessary duplication of study and may save time and money. The availability of advanced standing does not guarantee entry into a particular program of study. In some cases there are high levels of competition for admission and in other cases applicants may need to have fulfilled other requirements to gain entry.

The limit for the total number of credits allowed via any combination of advanced standing and/or transfer credit is 49% of any degree program. Some individual Regent schools and programs have stricter limits. Advanced standing will only be considered when the prior coursework or experiential learning is evaluated by faculty and deemed sufficiently similar in content to one or more courses or discipline-specific required areas of study in the degree program. The school may decide to a) not grant any advanced standing; b) grant advanced standing with credit, which may result in the reduction of credit hours remaining to be completed for a particular degree; or c) grant advanced standing with no credit. In the latter case, advanced standing may only permit that the student is exempt from taking a required course and will be allowed to replace it with another relevant course approved by the individual school, but must still complete the total number of required credits in the Regent degree program.

Criteria guiding the acceptability of advanced standing credit include:

- **Currency of qualifications—**Work undertaken more than a decade previous to the application ordinarily may not be recognized for advanced standing.
- **Relevance of the credit/s—**When a student can demonstrate that coursework reflects the curriculum, course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in Regent's own graduate degree programs and assessment criteria of Regent University, the student may be granted credit toward the degree requirements at Regent.
- **Accredited work—**To be approved for advanced standing, coursework must have been taken from a regionally accredited institution or one approved by the Regent school in which the student is enrolled. When appropriate, Regent will consider awarding credit for military or workforce training that has been evaluated by the American Council on Education (ACE), in accordance with ACE recommendations.
- **Course grades—**Courses with grades of B- and below (C- and below for the J.D., MDiv and M.A. in Practical Theology programs) will not be considered for advanced standing.
- **Experiential learning vs. formal coursework —** Advanced standing with credit may not be granted for life experience. Experiential learning may only be considered under the course exemption/no credit option.

When advanced standing is approved, the total credit hours granted are entered on the Regent University transcript. Individual courses and grades are not entered on the transcript and are not used in the calculation of the Regent University cumulative grade point average. The process for requesting advanced standing follows.

1. Students who desire advanced standing in a Regent University degree program shall initiate an official request through the dean's office or the student's academic advisor.
2. Students must submit an official transcript for each course/area of study proposed for advanced standing. A preliminary evaluation may be made using unofficial transcripts; however, official transcripts are required for

final processing. Schools may establish other requirements for evaluating advanced standing credit, such as a copy of the course syllabus or a copy of the course description from the prior institution's course catalog.

3. The schools make their specific advanced standing evaluation procedure available to students, including the requirements for awarding credit for life experience (if applicable).

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

# REGISTRATION AND PAYMENT

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

**GRADUATE CALENDAR**

**(except Law School)**

| **Fall 2015 (201610) 15 Week Term; Sessions A and B** | |
|---|---|
| **Registration Periods:**<br>Open registration – Monday, Mar. 23 to Sunday, Aug. 23<br>Session A Registration - Monday, Mar. 23 - Sunday, Aug. 23<br>Session B Registration - Monday, Mar. 23 - Sunday, Oct. 25 | |
| Term/Session A Start | Monday, Aug. 24 |
| Final Payment Deadline | Monday, Aug. 24 |
| Session A & 15 week term Add/Drop Period – 100% Refund | Monday, Aug. 24 - Sunday, Aug. 30 |
| Session A & 15 week term 50% refund period | Monday, Aug. 31 - Sunday, Sept. 6 |
| Labor Day – University Closed | Monday, Sept. 7 |
| Classes dropped for non-payment | Wednesday, Sept. 9 |
| Graduation applications due for Dec. graduation | Tuesday, Sept. 15 |
| Session A End | Saturday, Oct. 17 |
| Deadline to withdraw with a "W" grade | Sunday, Oct. 18 |
| Fall Break/Modular Week | Monday, Oct. 19 - Sunday, Oct. 25 |
| Spring registration begins | Monday, Oct. 19 |
| Last day to register for Session B | Sunday, Oct. 25 |
| Payment Deadline (for B only registration) | Monday, Oct. 26 |
| Session B Start | Monday, Oct. 26 |
| Session B Add/Drop Period – 100% | Monday, Oct. 26 - Sunday, Nov. 1 |
| Session B 50% Refund Period | Monday, Nov. 2 - Sunday, Nov. 8 |
| Classes dropped for non-payment – Session B | Wednesday, Nov. 11 |
| Last day to withdraw with a "W" grade – Session B | Sunday, Nov. 22 |
| Thanksgiving Break | Thursday, Nov. 26 – Sunday, Nov. 29 |
| Graduation applications due for May or August graduation | Tuesday, Dec. 1 |
| Withdrawal deadline - 15 week term ("WF" grade) | Sunday, Dec. 6 |
| 15 week term end | Saturday, Dec. 12 |
| Withdrawal deadline - Session B ("WF" grade) | Sunday, Dec. 13 |
| Session B End, official university semester end | Saturday, Dec. 19 |
| Christmas Holidays – No Classes | Monday, Dec. 21 - Sunday, Jan. 10, 2016 |

**SCHOOL OF LAW**
**ACADEMIC CALENDAR FALL 2015**

| **Fall 2015 (201610)** | |
|---|---|
| **Term Start/Final Payment Deadline** | Monday, Aug. 24 |

| | |
|---|---|
| **Add/Drop Period – 100% Refund** | Monday, Aug. 24 – Sunday, Aug. 30 |
| **50% Refund Period** | Monday, Aug. 31– Sunday, Sept. 6 |
| **Labor Day – University Closed** | Monday, Sept. 7 |
| **Classes Dropped for non-payment** | Wednesday, Sept. 9 |
| **Graduation applications due for Dec. graduation** | Tuesday, Sept. 15 |
| **Fall Break/Modular Week** | Monday, Oct. 19 – Sunday, Oct. 25 |
| **Spring registration opens** | Wednesday, Nov. 11 |
| **Thanksgiving Break** | Thursday, Nov. 26 – Sunday, Nov. 29 |
| **Graduation applications due for May or August graduation** | Tuesday, Dec. 1 |
| **Term End** | Saturday, Dec. 19 |
| **Christmas Holidays – No Classes** | Monday, Dec. 21 – Sunday, Jan. 10, 2016 |

Please note the following Fall 2015 holidays:

September 7, 2015 (Mon) Labor Day

October 19-25, 2015 (Mon-Sun) Fall Break/Modular Week

November 26, 2015 – November 29, 2015 (Th-Sun) Thanksgiving

December 12, 2015 – January 10, 2016 Christmas Holidays (Graduate Schools other than Law)

December 21, 2015 – January 10, 2016 Christmas Holidays (Law School & College of Arts & Sciences)

## AUDITING A COURSE

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

### Changing from Audit to Credit

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

### Changing from Credit to Audit

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

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

## COURSE CHANGES (ADD/DROP) AND REFUND POLICY

Students may change their class schedules online via GENISYS® until the day before the start of the university-defined term. (Law students are issued a "time-ticket" for their online registration period). For a one-week period, beginning on the first day of the university-defined term, students may add classes or drop classes and receive a 100% refund of tuition and fees by contacting the appropriate staff representative at their school. This one-week period is defined as the university's authorized add/drop period. Courses dropped during this period will not appear on the student's transcript.

Courses dropped after the add/drop period up to the mid-point of the term will appear on the student's transcript with a "W." Courses dropped after the mid-point of the term will result in a grade of "WF." NOTE: In instances where courses are significantly concentrated (e.g., summer course with fewer class meeting dates) or are in a modular or other non-standard format, students must receive the approval of the dean before adding or dropping such a course after it has already begun, and these courses may not be subject to the above refund provisions. Dropping such a course after the stated school deadline will result in a grade of "WF" on the transcript. (The Law School's policy on issuance of a "WF" grade may be found in the School of Law Policies and Procedures Manual, located at http://www.regent.edu/acad/schlaw/student_life/docs/ppmanual.pdf.)

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

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

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

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

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

## GENISYS®

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

## INDIVIDUAL STUDY

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

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

## REGISTRATION

Only students who have formally applied and have been officially accepted to enroll at Regent University may register for courses. An open registration period for each term shall be conducted in the previous term. Students may enroll for a maximum of 17 credit hours per term in master's programs, 16 credit hours per term in the J.D. program, and 15 credit hours per term in doctoral programs. Exceptions must be approved in writing by the dean of the school in which the student is enrolled prior to registration.

All student accounts must be resolved through the Business Office by the school deadlines prior to the beginning of each term. Unresolved accounts after the end of the appropriate deadline will be charged a late fee. Settlement of a student's account includes either payment in full or use of a university-endorsed payment plan. Students who have not satisfied all payment requirements by the end of the add/drop period will be administratively dropped from courses.

Registration for a practicum, independent study, internship, portfolio, thesis or dissertation shall coincide with the authorized registration periods and payment deadlines. Students should complete the Individual Study Form and submit

it to the school in which they are registering. The normal late fee applies to those students who register for such courses after the final registration period.

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

### WITHDRAWAL FROM COURSE GRADES

For standard courses, a non-punitive grade of W (Withdrew) is assigned to a student who withdraws from a course after the authorized add/drop period up to the midpoint of the term registered. For courses taught in non-standard formats (i.e., modulars, cluster courses, etc.) the deadline to withdraw with a W is determined by the individual school. A grade of WF (Withdrew Failing) will be assigned if the course withdrawal takes place after the stated deadline, unless the dean grants an exception. The designation WF is counted as an F in the computation of the GPA; the designation of W is not counted in the computation of the GPA. Any student who seeks to complete a course to which a W of WF grade has been posted must register in a subsequent term and pay the full current tuition for the course. (The Law School's policy on issuance of a "WF" grade may be found in the School of Law Policies and Procedures Manual, located at http://www.regent.edu/acad/schlaw/student_life/docs/ppmanual.pdf.)

## TRANSCRIPTS

Requests for copies of transcripts from Regent University may be made online at www.getmytranscript.com. The Registrar's Office issues only official transcripts. A free transcript will be provided to students when graduation requirements have been met and the degree has been posted by the Registrar's Office. Current students and alumni will be charged a fee for additional transcripts. Transcripts will not be released for current or former students who have unresolved financial accounts with the university. The university does not provide copies of students' transcripts from other educational institutions, nor other documents such as test scores that originate elsewhere.

## FINANCIAL HOLDS ON ACADEMIC RECORDS

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

## WITHDRAWAL FROM THE UNIVERSITY

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

The grade W (Withdrew) will be posted on the transcript for all standard courses taken during the term if the student withdraws before the mid-point of the term; a grade of WF (Withdrew Failing) will be posted thereafter. Withdrawal from courses taught in non-standard formats (i.e., modular cluster courses, etc.) will result in either a W or WF on the transcript, depending on the withdrawal deadline determined by the individual school. On-campus students who have not physically attended any classes for which they are registered that term, or online students who have not participated in any academic activities by the end of the add/drop period will, in accordance with university practice, be assumed to have unofficially withdrawn and will be administratively withdrawn. "Academic activity" includes submitting an assignment, taking an exam or tutorial, engaging in computer-assisted instruction, participating in online discussion about academic matters, or initiating contact with a faculty member to discuss academic matters concerning the course.

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

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

## PAYMENT

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

## TUITION PER CREDIT HOUR, FALL 2015

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

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

**Tuition Rates** (subject to change)

### *School of Business & Leadership*

| | |
|---|---|
| Master of Business Administration (MBA) | $650 |
| Master of Arts in Organizational Leadership (M.A.) | $650 |
| Certificate of Graduate Studies (CGS) in Franchising | $650 |
| Certificate of Graduate Studies (CGS) in Leadership | $695 |
| Doctor of Philosophy in Organizational Leadership (Ph.D.) | $995 |
| Doctor of Strategic Leadership (DSL) | $995 |
| Certificate of Post-Doctoral Studies in Organizational Leadership | $995 |

### *School of Communication & the Arts*

| | |
|---|---|
| Master's Programs (all but MFA-Acting) | $685 |
| Master of Fine Arts in Acting (MFA) | $895 |
| Doctor of Philosophy in Communication (Ph.D.) | $885 |

### *School of Divinity*

| | |
|---|---|
| Master of Arts in Practical Theology | $495 |
| Master of Divinity (MDiv) | $495 |
| Master of Theological Studies (MTS) | $495 |
| Doctor of Ministry (DMin) | $550 |
| Doctor of Philosophy in Renewal Studies (Ph.D.) | $675 |

### *School of Education*

| | |
|---|---|
| Education Specialist (Ed.S.) | $690 |
| Certificate of Advanced Graduate Degrees in Education (CAGS) | $870 |
| Master of Education (M.Ed.) | $575 |
| Doctor of Education (Ed.D.) | $870 |
| Doctor of Philosophy in Education (Ph.D.) | $870 |
| Teaching English to Speakers of Other Languages Certificate (TESOL) | $675 |
| Career Switcher Certificate (CGS) | $250 |
| Non-Degree | $200 |

### *Robertson School of Government*

| | |
|---|---|
| Master of Arts in Government (M.A.) | $650 |
| Master of Arts in Public Administration (M.P.A.) | $650 |

### *School of Law*

| | |
|---|---|
| Juris Doctor (J.D.) | $1,140 |
| LL.M. in American Legal Studies | $833 |
| LL.M. in Human Rights | $833 |
| Master of Arts in Law | $650 |

### *School of Psychology and Counseling*

| | |
|---|---|
| Master of Arts in Clinical Mental Health Counseling (M.A.) | $710 |
| Master of Arts in School Counseling (M.A.) | $710 |
| Master of Arts in Marriage, Couple & Family Counseling (M.A.) | $710 |

Master of Arts in Human Services Counseling (M.A.)---------- $595
Master of Science in General Psychology (M.S.)---------- $650
Doctor of Psychology in Clinical Psychology (Psy.D.) ---------- $790
Doctor of Philosophy in Counselor Education & Supervision (Ph.D.) ---------- $790

## FEES

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

- Parking Fee: $100/term
- Technology Fee: $250/term
- Course/Lab Fees: Some courses have lab fees to cover supplies used by students. These fees are posted in advance on course schedules. Lab fees are not refundable after the end of the 100% refund period.
- Application fee: See the Admissions section.
- Enrollment deposit: See the Admissions section
- Late Fee: A late fee of $100 is applied to all student accounts not satisfied by the payment deadline.
- Student Development Fee: The Council of Graduate Students (COGS) is committed to planning and implementing events and activities that facilitate the professional development, spiritual maturation and social interaction of Regent University students. A fee of $15 in the fall and spring per terms supports this programming for student development.
- Health Center Fee: $20/semester (fall and spring only, students living on campus)
- Graduation Fee: $60 ($70 for J.D. and doctoral, and $30 for all certificates) The graduation fee must be paid in Genisys or the Business Office after submitting graduation application. This fee is applicable to all graduates, regardless of actual attendance at the commencement ceremonies. Joint degrees applicants pay two fees, one for each separate degree.
- Graduation Application late fee: $25 (applied to all graduation applications submitted after Sept. 15 for fall graduation or Dec. 1 for spring and summer graduation)
- Tuition Installment Plan application fee: $45/semester. This fee covers system and administrative costs.
- International Student Fee: $45/semester
- International Student Orientation: $175 one-time fee
- Other Fees: Other fees may be assessed as the need arises.

## Payments and Late Fees

Each term's tuition and fees are due according to the payment deadline specified in the university academic calendar.

Payments can be made in cash, by check in the Business Office, or through Genisys. There is no fee for paying by check through Genisys. MasterCard, VISA, Discover, and American Express are accepted through Genisys for a 2.75% processing fee. A tuition installment plan (TIP) is also available (see below).

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

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

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

Enrollment will be canceled for any student who has not paid in full or enrolled in the university Tuition Installment Plan by the end of the applicable add/drop period. Any student whose enrollment is canceled will no longer be authorized to attend classes.

## Tuition Installment Plan (TIP)

The Tuition Installment Plan (TIP) is a convenient payment plan alternative to paying your bill in full by first day of the semester (payment deadline). The total bill for the semester is divided into 4 monthly installment payments (3 installments for summer terms) over the course of the semester. Students must enroll in TIP by the payment deadline, and there is a $45 TIP enrollment fee due with the first installment.

## 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 |

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

# 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 enrollment 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 (VTAG), the TEACH grant program, and the university-wide endowed scholarships. Students should apply and/or re-apply annually for these financial aid programs.

## VIRGINIA TUITION ASSISTANCE GRANT

Regent University participates in the Virginia Tuition Assistance Grant Program (VTAG). Students in the Master's in Human Services Counseling program are the only graduate students eligible to receive VTAG. Virginia residents enrolled full-time, (a minimum of 9 credit hours per semester for graduate students) in this degree program, may be eligible for an award. An applicant must have been a Virginia domiciliary resident for one year prior to enrollment. If the student begins classes within one year of moving to Virginia, the student is ineligible. Domicile is established by at least 12 months of consecutive residence in Virginia prior to enrolling in school supported by actions that demonstrate intent to remain in Virginia indefinitely. The amount of the award varies per academic year. The maximum graduate level award for the 2014-2015 academic year was $1,550 for graduate students (2015-2016 award amounts were not released prior to catalog publication). Awards are based upon State funding and may be reduced to an amount lower than originally offered; depending upon the State's appropriated funds. VTAG awards are only available for the fall and spring semesters. A completed VTAG application must be submitted to the Central Financial Aid Office by July 31 for the following academic year. The recommended application date is April 15 to ensure the appropriate coordination of all aid offered to a student. For more information and an application, contact the Central Financial Aid Office.

## 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.

## UNIVERSITY-WIDE ENDOWED SCHOLARSHIPS

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

### *Azusa Scholarship*

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

### *Beazley Scholarship*

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

### *Dooner Scholarship*

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

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

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

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

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

### *The Robertson Endowed Honors Scholarship*

This scholarship was established by Regent University to recognize the vision, leadership, and Christian service of its founder Dr. M.G. "Pat" Robertson. The scholarship pays for 100% tuition plus a yearly stipend of at least $2,000 per

semester. Graduate students must be enrolled in at least 6 credits per semester unless they are in the last term of their program. This scholarship application is by invitation only.

### *McCormack Endowed Honors Scholarship*

This scholarship is a tribute to the vision, leadership and Christian principles demonstrated by Mark McCormack. This scholarship application is by invitation only.

### *Saltsgiver Endowed Honors Scholarship*

This scholarship is awarded to a student who demonstrates a mature Christian walk, personal integrity and academic excellence. It covers 100% of tuition and provides a stipend. This scholarship application is by invitation only.

## TEACH GRANT PROGRAM

The TEACH Grant program awards grants to students who intend to teach. The Grant will provide up to $4,000 a year in grant aid to undergraduate and graduate students in eligible programs. In turn, you must agree to serve as a full-time teacher in a high-need field in a school serving low-income students for at least four academic years within eight years of completing the program of study for which you received the grant. If you do not complete your service as a teacher, the *grant* will convert to an unsubsidized federal *loan*.

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

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

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

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

- Bachelor of Science
    - Interdisciplinary Studies (Pre-K through 6th Grade Elementary Education)
    - Mathematics (Secondary Education Concentration)
- Bachelor of Arts
    - English ( 6-12th grade Secondary Education)
    - History Social Science (Secondary Education Concentration)
- Master of Education
    - Christian School
    - Curriculum & Instruction
        - Adult Education
        - Christian School
        - Gifted & Talented
        - Teacher Leader
    - Individualized Plan
    - K-8 Leadership in Mathematics Education
- Master of Education/Initial Licensure
    - Career-Switcher – Alternative Licensure

- Special Education (K – 12)
- Elementary Education (Pre K-6)

- Master of Education/Optional Endorsements
  - Reading Specialist
  - Teaching English to Speakers of Other Languages (TESOL)

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

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

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

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

## LOAN PROGRAMS

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

To have eligibility determined for a Stafford and/or Graduate Plus loan, the student must complete a Free Application for Federal Student Aid (FAFSA). Students pursuing a loan for the next academic year (beginning with the fall semester) 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. Federal loans can only pay for courses that are part of the student's degree plan.

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

### *Federal Direct Stafford Loan Program*

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

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

| Minimum number of credits for loans: | Fall | Spring | Summer |
|---|---|---|---|
| **Undergraduate** | 6 | 6 | 6 |
| **SBL - Business & Leadership** | 5 | 5 | 5 |
| **Other Graduate Students** | 5 | 5 | 3 |
| **Doctoral Students** | 3 | 3 | 3 |

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

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

Beginning with the 2012-13 award year, graduate students are no longer eligible for subsidized Stafford loans.

**150% Direct Subsidized Loan Limit Information**

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

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

### Unsubsidized Stafford Direct Loans

A graduate/professional student may be eligible for up to $20,500 per academic year with the Unsubsidized Stafford Loan. Clinical Psychology students are eligible for a maximum of $37,167 per academic year. Unsubsidized loans are not based on need and interest begins to accrue at disbursement. Borrowers may exercise the option of making monthly or quarterly interest payments before the principal repayment period begins, or deferring interest repayment and having the interest capitalized and added to the principal amount.

**Note**: Stafford loans may be consolidated once you are in the repayment period. Consolidation may extend the length of your repayment period and lower your monthly payments; however, the amount of interest paid over the life of the loan will increase substantially. Consolidation may or may not be the best option for you. Contact your lender for more information.

## *Federal Direct Graduate PLUS Loans*

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

1. Graduate PLUS Loans are available to graduate students. Unlike private loans, Graduate PLUS Loans are based on adverse credit history, not your credit score. This difference should make the loan more easily obtainable for those with little or no credit history. Adverse credit includes the following:
    - One or more debts that are 90 or more days delinquent or that are in collection or have been charged off during the two years preceding the date of the applicant's credit report, but only if the total combined outstanding balance of those debts is greater than $2,085.
    - Has been the subject of a default determination, bankruptcy discharge, foreclosure, repossession, tax lien, wage garnishment or charge-offs/write-off of a debt during the five years preceding the date of the credit report.
2. Parent PLUS loans are available to parents of dependent undergraduate students (see the Undergraduate Catalog for more information).

## *Alternative Education Loan Programs*

For some students, the maximum Stafford Loan is not enough to meet the cost of attendance. For these students, private education loans are available to help bridge this gap. Private loans are not guaranteed and lenders will examine

your credit history and may utilize a process of "credit scoring" to determine eligibility. Graduate students are advised to apply for the Graduate PLUS loan rather than a private loan. Contact the Central Financial Aid Office for more information. Information on loan repayment schedules is available.

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

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

### Deferment of Prior Loans

Students may apply to have their prior student loan payments deferred. It is the responsibility of the student to contact the lending institution and/or loan servicer to obtain the appropriate deferment forms. Students submit these forms to the Registrar's Office for processing. Usually, students go into an automatic, in-school deferment when they re-enter school, however, students must be enrolled at least half-time in order to qualify. The registrar's office notifies the National Student Clearinghouse after the conclusion of the Add/Drop period of your first semester.

### Private Grants and Scholarships

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

## Withdrawals and Return of Title IV Funds Policy

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

A student who withdraws is one who either officially goes through a "withdrawal from the university," is administratively withdrawn, suspended, or withdraws from all of his or her courses taken for credit. Per federal regulation, if a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over an entire semester, Regent University must assume, for federal financial aid purposes, that the student has unofficially withdrawn, unless the university can document that the student completed the semester. In cases where Regent University cannot document that a student completed the semester, a Return of Title IV Funds calculation must be completed.

**A student's withdrawal date is:**

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

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

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

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

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

**Regent University is responsible for:**

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

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

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

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

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

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

## SATISFACTORY ACADEMIC PROGRESS (SAP)

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

### Minimum Requirements

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

- Minimum Cumulative GPA of 3.00 in the student's current academic program transcript level (except students in the J.D program transcript level which requires a 2.00 minimum, students in the MDiv and M.A. in Practical Theology programs which require a 2.50 minimum, and students in the ThM program which requires a 3.25 minimum.
- Successful completion***** of 50 percent of all credits attempted at a particular transcript level of graduate and/or professional programs of study (e.g., general graduate, Law, MDiv, etc.)

  ***** "Successful completion" is defined as credits finished with grades other than an "F," "I," "IP," "W," "WF," "WX," "FX," "NP," "NG," or "AU" at the time grades are posted for the term being reviewed and/or when the satisfactory academic progress review for the prior term is made.
- For students enrolled in a Master's (other than the ThM) or Juris Doctorate program, the student can be enrolled for no more than five calendar years from the beginning of the semester in which the program was initially begun, including periods of non-enrollment.
- For students enrolled in a doctoral program, the student has been enrolled for no more than seven calendar years from the beginning of the semester in which the program was initially begun (including periods of non-enrollment).
- For students enrolled in the Master of Theology program (ThM), the student has been enrolled for no more than two calendar years from the beginning of the semester in which the program was initially begun (including periods of non-enrollment).
- Student must be in otherwise good academic standing with the university (as defined by the university's academic policies). A student placed on academic probation is automatically on financial aid warning.

In the event that a student fails to meet any of the above criteria at the end of an academic semester/term, the student will be placed on "Financial Aid Warning" for the immediately following period of enrollment. That is, a student in this category may receive financial aid for the next term of enrollment, but must meet the above stated minimums by the end of that time period. The second time that a student fails to meet one or more of the requirements, the student will no longer be making satisfactory academic progress for financial aid purposes. As a result, he or she will be ineligible for financial aid offered through the 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 submitted in written form on a "Satisfactory Academic Progress Appeal for Financial Aid Form" and indicate the reasons why the minimum requirements were not met and why aid should not be terminated. Appealing students must also provide an academic plan on the Satisfactory Academic Progress (SAP) appeal form. In addition, students are required to complete four online modules from the TG Learning Center. Information on how to access those modules is included on the SAP form.

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 as both completed and attempted hours; however, they do not affect a student's GPA at Regent, per the university's academic policy.

### Periods of Non-Enrollment

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

### Joint Degrees and/or Multiple Degree Programs

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

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

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

***NOTE***

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

## STUDENT EMPLOYMENT

In addition to awarding scholarships and grants, and administering the various loan programs, the Human Resources Department posts employment opportunities with Regent University, CBN, and other employers in the surrounding communities. The Human Resources Department is in no way responsible for placement or student/employer relations. Job postings do not necessarily imply University endorsement of the employer. See www.regent.edu/adminjobs 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.

## VETERAN'S BENEFITS

For information concerning veteran's benefits, contact the Business Office at 757.352.4052 or http://www.regent.edu/admin/busoff/veteranbenefits.cfm. Allow 45 days for paperwork to be processed by the Veteran's Administration.

## MORE INFORMATION

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

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# SCHOOL OF BUSINESS & LEADERSHIP

## DEAN'S MESSAGE

"Do not be conformed to this age, but be transformed by the renewing of your mind, so that you may discern what is the good, pleasing and perfect will of God." Romans 12:2

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

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

Meeting the most rigorous standards of excellence, our degree programs have earned prestigious accreditation by the Accreditation Council for Business Schools and Programs (ACBSP) and the Academy of Strategic and Entrepreneurial Leadership (ASEL). Additionally, our MBA program is ranked among the best in the nation by *U.S. News and World Report* (1st in Faculty Credentials and Training; 12th in Best Online Graduate Business Program for Veterans) and BestSchools.org (7th in Entrepreneurial MBA programs).

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

Doris Gomez, Ph.D.
*Dean*

## CONTACT INFORMATION

Application information is available on our website: www.regent.edu/sbl

School of Business & Leadership
Regent University
1000 Regent University Drive
Virginia Beach, VA 23464-9800
Phone: 757.352.4550 | 800.373.5504 | Fax: 757.352.4823
Email: global@regent.edu | Website: www.regent.edu/sbl

## MISSION AND PHILOSOPHY

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

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

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

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

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

## DISTINCTIVES OF THE SCHOOL

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

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

## PROGRAM OVERVIEW

More than any other time in history, companies, organizations, and nations need proven, qualified leaders. These leaders distinguish themselves through their vision, their ability to conceive and implement strategies, and their ability to transform organizations and the lives of the people within those organizations.

Regent University's School of Business & Leadership recognizes society's need for this exceptional type of leader; therefore, the SBL experience extends beyond traditional theory and practical application in the fields of business and leadership to allow for the wisdom and inspiration that come from God. This spiritual foundation inspires innovation, encourages excellence and maximizes the gifting of promising, transformational leaders and scholars.

**The School of Business & Leadership offers the following programs in leadership and business:**

- Master of Business Administration (MBA)
- Master of Arts (MA) in Organizational Leadership (MOL)
- Certificate of Graduate Studies in Franchising (CGS)
- Certificate of Graduate Studies in Leadership (CGS)
- Certificate of Advanced Graduate Studies (CAGS)
- Doctor of Philosophy (Ph.D.) in Organizational Leadership
- Doctor of Strategic Leadership (DSL)
- Certificate of Post-Doctoral Studies in Organizational Leadership (CPDS)

## JOINT DEGREES

School of Business & Leadership master's students have the opportunity to pursue joint degrees between the School of Business & Leadership and other graduate schools at Regent University. Under a joint degree arrangement, students must apply and be accepted in both schools as a joint degree student. Joint degree students subsequently earn a separate degree from each school and must complete both degree programs before being approved for graduation. Completion of these two degrees usually requires two to three years of full-time study. The School of Business & Leadership joint degree requirement for the MBA is a reduction of 6 credit hours to 36 credit hours consisting of 30 credit hours of core coursework and 6 credit hours of electives. The School of Business & Leadership joint degree requirement for the M.A. in Organizational Leadership is a reduction of 6 credit hours to 27 credit hours consisting of 21 credit hours of core coursework, 3 credit hours of electives and 3 credit hours of a culminating experience.

## FINANCIAL AID

A graduate education requires a significant investment of time and money, but the payoff in terms of personal satisfaction and career advancement is well worth it. Regent University has many forms of financial aid available including scholarships, grants, tuition discounts for military and government employees, and participation in the federal student loan program. Students are encouraged to explore the various financial aid opportunities noted on the Financial Aid website at www.regent.edu/edu/admin/finaid/grads.cfm.

### SBL Need-Based Grants

Students in the School of Business & Leadership who can demonstrate need as evidenced by a completed financial condition statement on the School of Business & Leadership Financial Aid Application may be eligible for one of ten financial awards. Regent Business & Leadership Need-Based Grants are awarded at the discretion of the Financial Aid Committee and may be influenced by other scholarships and the student's employment status. Students who wish to be considered for need-based assistance will be required to document that they have also sought other self-help funds, namely, student loans. These grants are last-dollar funds and typically only go to students experiencing extreme hardship or those who have exhausted all other sources of funding, including student loans. Students who wish to be considered must be an active, full-time, degree-seeking student in the School of Business & Leadership and submit the SBL Financial Aid Application along with the FAFSA. Non-U.S. citizens may be required to submit additional financial information to be eligible for consideration.

Each award is given based on a full academic year of enrollment and presumed number of credit hours per semester. If a student receives an award and then reduces his or her enrolled credits, then the amount of the award will be reduced according to the percentage of credits below the presumed number of credit hours. If awarded, students must reapply each academic year.

Some of these awards are funded through the generosity of friends and alumni of Regent University. Students who receive an award funded by one of these donors will be asked to write a letter of acknowledgement and thanks to the donor. At the time of the award, information regarding the acknowledgment letter will be provided to scholarship recipients. Regent University's Office of Advancement requires that the letter be received by their office before the funded award monies are transferred to the student's account.

While no financial award carries with it an encumbrance to contribute back to Regent, all students are asked to consider the generosity of Regent friends and alumni who have contributed to the financial support of the university and to, likewise, become supporters of the university after graduation.

### Sub-Saharan Scholarship

The School of Business & Leadership seeks to support the education and development of current and future leaders in Sub-Saharan Africa by providing a limited number of 50% scholarships each year. To be eligible for consideration for this scholarship, a student must submit a copy of both proof of citizenship and residence in a Sub-Saharan country and a statement to attest that he/she plans to remain in Sub-Saharan Africa following the completion of the degree. The application review committee considers the award of a Sub-Saharan African scholarship at the time of the committee's review for acceptance.

### Military Tuition Discount Programs (SBL-Based)

The School of Business & Leadership provides tuition rate reductions for those who are serving on active duty in the United States military or their spouses. The current tuition rate reductions are as follows:

- 25% tuition rate reduction for SBL courses in our graduate and certificate programs
- 10% tuition rate reduction for SBL courses in our doctoral and advanced graduate certificate programs

**Active Duty Personnel**
Active duty students who qualify for this tuition reduction must submit a copy of the Leave and Earnings Statement (LES) or active duty orders to Lisa Bates (lisabat@regent.edu or fax: 757.352.4634 ) to verify their active duty status and have the reduction applied to their accounts. Qualified students need to verify their active duty status each semester for which they intend to receive this tuition reduction.

**Spouses of Active Duty Military Personnel**

Spouses of active duty military personnel who qualify for this tuition reduction need reduction must submit a copy of their spouse's Leave and Earnings Statement (LES) or active duty orders to Lisa Bates (lisabat@regent.edu or fax: 757.352.4634) to verify their current military dependent status and have the reduction applied to their accounts. Qualified spouses need to verify their military dependent status each semester for which they intend to use this tuition reduction.

**Military Education Benefits**

Education benefits are available to U.S. military veterans and personnel. Benefits are certified by the Business Office. Regent University students who are also veterans receiving Department of Veterans Affairs benefits, are encouraged to review the information found on the Veteran's Benefits web page at:www.regent.edu/admin/busoff/veteran-benefits.cfm. More information is available on the official Department of Veterans Affairs web page at:www.gibill.va.gov/.

**Military Partnerships**

Regent University's Military Affairs Office maintains a number of military partnerships that are noted on their website. The following partnerships are specific to the School of Business & Leadership.

**Joint Forces Staff College**
Regent has a Memorandum of Agreement to articulate JFSC student credit for completion of Joint and Combined Warfighting School (JCWS) into our School of Business & Leadership, Robertson School of Government and School of Education. This agreement allows for advanced standing of up to 9 credit hours toward SBL's M.A. in Organizational Leadership. The degree requires a minimum of 33 credit hours for completion.

**Army Logistics University (ALU)**
The Army Logistics University (ALU) partnership with Regent University provides advanced standing of up to 12 credit hours for graduates of ALU's courses who enroll in Regent's Master's in Organizational Leadership program. This program is housed in Regent's School of Business & Leadership (SBL).

**Defense Acquisition University (DAU)**
The Defense Acquisition University (DAU) partnership with Regent University provides advanced standing for graduates of the DAU program manager's course who enroll in Regent's organizational leadership or government (public administration) master's programs. Various other DAU courses will also transfer for credit toward Regent undergraduate and graduate courses.

**Army ROTC at Old Dominion University**
Regent University is proud to join forces with the Army ROTC at Old Dominion University (ODU) in Norfolk, Va. With this joint agreement, School of Business & Leadership master's students can take courses toward a Regent University degree while fulfilling their Army ROTC commitment with ODU. Students desiring to attend Regent on an Army graduate scholarship must first apply to Regent University for admission, and then to the Army ROTC at ODU for the graduate scholarship.

**Church Matching Scholarship Program (*Up to $750 match per semester.*)**

The School of Business & Leadership will match any church submitted support, dollar for dollar, up to $750 per semester while a student is enrolled full-time or up to $375 per semester for ½ -time and ¾ -time enrollment. These funds can only be applied toward tuition and will not be held from one semester to the next.

**Corporate Partner Employee Benefits**

Regent University maintains corporate partnerships with various for-profit and nonprofit organizations that seek educational benefits for their employees as well as access to the significant research and consulting resources available through the university. When a student's employer participates in Regent University's Partners Benefit Plan, the student gains a tuition discount benefit of 25% off the cost per credit hour for the programs offered through the School of Business & Leadership.

**Merit Scholarships**

Merit Scholarships are based on the student's admission review score as determined by the program Admissions Review Committee. The awards are determined at the point of admission – no application is required. Students whose graduate academic records show strong academic potential may qualify. The Admissions Review Committee has full discretion in awarding this scholarship. Factors weighed in awarding these scholarships include: GMAT or GRE scores (if applicable), GPA, rigor of graduate program(s), undergraduate and graduate institution(s), academic accomplishments during career, and mission-alignment and fit.

The Merit Scholarships are for the duration of full-time enrollment and presumed number of credit hours per semester. If a student receives an award and then reduces his or her enrolled credits, then the amount of the award will be reduced according to the percentage of credits below the presumed number of credit hours, and may automatically renew as the student remains in good academic standing within the graduate program. A student may be offered a merit tuition discount if the student does not qualify for a funded scholarship, corporate discount, military discount, Sub-Saharan discount, or other established discount.

**Student Loan Programs**

Regent University participates in various student loan programs. For full details, see the Financial Aid section of this catalog or view the information online at: www.regent.edu/admin/finaid/loans.cfm

**Undergraduate Alumni Discount & Benefits**

Regent University College of Arts & Sciences graduates with a GPA of 3.3 or higher will receive the following benefits should they decide to pursue graduate study in the School of Business & Leadership:

- Admission application fee waiver
- GRE admissions requirement waived
- Streamlined admission application process
- $500 scholarship per semester (maintained by good academic standing)

**Please note:** All School of Business & Leadership applicants must meet the graduate admission requirements prior to applying for Regent University scholarships.

## CAREER OBJECTIVES

A variety of positions are available to students graduating from the School of Business & Leadership, including, but not limited to, faculty positions in both the public and private sectors ranging from primary to college level; middle and upper administrative positions within businesses, churches, schools, universities, missions organizations, government administration, and consulting. Our programs also prepare students for positions in middle- and upper-management, not-for-profit, ministry, government agencies, and entrepreneurial ventures. Most School of Business & Leadership students are employed throughout the program and use the degree to either advance their current careers or venture into new endeavors. A number of students have been promoted within their current organizations or have been offered leadership positions elsewhere prior to completing the degree. The School of Business & Leadership does not offer placement services, however the university's Career Center offers a number of services, seminars and resources that are available to both on-campus and online students.

Students with limited employment history within their field of study, or those who are planning to change careers after completing the degree, are encouraged to seek internships and mentoring and networking opportunities while studying at Regent University.

## STUDENT PROFILE

Representing a wealth of diversity in professional, ethnic, and denominational backgrounds, our students embrace the

many opportunities to interact with peers in group projects and online discussions. This interactive process allows students to naturally grow as they encounter ideas, people, and experiences different from their own.

Our student body numbers approximately 690 and is comprised of computer literate, mid to upper-level career professionals who are committed to embracing the rigors of a life-changing master's or doctoral program and who desire to transform lives and organizations through the implementation of sound Judeo-Christian values, ethical business and leadership practices, and God-given wisdom. Our students represent various Christian affiliations, ethnic origins, and nationalities. We facilitate students across the U.S. and around the world. Forty-three percent are women, 57% are men, 32% are minority students, and 17% are international students.

## ADMISSIONS REQUIREMENTS

### Master's Degree Admission Requirements

Applicants to our master's degree programs must have earned a bachelor's degree from a regionally accredited institution or an equivalent degree from a foreign institution, as evaluated by a credential evaluation agency. Refer to the Admission to Regent Graduate Schools section of this catalog for additional information regarding admission procedures and requirements. Master's applicants to the School of Business & Leadership must submit the following:

1. School of Business & Leadership Application form online
2. $50 non-refundable application fee
3. Professional Resume or Curriculum Vitae
4. Official Graduate Management Admissions Test scores (GMAT), official Graduate Record Exam (GRE) scores, or receive a test score waiver at the discretion of the Admissions Committee members
5. Admissions Essay
6. Official transcripts indicating successful completion of a bachelor's degree program from an accredited or approved unaccredited institution.

If an applicant decides not to enroll, the School of Business & Leadership maintains the accepted status for one year from the applicant's initial enrollment semester as noted on the application. After one year, anyone wishing to re-apply must submit a readmission application to be reconsidered for the applicable program.

### Doctoral Degree Admission Requirements

Applicants to our doctoral degree programs must have earned a master's degree from a regionally accredited institution or an equivalent degree from a foreign institution, as evaluated by a credential evaluation agency. The school requires doctoral applicants to have at least three years of relevant professional experience and evidence of reasonable potential to successfully complete the Ph.D. in Organizational Leadership or the Doctor of Strategic Leadership, including a comfortable working knowledge of electronic communication.

Refer to the Admission to Regent Graduate Schools section of this catalog for additional information regarding admission procedures and requirements. Doctoral applicants to the School of Business & Leadership must submit the following:

1. School of Business & Leadership Application form online.
2. $50 non-refundable application fee.
3. Professional Resume or Curriculum Vitae.
4. Admissions Essay.
5. Doctoral Writing Sample on topic provided, demonstrating the applicant's research, writing, analytical, and problem-solving skills.
6. Official transcripts indicating successful completion of a bachelor's and master's degree program from an accredited or approved unaccredited institution.

The school will notify applicants if additional requirements are needed. If an applicant decides not to enroll, the School of Business & Leadership maintains the accepted status for one year from the applicant's initial enrollment semester as

noted on the application. After one year, anyone wishing to re-apply must submit a readmission application to be reconsidered for the applicable program. Due to the high number of qualified applicants and the competitive nature of entry into the doctoral programs, automatic deferral of entry is not permitted.

### Admission for International Students

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

## ACADEMIC POLICIES

### Enrollment Policy

Students enrolled in the School of Business & Leadership may be enrolled in 3 to 16 credit hours per semester. A full-time course load for the master's programs is 9 credit hours per semester. A full-time course load for the doctoral programs is 6 credit hours per semester. This works well for those students employed full time. A doctoral student may take additional course hours above the normal load up to 16 credit hours per semester if they:

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

Tuition for courses taken through other Regent University schools outside the School of Business & Leadership programs will be charged at that school's per-credit-hour rate. Those courses may or may not be approved for transfer into the School of Business & Leadership programs. Students should consult their advisor prior to registration.

### Transfer of Graduate Credits

Students who have been admitted into the doctoral or master's degree programs may request that graduate-level coursework completed at another accredited college or university be applied toward their degree at Regent University. For information concerning the university's Transfer of Credit policy, refer to the Admission to Regent University section of this catalog.

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

- A maximum of 6 credit hours may be applied toward the MBA and M.A. programs.
- A maximum of 9 credit hours may be applied toward the coursework of the Ph.D. in Organizational Leadership and the Doctor of Strategic Leadership.
- The school does not offer credit for portfolio-based experiential learning undertaken prior to admission into its programs.
- Graduate courses that students complete at other institutions after they have enrolled in the School of Business & Leadership programs at Regent University are not accepted for transfer.

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

### Satisfactory Progress

Students are considered to be making satisfactory progress if they are completing a minimum of 12 credit hours of coursework each academic year with a GPA of 3.0 or above. In addition, satisfactory progress requires that no student have more than two courses with either an Incomplete or In-Progress grade at the start of any single semester.

If a student is maintaining satisfactory progress, the Certificate of Graduate Studies can be completed within 12 months and the master's degree can be completed within three years. However, the maximum time that is permitted to complete all coursework at the master's level is five years.

If a student is maintaining satisfactory progress, the doctoral programs can each be completed within five years. However, the maximum time permitted to complete all doctoral coursework is seven years.

Students who are not maintaining satisfactory progress may be placed on academic probation. Each semester, students on probation will be reviewed for continuance in the program. If they remain on probation for more than one semester,

they may be dismissed from the program.

Students who have been dismissed may petition for reinstatement through the School of Business & Leadership Dean's Office. All petitions for reinstatement will be considered on an individual basis. Reinstatement will be granted only on a petition demonstrating that there is a strong likelihood that the student possesses motivation and capacity to successfully complete the academic requirements. The dean shall notify the student in writing of the decision regarding reinstatement. Students who are reinstated shall be required to comply with any conditions set forth in the letter of reinstatement.

## FACULTY ACCESS

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

## STUDYING ONLINE AT REGENT

All School of Business & Leadership programs are offered online. From the onset, our online students are exposed to virtual communication and to the mass of worldwide information available. Significant portions of the online programs are delivered via global communication links. In this format, faculty conferences, and exchanges between students are virtual. This delivery model is an essential component in a graduate program, providing leaders with Internet and computer communication skills that must become second nature. Future scholarship and lifelong learning in the leadership discipline require expertise in these skills.

### *Computer Requirements*

Since the School of Business & Leadership programs are delivered primarily through computer-mediated learning, computer literacy is required of all students. Given the rapid rate of change in computer technology, please visit www.regent.edu/it/helpdesk/document/standards.cfm for the most current information regarding computer requirements and support.

### *Doctoral Residency*

The School of Business & Leadership is committed to the historical foundations of the doctoral degree in which a community of scholars is created among faculty mentors and students scholars. Regent University mirrors this historical tradition by using student cohorts, intensive on-campus residencies and a variety of interactive discussion modes that extend beyond topical course discourse.

## *Doctoral Students Enrolled Fall 2014 and Beyond*

The Ph.D. and DSL programs in the School of Business & Leadership include three required residencies, each covering four days and held on the campus of Regent University in Virginia Beach, Virginia. The first residency covers program orientation and guidelines, the library use course (UNIV LIB Information Research & Resources) as well as in-class instruction for the first two courses of the core curriculum. The second and third residencies focus on class instruction for the courses to be taken in the semester as well as doctoral program requirements such as comprehensive exams, doctoral dissertation, DSL Integrative Paper and Final Project.

#### *Students Enrolled Prior to Fall 2014:*

Doctoral Students who began their doctoral program at Regent prior to Fall 2014 do not have residency.

#### *Masters Residency (Optional for MBA and M.A. Students)*

Students enrolled in the MBA and M.A. programs are welcome to attend an optional residency, which provides an excellent opportunity to network with other students, learn more about Regent University and meet personally with the faculty and staff of the School of Business & Leadership.

## *Ph.D. and DSL Programs*

The School of Business & Leadership does not require on-campus residency for newly accepted doctoral students. Program Orientation is conveniently offered online prior to the start of doctoral studies and the capstone course may also be completed online

The School of Business & Leadership programs are committed to the historical foundations of the doctoral degree in which a community of scholars is created among faculty mentors and students. Regent University mirrors this historical tradition by using intensive **online** orientation and capstone courses and a variety of interactive discussion modes that extend beyond topical course discourse. In view of this goal, the waiving of the orientation and capstone requirements will not be considered.

## DEGREE PROGRAMS

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

# Doctor of Philosophy Degree (Ph.D.)

### Ph.D. in Organizational Leadership Program (60 credit hours)

(Program delivered online with some required face-to-face components.)

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

The Ph.D. in Organizational Leadership is a research-based terminal degree that seeks to immediately enhance the leadership abilities and roles of strategic mid-career professionals through its multidisciplinary theoretical approach, enabling these professionals to influence and invigorate organizations around the world as scholars, teachers, and leaders. Students select one of five concentrations in which to specialize: Ecclesial Leadership, Entrepreneurial Leadership, Human Resource Development, Individualized, or Organizational Leadership. The required core courses provide a multidisciplinary foundation, integrating knowledge and research from the disciplines of psychology, sociology, theology, and organization theory, as well as from allied disciplines. The central theme of the program is to provide a terminal degree that synthesizes knowledge from these diverse fields into a focused yet flexible plan of study that is useful to leaders in all forms of organizations. Undergirding the entire program are critical thinking, scholarly research, writing and learning from a Judeo-Christian worldview.

The Ph.D. can be completed in a minimum of three years (nine semesters), but usually is completed in four to four and a half years. The maximum time allowed to complete the program is seven years. In addition, doctoral students must maintain continuous enrollment in the program during all academic years (i.e., three semesters, including orientation). However, a student may request a leave of absence during the first five semesters of required courses. The student would then resume doctoral studies where the matriculation was postponed.

A minimum of 60 credit hours is required beyond the master's degree to complete the Ph.D. It is, however, the demonstration of independent scholarly ability at the doctoral level, rather than the mere accumulation of credits, that is required to successfully complete the program.

Dissertation

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

investigation and research. Each Ph.D. student must register for a minimum of 12 credit hours of dissertation research. If a student needs additional time to complete the dissertation after registering and paying for 60 credit hours, the student then continues to register for one dissertation credit hour per semester for each semester until the dissertation is successfully completed and defended.

Ph.D. Core Curriculum

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

| Ph.D. Core Curriculum Schedule (33 credits) | |
|---|---|
| Semester 1 | UNIV LIB Information Research & Resources (0)<br>LPHD 761 Contemporary Perspectives in Organizational Leadership Theory (3)<br>LPHD 751 Exegetical Research Methods (3) |
| Semester 2 | ENGL 500 Graduate Academic Writing Seminar (0)<br>LPHD 753 Quantitative Research Methods (3)<br>LPHD 756 Qualitative Research Methods (3) |
| Semester 3 | LPHD 763 Organizational Behavior (3)<br>LPHD 752 Exegetical Analysis Methods (3) |
| Semester 4 | LPHD 762 Organization Theory & Design (3)<br>LPHD 754 Quantitative Analysis Methods (3) |
| Semester 5 | LPHD 764 Group Behavior (3)<br>LPHD 757 Qualitative Analysis Methods (3) |
| Semester 6 | LPHD 758 Advanced Analysis (3)<br>First concentration course |

If a student must take leave from the program for health, work or family reasons, he/she will re-join the program with the next cohort of students.

Ph.D. Residencies

The School of Business & Leadership programs are committed to the historical foundations of the doctoral degree in which a community of scholars is created among faculty mentors and student scholars. Regent University mirrors this historical tradition by using student cohorts, intensive on-campus residencies and a variety of interactive discussion modes that extend beyond topical course discourse. The Ph.D. program includes three required residencies each covering 4 days. The first residency covers program orientation and guidelines, the library use course (UNIV LIB Information Research & Resources) as well as in-class instruction for the first two courses of the core curriculum. The second and third residencies focus on class instruction for the courses to be taken in the semester as well as doctoral program requirements such as comprehensive exams and Ph.D. dissertation research.

Ph.D. Concentrations

Students select from one of five concentrations in which to specialize: Ecclesial Leadership, Entrepreneurial Leadership, Human Resource Development, Individualized, or Organizational Leadership. For the Individualized concentration the Ph.D. student, in consultation with and approved by his/her advisor, will design concentration area of 15 credit hours that reflects the student's doctoral research interests. Courses may be selected from not only those associated with the other four concentrations but also doctoral level courses offered in any of the Regent University graduate schools. If other Regent graduate courses proposed in a concentration require prior approval for SBL Ph.D. student participation, this approval must be obtained and provided to the student's academic advisor. The approved ADP specifying a student's concentration courses must be established by the conclusion of the fourth semester.

### Ph.D. in Organizational Leadership with a concentration in Ecclesial Leadership (15 credit hours)

LPEC 761 Ecclesial Leadership Theology & Philosophy (3)

LPEC 762 Historic Research & Ecclesial Leadership (3)

LPEC 763 Ecclesial Organizational Design & Leadership Development (3)

LPEC 764 Spiritual Formation & the Ecclesial Leader (3)

LPEC 785 Seminar: Contemporary Challenges & the Future of Ecclesial Leadership (3)

### Ph.D. in Organizational Leadership with a concentration in Entrepreneurial Leadership (15 credit hours)

LPEN 768 Theoretical Foundations of Leading Entrepreneurial Ventures (3)

LPEN 769 Kingdom Business Leadership Strategies (3)

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

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

LPEN 785 Seminar: Global Entrepreneurial Activity (3)

### Ph.D. in Organizational Leadership with a concentration in Human Resource Development (15 credit hours)

LHRD 761 Human Resource Development (3)

LHRD 762 Autonomous Learning & Human Resource Development (3)

LHRD 763 Design of Adult Learning Communities (3)

LHRD 764 Ethical Human Resource Development (3)

LHRD 785 Seminar: Learner Centered Leadership & Human Resource Development (3)

### Ph.D. in Organizational Leadership with a concentration in Organizational Leadership (15 credit hours)

LPOL 761 Organizational Culture & Climate (3)

LPOL 762 Followership (3)

LPOL 763 Organizational Spirituality (3)

LPOL 764 Organizational Communication (3)

LPOL 785 Seminar: Trends in Organizational Leadership Research (3)

### Ph.D. in Organizational Leadership with a concentration in Individualized Studies (15 credit hours)

Students will have the flexibility to design an individualized 15-credit-hour concentration drawing on doctoral-level major courses offered in any of the Regent University graduate schools. A student's concentration must be approved by his/her academic advisor. If other Regent graduate school major courses proposed in a concentration require prior approval for SBL Ph.D. student participation, this approval must be obtained and provided to the student's academic advisor.

### Admission to Candidacy

Admission to the Ph.D. program does not constitute or guarantee a student's admission to candidacy for the Ph.D. in Organizational Leadership. Admission to candidacy is contingent upon the following:

- Successful completion of coursework (with at least a 3.0 GPA).
- Successful completion of comprehensive examinations.
- Successful completion and defense of the dissertation proposal.
- The recommendation of the student's doctoral committee.
- Approval by the doctoral faculty committee.
- Approval by the SBL faculty.
- Compliance with all applicable requirements of Regent University.

# Doctor of Strategic Leadership Degree (DSL)

## DSL Program (60 credit hours)

(Program delivered online with some required face-to-face components.)

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

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

Students may select one of four concentrations in which to specialize: Global Consulting, Leadership Coaching, Strategic Foresight, or Strategic Leadership. All of the courses in the doctoral program incorporate the underlying scriptural principles that are essential to creating and sustaining transforming organizations.

The DSL can be completed in as little as three and a half years, but most likely in four to four and a half years. The maximum time allowed to complete the program is seven years. In addition, doctoral students must maintain continuous enrollment in the program during all academic years (i.e. three semesters, each year, including orientation). Each semester is approximately 13 weeks in length.

*Requirements*

- Completion of all required coursework
- Successful completion of the culminating integrative paper
- Completion of a minimum of 6 credit hours of the DSL Project
- Completion of all requirements associated with the DSL Project

If a student needs additional time to complete the DSL Project after registering and paying for 60 credit hours, the student then continues to register for one DSL Project credit per semester for each semester until the project is successfully completed and defended.

DSL Core Curriculum

All students in the Doctor of Strategic Leadership degree program complete the following core curriculum in the sequence and semesters specified.

| DSL Core Curriculum Schedule (42 credits) | |
|---|---|
| Semester 1 | UNIV LIB - Information Research & Resources<br>LDSL 720 - Applied Exegetical Studies<br>LDSL 722 - Leaders and Followers |
| Semester 2 | LDSL 721 - Leadership Communications<br>LDSL 724 - Culture & Values |
| Semester 3 | LDSL 723 - Leadership Theory<br>LDSL 725 - Leadership Faith & Ethics |
| Semester 4 | LDSL 710 - Organizational Strategy & Design<br>LDSL 726 - Human Resource Development |
| Semester 5 | LDSL 711 - Strategic Foresight<br>LDSL 727 - Global Leadership |
| Semester 6 | LDSL 730 - Leadership Analytics<br>LDSL 731 - Consulting Principles |
| Semester 7 | LDSL 732 - Creativity & Innovation<br>LDSL 733 - Leadership Development |

If a student must take leave from the program for health, work or family reasons, he/she will re-join the program with the next cohort of students.

DSL Residencies

The School of Business & Leadership programs are committed to the historical foundations of the doctoral degree in which a community of scholars is created among faculty mentors and student scholars. Regent University mirrors this historical tradition by using student cohorts, intensive on-campus residencies and a variety of interactive discussion modes that extend beyond topical course discourse. The DSL program includes three required residencies each covering 4 days. The first residency covers program orientation and guidelines, the library use course (UNIV LIB Information Research & Resources) as well as in-class instruction for the first two courses of the core curriculum. The second and third residencies focus on class instruction for the courses to be taken in the semester as well as doctoral program requirements such as comprehensive exams and DSL Integrative Paper and Final Project.

## Required Courses for All DSL Concentrations

UNIV LIB Information Research & Resources (0)

LDSL 710 Organizational Strategy & Design (3)

LDSL 711 Strategic Foresight (3)

LDSL 720 Applied Exegetical Studies (3)

LDSL 721 Leadership Communications (3)

LDSL 722 Leaders & Followers (3)

LDSL 723 Leadership Theory (3)

LDSL 724 Culture & Values (3)

LDSL 725 Leadership Faith & Ethics (3)

LDSL 726 Human Resource Development (3)

LDSL 727 Global Leadership (3)

LDSL 730 Leadership Analytics (3)

LDSL 731 Consulting Principles (3)

LDSL 732 Creativity & Innovation (3)

LDSL 733 Leadership Development (3)

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

### DSL Concentrations

Students select from one of five concentrations in which to specialize: Global Consulting, Individualized, Leadership Coaching, Strategic Foresight, and Strategic Leadership.

### DSL with a concentration in Global Consulting (12 credit hours)

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

LDSL 761 Consulting Design (3)

LDSL 762 Ethical Interventions (3)

LDSL 763 Consulting Strategies (3)

LDSL 764 Global Consulting (3)

### Individualized Concentration (12 credit hours)

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

### DSL with a concentration in Leadership Coaching (12 credit hours)

Designed to equip students with a solid foundation of theory and practice, the leadership coaching concentration will prepare students to assist leaders through coaching interventions and guidance, seek certification in leadership coaching through any of the recognized certifying agencies, and build a consulting practice.

LDSL 751 History & Theory (3)

LDSL 752 Skills & Assessments (3)

LDSL 753 Organizational Initiatives (3)

LDSL 754 Advanced Coaching (3)

### DSL with a concentration in Strategic Foresight (12 credit hours)

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

LDSL 741 Systems Dynamics (3)

LDSL 742 Global Futures (3)

LDSL 743 Social Change (3)

LDSL 744 Issues Management (3)

### DSL with a concentration in Strategic Leadership (12 credit hours)

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

LDSL 734 Learning Organizations (3)

LDSL 735 Design Thinking (3)

LDSL 736 Venture Development (3)

LDSL 737 Change Management (3)

*Admission to Candidacy*

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

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

### Certificate of Advanced Graduate Studies (CAGS) in Leadership (30 credit hours)

The CAGS in Leadership provides a solid foundational understanding of leadership, enabling students to positively influence organizations and continue doctoral study in the Ph.D. in Organizational Leadership or the DSL program.

Students must be enrolled in either the Ph.D. or the DSL program to earn the CAGS.

Once a student has successfully completed the program orientation and 30 credit hours of doctoral coursework, he/she may choose to receive the CAGS. In some cases, attaining this post-graduate certificate assists students with job promotion and/or salary increase. Once a student reaches this level, he/she is encouraged to continue his/her studies to complete the Ph.D. or DSL, which involves an additional 30 credit hours of coursework an integrative paper or comprehensive exam, and a DSL project or scholarly dissertation, depending on the doctoral program in which the student is enrolled. Students wanting to receive the CAGS must complete and submit the CAGS Graduation Application found on the Registrar's Office web page.

### Certificate of Post-Doctoral Studies in Organizational Leadership

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

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

#### *Requirements*

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

*Required Courses*

UNIV LIB Information Research & Resources (0)

LPHD 761 Contemporary Perspectives in Organizational Leadership Theory (3)

LPHD 762 Organizational Theory & Design (3)

*Elective Courses*

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

***Total (18)***

## Master of Business Administration Degree (MBA)

### MBA Program (42 credit hours)

(Program delivered online with some face-to-face options.)

The Master of Business Administration (MBA) programs offered by the School of Business & Leadership combines a comprehensive business management core with major that prepare today's professional for the rapidly changing global environment. We offer the following concentrations: Accounting, Entrepreneurship, Finance and Investing, Franchising, General Management, Healthcare Management, Human Resource Management, Innovation Management, International Business, Leadership, Marketing, and Not-for-Profit Management.

The degree addresses strategic opportunities produced by a global economy as well as entrepreneurial approaches to solving problems and capitalizing on new business ventures. The degree is firmly grounded in traditional business theory and contemporary concepts and a Biblical worldview. Throughout the MBA programs, students will further refine their

knowledge of key business principles as well as hone their skills in creativity, innovation and leadership to successfully develop, launch, and lead new or expanded enterprises anywhere across the globe.

Designed for both full-time and part-time professionals and executives, the MBA degree consists of fourteen 3-credit-hour courses for a total of 42 credit hours. Students complete 30 hours of core courses and 12 hours of courses in a concentration.

*Required Core Courses:*

UNIV LIB Information Research & Resources (0)

MBA 500 Orientation (0)

MBA 509 Program Assessment (0)

MBA 600 Corporate & Personal Ethics (3)

MBA 610 Managerial Economics (3)

MBA 621 Innovation & Technological Success (3)

MBA 630 Marketing (3)

MBA 640 Managing People (3)

MBA 645 Managing Organizations (3)

MBA 650 Accounting (3)

MBA 655 Finance (3)

MBA 660 Operations & Supply Chain Management (3)

MBA 679 Business Planning & Launch (3)

*Total (30)*

### MBA with a concentration in in Accounting (12 credits)

#### *Required Courses*

*Choose 4 courses with the consultation and approval of the faculty advisor:*

ACCT 601 Auditing (3)

ACCT 605 Financial Statement Analysis (3)

ACCT 610 Management Control Systems (3)

ACCT 611 Managerial Accounting (3)

ACCT 615 Not-for-Profit Accounting (3)

### MBA with a concentration in Entrepreneurship (12 credits)

#### *Required Courses*

ENTR 622 Quality Management (3)

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

ENTR 670 Strategic Management (3)

MKTG 631 Advertising & Promotion (3)

**MBA with a concentration in Finance and Investing**
**(12 credits)**

*Choose 4 courses with the consultation and approval of the faculty advisor.*

FNCE 620 Data Analysis for Decision Making (3)

FNCE 651 Investment, Financing & Funding Relationships (3)

FNCE 652 Financial Planning (3)

FNCE 653 Financial Analysis (3)

FNCE 654 Portfolio Analysis (3)

**MBA with a concentration in Franchising**
**(12 credits)**

***Required Courses***

FRAN 601 Introduction to Franchising (3)

FRAN 602 Franchise Sales (3)

FRAN 603 Franchise Operations (3)

FRAN 604 Franchise Strategy (3)

**MBA with a concentration in General Management**
**(12 credits)**

*Choose any 4 courses from the other MBA concentrations with the consultation and approval of the faculty advisor.*

**MBA with a concentration in Healthcare Management**
**(12 credits)**

*Required Courses:*

HLTH 606 Managing Change in Healthcare Organizations (3)

HLTH 607 Healthcare Finance (3)

GOV 688 Healthcare Policy and Ethics (3)

LAW 743 Healthcare Law (3)

**MBA with a concentration in Human Resource Management**
**(12 credits)**

***Required Courses***

HRMT 641 Training & Development (3)

HRMT 642 Labor Relations & Collective Bargaining (3)

HRMT 643 Performance Management (3)

HRMT 644 Strategic Human Resource Management & Issues (3)

**MBA in Innovation Management**

**(12 credits)**

***Required Courses***

INNV 601 Corporate Learning & Change (3)

INNV 603 Prototyping Methods (3)

INNV 604 New Product Development (3)

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

**MBA with a concentration in International Business**
**(12 credits)**

*Choose 4 courses from the other MBA concentrations and/or other Regent University graduate programs with the consultation and approval of the faculty advisor.*

**MBA with a concentration in Leadership**
**(12 credits)**

*Choose 4 courses from the Master of Arts in Organizational Leadership graduate program concentrations with the consultation and approval of the faculty advisor.*

**MBA with a concentration in Marketing**
**(12 credits)**

***Elective Courses***

*Choose 4 courses with the consultation and approval of the faculty advisor.*

MKTG 631 Advertising & Promotion (3)

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

MKTG 633 Public Relations, Media Management, & Crisis Communications (3)

MKTG 634 Viral Marketing (3)

MKTG 635 Contemporary Issues in Marketing (3)

**MBA with a concentration in Not-for-Profit Management**
**(12 credits)**

***Required Courses***

GOV 693 Managing Not-for-Profit & Faith-Based Organizations (3)

GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3)

GOV 696 Special Topics in Not-for-Profit & Faith-Based Organizations Management (3)

LMOL 601 Foundations of Leadership: History, Theory, Application & Development (3)

# Master of Arts Degrees (M.A.)

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

(Program delivered entirely online.)

When it comes to higher education, today's busy professionals require not only high quality education, but also flexible course schedules to fit their lives. The M.A. in Organizational Leadership program was designed to meet those requirements by using autonomous learning methods and communication technology. Conducted online, the M.A. in Organizational Leadership combines threaded discussions, email, audio and video computer-based presentations, and electronic information access to enhance each student's practical experience within a virtual learning environment. The synthesis of technology, critical thinking, and practical application develops well-rounded leaders with a clear perspective of how to strategically position and lead an organization. In addition, the M.A. in Organizational Leadership online format allows flexibility and adaptability to accommodate almost any schedule and requires no on-campus residency.

The M.A. in Organizational Leadership provides students with a core curriculum of in-depth leadership and organizational development topics combined with a focused concentration in one of several areas followed by a culminating project in which the student conducts research or an organizational intervention that incorporates all course content from the program. This 33-semester-hour degree includes the key organizational leadership elements of ethics, motivation, creativity, vision, strategic planning, teamwork, group development, technology, customer service, and organizational development.

Through the use of collaborative learning, application-based knowledge, and interactive technology, students will:

- Integrate the Christian faith and learning through critical thinking, research, writing, and learning from the normative base of a Christian worldview.
- Experience education in the virtual communication environment.
- Explore multidisciplinary approaches for enhancing corporate culture and human development values-based leadership.
- Develop and exchange concepts relating to understanding and improving organizations around the world.
- Experience innovative learning situations, which enable students to acquire the knowledge, dispositions, and abilities required of organizational leaders.

Throughout this program students will:

- Integrate the practice of leadership with Biblically informed values.
- Demonstrate collaborative and effective problem-solving skills using multidisciplinary approaches.
- Apply acquired multidisciplinary concepts, skills and principles to actual leadership situations.
- Analyze and synthesize knowledge of leadership theories, human development, and communication theories.
- Research contemporary issues in organizational leadership to provide practical solutions and communicate results through clear, concise, and appropriate media.

Students in the M.A. in Organizational Leadership program may select one of the following concentrations:

- Futures Studies
- Healthcare Management
- Human Resource Management
- Interdisciplinary Studies
- International Organizations
- Leadership Coaching & Mentoring

- Not-for-Profit Management
- Organizational Communication
- Organizational Development Consulting

*Degree Requirements*

To successfully complete the M.A. in Organizational Leadership, students must complete 33 credit hours of core and concentration coursework as noted in this section of the catalog and must demonstrate independent scholarly ability at the master's level.

Full-time students can complete the M.A. in Organizational Leadership in as little as 12 months. Part-time students can complete the program in approximately 16-36 months. Regent University considers 9 credit hours to be full time. The maximum time allowed to complete the M.A. in Organizational Leadership degree is five years. No residency is required for the M.A. in Organizational Leadership.

***Core Courses Required of all M.A. in Organizational Leadership Students (24 credit hours)***

UNIV LIB Information Research & Resources (0)

LMOL 601 Foundations of Leadership: History, Theory, Application & Development (3)

LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (3)

LMOL 603 Organizational Research, Analysis & Problem Solving (3)

LMOL 604 Motivation, Teams, Coaching & Mentoring (3)

LMOL 605 Organizational Communication, Conflict Resolution & Negotiation (3)

LMOL 606 Strategic Thinking, Planning & Organizational Change (3)

LMOL 607 Leadership, Technology, Job Design, Socio-technical Systems & Innovation (3)

LMOL 609 Culminating Experience (3)

***Optional Course***

LMOL 610 Residency (0)

### M.A. in Organizational Leadership with a concentration in Futures Studies (9 credit hours)

The Futures Studies concentration prepares students for innovative work in think tanks and universities in which the future of leadership and organizations is a focus.

LMSF 602 Survey of Futures Studies (3)

LMSF 605 Forecasting Techniques (3)

LMSF 618 Organizational Futures (3)

### M.A. in Organizational Leadership with a concentration in Healthcare Management (9 credit hours)

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

HLTH 606 Managing Change in Healthcare Organizations (3)

GOV 688 Healthcare Policy and Ethics (3)

LAW 743 Health Care Law (3)

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

### (9 credit hours)

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

HRMT 641 Training & Development (3)

HRMT 642 Labor Relations & Collective Bargaining (3)

HRMT 644 Strategic Human Resource Management & Issues (3)

### M.A. in Organizational Leadership with a concentration in Interdisciplinary Studies (9 credit hours)

The Interdisciplinary Studies concentration allows professionals to customize the M.A. in Organizational Leadership degree by taking courses from any school at Regent University provided the electives have an obvious tie to leadership and/or organizational development and the student's advisor concurs with the selection.

### M.A. in Organizational Leadership in concentration in International Organizations (9 credit hours)

Designed to facilitate the effectiveness and impact of those leading in cross-cultural, multinational settings, the International Organizations concentration includes the following School of Business & Leadership concentrations:

LMOL 641 Multinational Organizations (3)

LMOL 642 International Business Law (3)

LMOL 643 Regional Assessment (3)

### M.A. in Organizational Leadership with a concentration in Leadership Coaching & Mentoring (9 credit hours)

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

LDRC 501 Leadership Coaching: Transformations (3)

LDRC 502 Leadership Coaching: Convergences (3)

LDRC 503 Leadership Coaching: Activations (3)

### M.A. in Organizational Leadership with a concentration in Not-for-Profit Management (9 credit hours)

Designed to prepare those seeking to lead not-for-profit organizations by equipping them with essential not-for-profit knowledge, leadership skills, and spiritual wisdom to succeed in not-for-profit professional organizations and their unique work environment:

GOV 693 Managing Not-for-Profit & Faith-Based Organizations (3)

GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3)

GOV 696 Special Topics in Not-for-Profit and Faith-Based Organizations Management (3)

### M.A. in Organizational Leadership with a concentration in Organizational Communication (9 credit hours)

The Organizational Communication concentration provides a solid foundation for achieving organizational objectives through communication strategies, addressing both internal and external audiences. Students take the following courses from the School of Communication and the School of Business & Leadership. Students must coordinate course registration with the School of Communication for COM 600 since the School of Business & Leadership does not oversee School of Communication courses.

COM 600 Communication Ethics & Worldview (3)

LMOL 665 Organizational Communication Theory (3)

LMOL 667 Organizational Communication Methods & Strategies (3)

### M.A. in Organizational Leadership with a concentration in Organizational Development Consulting (9 credit hours)

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

LMOL 611 Consulting Practices (3)

LMOL 612 Organizational Diagnosis & Intervention (3)

LMOL 613 Measurement & Analysis (3)

## *Certificate of Graduate Studies (CGS) in Leadership (15 credit hours)*

The CGS in Leadership is a graduate-level certificate designed to enhance a person's leadership abilities and provide practical application of values-based leadership within a variety of organizations. The certificate is comprised of the first four core courses of the M.A. in Organized Leadership program, a library information research course and a three-credit-hour culminating experience. Students who complete the certificate program and who desire to continue their studies may apply the credits to the M.A. in Organization Leadership if accepted to the program. An additional 18 credit hours of coursework is required to complete the master's degree. The maximum time permitted to complete the CGS is five years. No residency is required for the CGS in Leadership. Students desiring to earn the CGS must complete the following School of Business & Leadership courses:

***Required Courses***

UNIV LIB Information Research & Resources (0)

LMOL 601 Foundations of Leadership: History, Theory, Application & Development (3)

LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (3)

LMOL 604 Motivation, Teams, Coaching & Mentoring (3)

LMOL 605 Organizational Communication, Conflict Resolution & Negotiation (3)

LMOL 609 Culminating Experience (3)

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

## *Certificate of Graduate Studies in Franchising (12 credit hours)*

The CSG in Franchising is a non-degree certificate that provides a solid foundational understanding of all the elements of franchising, preparing the graduate to pursue a wide range of careers in franchising, including franchisee, multi-unit operator, area developer, employee of a franchisor, service provider to the franchising industry, and even franchisor.

FRAN 601 Introduction to Franchising (3)

FRAN 602 Franchise Sales (3)

FRAN 603 Franchise Operations (3)

FRAN 604 Franchise Strategy (3)

# COURSE DESCRIPTIONS

**UNIV LIB Information Research & Resources (0)** In this exploding age of information, it is the objective of the library faculty to prepare graduates to be on the cutting edge of information technology. Information literacy is the ability to effectively access information for problem solving and decision-making; thus, the knowledge and abilities you glean from this course will open doors to lifelong learning. It is imperative for graduate study research. Since the information learned in this course is a vital foundation for all other coursework, its completion is required within the first semester of study. The course takes approximately ten hours to complete.

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

## Master's Courses

**ACCT 601 Auditing (3)** The public accounting profession and the professional standards utilized in providing auditing and other assurance services, and reporting on financial statements.

**ACCT 605 Financial Statement Analysis (3)** Using financial statements to perform a comprehensive analysis of operating performance, cash management, financial position, and earnings management. Non-financial indicators in providing valuation information useful to managers and financial markets.

**ACCT 610 Management Control Systems (3)** Management control process from an accounting perspective and the behavioral considerations involved. Designing, implementing, and using planning and control systems to support a firm's strategy.

**ACCT 611 Managerial Accounting (3)** The use of accounting and other information to assist in strategic and tactical decision making.

**ACCT 615 Not-for-Profit Accounting (3)** Not-for-Profit accounting in the context of fit within the overall business environment of contemporary society. The uses and limitations of financial statements and related information and application of analytical tools in making business and financial decisions.

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

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

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

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

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

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

**FNCE 653 Financial Analysis (3)** Analyze the financial model and operating performance of a company compared to its competitors and market trends to determine the attractiveness of an investment in the company.

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

**FRAN 601 Introduction to Franchising (3)** Franchising business model, including key success drivers of franchises and what businesses work best as franchises. Particular attention to franchise law and differences between franchises and other business models. Choosing the franchise that is right for you.

**FRAN 602 Franchise Sales (3)** Applying industry best practices to grow unit sales (franchise), grow the franchise geographically (area development), and build a successful national or international brand.

**FRAN 603 Franchise Operations (3)** Building operations and financial reporting systems for the national franchise and implementing them consistently across all franchisees.

**FRAN 604 Franchise Strategy (3)** Develop and implement financing techniques to grow the franchise rapidly. Employ real estate development tools for competitive advantage. Evaluate the competitive forces in the industry, staying ahead of technological and institutional trends.

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

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

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

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

**HRMT 643 Performance Management (3)** Investigates principles and current issues in performance management systems and methods.

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

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

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

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

**LDRC 501 Leadership Coaching: Transformations (3)** Prepares the student to understand the coaching process, certification, ethics, coach-client relationships, and to develop a Biblical worldview of coaching. The course is one of three courses [LDRC 501, LDRC 502, LDRC 503] that comprise the concentration in Coaching and is constructed to align with the academic requirements outlined by the International Coach Federation (ICF) portfolio certification track. ICF certification requirements are posted at www.coachfederation.org and require a combination of direct training and mentoring, coaching experience, and other items to receive certification.

**LDRC 502 Leadership Coaching: Convergences (3)** Prepares the student to interact with the coaching client to create awareness of issues and alternatives, design coaching interventions, help the client begin the process of change and help the client monitor progress against goals that were defined in the coaching process. The course is one of three courses (LDRC 501, LDRC 502, LDRC 503) that comprise the concentration in Coaching and is constructed to align with the academic requirements outlined by the International Coach Federation (ICF) portfolio certification track. ICF certification requirements are posted at www.coachfederation.org and require a combination of direct training and mentoring, coaching experience, and other items to receive certification.

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

constructed to align with the academic requirements outlined by the International Coach Federation (ICF) portfolio certification track. ICF certification requirements are posted at www.coachfederation.org and require a combination of direct training and mentoring, coaching experience, and other items to receive certification.

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

**LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (3)** Provides an understanding of organizational structure and organizational life-cycle development. Students learn the role of the leader as an organizational architect. The course examines the role of the Organizational Development (OD) specialist and how leaders intervene in their own organizations, as well as how consultants intervene in other organizations.

**LMOL 603 Organizational Research, Analysis, & Problem Solving (3)** Qualitative and quantitative research methods and data analysis that leaders and consultants use in organizations with particular attention to interview and observation.

**LMOL 604 Motivation, Teams, Coaching & Mentoring (3)** Explores the psychological contract between leader and follower that takes any of many forms between two people or between the leader and small groups. Students study group formation and group development, as well as the intricacies of coaching, mentoring, and discipling. Students study organizational behavior and explore how OB concepts affect leadership effectiveness.

**LMOL 605 Organizational Communication, Conflict Resolution & Negotiation (3)** Examines organizational communication, including dyadic, small group, formal and informal communication, as well as the relationship of communication to organizational satisfaction and effectiveness. In addition, students study how communication defers in leader-member exchange and mass-communication of charismatic leader/large group interaction.

**LMOL 606 Strategic Thinking, Planning & Organizational Change (3)** Compares and contrasts strategic thinking with strategic planning and presents the value of both. Students study the leader's role in organizational change – creating and preventing change, as well as determining the organization's readiness for change. In addition, students explore the reasons for resistance to change and strategies for coping with resistance.

**LMOL 607 Leadership, Technology, Job Design, Socio-technical Systems & Innovation (3)** Technology as the study of tools and methods and explores how leaders help followers interact with tools and methods to accomplish the organization's objectives. This includes job design, human-computer interaction, understanding how new technology should cause current tools and methods to change, and how to help followers through the adoption and diffusion of the innovation process.

**LMOL 609 Culminating Experience (3)** Synthesizes the knowledge and skills learned throughout this program. This experience may be, but is not limited to, a guided project, (i.e., designing a new organization, analyzing an existing major organizational problem and recommending solutions or developing and testing a seminar), a master's thesis or a publishable manuscript. Prerequisite: permission of instructor.

**LMOL 610 Residency (0)** First-year students may attend a May residency event from Thursday evening through Saturday afternoon (2.25 days) in which they will meet and interact with MOL faculty on global leadership issues and participate in the major-speaker events on Friday. See the SBL website for dates. This residency is optional. SBL will cover the costs of hotel rooms and meals one time for MOL students who attend this optional residency.

**LMOL 611 Consulting Practices (3)** Explores consulting as both a process and occupational specialty. Students review common consulting challenges and participate in an ongoing discussion of the role of leadership in developing and guiding strategic change within the consulting industry.

**LMOL 612 Organizational Diagnosis & Intervention (3)** Students focus on the analytical and process skills that will enable them to diagnose and make effective interventions. Particular attention is given to assessing key factors in the change process and examining how proper planning can increase the value of proposed interventions.

**LMOL 613 Measurement & Analysis (3)** Introduces the student to a variety of organizational assessments and audits that measure an organization's success and effectiveness. In addition to looking at such standard measures as customer surveys, communication audits, attitude surveys, compliance audits, MBTI, and FIRO-B, the course examines some general principles of measurement and assessment. Throughout the course, it is assumed that organizational development and improvement requires organizations to monitor, follow-up, and take corrective action against desired outcomes.

**LMOL 616 Futures Studies Tools & Methods (3)** Provides students with knowledge and application of the futurist's tools, including information scanning, force-field analysis, historical analogy, future wheels, and scenario planning. The focus of the course is the pragmatic use of tools that will help organizations envision likely futures.

**LMOL 617 The Future of Leadership (3)** Examines possible new models of leadership that may be used in the future. Concepts include virtual leadership, leadership substitutes, self- leadership, and network leadership.

**LMOL 618 The Future of Organizations & Institutions (3)** Examines innovative potential organizational structures that support the organization's strategies. Structures examined include network, distributed, federation, and spider plant. Students develop new structures and support the likelihood of the structure's use and success. In addition, students examine new forms of organizations that are more effective in multi-cultural and trans-national environments.

**LMOL 641 Multinational Organizations (3)** Examines leadership from a multinational perspective concerning local, regional, and global issues affecting organizational planning and implementation, including cross-cultural differences of individuals, dynamics of international work groups, and motivation. Addresses leadership issues and functions necessary to become effective in a multinational environment.

**LMOL 642 International Business Law (3)** Examines organizations in the international community; their international legal aspects of trade, development, and economic cooperation and their international technical, social, and cultural cooperation.

**LMOL 643 Regional Assessment (3)** Examines the interactive impact on organizational leadership and individual thinking of physical influences such as geography, ecology, and human artifacts with institutional influences such as family, religion, education, media, government, commerce, arts and entertainment, and how this affects those leading in international markets.

**LMOL 665 Organizational Communication Theory (3)** Equips students with a broad scope of organizational communication theories on which they can build effective internal/external communication strategies. Studies will focus on interpersonal communication, group dynamics, non-verbal communication, and organizational communication channels.

**LMOL 667 Organizational Communication Methods & Strategies (3)** Explores the breadth of communication tools available to organizational leaders for instituting change, perception, and organizational growth. Communication vehicles to be examined include Internet, intranet, print and broadcast media, and various presentation forums, as well as the underlying internal and external public relation strategies guiding their proper selection and execution.

**LMSF 602 Survey of Futures Studies (3)** History, theories, practitioners, methods, and issues of long-term forecasting and planning including environmental scanning, scenario development and strategic planning employed by organizational leadership to enhance decision making in view of change and uncertainty.

**LMSF 605 Forecasting Techniques (3)** Surveys traditional forecasting theory and methods. After a consideration of forecasting in general, students learn how to conduct research using both qualitative (secondary sources, interviews, and questionnaires) and quantitative (data analysis, numerical forecasting, and trend decomposition) methods. They also apply critical thinking skills to existing forecasts. Prerequisite: LMSF 602.

**LMSF 618 Organizational Futures (3)** Examines the future of organizations and institutions in postmodern contexts. Students explore strategic leadership roles within organizations related to the functions of strategic thinking, knowledge creation, competitive business intelligence, and strategic foresight. In addition, students examine new forms of organizations that are more effective in multi-cultural and trans-national environments. Prerequisite: LMSF 602 or permission of the instructor.

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

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

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

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

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

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

**MBA 640 Managing People (3)** The foundational theory, principles, and skills by which a senior executive leads the people in the organization.

**MBA 645 Managing Organizations (3)** Running a business from the perspective of a general manager of either a business unit or the whole organization. Executing the firm's plan and coordinating every aspect to achieve company goals.

**MBA 650 Accounting (3)** Specific accounting issues relate to financial statement reporting, revenue and expense determination, asset classification and sources of capital.

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

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

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

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

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

**MKTG 633 Public Relations, Media Management, & Crisis Communications (3)** Theory and practice of public relations for the business professional.

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

**MKTG 635 Contemporary Issues in Marketing (3)** A unique forum to engage, study and understand the development of topical issues and emerging trends in marketing practice.

## Doctoral Courses

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

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

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

**LDSL 721 Leadership Communications (3)** Leadership process and the communication involved, enhancing students' skills and fostering more effective and authentic collaboration. Interweaves current scholarship and trends with historical perspectives on leadership.

**LDSL 722 Leaders and Followers (3)** Strategic leadership as it explores the insights and tools of followers in effective partnership with leaders.

**LDSL 723 Leadership Theory (3)** The history of leadership theory and research to understand the pattern of exploration and the future path of the study of leadership.

**LDSL 724 Culture & Values (3)** The role of personal and organizational values on the development of ethics and codes of conduct in multiple cultures around the globe.

**LDSL 725 Leadership Faith & Ethics (3)** The intersection between faith and ethics, the formation of ethical frameworks, and how faith, informed by religious principles and teachings, instructs ethics.

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

**LDSL 727 Global Leadership (3)** Understanding of global issues and the significance of global leadership competencies.

**LDSL 730 Leadership Analytics (3)** Effective decision-making, using data, analysis, and systematic reasoning to improve efficiency, risk-management, and profits.

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

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

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

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

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

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

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

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

**LDSL 742 Global Futures (3)** The 21st century economy's development as interconnected parts, particularly on economic outcomes for the global South. Examines baseline forecasts of regions or countries and uses computer models to generate alternative scenarios in demographic, environmental, economic and socio-political domains.

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

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

**LDSL 751 History & Theory (3)** History and theory of leadership coaching as a profession, leadership skill set, and tool for behavioral and organizational change.

**LDSL 752 Skills & Assessments (3)** Coaching tools such as individual and organizational assessments, utilization of an assessment in a peer coaching assignment, and development and delivery of a training seminar for teaching coaching skills to leaders.

**LDSL 753 Organizational Initiatives (3)** Leadership coaching as an organizational initiative.

**LDSL 754 Advanced Coaching (3)** Applies developed coaching skills externally in a 360 leadership coaching assessment and engagement. Implements coaching skills, use of assessment and coaching plans in a leader-to-leader human capital assignment.

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

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

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

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

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

**LDSL 861 DSL Project (3)** DSL project work. Prerequisites: Successful completion of the integrative paper and formal approval of the DSL project topic.

**LDSL 862 DSL Project (3)** DSL project work. Prerequisites: Successful completion of the integrative paper and formal approval of the DSL project topic.

**LDSL 863 DSL Project (1)** DSL project work. Prerequisites: Successful completion of the integrative paper and formal approval of the DSL project topic.

**LHRD 761 Human Resource Development (3)** Theories and models of considering human agents as resources in organizations and an historical expedition of the construct of human development from a social cognitive perspective.

**LHRD 762 Autonomous Learning & Human Resource Development (3)** The facilitation of learning from the perspectives of the learner as well as the facilitator will be investigated in concert with the personal and organizational implications for the learning endeavor.

**LHRD 763 Design of Adult Learning Communities (3)** Construction and implementation of HRD practices and procedures from individual, group and team perspectives.

**LHRD 764 Ethical Human Resource Development (3)** Ethical considerations and the operational definitions of ethics as a universal construct.

**LHRD 785 Seminar: Learner Centered Leadership & Human Resource Development (3)** Current topics and trends in learner centered leadership and human resource development. Students must present a paper developed in the seminar at an academic conference, either in person or virtual.

**LPEC 761 Ecclesial Leadership Theology & Philosophy (3)** Theological and philosophical developments in ecclesial leadership theories, models, praxis and research.

**LPEC 762 Historic Research & Ecclesial Leadership (3)** Historic research methodologies, the origins and historic developments of ecclesial leadership, and key differences in ecclesial organizational and leadership traditions.

**LPEC 763 Ecclesial Organizational Design & Leadership Development (3)** Ecclesial organizational designs, traditions and practices in leadership formation, principles of leadership legitimacy and ordination processes.

**LPEC 764 Spiritual Formation & the Ecclesial Leader (3)** Christian spirituality, organizational spirituality, communal formation, ecclesial spirituality, and the spiritual formation of the ecclesial leader.

**LPEC 785 Seminar: Contemporary Challenges & the Future of Ecclesial Leadership (3)** The contemporary challenges that ecclesial organizations and leaders face, eschatological visions of ecclesiology and leadership, emerging theologies of ecclesial leadership, and Biblical and historic models of ecclesial foresight.

**LPEN 768 Theoretical Foundations of Leading Entrepreneurial Ventures (3)** The international entrepreneurship concept in the overall context of organizational culture involving the international market orientation, the international learning orientation, the international innovation propensity, the international risk attitude, the international networking orientation, and the international motivation.

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

**LPEN 770 Theories of the Firm in Developing Economies (3)** The nature of the most fundamental aspects of the market process—entrepreneurial activity. The dynamic relationships between firms, markets, the organization of the firm, and culture in emerging economies.

**LPEN 771 Entrepreneurial Strategies to Lead Technological and Innovational Change (3)** The environment and its influence upon corporate entrepreneurship including the radically changing internal organizational behavior patterns that enhance creative corporate activity, enhance the innovative abilities of employees, and increase corporate success.

**LPEN 785 Seminar: Global Entrepreneurial Activity (3)** The process of global business incubation and the facilitation of investors, professional service providers, and other entrepreneurs to include more than 500 million adults worldwide annually engaged in some form of entrepreneurial activity from a phenomenological perspective.

**LPHD 723 – LPHD 726 Special Topics in Organizational Leadership (3/each)** Upon approval of a Ph.D. faculty member, enroll in one or all of the LPHD special topics courses so as to conduct independent, original research and study under the guidance of a doctoral professor. Students work with the professor to determine the outcome of the course, which may include, but not be limited to a conference paper on a leadership or organizational topic, publishable journal paper, or other research project that is mutually beneficial to both the student and professor. LPHD 723-726 may not be used to conduct dissertation research or preliminary testing of the dissertation work unless the preliminary work is sufficiently different from the dissertation to insure that the special topic independent work provides a deeper understanding of a content or research topic.

**LPHD 750 Orientation (0)** Covers the format, structure, and flow of the Ph.D. in Organizational Leadership program and contains workshops on research, dialogue/discussion, writing, exegesis, epistemology, and statistical analysis.

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

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

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

**LPHD 754 Quantitative Analysis Methods (3)** The purpose, rationale, and application of quantitative data analysis methods, including descriptive statistics, parametric and nonparametric analyses of differences and relationships, and factor analysis.

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

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

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

**LPHD 759 Capstone (0)** A zero-credit course covering the dissertation process, comprehensive exams, and conference presentation skills.

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

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

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

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

**LPHD 861 Dissertation Research (3)** Ph.D. dissertation work. Prerequisites: Successful completion of the comprehensive examination and approval of the dissertation topic.

**LPHD 862 Dissertation Research (3)** Ph.D. dissertation work. Prerequisites: Successful completion of the comprehensive examination and approval of the dissertation topic.

**LPHD 863 Dissertation Research (3)** Ph.D. dissertation work. Prerequisites: Successful completion of the comprehensive examination and approval of the dissertation topic.

**LPHD 864 Dissertation Research (3)** Ph.D. dissertation work. Prerequisites: Successful completion of the comprehensive examination and approval of the dissertation topic.

**LPHD 865 Dissertation Research (1)** Ph.D. dissertation work. Prerequisites: Successful completion of the comprehensive examination and approval of the dissertation topic.

**LPOL 761 Organizational Culture & Climate (3)** Organizational culture and climate with emphasis on organizational values and the effect of the leader on culture and climate.

**LPOL 762 Followership (3)** Followers in the leader-follower relationship with particular focus on recent and emerging research trends.

**LPOL 763 Organizational Spirituality (3)** Organizational spirituality, the emerging use of organizational chaplains, expressions of spirituality in the organization, and the impact on culture and climate.

**LPOL 764 Organizational Communication (3)** Organizational communication theories and research to understand the attributes and impact of communication in organizations.

**LPOL 785 Seminar: Trends in Organizational Leadership Research (3)** Current topics and trends in organizational leadership research. Students must present a paper developed in the seminar at an academic conference, either in person or virtual.

# THE FACULTY

The school's international cadre of faculty members is comprised of distinguished academicians and skilled practitioners from around the world, providing a truly global perspective on business and leadership. The date listed by each faculty member's name indicates the year in which he or she began employment with Regent University.

## Full-Time Faculty

**Cabanda, Emilyn** (2008), Ph.D., Monash University, Australia

**Fields, Dail** (1999), Ph.D., Georgia Institute of Technology

**Firestone, Steve** (2015), Ph.D., Northcentral University

**Gomez, Doris** (2004), Ph.D., Regent University

**Mulford, John E.** (1982), Ph.D., Cornell University

**Oster, Gary** (2005), DSL, Regent University

**Osula, Bramwell** (2002), Ph.D., University of Waterloo

**Patterson, Kathleen** (2003), Ph.D., Regent University

**Redmer, Timothy** (1982), Ph.D., Virginia Commonwealth University

**Stone, A. Gregory** (1995), Ph.D., Indiana University

**Winston, Bruce** (1991), Ph.D., Virginia Commonwealth University

## Part-Time Faculty

**Bocarnea, Mihai** (1995), Ph.D., Regent University

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# SCHOOL OF COMMUNICATION AND THE ARTS

## DEAN'S MESSAGE

The vision of Regent's School of Communication and the Arts is to provide the most innovative academic and professional graduate program in communication and the arts that will transform the world for the Kingdom of God. We seek artists, professionals and scholars who will be equipped with the academic and professional skills in media and the performing arts to become leaders in their respective fields. Our faculty members are eager to provide an exemplary educational experience in some of the finest facilities available. As a student, you will enjoy an advanced learning environment in strategic communication, journalism, film, theatre and television. We also offer a doctoral program in communication studies. While you work to earn your degree with us, we want to help you grow spiritually, intellectually and professionally, and achieve excellence in your chosen field. If God is calling you to develop and use your talents and scholarship in the field of communication and the arts, you have an opportunity at Regent University.

Mitch Land, Ph.D.
*Dean*

## CONTACT INFORMATION

Application forms may be downloaded from the website, or obtained by mail. To request your application packet, contact:

| *Application forms may be downloaded from the website, or obtained by mail. To request your application packet, contact:* | *For questions concerning the School of Communication and the Arts, please contact the School directly at:* |
|---|---|
| Enrollment Support Services<br>Regent University<br>1000 Regent University Drive<br>Virginia Beach, VA 23464-9800<br>757.352.4127 or 800.373.5504<br>Fax: 757.352.4381<br>E-mail: admissions@regent.edu<br>Website: www.regent.edu/admissions | Admissions Office<br>School of Communication & the Arts<br>Regent University<br>1000 Regent University Drive<br>Virginia Beach, VA 23464-9800<br>757.352.4243<br>Fax: 757.352.4394<br>E-mail: comschool@regent.edu<br>Website: www.regent.edu/communication;<br>http://www.regent.edu/admissions/application.html |

## MISSION AND PHILOSOPHY

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

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

## DISTINCTIVES OF THE SCHOOL

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

- *Integration of Faith and Learning*: Our goal is to provide education for those seeking to integrate their Christian faith with their knowledge of communication and the arts and their communication skills.
- *Cultural Relevance and Impact on Society*: Our unique focus is to study the influence of communication and the arts on society and to teach Christians how to produce high-quality media content.

- *International Influence*: We actively seek to educate international students who desire to use pro-social entertainment to promote Biblical values and beliefs in their home nations.
- *Innovation*: We pursue innovative learning in communication and the arts through our use of new communication technologies for media production and distance education.
- *Reputation and Heritage*: As the founding School of Regent University, we have been privileged to benefit from the excellent reputation of CBN and its affiliated ministries for Biblically inspired communication, high-production quality and media professionalism.

## FINANCIAL AID

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

The School offers financial assistance to degree-seeking students who are able to demonstrate academic excellence (minimum undergraduate GPA of 3.2), leadership potential and need. Financial aid offered by the School is in the form of graduate teaching/research assistantships, endowed scholarships and grants. Contact the Admissions Office for applications and additional information. Contact Central Financial Aid for information regarding private loans, federally guaranteed loans, University-wide scholarships and TGAP. The School assists some doctoral students with both fellowships and scholarships. All doctoral applicants are automatically considered for both fellowships and scholarships, although fellowships are normally reserved for on-campus students. Military students who receive tuition assistance through DANTES may be eligible to receive a tuition discount. For complete information, refer to the following website: www.regent.edu/acad/schcom/academics/financialaid/.

## PROGRAM OVERVIEW

Regent University School of Communication & the Arts offers certificates of graduate studies, as well as masters and doctoral programs:

- **Certificate of Graduate Studies.** We offer a certificate of graduate studies in Theatre Practices. Certificate students can matriculate into the M.A. in Theatre degree program.
- **Master of Arts in Film-Television (M.A.).** We offer three concentrations in the M.A., including production, script writing and producing (online only). Students complete a directed project or portfolio to meet degree requirements**.**
- **Master of Arts in Communication (M.A.).** We offer two concentrations within the M.A. in communication, which are strategic communication and political communication. Students can choose a directed study or thesis option.
- **Master of Arts in Journalism (M.A.).** We offer a curriculum that includes courses in theory, broadcast, print and the Internet. Students can choose a directed project or thesis option.
- **Master of Arts in Theatre (M.A.).** The Master of Arts in Theatre requires the thesis as the culminating experience. Please note that the practical course options require at least a summer residency, yet the M.A. in Theatre can be completed entirely online.
- **Master of Fine Arts (MFA) in Film-Television**. The MFA is a terminal degree that places more emphasis on skills and performance than on original research. We offer a major in Film-Television with concentrations in Script & Screenwriting, Directing, and Producing. The goal of this program is to prepare graduates to become leaders who will be creative communicators or artists. These programs provide a select number of students the opportunity to refine their creative abilities as media professionals, as teachers of script and screenwriting or producers and directors. Students must complete a portfolio project or a thesis/creative project.
- **Master of Fine Arts (MFA) in Acting.** The second MFA degree is offered by the Department of Theatre Arts; this is the Master of Fine Arts in Acting with two concentrations, directing or general. The goal of this program is to prepare graduates to become leaders who will be creative communicators or artists. These programs provide a select number of students the opportunity to refine their creative abilities as media professionals, as teachers of script and screenwriting or actors and directors. Students must complete a portfolio project or a thesis/creative project.
- **Doctor of Philosophy (Ph.D.) in Communication**. The degree of Doctor of Philosophy at Regent University is awarded in recognition of high attainment in a special field of knowledge. Ph.D. students must pass the qualifying examination for the Ph.D. degree and present an acceptable dissertation within their field of study which presents the results of independent, original research. The degree program's emphasis is on preparation for competent professional and scholarly performance. The Ph.D. in Communication program

enables students to conduct pure and applied research in all areas of study offered in the School. The strengths and research interests of current faculty determine original research projects. Students develop their coursework in consultation with their doctoral advisor/Senior Tutor.

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

## JOINT DEGREES

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

## CAREER OBJECTIVES

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

## STUDENT PROFILE

Students of varying ages and nationalities pursue graduate degrees in the School of Communication & the Arts. The average student age is 34 with 10 percent being international.

## ADMISSIONS REQUIREMENTS

See the Admission to Regent University section of this Catalog for admissions requirements. In addition, applicants must meet the criteria indicated on the School of Communication & the Arts website: www.regent.edu/acad/schcom/admissions.

CAMPUS VISITS

Call the Communication/Arts Admissions Office at 888.777.7729 to arrange a visit or attend one of our Regent Preview Weekends held twice a year. For more information, log onto visit.

CONTACT INFORMATION

School of Communication & the Arts
Office of Admissions, DIV 270
1000 Regent University Drive
Virginia Beach, VA 23464-9800

Phone: 888.777.7729 or 757.352.4243
FAX: 757.352.4394
Email: comadmissions@regent.edu

## DISTANCE EDUCATION

The School offers four degrees online: M.A. in Communication, M.A. in Film-Television with a concentration in Producing, M.A. in Journalism, and M.A. in Theatre. Full documentation of the programs as well as online application forms can be obtained at www.regent.edu/communication. Students should carefully review specific programs to determine which classes are available online, since some courses are only offered on campus.

## COMPUTER REQUIREMENTS

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

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

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

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

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

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

## DEGREE PROGRAMS

The School of Communication & the Arts offers the following fully accredited master of arts and doctoral programs.

### *Department of Strategic Communication and Journalism*

The Department of Strategic Communication and Journalism offers both Master of Arts and Doctor of Philosophy degrees: M.A. in Communication, M.A. in Journalism, and Ph.D. in Communication.

Students pursuing the Master of Arts in Communication with the Strategic Communication or Political Communication concentration focus their attention on the strategies used to create persuasive communication with Biblically based values, beliefs and behaviors that promote public health, education, environmental safety, political issues, peace, reconciliation, public policy, and other socially beneficial goals within the context of a global media environment. Courses will engage students in studies that incorporate current theory, research and practical applications in the study of strategic communication. The programs in the Department of Strategic Communication and Journalism are designed for graduate students who have a strong background in the humanities and the arts and who desire to advance their knowledge and expertise to prepare themselves for positions of leadership in the media industries, educational and religious institutions, and emerging centers for strategic communication.

# Master of Arts (M.A.)

## M.A. in Communication Program

(Program delivered face-to-face with some online component or entirely online.)

### M.A. in Communication with a concentration in Strategic Communication

The M.A. in Communication degree with a concentration in Strategic Communication is a 33 credit hour program that can be completed entirely online or can be taken on campus with both online and residency components.

*Required Courses (30 credit hours)*

COM 507 Social Media & Internet Marketing (3)
COM 542 Multiplatform Writing (3)
COM 600 Story, Popular Culture & Worldview (3)
COM 601 Media Research & Analysis (3)
COM 610 Influence through Entertainment (3)
COM 614 Issues in Media Law & Ethics (3)
COM 628 Leadership Theory & Communication (3)
COM 636 Critical Approaches to Strategic Communication (3)
COM 651 Public Relations: Cases & Campaigns (3)
COM 652 Crisis Communication & Organizational Image (3)

Required Capstone Course (3 credit hours): Students will choose one of the following capstone courses as a culminating experience during their final semester:
COM 696 Directed Project (3)
COM 699 M. A. Thesis (3)

### M.A. in Communication with a concentration in Political Communication

The M.A. in Communication degree with a concentration in political communication is an interdisciplinary concentration 33 credit hour program that can be completed entirely online or can be taken on campus with both online and residency components. It requires 60% of the coursework to be taken in COM and 40% to be taken in GOV. Students who don't possess an undergraduate degree in Mass Communication, Public Relations, Journalism or a similar discipline will also be required to initially complete an additional 1 credit course – COM 504 Introduction to Graduate Communication Studies.

Required Courses (15 Credit Hours)
UNIV LIB Information Research & Resources (0)
COM/JRN 600 Story, Popular Culture & Worldview (3)
COM/JRN 601 Media Research & Analysis (3)
COM 611 Media and Social Influence (3)
GOV 604 Christian Foundations of Government (3)
GOV 614 American Politics (3)

Plus 15 hours of electives:
9 hours of COM or JRN electives

Plus Government Elective Group: Two classes (6 hours) from the following list:
GOV 615 Economic Policy (3)
GOV 625 International Relations Theory (3)
GOV 658 American Political Thought (3)
GOV 675 Special Topics (Subject to department approval) (3)
GOV 677 Terrorism and Homeland Defense (3)
GOV 678 Crisis/Disaster Consequence Management (3)
GOV 688 Healthcare Policy & Ethics (3)

Required Capstone Course (3 credit hours): Students will choose one of the following capstone courses as a culminating experience during their final semester:
COM 595 Internship (3 hours) / or GOV 695: Internship (3)
COM 696 Directed Project (3)
COM 699 Thesis (3)

## M.A. in Journalism Program

(Program delivered face-to-face with some online component or entirely online.)

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

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

Students pursuing the 33 credit-hour Master of Arts in Journalism focus their attention on reporting, writing, and distributing news and information through a converged global media environment. Attention will be focused on developing knowledge and expertise in using the multimedia platforms employed by the news media industry, including web-based and mobile communication technologies. Graduates will be able to produce audio and visual content for dissemination through radio, television, mobile phones, smart pads, personal computers, and other mobile

communication devices. By combining narrative techniques and refined writing skills with technical proficiency, graduates will prepare themselves for positions of leadership and expertise across all sectors of the news media industry.

The M.A. in Journalism program consists of 10 core courses and a capstone course that serves as the culminating experience. Courses can be completed entirely online or on campus with both online and residence components.

Required Courses (30 credit hours)
JRN 507 Social Media & Internet Marketing (3)
JRN 550 Journalism Technology Tools (3)
JRN 600 Story, Popular Culture & Worldview (3)
JRN 601 Media Research & Analysis (3)
JRN 610 News Writing & Reporting (3)
JRN 613 Feature Writing & Specialty Reporting (3)
JRN 614 Issues in Media Law & Ethics (3)
JRN 628 Leadership Theory & Communication (3)
JRN 633 Multimedia Reporting & Mobile Field Production (3)
JRN 661 Community, Citizen & Civic Journalism (3)

Required Culminating Capstone Course (3 credit hours)

Students must choose one of the following capstone courses for their culminating experience during their last semester of enrollment:

JRN 696 Directed Project (3)
JRN 699 Thesis (3)

# Doctor of Philosophy (Ph.D.)

## Ph.D. in Communication Program

(Program delivered face-to-face with some online components.)

The degree of Doctor of Philosophy at Regent University is awarded in recognition of high attainment in a special field of knowledge. Ph.D. students must pass the qualifying examination for the Ph.D. degree and present an acceptable dissertation within the field of communication study which presents the results of independent original research. The degree program's emphasis is on preparation for competent professional and scholarly careers. The Ph.D. in Communication program enables students to conduct basic or applied research in all areas of study offered in the School. The strengths and research interests of current faculty determine original research projects. Students develop their coursework in consultation with their doctoral advisor. The program can be completed online with annual one-week residency periods.

The doctoral program in communication is designed to prepare a select number of students to enter either the teaching profession or to fill research and top-level administrative roles in organizations in need of highly educated professionals. The goal of the program is to develop scholars who are able to integrate a Christian worldview with their chosen areas of expertise and teaching. A primary goal of the program is to prepare graduates to become Christian leaders who will contribute to communication research, writing, and scholarship.

**Doctoral Program Model & Philosophy**

The doctoral program in Communication is designed after the Oxford Teaching Method, founded at Oxford University. The adaptation of the Oxford Method in the School of Communication & the Arts has three basic components: online and on-campus coursework and week-long residencies, special lectures and scholarly presentations by faculty and doctoral students, and regular meetings with faculty. Each doctoral student is assigned a doctoral advisor who serves as the student's mentor. In addition to the three traditional components of the Oxford Method, we have added a fourth component: teaching and research mentoring. Doctoral students will have opportunities to assist faculty with teaching and research. The four major components of the doctoral program are described below.

1. Formal Coursework:

A total of 8 core courses totaling 24 credit hours are required for all doctoral students. These courses are administered through an online program that can be accessed from anywhere in the world. In addition to these core courses, elective courses and seminars are also offered. Both on-campus and online students take these courses together through our online Blackboard system. In addition, at least two modular courses and summer doctoral courses that include one full week of face-to-face interaction with professors will be offered each year.

2. Special Lectures and Presentations:
   Each year special lectures and scholarly presentations will be offered by faculty members and doctoral students on specific areas of research in which they are engaged. These lectures and presentations will be given on campus and made available online.

3. Meetings with Faculty:
   Each doctoral student will meet with his/her doctoral faculty members on a regular basis. These meetings may be in small groups and/or one-on-one. During these meetings students will discuss their research and writing projects with the doctoral faculty and other doctoral students. These meetings will be held during the fall and spring semesters.

4. Teaching and Research Collaboration:
   Doctoral students will be given the opportunity to collaborate with faculty on teaching classes and conducting scholarly research. Students can receive doctoral credit for this collaboration by enrolling in COM 791 Doctoral Mentoring: Pedagogy (1-3) or COM 792 Doctoral Mentoring: Research & Writing (1-3). Since students are both online and on campus, both distance and on campus students may be involved in teaching and research collaboration.

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

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

1. The completion of all core courses and additional courses required by the student's doctoral committee. While the number of hours is dependent on a student's individually approved degree program developed in conjunction with his or her doctoral advisor, ordinarily no more than 52 credit hours and no less than 44 credit hours are required of an individual student.
2. COM 700 Introduction to Doctoral Studies in Communication, which is offered on campus and is taken the summer before the first full semester of doctoral coursework.
3. Completion of 12 credit hours of doctoral research courses listed below. Students must take all three (3) research courses and must demonstrate their research competence in the methodology they plan to use in their dissertation research. (Students who have not previously taken a graduate-level research methods course may, upon faculty review, be required to take an appropriate remedial course.)
   - COM 701 Communication Research: Historical/Critical Methodologies
   - COM 702 Communication Research: Quantitative Methodologies
   - COM 703 Communication Research: Qualitative Methodologies
   - COM 704 Communication Research: Applied Methods
4. Completion of three additional mandatory doctoral courses listed below:
   - COM 705 Advanced Communication Theory
   - COM 708 History of Communication
   - COM 709 Theology & Communication
5. Completion of at least 3 credit hours of graduate seminar coursework (COM 685/785). The maximum number of this type of course is dependent upon the student's individual program. Students must pass all sections of the two-day qualifying examination following the completion of their coursework. The first part examines the student's knowledge of the whole field of communication and the ability to think in broad research terms. It is interdisciplinary in nature and based in part on material covered in the mandatory doctoral courses. The second part of the qualifying examination covers the student's major field of study (and minor area of study if so chosen). The field-specific portion of the qualifying examination will also cover the research methodology area (COM 701, COM 702, COM 703, and COM 704) that the student plans to employ in his or her dissertation research.

6. Dissertation. A candidate for the Ph.D. degree must present an acceptable dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known, or present a significant interpretation of the subject based upon original investigation and research.
7. Elective Courses: In addition to the 27 cr/hrs of required coursework noted above, students complete the remaining 17 hours of coursework by taking elective courses and up to 4 dissertation research credit hours (COM 785). Recommended elective courses include COM 707, COM 710, COM 730, COM 791 and COM 792.

### *Design of the Program*

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

Each student's program of study, which ordinarily must be completed within seven (7) years from admittance, is developed in conjunction with and guided by an individually assigned doctoral advisor/mentor chosen from faculty members whose expertise relates to the student's expressed goals and interests. The structure of the doctoral student's individual program of study will be dependent upon the student's special interest in the broad field of communication study and topics for research must focus on original research. Other than the dissertation study area, each student's program will incorporate a combination of the three types of courses: (1) required doctoral courses as previously outlined, (2) graduate/doctoral seminars, and (3) elective graduate courses (600 or 700 level courses) in the School of Communication and the Arts that are theory and research-based courses. Performance courses will not be approved for inclusion in a student's doctoral program coursework.

### *Admission to Candidacy*

Admission to the doctoral program DOES NOT constitute a student's admission to candidacy for the Ph.D. degree. Admission to candidacy is contingent upon:

1. Successful completion of all coursework, with a minimum of a B average (3.0 GPA);
2. Successful completion of both portions of the qualifying examinations;
3. Meeting the residency requirement for the track in which the student is accepted into the program;
4. Recommendations by the student's doctoral committee/mentor(s); and
5. The approval vote of the doctoral faculty committee and the faculty of the School.

### *Residency*

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

All doctoral students must attend a 3-credit hour on-campus seminar, COM 700 Introduction to Doctoral Studies in Communication, scheduled for one week in the summer before the student's first fall term of study. This seminar is a daily, intensive reading/lecture/writing course in the field of communication studies. The course also is designed to orient students to the doctoral program, the School's faculty, and doctoral-level study in the communication field.

Doctoral students have a seven-year limit within which they are normally expected to complete all requirements for the Ph.D. degree. Doctoral course offerings are normally on an 18-month rotation so that full-time students can complete their required coursework in a 24 to 36 month time period.

## *Department of Film-Television*

The department, in addition to the MFA degree presented in another section below, offers the M.A. in Film-Television with concentrations in Production, Script-Writing, and Producing (online only). Production facilities are made available to all film-television students. The department is committed to providing ample equipment and facilities for student use as well as an outstanding production experience. Each year the department funds a number of student-led films that have a

pro-social theme or redemptive message. Students are welcome to self-fund other projects of their own interest that reflect the mission and vision of the School. The resources of the Department of Film-Television include a fully equipped television studio, a film sound stage, non-linear editing suites, an animation lab and digital audio post-production facilities.

## M.A. in Film-Television Program

The M.A. in Film-Television requires 30 credit hours.

***Areas of Study***
There are three concentrations for film-television students: 1) production, 2) script writing, and 3) producing (online only).

### M.A. in Film-Television with a concentration in Producing
(Concentration delivered entirely online.)

The producing concentration is designed for students who desire to work in the producing and executive sectors of the entertainment industry. Students take a series of courses that cover the theoretical as well as practical side of how the media industry works and what it means to be a producer and leader. Students seeking this option are required to complete a Business plan as a culminating project. Students take the following 30 credits of online courses.

*Required Courses*
UNIV LIB Information Research and Resources (fee only) (0)
CTV 522 The Development Process (1)
CTV 523 Production Management (2)
CTV 524 Role of the Producer (2)
CTV 528 Production Strategies (2)
CTV 580 Practicum (1)
CTV 604 Redemptive Film (3)
CTV 609 Topics in the Critical Study of Film-Television (3)
CTV 612 Legal Issues (2)
CTV 636 Finance, Marketing, & Distribution (3)
CTV 643 The Business of Film (2)
CTV 644 The Production Company (1)
CTV 696 Directed Project (2)
SSW 510 Story Structure for Stage & Screen (3)
SSW 514 Writing for Television (3)
Or
SSW 614 Topics in Screenwriting (3)

### M.A. Film-Television with a concentration in Production
(Concentration delivered entirely face-to-face.)

This concentration is designed to equip the student in all aspects of production, from "script to screen." Students will take courses in production as well as critical analysis of film and television, specifically from the viewpoint of how film can be redemptive. Students seeking this option are required to complete a directed project as a culminating experience. Students take 30 credit hours of the following required courses:

*Required Courses*
UNIV LIB Information Research and Resources (fee only) (0)
CTV 502 Film-Television Equipment Workshop (1)
CTV 505 Aesthetic for the Contemporary Communicator (3)
CTV 527 The Production Process: Script to Screen (3)
CTV 530 Directing Single Camera for Film-Television (3)
CTV 531 Producing & Directing for Multi-Camera (3)
CTV 547 Lighting & Cinematography (3)

CTV 557 Aesthetics & Techniques of Editing (3)
CTV 604 Redemptive Film (3)
CTV 638 Advanced Production (1)
CTV 658 Sound Production & Design (3)
CTV 696 Directed Project (1)
SSW 512 Writing the Short Film (3)

### M.A. in Film-Television with a concentration in Script Writing

(Concentration delivered entirely face-to-face or entirely online.)

The script writing concentration is designed for students who want to increase their writing skills to advance their careers as writing professionals for film, television or theatre. Those interested in writing for the stage are encouraged to develop potential for screenwriting skills and vice versa. This degree concentration is available on campus and online.

*Required Courses*
UNIV LIB Information Research and Resources (fee only) (0)
CTV 505 Aesthetics for the Contemporary Communicator (3)
CTV 604 Redemptive Film (3)
CTV 609 Topics in the Critical Study of Film-Television (3)
SSW 502 Writing Tools (1)
SSW 510 Story Structure for Stage & Screen (3)
SSW 511 Playwriting (3)
SSW 512 Writing the Short Film (3)
SSW 514 Writing for Television (3)
SSW 612 Feature Film Writing (3)
SSW 614 Topics in Screenwriting (3)

Required Capstone course (2 credit hours): Students will choose one of the following capstone courses as a culminating experience during their final semester:
CTV 696 Directed Project (2)
CTV 698 Portfolio (2)
CTV 699 Thesis (2)

In addition to the M.A. in Film-Television above, the department offers the Master of Fine Arts (MFA) in Film-Television with concentrations in directing, producing and script & screenwriting. The MFA is a terminal degree that places more emphasis on skills and performance than on original research. Production facilities are made available to all film-television students. The department is committed to providing ample equipment and facilities for student use as well as an outstanding production experience. Each year the department funds a number of student-led films that have a pro-social theme or redemptive message. Students are welcome to self-fund other projects of their own interest that reflect the mission and vision of the School. The resources of the Department of Film-Television include a fully equipped television studio, a film sound stage, non-linear editing suites, an animation lab and fully digital audio post-production facilities.

All film-television students are required to complete the film-television equipment workshop, CTV 502. This course is required before students will be permitted to check out Regent owned equipment for media projects. This course covers video camera, grip/electric, sound basics, laptop proficiency, set operations and film camera.

## MFA in Film-Television with a concentration in Directing

(Concentration delivered entirely face-to-face.)

The MFA in CTV degree with a concentration in Directing is based on the unique nature of Regent University and its mission. Each student accepted into the MFA Directing concentration will be challenged to grow academically, professionally and spiritually. Academically, the concentration is devoted to applying current knowledge, research and skills in Film-Television to train directors for film, television and converged media. Specific areas within the directing focus are determined by the strengths of current faculty. The concentration is administered and shaped to help students integrate their Christian faith with their chosen media of expression.

The program of study requires students to complete a minimum of 44 credit hours of coursework, workshops, practica and a portfolio.

***Required Courses*** for the MFA concentration in Directing (44 credit hours)
UNIV LIB Information Research and Resource (fee only) (0)
CTV 502 Film-Television Equipment Workshop (1)
CTV 530 Directing Single Camera for Film-Television (3)
CTV 531 Producing and Directing for Multi-Camera (3)
CTV 547 Lighting & Cinematography (3)
CTV 557 Aesthetics & Techniques of Editing (3)
CTV 604 Redemptive Film (3)
CTV 609 Topics in the Critical Study of Film-Television (3)
CTV 630 Advanced Directing for Film-Television (3)
CTV 638 Advanced Production (3)
CTV 640 Directing Actors for the Camera (3)
CTV 658 Sound Production & Design (3)
CTV 680 Practicum (1)
CTV 698 Portfolio (3)
SSW 510 Story Structure for Stage & Screen (3)
SSW 514 Writing for Television (3)
SSW 612 Feature Film Scriptwriting (3)
Students accepted into the MFA degree program and found not to have a sufficient coursework or knowledge of aesthetics may be additionally required to take CTV 505 Aesthetics for the Contemporary Communicator.

## MFA in Film-Television with a concentration in Producing

(Concentration delivered entirely face-to-face.)

The MFA concentration in Producing is based on the unique nature of Regent University and its mission. Each student accepted into the MFA Producing concentration will be challenged to grow academically, professionally and spiritually. Academically, the concentration is devoted to applying current knowledge, research and skills in Film-Television to develop producers for film, television and converged media. Specific focus areas within the producing concentration are determined by the strengths of current faculty. The concentration is designed and administered to help students integrate their Christian faith with their chosen media of expression.

The program of study requires students to complete a minimum of 44 credit hours of coursework, workshops, practica and a portfolio.

***Required Course*s** for the MFA concentration in Producing (44) credit hours):
CTV 502 Film-Television Equipment Workshop (1)
CTV 525 The Business of Film-Television (3)
CTV 527 The Production Process: Script to Screen (3)
CTV 531 Producing and Directing for Multi-Camera (3)
CTV 557 Aesthetics & Techniques of Editing (3)
CTV 604 Redemptive Film (3)
CTV 609 Topics in the Critical Study of Film-Television (3)
CTV 627 Scheduling & Budgeting for Film-Television (3)
CTV 636 Financing, Marketing & Distribution (3)
CTV 638 Advanced Production (3)
CTV 658 Sound Production & Design (3)
CTV 680 Practicum (1)
CTV 698 Portfolio (3)
SSW 510 Story Structure for Stage & Screen (3)
SSW 514 Writing for Television (3)
SSW 612 Feature Film Scriptwriting (3)
Students accepted into the MFA degree program and found not to have a sufficient coursework or knowledge of aesthetics may be additionally required to take CTV 505 Aesthetics for the Contemporary Communicator.

**MFA in Film-Television with a concentration in Script & Screenwriting**
(Concentration delivered entirely face-to-face or entirely online.)

The MFA concentration in Script & Screenwriting is based on the unique nature of Regent University and its mission. Each student accepted into the MFA Script & Screenwriting concentration will be challenged to grow academically, professionally, and spiritually. Academically, the concentration is devoted to applying current knowledge, research and skills in film-television studies to develop writers who create important and effective narratives in multiple genres and styles through stage and media productions. Specific areas of writing focus are determined by the strengths of current faculty. The concentration is administered and shaped to help students integrate the Christian faith with their chosen profession.

Requirements for the MFA with a concentration in Script & Screenwriting
All those pursuing the MFA concentration in script & screenwriting must complete the following:

1. Completion of a minimum of 44 credit hours beyond the bachelor's degree. The number of hours is dependent upon a student's individually approved degree program in conjunction with his or her faculty advisor.
2. Completion of the 10 (30 credit hours) mandatory courses. These are included in the total hours required.
3. Completion of at least one 3 credit hour critical studies course beyond those required in the mandatory course requirements.
4. Completion of at least 2 (6 credit hours) of elective courses.
5. Completion of at least 2--but no more than 6--credit hours of MFA Practicum (SSW 680).
6. Completion of at least 3 credit hours of MFA Portfolio (SSW698). There is no maximum number of portfolio credit hours that can be taken once all other requirements are met.
7. Completion of all requirements associated with the MFA portfolio. A student may apply a maximum of 6 credit hours of portfolio credit toward the minimum requirement of 44 credit hours. Advanced Standing: applicants who already have an M.A. degree may apply for up to 6 credit hours of advanced standing toward the MFA degree with approval of the MFA committee and the dean of the School.

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

Mandatory Courses
CTV 505 Aesthetics for the Contemporary Communicator (3)
*SELECT ONE:

CTV 604 Redemptive Film (3)
SSW 510 Story Structure for Stage & Screen (3)
SSW 511 Playwriting (3)
SSW 512 Writing the Short Film (3)
SSW 514 Writing for Television (3)
SSW 612 Feature Film Scriptwriting (3)
SSW 614 Topics in Scriptwriting (3)
SSW 680 MFA Practicum (2-6)
SSW 698 MFA Portfolio (3 min)
*Electives:*
Critical Studies Elective (3 min)
General Elective (6 min)

**Advanced Standing**

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

### *Department of Theatre Arts*

It is the mission of the Department of Theatre Arts to educate and train graduate students to incisively examine and effectively communicate, through intellectual analysis and the realization of live theatrical performance, the great truths of the human condition as perceived through the lens of a Christian worldview. The department is dedicated to equipping artists of the theatre with the skills, insight, and knowledge required for successful and influential careers in professional theatre, the academy, and ministry. The department seeks to develop professional caliber artists who will function with moral and spiritual integrity offering redemptive messages creatively and thoughtfully expressed through the theatre arts.

The Department of Theatre Arts offers a certificate of graduate studies in Theatre Practices, as well as the Master of Arts in Theatre and the Master of Fine Arts in Acting.

#### *Certificate of Graduate Studies (CGS) in Theatre Practices (15 credit hours)*

CGS in Theatre Practices exists to educate the master artist in the practical implications of theatre art, producing well-rounded artists equipped for godly influence through theatrical mediums. Students pursuing the CGS in Theatre Practices will focus their attention on the theories of Christian aesthetics through a series of practitioner-oriented disciplines including acting, directing, dramaturgy and design. Students who complete the certificate program and who desire to continue their studies may apply the credits to the M.A. if accepted to the program. An additional 15 credit hours of coursework is required to complete the master's degree. The maximum time permitted to complete the CGS is five years. There is a mandatory residency to complete this certificate. Students desiring to earn the CGS must complete the following School of Communication and the Arts courses:

***Required Courses***

UNIV LIB Information Research (non-credit, fee based, online) (0)
THE 627 Makeup for the Stage and Screen (3)
THE 632 Theories & Concepts in Acting* (3)
THE 633 Theories & Concepts in Directing* (3)
THE 725 Theatrical Design Process 1* (3)
THE 726 Theatrical Design Process 2* (3)

*** Residency Courses**

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

## M.A. in Theatre Program

(Program delivered face-to-face with some online components or entirely online.)

The M.A. in Theatre requires a total of thirty (30) credit hours. Please note that the practical course options require at least a summer residency, yet the M.A. in Theatre can be completed entirely online.

All students pursuing the M.A. in Theatre must pass the Theatre Arts General Knowledge Proficiency Examination within their first semester as a registered student in the program (summer/fall/spring semesters). The exam is offered twice each semester, six times a year. All incoming M.A students are automatically registered for the first exam date of their initial semester. With prior arrangement the exam can be taken at a different time online by distance students. If students do not pass the exam the first time, they are automatically registered for the next exam date. This process

continues until students either pass the exam or reach the end of their first semester in the program without a passing score. A score of 70% or higher is considered passing. Failing to pass the exam constitutes dismissal from the program or being assigned to a course of undergraduate level studies in theatre history. The course of action following a failed exam will be determined by the theatre faculty. Exam dates are published annually in the Department Handbook which is available on the department's website. The website also contains a study guide for the exam.

Required Courses for M.A. in Theatre (30 credit hours)*
THE 595 Internship (3)
THE 599 M.A. Thesis* (3)
THE 635 Theatre in the Church (3)
THE 700 Research & Aesthetics in Theatre (3)
THE 713 Text Analysis for Production (3)
THE 719 Dramaturgy (3)

Choose twelve (12) credits from the following courses:
SSW 510 Story Structure for Stage & Screen (3)
SSW 511 Playwriting (3)
THE 627 Makeup for the Stage & Screen (3)
THE 632 Theories & Concepts in Acting** (3)
THE 633 Theories & Concepts in Directing** (3)
THE 725 Theatrical Design Process 1** (3)
THE 726 Theatrical Design Process 2** (3)
THE 775 Special Topics in Theatre (3)
Three (3) credits from any SCA graduate course (with advisor approval) (3)
*Optional modification for summer residency students only: THE 597 Comprehensive Exam (1 Credit) + THE 681 M.A. Practicum in Theatre Production (2 credits) may replace THE 599 M.A. Thesis (3 credits). The Comprehensive Exam must be taken the final semester of coursework.

**Summer residency courses

## MFA in Acting Program

(Program delivered entirely face-to-face.)

The MFA is a terminal degree that places more emphasis on skills and performance than on original research. The Master of Fine Arts (MFA) in Acting program is offered by the Department of Theatre Arts.

It is the mission of the Department of Theatre Arts to educate and train undergraduate and graduate students to incisively examine and effectively communicate, through intellectual analysis and the realization of live theatrical performance, the great truths of the human condition as perceived through the lens of a Christian worldview. The department is dedicated to equipping artists of the theatre with the skills, insight, and knowledge required for successful and influential careers in professional theatre, the academy, and ministry. The department seeks to develop professional caliber artists who will function with moral and spiritual integrity offering redemptive messages creatively and thoughtfully expressed through the theatre arts.

The MFA in Acting degree requires a minimum of 60 credit hours which must be taken over six (6) semesters of residency. The degree is primarily designed to prepare actors to enter the marketplace and compete as professional actors. As a terminal degree, it is also preparatory for a teaching career in higher education. The degree includes an intensive study in stage acting techniques, camera acting technique, vocal production, stage dialects, movement, stage combat, and textual analysis. The MFA in Acting culminates in a Thesis/Creative Project where the student is either assigned a major role in a Mainstage production or required to create a recital consisting of a predetermined list of scenes and monologues culled from a variety of dramatic genres, periods, and styles. The written (or "Thesis") portion of the Creative Project consists of a detailed character analysis, play analysis, historical research, a production journal, reviews and a prescribed list of appendices.

The MFA in Acting degree offers two distinct concentrations. The first is a general concentration, which allows students to choose nine (9) hours of elective coursework in addition to the 51 hours of required courses. The second is a directing concentration, which allows students to take nine (9) hours of prescribed coursework in directing to supplement the required core of 51 hours. The directing concentration affords students who have exhibited acumen—

and who have a strong desire to explore directing in more depth—the opportunity to do so alongside their primary studies in acting.

**NOTES**:

- Students seeking entrance into the MFA in Acting program must audition and interview. (See "Admissions Requirements" for the School of Communication & the Arts above.) The Department of Theatre Arts holds MFA auditions during the months of January, February, and March at venues across the country. The audition schedule is published each fall on the departmental webpage. Videotaped auditions are accepted, but it is highly recommended that prospective students attend one of the national audition sites or on-site auditions at the university.
- All students pursuing the MFA in Acting must pass the Theatre Arts General Knowledge Proficiency Examination within their first two semesters of residency. The exam is offered four times during the academic year (twice each semester). All incoming MFA students are automatically registered for the first exam date, typically the first Friday of the fall term. If the student does not pass the exam the first time, he/she is automatically registered for the next exam date. This process continues until the student either passes the exam or reaches the end of his/her first year in the program without a passing score. A score of 70% or higher is considered passing. Failing to pass the exam within the first two semesters of residency will constitute grounds for dismissal from the program or being assigned to a course of undergraduate level studies in theatre history. The course of action following a failed exam will be determined by the theatre faculty. Exam dates are published annually in the Departmental Handbook which is available on the department's website. The website also contains a study guide for the exam.
- Students who already have an M.A. degree may apply for a maximum of 6 credit hours of "advanced standing." This should be requested at the time of admission.
- At Regent University, theatre students benefit from the close relationship the Department of Theatre Arts enjoys with the Department of Film-Television. Students pursuing the MFA in Acting receive not only a firm grounding in stage acting, but also intensive study in screen acting (including opportunities to participate in film-television productions and to take approved CTV courses as electives).
- Students also benefit from Society of American Fight Directors (SAFD) stage combat training in a variety of SAFD sanctioned styles and weaponry. MFA Actors take three stage combat courses and, with the approval of the instructor, may take the SAFD Skills Proficiency Test each spring, which can lead to achieving Actor-Combatant status with the Society of American Fight Directors.
- Each student admitted to the program is required to have an "End-of-Year Interview" with the performance faculty, at which time progress will be discussed in detail. Continuation in the program is by invitation.

Many of the courses in the MFA in Acting degree program are offered on a two-year rotation. It is incumbent on the student to communicate closely with his or her advisor to insure the appropriate courses are taken as they arise in the rotation.

***Required Core Courses (51 credit hours)***
THE 700 Research & Aesthetics in Theatre (3)
THE 710 The Meisner Technique 1 (3)
THE 711 The Meisner Technique 2 (3)
THE 713 Text Analysis for Production (3)
THE 714 Combat for Stage (3)
THE 715 Voice and Movement: Foundations (3)
THE 716 Voice and Movement: Cycles of Expression (3)
THE 717 Voice and Movement: Dialects (3)
THE 718 Voice and Movement: Performance Integration (3)
THE 721 Rapier & Dagger for the Stage (3)
THE 728 Scene Study (3)
THE 730 Screen Acting 1 (3)
THE 731 Screen Acting 2 (3)
THE 740 Acting Shakespeare (3)

THE 741 Acting in Periods & Styles (3)
THE 750 Auditioning & the Business of Acting (3)
THE 799 MFA Thesis/Creative Project (3)

**Degree Concentrations – 9 credit hours (one of two options below)**

Option #1: General Concentration
THE 627 Makeup for the Stage & Screen (3)
THE 729 Advanced Scene Study (3)
THE 780 MFA Practicum in Theatre Performance (1)

Students may choose two (2) credit hours of elective coursework to satisfy General Concentration requirements. Students are encouraged to satisfy elective hours through the rotating topics of THE 775: Special Topics in Theatre. However, students may take any graduate-level course offered by the Department of Theatre Arts for elective credit. Students may also take elective coursework outside of the department (including courses offered by the Department of Film-Television) with the approval of their advisor.

Option # 2: Directing Concentration
THE 720 Director/Designer Collaboration (1)
THE 722 Advanced Directing for the Stage 1 (3)
THE 723 Advanced Directing for the Stage 2 (3)
THE 724 Stage Management for the Theatre (1)
THE 781 MFA Practicum in Theatre Production (1)

# COURSE DESCRIPTIONS

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

**580/680/780 Practicum (1-3)** Provides opportunities for practical and hands-on experience in a given area such as magazine, newspaper, public relations, performing arts, film arts and television arts. (Pass/No Pass) Note: See listing under specific Schools. All MFA or M.A. practicum have the 80 designation. Theatre practica also have a 681/781 designation.

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

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

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

**597 Comprehensive Examination (1)** A written examination with an oral option that serves as a culminating activity. (Pass/No Pass).

**598/698/798 M.A./MFA Portfolio (1-3)** Designed to demonstrate professional competence and creativity in the student's specific area of study. Portfolios should be done close to the end of the program of study. (Pass/No Pass). All portfolios, whether MFA or M.A., have the 98 designation.

**599/699/799 M.A./MFA Thesis (1-3)** Valuable for those considering advanced graduate or doctoral studies leading to a career in higher education. Students writing a thesis must demonstrate a good understanding of research methods and the ability to apply those methods to a research project. (Pass/No Pass). All MFA or M.A. theses have the 99 designation. Doctoral dissertations are designated COM 799.

**685/785 Seminar (1-3)** Directed study, research, and discussion in a given area. Topics are offered on demand and/or depending on faculty availability. Available for both master's and doctoral students. All seminars have the 85 designation.

**696 Directed Project (1-3)** Degree candidates complete a media project as appropriate to their degree plans within the departments of Film-Television and Strategic Communication and Journalism. Pass/No Pass.

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

## Department of Strategic Communication and Journalism

**COM 504 Introduction to Graduate Communication Studies (1)** This on-line self-paced prerequisite course is required of all M.A. students that do not have a bachelor's degree in communication or journalism. The course does not count toward the degree requirements. The course is an overview of the historical roots, methodological groundings and present state of the communication field with particular attention to its specialized vocabulary, important writers and works and significant scholarly journals.

**COM 542 Multiplatform Writing (3)** Principles, aesthetics and writing practices of media professionals seeking to persuade audiences with targeted messages across multiple media platforms. Students will acquire, write, and produce persuasive multimedia content. Multiplatform production lab included. Cross-listed with JRN 542.

**COM 600 Story, Popular Culture & Worldview (3)** Prominent historical and theoretical perspectives of media and popular culture and their influence on individuals and communities from a Christocentric worldview. Provides media professionals and emergent scholars with an understanding of the role of media and narrative in the development of worldviews. Cross-listed with JRN 600.

**COM 601 Media Research & Analysis (3)** Media industry research methods, evaluation and analysis techniques, including surveys, content analyses, polling, data mining, in-depth interviews, and focus groups. Common research

practices of professional journalists, public relations practitioners, film-television professionals, media analysts and consultants, and communication scholars are examined. Web-based lab included. Cross-listed with JRN 601.

**COM 607 Social Media & Internet Marketing (3)** Current internet, social media, and mobile media marketing theories, strategies, tools and practices. Includes study of communication methods used by professionals in journalism, film, television, advertising, public relations, and related professions to brand, promote, and distribute products and services. Web-based production lab included. COM 607 is cross-listed with JRN 607.

**COM 610 Influence through Entertainment (3)** Strategic use of entertainment media for social change, including serials, telenovas, music videos, films, novels, plays, street theatre, sports, webisodes, mobile and internet-based dramas, and other forms of entertainment. Includes examination of social change theories and research that explains how entertainment influences attitudes, values, beliefs, and behavior. Production lab included.

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

**COM 614 Issues in Media Law & Ethics (3)** Current issues in media law and ethics governing the creation, production, distribution and ownership of media content, focusing on new communication technologies and services. Issues addressed include intellectual property, freedom of the press, privacy, obscenity, libel, licensing and contracts, guilds and unions, and consumer rights and protections. Cross-listed with JRN 614.

**COM 628 Leadership Theory & Communication (3)** Contemporary principles and practices of leadership in media-related organizations, both commercial and non-profit, through a Biblical lens. Includes current theories on leading organizational change, virtual teams, and entrepreneurship. Lab included. Cross-listed with JRN 628.

**COM 631 Organizational Communication in the Digital Age (3)** New and emerging communication technologies, their uses and related issues are drastically changing the nature of communication, organizational life generally and cultures in which organizations reside. This course provides students with a communication-based perspective of organizations and organizational leadership, with a special emphasis on the characteristics of a current and future trends and issues associated with organizations in this digital age. A blend of theory and practice, it draws from existing, pertinent theoretical constructs, models, research and generalizations that are relevant to organizational communication and leadership in our increasingly highly mediated environment. It provides opportunities for students to sharpen their critical thinking and further develop their communication skills and learn practical concepts and principles that can be applied creatively to their current or future special areas of interest, organizational settings or professional roles.

**COM 632 Media & the Church (3)** Current trends, issues, opportunities and cultural influences related to the use of media and communication technologies in the local church and other Christian ministry-related organizational settings, viewed through both leadership decision-making and scholarly research perspectives.

**COM 636 Critical Approaches in Strategic Communication (3)** Historical and critical frameworks for examining the convergence of new media technologies and cultural norms and practices. Includes study of new media behavior and culture and how individuals and communities are shaped by the way we process and think about mediated communication. Lab included.

**COM 651 Public Relations: Cases & Campaigns (3)** Public communication campaigns, strategies and practices, including the management of public opinion and the creation of corporate image. National and international cases in politics, health, sports, environment and religion are examined. Applied lab included.

**COM 652 Crisis Communication & Organizational Image (3)** Professional strategies and practices for developing, maintaining and restoring an organization's image. Emphasis on crisis communication planning and response, including knowledge of how the interactive digital media environment fosters and intensifies organizational crises, creates ethical challenges, and provides innovative response opportunities. Applied lab included.

**COM 700 Introduction to Doctoral Studies in Communication (3)** Provides overview of the historical roots, methodological grounding and present state of and trends in the communication field with particular attention to its specialized vocabulary, important writers and works, and significant scholarly journals. Computer literary sessions for

distance learning, library resources for distance learning and graduate-level writing style form are included. Offered on campus only in the summer.

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

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

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

**COM 704 Communication Research: Applied Methods (3)** Advanced application of social science research methods and statistics, qualitative research methods, or historical-critical research methods to communication study. Focus on conducting original research using one of these three methodologies in preparation for dissertation work and producing scholarship. Prerequisites: COM 701, COM 702, and COM 703.

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

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

**COM 708 History of Communication (3)** Interdisciplinary analysis of communication history, with special focus on the emergence and influence of communication systems and technologies on societies and cultures observed through a Biblical lens.

**COM 709 Theology & Communication (3)** The ontological, epistemological and axiological dimensions of the process of communication are examined and critiqued from a theological perspective.

**COM 710 Communication in a Global Environment (3)** Theories in international and intercultural communication with a special emphasis on transnational media, multinational organizations, and communication technologies and their influence on information and entertainment flow within and across cultures and worldviews. Prerequisite: COM 705.

**COM 730 Academic Writing for Publication (2)** Academic writing and presentation of scholarship in the field of communication study, including preparation of conference papers, developing conference program proposals, writing for academic journals, writing book chapters, and writing academic books. Prerequisites: COM 701, COM 702, or COM 703. May be repeated for credit one time.

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

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

**COM 791 Doctoral Mentoring: Pedagogy (1-3)** Doctoral students work closely with one or more faculty members as part of a teaching team. Teaching assignments may include assisting faculty members with courses or overseeing undergraduate courses under the mentorship of a faculty member. Mentoring topics include teaching pedagogy, classroom dynamics, and online teaching skills. May be repeated for up to a maximum of 6 credit hours with approval from a doctoral advisor.

**COM 792 Doctoral Mentoring: Research & Writing (1-3)** Doctoral students work closely with one or more faculty members as part of a research and writing team. Course assignments may include conducting original research in collaboration with a faculty member or assisting faculty members with their research and writing projects. Mentoring topics include research planning, design and analysis from the historical-critical, qualitative or quantitative research

traditions, and academic writing. May be repeated for up to a maximum of 6 credit hours with approval from a doctoral advisor.

**COM 795 Dissertation Research (1-4)** Doctoral-level, supervised research credit assigned to directed academic work that may be related to the student's dissertation topic. Student normally registers for this course prior to qualifying exams and achieving candidacy. Prerequisites are two of the following three courses: COM 701, COM 702, and/or COM 703. Pass/No Pass

**COM 797 Qualifying Examination (1)** Required of all doctoral students who are taking doctoral qualifying exams. Doctoral students will register for COM 797 in the semester in which they are actually taking both the written and oral portions of the qualifying examination. This one credit hour does not apply to the coursework (pre-qualifying examination) aspect of the individual degree program. The grading option for the course is pass/no pass. Students who do not initially pass all questions of the qualifying examination will be allowed with the recommendation of the qualifying exam committee and the approval of the chair of the doctoral program to retake those questions the following semester. Only one retake is permitted; an IP will be posted until the examination is completed.

**COM 799 Continuing Dissertation Credit (3)** Supervised research for the doctoral dissertation. After successfully passing the qualifying examination, the doctoral candidate must remain registered with three (3) continuing dissertation credits every academic semester until the dissertation manuscript is successfully defended. See doctoral handbook for on-campus, online and fellowship student requirements.

**JRN 550 Journalism Technology Tools (3)** Software and web-based tools used in the production and distribution of multimedia and mobile news content. Includes essential programming languages such as HTML, CSS, and Java-Script and learning computer-assisted journalism that integrates technology with high quality news-authoring. Multiplatform production lab included.

**JRN 600 Story, Popular Culture & Worldview (3)** Prominent historical and theoretical perspectives of media and popular culture and their influence on individuals and communities from a Christocentric worldview. Provides media professionals and emergent scholars with an understanding of the role of media and narrative in the development of worldviews. Cross-listed with COM 600.

**JRN 601 Media Research & Analysis (3)** Media industry research methods, evaluation and analysis techniques, including surveys, content analyses, polling, data mining, in-depth interviews, and focus groups. Common research practices of professional journalists, public relations practitioners, film-television professionals, media analysts and consultants, and communication scholars are examined. Web-based lab included. Cross-listed with COM 601.

**JRN 607 Social Media & Internet Marketing (3)** Current internet, social media, and mobile media marketing theories, strategies, tools and practices. Includes study of communication methods used by professionals in journalism, film, television, advertising, public relations, and related professions to brand, promote, and distribute products and services. Web-based production lab included. JRN 607 is cross-listed with COM.

**JRN 610 News Writing & Reporting (3)** Professional journalistic practices of news reporting and storytelling within the emerging digital media environments. Students will investigate research, interview, gather data, research, write and edit stories for multiple media platforms. Multimedia production lab included.

**JRN 613 Feature Writing & Specialty Reporting (3)** Techniques and writing styles required for feature writing, editorials, essays, blogs and for in-depth stories in business, politics, health, entertainment, religion, national and international affairs. News production lab included.

**JRN 614 Issues in Media Law & Ethics (3)** Current issues in media law and ethics governing the creation, production, distribution and ownership of media content, focusing on new communication technologies and services. Issues addressed include intellectual property, freedom of the press, privacy, obscenity, libel, licensing and contracts, guilds and unions, and consumer rights and protections. Cross-listed with COM 614.

**JRN 628 Leadership Theory & Communication (3)** Contemporary principles and practices of leadership in media-related organizations, both commercial and non-profit, through a Biblical lens. Includes current theories on leading organizational change, virtual teams, and entrepreneurship. Lab included. Cross-listed with COM 628.

**JRN 630 Broadcast News Program Producing (3)** Editorial, managerial, aesthetic and production aspects of producing live or live-to-tape broadcast news in-studio programs. Through classroom study and practical studio experiences, a variety of formats are explored, including daily hard news program format and the news/talk program format. News production lab included. Prerequisite: JRN 610.

**JRN 633 Multimedia Reporting & Mobile Field Production (3)** Professional principles, aesthetics, and field craft of news reporting and producing for dissemination across multiple media platforms, including use of mobile technology. News production lab included.

**JRN 661 Community, Citizen & Civic Journalism (3)** Community and citizen reporting in the development of news and information. Includes investigating, writing, producing and creating local and regional news, including analysis of common strategies and practices employed to cover community issues and events and to engage civic leaders and organizations. Includes production of weekly news stories.

## Department of Film-Television

**CTV 502 Film-Television Equipment Workshop (1)** Required for those who plan to check out equipment for media projects. Covers in an intensive time frame: video camera, grip/electric, audio, set safety and protocol.

**CTV 505 Aesthetics for the Contemporary Communicator (3)** Aesthetic experience in various media, including the relationships between morality and art, between beauty and truth seen through the lens of the Christian faith, provide an emergent media literacy.

**CTV 522 The Development Process (1)** Provides students with an introduction to the process of developing a script from concept to page. Emphasis is placed on creating a sellable product in the entertainment marketplace.

**CTV 523 Production Management (2)** The pre-production phase of a project, including script breakdown, scheduling and budgeting, as well as theories and practical application of management skills.

**CTV 524 Role of the Producer (2)** Responsibilities and duties of the producer in various media formats including film, television, web media, live events and emerging technologies. Students examine theories of leadership and practical application to various media projects.

**CTV 525 The Business of Film-Television (3)** Focus is on two aspects of the motion picture industry, proposing a project through a prospectus and designing and creating a film production company. Emphasis is placed on the role of the producer in these endeavors in the independent film market as well as productions involving participation of major Hollywood entities.

**CTV 527 The Production Process: Script to Screen (3)** Survey of the work of the organizational core of production crew, including the unit production manager, the first and second assistant directors, the production office coordinator and the production auditor. Learn how a film is managed from producing and logistical point of view during production.

**CTV 528 Production Strategies (2)** Roles of the production team in pre-production to wrap and post-production. Students examine practical aspects of how to manage and lead a team of crew personnel.

**CTV 530 Directing Single Camera for Film-Television (3)** A hands-on course in directing narrative feature film and television, using single-camera style shooting. Master the aesthetics, theory and practice of camera placement, shot execution, and directing the actor. Students create and develop their directing style.

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

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

**CTV 547 Lighting & Cinematography (3)** Aesthetic and technical aspects of lighting and cinematography in various media. Job responsibilities of the camera, grip and lighting teams.

**CTV 557 Aesthetics & Techniques of Editing (3)** Development and practice of editing theory and style, including the practical impact on filmmaking. Analysis of the evolution of editing aesthetics in planning and visualization.

**CTV 604 Redemptive Film (3)** Historical/critical investigation of the production of religious films both for specialized evangelistic and didactic purposes, as well as the religious dimensions of the secular film industry. Study for the latter will

focus on the works of Bergman, Bresson and Dryer and modern ethical Hollywood directors such as Allen, Spielberg and Beresford. May be taken online if student can verify access to the films required.

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

**CTV 612 Legal Issues (2)** Legal issues that entertainment producers encounter, including ownership, copyright, contracts, clearance and releases.

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

**CTV 630 Advanced Directing for Film-Television (3)** Builds on CTV 530, focusing on refining the use of the technical storytelling tools available to the director, as well as techniques of staging shots, directing the actor and developing a personal directoral style. Permission of instructor is required. Prerequisites: CTV 530 and CTV 557.

**CTV 636 Financing, Marketing & Distribution (3)** Forms of media production as they relate to raising, financing and creating a marketing plan for a project. Examination of traditional theatrical distribution as well as new distribution avenues, including web and mobile technologies.

**CTV 638 Advanced Production (1-3)** Affords the student an opportunity for participation in the production of a short film or television project. Student scripts selected competitively from all genres. Normally offered during the summer with the expectation that students will work on location for two or three weeks with shoot-days averaging 10-12 hours. Qualification for crew positions based on experience and level of completed coursework. May be repeated up to 6 credit hours. Permission of instructor is required.

**CTV 640 Directing Actors for the Camera (3)** Focuses on the process of evaluating, coaching and directing actors for the camera. Intensive work in camera techniques, auditions, cold readings, blocking, and improvisations for both film and television performance is prepared**.**

**CTV 641 Advanced Screen Acting (3)** Designed to help sharpen and energize acting skills in front or the camera. Emphasis is placed on professional development. Prerequisite: CTV 541.

**CTV 643 The Business of Film (2)** Students propose a project through the creation of a business plan. Emphasis is placed on the role of the producer in this endeavor in the independent film market as well as productions involving participation of major Hollywood entities.

**CTV 644 The Production Company (1)** Students design, set up and run a film production company. Emphasis is placed on the role of the company founders in the independent film industry.

**CTV 658 Sound Production & Design (3)** Examines the role of the sound crew in production and post-production. Covers sound theory as well as applied practices with location sound recording and the process of audio post-production. Topics include editing dialogue, sound effects, ADR, and creating a final sound mix with Regent's Pro Tools editing and mixing system.

## Script and Screenwriting

**SSW 502 Writing Tools (1)** Practical and spiritual tools useful in creating the life of a professional writer. Professional script formatting and presentation, faith and the business, pitching, networking, time management and writing habits.

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

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

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

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

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

**SSW 614 Topics in Scriptwriting (3)** Various topics involving the writing of scripts for the screen, stage, or other media. Topics will be based on the strengths and interests of the instructor. Topics include, but are not limited to, narrative adaptation, genre writing, and writing for the Internet. May be repeated when topics vary.

## Department of Theatre Arts

**THE 627 Makeup for the Stage & Screen (3)** Opportunity to gain expertise in designing and applying a variety of makeup techniques including: corrective, fantasy, animal, special effects, old age and will culminate in the introduction of latex prosthetic pieces. Student will be required to purchase a personal makeup kit.

**THE 632 Theories & Concepts in Acting (3)** An in-depth examination of a variety of theories and techniques of dramatic stage acting. Emphasis placed on Constantin Stanislavski's system and the application of his theories and principles in exercises and performance presentations. This course may be taken for doctoral credit with approval.

**THE 633 Theories & Concepts in Directing (3)** An in-depth examination of a variety of theories and techniques for directing live performances for the stage. Emphasis placed on various principles, techniques, and approaches to directing dramatically effective presentations. The student will participate in classroom exercise work designed to prepare the student to apply what they learn in various types of performance presentations. Emphasis placed on script analysis, principles of staging, and collaborating with actors. Doctoral credit with approval.

**THE 635 Theatre in the Church (3)** Nexus of Christian church and theatrical elements - playing space, architecture and design, actor/audience relationship, symbolic gesture, mimetic movement, theatrical representation and ritualized dialogue. Strategies and techniques for integrating various forms and types of theatre into the Christian church setting.

**THE 680 MA Practicum in Theatre Performance (1)** Students accrue academic credit for performing in Mainstage and/or studio productions. Acting/Directing students may earn these credits for directing Mainstage and/or studio productions. Pass/No Pass.

**THE 681 MA Practicum in Theatre Production (0-3)** Students develop proficiencies in the design and technical aspects of a production, as many companies require actors to serve on running crews. Crew assignments may be drawn from a variety of production opportunities in the areas of scenery, costume, makeup, sound, lights, and props. Pass/No Pass.

**THE 682 Projects in Theatre Ministry (1)** Individual ministry focused performance projects designed for touring, ministry and outreach. (Repeatable up to 3 credit hours).

**THE 700 Research & Aesthetics in Theatre (3)** An in depth examination of the philosophical and methodological strategies of graduate study within the field of the theatrical arts. Emphasis is placed on historical/critical research methods, principles of formalist analysis, Christian Aesthetics and the completion of individual research projects designed to prepare the student for the culminating experience of the Thesis/Creative Project.

**THE 710 The Meisner Technique 1 (3)** Meisner's approach trains actors to get out of their own heads and into reading the behavior generated by their scene partners. It accepts as a basic premise that actors build each others' characters, moment by moment, together. The course will explore, in some depth, such Meisner exercises as: "The Reality of Doing,", "Point of View," "Pinch and Ouch," "What's Happening," "Working Off," "Coming to the Door," "Doing Fully," In the Extreme," "Taking It Personally," "In Relationship" and "Raising the Stakes." This course will take as its focal point exercise work as opposed to intense scene study. Any scene work will be drawn from contemporary dramatic literature.

**THE 711 The Meisner Technique 2 (3)** A continuing study of Sandford Meisner's Approach to actor training. Focuses on preparing the actor to access and control release of emotion. Exercise work includes: "Setting the Stage,"

"Emotional Preparation," "Coming Home to Be Alone," "Coming Home to Do," "Roommates," and "The Highest Stakes." Acting 2 has a more demanding scene study component than Acting 1. Scene work will draw upon the dramatic works of Henrik Ibsen and Anton Chekhov.

**THE 713 Text Analysis for Production (3)** Designed to familiarize students with the principles, methods, and procedures involved in the analysis of written dramatic texts intended for film, television, or theatrical production. Helps students identify the different elements contained within a script and to understand how each of these relate to one another and work together in creating the overall impression as a work of art. Examines the numerous devices used by artists and technicians in production to communicate their ideas about the written text and how these devices can affect interpretation and realization of the text in production. Focuses primarily on the examination and analysis of dramatic texts for the purpose of script, character and artistic interpretation.

**THE 714 Combat for the Stage (3)** Aesthetic/safety principles and practical techniques utilized in the staging of unarmed combat and medieval broadsword for the stage.

**THE 715 Voice and Movement: Foundations (3)** A healthy environment for integrated voice and movement work utilizing a psycho-physical approach, including tension/release, proper alignment, centering and breath work, economy of movement and freedom from habitual limitations.

**THE 716 Voice and Movement: Cycles of Expression (3)** Expressive cycles in the physical life of the actor, including kinesthetic awareness, expressive continuums, integrated breath cycles, physical properties of expression and character energies. Prerequisite: THE 715.

**THE 717 Voice and Movement: Dialects (3)** Major performance dialects utilizing the International Phonetic Alphabet, ear training and healthy principles of vocal mechanics. Prerequisite: THE 715.

**THE 718 Voice and Movement: Performance Integration (3)** Practical application of integrated voice and movement training to a range of play texts, focusing on the synthesis of kinesthetically-based techniques. Prerequisite: THE 716.

**THE 719 Dramaturgy (3)** History and role of the dramaturg in developing production concepts, research, choosing translations, and developing adaptations of literature for performance. The dramaturg's functions within a theatrical organization to assist in season selection, audience education, and audience development.

**THE 720 Director/Designer Collaboration (1)** Explores in depth the shared and separate responsibilities of the director and designer, providing a practical perspective on the collaborative process of creating a scenic, costume, lighting and/or audio design.

**THE 721 Rapier & Dagger for the Stage (3)** Introduces a variety of safety/aesthetic principles as well as practical techniques utilized in staging Renaissance sword fights for the stage. Principles covered include: distance/measure, partnering, cue-reaction-action, masking, reversal of energy, and the pyramid of safety. Techniques covered will be drawn from the following categories: footwork, cuts, thrusts, parries, cross parries, hand parries, reinforced parries, direct and complex attacks, *prise de fer* (taking of the blade) attacks, avoidances, dagger attacks, combining unarmed techniques with blade work.

**THE 722 Advanced Directing for the Stage 1 (3)** Review of the basics of composition, text analysis, ground plan development, moving on to Central Image Concept and advanced Actor Coaching techniques in directing for the theatre. Deals with contemporary and period dramatic analysis. Students will be prepared for both the practical and visionary aspects of the art of directing.

**THE 723 Advanced Directing for the Stage 2 (3)** Examine the contributions of a variety of innovative directors of the 20th and 21st centuries. Research application and a variety of dramaturgical techniques are examined. An in-depth examination of the role and function of the director as visionary, artist, craftsman, team leader, dramaturge, scholar, and practitioner, also is a blend of scholarly research and practical application via selected scene work.

**THE 724 Stage Management for the Theatre (1)** Covers the duties and responsibilities of a production stage manager. Emphasis is placed on learning organizational skills and communication skills affecting all members of a production team. Working with and adapting to Actors Equity regulations is included.

**THE 725 Theatrical Design Process 1 (3)** Provides an intellectual analysis as well as practical and emotional perspective of the process of creating a scenic, costume, lighting or audio design. Emphasis is placed on script analysis, research methods, implementation and evaluation. Students investigate the impact of resources on the creation of a work of art.

**THE 726 Theatrical Design Process 2 (3)** Explores in depth the tools and techniques utilized by theatrical designers to bring their work to the stage. Students produce designs for creating scenery, costuming and lighting for a production.

**THE 727 Movement for the Actor (3)** Well-trained actors have voices and bodies that register the subtlest of thoughts and emotions generated by the actor while in character. Movement for the Actor is a process-oriented course that trains the actor's body to be fully responsive to the demands of physical characterization. Utilizing a mix of stage movement modalities, the student will develop an evolved kinesthetic awareness as a tool in the acting process.

**THE 728 Scene Study (3)** Utilizes the concepts of "practical aesthetics" to further solidify the advanced actor's application of objective-driven acting technique to scene work. Drawing heavily from the work of the Atlantic Theatre Company, this course proposes practical solutions to balancing pre-production analysis (intellect) and spontaneous, moment-to-moment discoveries in performance (intuition). Course concepts are applied to an intensive scene study, primarily in contemporary theatrical literature.

**THE 729 Advanced Scene Study (3)** Intensive scene study applied to the texts of major twentieth century playwrights whose works present unique challenges for the contemporary actor. Prerequisite: THE 728.

**THE 730 Screen Acting 1 (3)** Designed to teach the techniques and methods of screen acting for single-camera productions (although multiple-camera productions are also addressed). Students are required to prepare and perform scenes for presentation in class, to actively participate in classroom exercises and discussions, and to perform as on-camera talent for student productions outside of class in conjunction with other Film and/or Television classes taking place at Regent University.

**THE 731 Screen Acting 2 (3)** An advanced-level acting course for on-camera performance. Students are expected to already have a basic knowledge of and experience with the unique requirements of screen acting. Students should already be able to adapt the level of performance to various types of camera shots. The class builds on this base knowledge and concentrates on intense scene study to isolate and target those specific moments that define and shape believable, artistically appropriate on-screen performances. The course also focuses on commercial and professional scenes.

**THE 740 Acting Shakespeare (3)** Provides the advanced actor with the various facets of approaching Shakespearean dramatic texts. An emphasis is placed on scansion, voice quality, builds, playing through lines, and finding a physical and emotional subtext for the language. Work is memorized from Sonnets, soliloquies, and dramatic scenes both serious and comic. An ensemble and individual work in vocal dexterity and sensitivity is also applied.

**THE 741 Acting in Periods & Styles (3)** Focuses on the drama and performance styles of the theatre of Ancient Greece, Neoclassical France and England, the Commedia dell' Arte of Renaissance Italy, and Theatre of the Absurd. Students are introduced to the cultural milieu of each of the above-mentioned historical periods and the theatrical conventions in force at that time; and participate in a variety of exercises designed to immerse him/her in that particular period or style of theatre. Each student performs scene-work drawn from dramatic literature written during each of the abovementioned periods or styles of theatre or drama. Work with Greek and Commedia dell' Arte mask is also included.

**THE 750 Auditioning & the Business of Acting (3)** Variety of approaches to auditioning examined: the prepared audition, cold reading, and improvisation. Students work on a series of audition pieces so as to have a polished repertoire available upon completion of their degree. Course covers the tools necessary for an actor to market themselves, including head shots, resumes, cover letters, interview technique, and finding "survival" jobs while maintaining a career as an actor.

**THE 775 Special Topics in Theatre (1-3)** Offered on a rotating basis, designed to provide additional scholarly and practical topics of interest for credit. May be repeated for up to 6 credits.

**THE 780 MFA Practicum in Theatre Performance (1)** Affords students the opportunity to accrue academic credit for acting in Mainstage and/or studio productions. Acting/Directing students may earn these credits for directing Mainstage and/or studio productions. Students may register for this course to fulfill elective requirements. Pass/No Pass

**THE 781 MFA Practicum in Theatre Production (0-1)** Participation on production running crews. MFA Acting students are required to serve on a minimum of four (4) running crews during residency. The student may register for 0 to 1 credit per running crew assignment. If taken for credit, this credit may be applied to fulfilling elective requirements. Crew assignments may be drawn from a variety of opportunities in the area of technical support. If taken for zero credits, there is no charge applied for tuition or fees. Pass/No Pass

**THE 795 Theatre Internship (3)** Students may fulfill elective requirements by being engaged to act with a professional or semi-professional company. The number of credits available to the student is determined based upon the student's contracted responsibilities, but no more than three credits per academic term may be earned. Students may earn a maximum of six credit hours of THE 795 to be applied to fulfilling degree elective requirements. Pass/No Pass

**THE 799 MFA Creative/Thesis Project (1-3)** MFA Acting students perform a major role in a Mainstage production during one of their final two semesters in residence. MFA Acting/Directing students direct a full-length production. This creative project includes a written component, or thesis, requiring research, analysis, and clear evidence of application. Pass/No Pass

# THE FACULTY

Regent University School of Communication and the Arts has an active, distinguished faculty of published scholars, playwrights and media professionals.

**Brown, William J.** (1992), Ph.D., University of Southern California

**Fraser, Benson P.** (1986), Ph.D., University of Washington

**Gaffney, Sean** (2013), MFA, Columbia University

**Garcia, David** (2006), M.A., Regent University

**Harrell, Eric** (2005), MFA, University of Nebraska

**Holland-Geary, Judith** (2005), MFA, Brooklyn College

**Keeler, John D.** (1978), Ph.D., University of Texas-Austin

**Land, F. Mitchell** (2011), Ph.D., University of Texas-Austin

**Mattison, Booker T.** (2010), MFA, New York University

**Paladini, Mark T.** (2005), B.A. University of Washington

**Perry, Stephen D.** (1995), Ph.D., University of Alabama

**Quicke, Andrew C.** (1986), M.A., Oxford University

**Savell, Marianne** (1997), MFA, University of Illinois, Urbana-Champaign

**Shuhy, David E.** (2003), Ph.D., Union Institute and University Miami

## ADJUNCT FACULTY

**Branch, Chester E.**, MFA, Regent University

**Burnett, Michael J.,** MA, University of Mississippi

**Clemens, Ryan A.,** MFA, Regent University

**Crawford, Kevin R.,** MFA, Regent University

**Goins, Terilyn J.,** Ph.D., Indiana University

**Graves, Michael P.,** Ph.D., University of Southern California

**Hurtado, David R.,** Ph.D., Regent University

**Jeter, Stanley P.,** MA, Regent University

**Keuthan, Mark A.,** MA, The University of Texas at San Antonio

**Lentz, Stephen**, J.D., The College of William and Mary

**Swaffield, Bruce C.,** Ph.D., University of Miami

### EMERITUS FACULTY

**Budd, Richard W**. (2000), Ph.D., University of Iowa

**Clark, David,** Ph.D., Bowling Green University; Founding Dean of the School of Communication and the Arts

**Lawing, John V.** (1978), M.Div., Gordon-Conwell Theological Seminary

**Schihl, Robert J.** (1978), Ph.D., State University of New York at Buffalo

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# SCHOOL OF DIVINITY

## DEAN'S MESSAGE

Welcome to the School of Divinity!

If I could have a one-on-one conversation with you I would want to know the narrative of your calling and the dream that God has put in you for His kingdom advancement. Only then would I ask you how you think our school can help bring that to pass for you and through you. We believe that you are fearfully and wonderfully made according to Psalm 139. That requires us to know your design, desires, dreams and sense of destiny in order to serve you well.

As a faculty member in the Regent University School of Divinity for 29 years, I know for certain that our teachers are also fathers and mothers in the faith. That means they care about you as much as they educate you. Their dream is to see you stand on their shoulders and do exploits for God that go beyond their own. Their success is your success.

One thing that most of our students have discovered is that much of their formation and training has come from the relationships with both their teachers and their fellow classmates, both face-to-face and online. As a multidenominational divinity school, we stand apart from other seminaries because of the strength and diversity of our distinguished faculty and students who come from many church families and traditions. As iron sharpens iron you will become honed as an instrument for rebuilding the broken walls of our generation through the wonderful men and women who have made this school a key part of their ministry family.

We believe that the Holy Spirit has led you here with a hunger for excellence in your calling and a passion for God's Word that is understood and applied in a Spirit-led manner to the opportunities and challenges in our cultures. Our curriculum is biblically based, Christ-centered and prioritizes the renewing work of the Holy Spirit. We have forged new paths in providing accredited nontraditional ministry education program formats that allow our students to pursue their degree while remaining in their ministry context. Our graduates are at work passionately around the world ministering in churches, the marketplace, the public square and other domains.

The Regent University School of Divinity will prepare you for a ministry that will not look like what we have seen in the past. It will empower women and men to lead in multi-ethnic, multi-cultural and multi-generational ministry; while honoring the best of the past and innovating the best for the future. Here, you will experience academic excellence that reflects the mind of Christ, and enjoy learning best practices to help you serve with the heart of the Father.

Let God Arise!

Joseph Umidi, DMin
*Interim Dean*

## CONTACT INFORMATION

Application forms may be downloaded from the website, or obtained by mail. To request your application packet, contact:

Enrollment Services
School of Divinity
Regent University
1000 Regent University Drive
Virginia Beach, VA 23464-9800
757-352-4016 or 800-723-6162 (Option #1, followed by option #1)
Fax: 757-352-4534
E-mail: divinityadmissions@regent.edu
Website: www.regent.edu/divinity

## MISSION AND PHILOSOPHY

The School of Divinity serves students from many church traditions and backgrounds (denominational and independent). We desire to assist students, within their own ministry and church tradition, to become more effective in various spheres of influence. In particular, we seek to serve students and churches within the spiritual renewal movement.

As an educational and faith community we assume that students are active and experienced in ministry. Correspondingly, we seek to encourage growth in spiritual formation, Christian integrity, fruit and gifts of the Spirit, a commitment to the Church, and the outward thrust of evangelism and missions.

Our mission is to provide theological education that seeks to be faithful to the Scriptures and emphasizes the renewing work of the Holy Spirit in order to form men and women who will bear witness to the gospel of Jesus Christ in the church, the academy, and the world.

## DISTINCTIVES OF THE SCHOOL

The School of Divinity is committed to providing Christian education and training from a renewal perspective for the spiritual equipping of men and women who will contribute to the renewal of the Church and the evangelization of the world. The school is committed to the following core values:

1. Spiritual formation within the context of life-long learning which recognizes the on-going development of Christ-like character as the primary building block for Christian life and service
2. Leadership development from a renewal perspective which embraces the contemporary expression of the Holy Spirit
3. Excellence in Biblical, theological, and academic education which is grounded on the authority of the Bible as the inspired Word of God, and which reflects cutting edge scholarship
4. Practical training and experience which promote healthy habits of the heart, mind, and spirit, and which equip graduate professionals for fruitful ministry in the church, community, and the world
5. Advancement of world evangelization and discipleship, which are primary mandates of the Bible

## ACCREDITATION

As a school within Regent University, the School of Divinity is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC). Regent University is accredited by the Commission on Colleges and Schools to award baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about accreditation.

The School of Divinity is also accredited by The Association of Theological Schools in the United States and Canada (ATS), The Commission on Accrediting of the Association of Theological Schools. 10 Summit Park Drive, Pittsburgh, PA 15275, 412-788-6505 www.ats.edu, to offer the following degrees: MDiv and M.A. in Practical Theology, MTS, MDiv, DMin and Ph.D., Theological Studies.

(http://www.ats.edu/MemberSchools/Pages/SchoolDetail.aspx?ID=181)

## SPIRITUAL FORMATION

All incoming students, through the process of Spiritual Formation Foundations (SFRM 501), focus on spiritual, intellectual, emotional and relational preparation towards fulfilling their vocational calling in a professional context. Students are encouraged to develop Christ-like character, relational qualities and professional preparedness toward the achievement of God-directed vision and mission goals in career ministry.

Specifically, students explore vocation from a the perspective of the Bible; investigate the meaning of leadership; discover their own leadership profile, ministry giftings, strengths and weaknesses in relation to personal needs for growth and maturity; examine basic life and faith questions; develop a written vision and mission statement relevant to vocational calling and professional goals; and begin a professional portfolio and resource network to assist in future career placement.

## FINANCIAL AID

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

### *Award Eligibility*

The School of Divinity reviews financial aid applications after students have been accepted. Several financial aid options are available to eligible students. To be eligible, students must be enrolled at least full or part time (depending on the award), be in good academic standing (i.e., cannot be on academic probation) and making satisfactory academic progress towards a degree, be able to meet minimum cost-of-living expenses and demonstrate personal initiative through savings, personal support or other income. Following is a list of the various Divinity financial awards. For more information, application deadlines or a financial aid application, contact the School of Divinity Enrollment Services Office.

### *Divinity Incentive Awards*

Divinity Incentive Awards are merit-based awards that seek to provide incentive for: 1) previous academic achievement (cumulative GPA); 2) professional excellence; and 3) ministry/leadership potential. This category includes the Dean's Leadership Incentive Award, the Harvey Memorial Scholarship, and the J. Rodman Williams Scholars Award.

### *Divinity Investment Grants*

Divinity Investment Grants are awards that are investments into the lives of students who demonstrate potential for ministry and are in financial need. These awards are designed to encourage students to complete studies as rapidly as possible and to assume active ministry roles. This category includes the Church and Seminary Matching Grant, the Ministry Partnership Award, the Seminarian Investment Grant (for part-time students), the Seymour/Mason Diversity Award, the Divinity Women in Ministry Award, the Distance Education Award and the Benny Hinn Endowment for World Evangelization.

### *Grants for International Students*

International students may qualify for one of three awards based on academic merit, ministry/leadership potential and demonstrated financial need. These awards are the International Ambassadors Grant, the International Student Fund and the Benny Hinn Scholarship for World Evangelism.

### *Military Discount*

The online distance education program is approved by DANTES (Defense Activity for Non-Traditional Educational Support). Military students who receive tuition assistance through DANTES are eligible to receive a tuition discount from Regent University. Once accepted to the program, students may receive extensions to complete their coursework as needed. Students must be in good academic standing (i.e., **cannot** be on academic probation) and be making satisfactory academic progress toward a degree. For additional information, contact the Central Financial Aid Office.

## PROGRAM OVERVIEW

The School of Divinity offers both non-degree and degree programs. The School of Divinity has the following non-degree programs: Alumni Continuing Education Program, Certificate Programs, A.C.T.S.; Spouse Observer's Program; Local Pastors' Program; and Continuing Education Program. The School of Divinity offers the following degree programs: Master of Divinity (MDiv) [Professional, with ten concentrations]; M.A. in Practical Theology [Professional with four concentrations]; Master of Theological Studies (MTS) [Academic with four concentrations]; Master of Theology (ThM) [* Regent University has submitted a petition to the ATS Board of Commissioners for approval at its June 2015 meeting to offer the ThM. Also pending SACS approval.]; Doctor of Ministry (DMin) [with five concentrations] and Doctor of Philosophy (Ph.D., Theological Studies) [with three concentrations].

# NON-DEGREE PROGRAMS OVERVIEW

## Alumni Continuing Education Program

Allows graduates of the School of Divinity to take one course per term (15 credits maximum) for $100 (plus a one-time $25 application fee). Alumni are designated as non-degree students for this ACE program.

## Certificate Programs

Divinity certificate programs are designed for those seeking advanced study for continuing education and professional development. Certificate programs are available at the non-degree level in Biblical Studies (3 courses), Christian Formation and Spirituality (4 courses), Church Leadership (3 courses), Marketplace Ministry (4 courses), Missional Discipleship (4 courses), Practical Ministry (3 courses), and Worship and Media (4 courses). These certificates may be completed through a combination of online and modular course formats. Courses are completed at the non-degree level; however, students may earn graduate credit for certificate courses applied toward a degree program if further study is desired. Students who wish to complete a certificate program must complete the abbreviated application form for non-degree students and will not be eligible for federal financial aid. Certificate students wishing to earn an academic degree must apply separately to that degree program and meet full admission requirements. Acceptance into a certificate program does not guarantee acceptance into a degree program.

### Certificate of Graduate Studies in Biblical Studies (9 credit hours)

The Certificate in Biblical Studies is a graduate-level certificate designed to provide basic understanding of the content and interpretation of the Christian Scriptures. This certificate is for non-degree seeking students only. This certificate can be completed entirely online or through a combination of online, modular and on-campus courses. Students choose three of the following 3-credit hour courses:

BIBL 500 Principles of Bible Study 1
BIBL 504 Biblical Hermeneutics
BIBL 506 Introduction to Biblical Languages
BNTB 500 New Testament
BOTB 500 Old Testament

### Certificate of Graduate Studies in Christian Formation and Spirituality (12 credit hours)

The Certificate in Christian Formation and Spirituality (CCFS) program is a graduate-level certificate designed for non-degree seeking students who desire a rigorous yet practical program for one or more of the following reasons: (1) personal knowledge, spiritual growth and Christian life enrichment; (2) preparation for specific ministry, mission, or other vocational endeavors; (3) preparation for, or as continuing education and training in leadership areas relative to Christian formation and discipleship; (4) a prelude to a master's degree program; or (5) a requirement for a shorter yet academically and spiritually substantive program.

This certificate can be completed entirely online or through a combination of online, modular and on-campus courses and requires successful completion of the following four, 3-credit hour master's-level courses:

SFRM 501 Spiritual Formation Foundations
SFRM/PMIN 509 Models of Biblical Discipleship
SFRM 510 Christian Spirituality
SFRM 601 Spiritual Formation & Community

### Certificate of Graduate Studies in Church Leadership (9 credit hours)

The Certificate in Church Leadership is a graduate-level certificate designed to enhance the skill level and focus of today's Christian church leader. It provides an important look at essential areas of leadership, discipleship, administration, pastoral care, and conflict resolution. This certificate can be completed entirely online or through a combination of online, modular and on-campus courses. Students choose three of the following 3-credit hour courses:

SFRM/PMIN 509 Models of Biblical Discipleship
PMIN 511 Pastoral Care, Counseling & Conflict

PMIN 514 Christian Leadership Development
PMIN 515 The Ministry Leader: Lifestyle & Skills
PMIN 519 Ministry Administration
SFRM 501 Spiritual Formation Foundations

### Certificate of Graduate Studies in Marketplace Ministry (12 credit hours)

The Certificate of Graduate Studies in Marketplace Ministry is a graduate-level certificate designed to enable students to understand the contemporary marketplace from the perspective of a Christian worldview, to apply Biblical and theological principles to the practice of ministry in the 21st century marketplace, and to employ tools of organizational leadership and business within a ministry marketplace context. This certificate can be completed entirely online or through a combination of online, modular and on-campus courses. Students in the CGS in Marketplace Ministry choose any two courses from the School of Divinity courses listed below:

BIBL 500 Principles of Bible Study 1
BIBL 510 Unity of the Bible
ICSD 545 Intercultural Communication
SFRM/PMIN 509 Models of Biblical Discipleship
PMIN 600 Online Technologies and Digital Media in Ministry
SFRM 501 Spiritual Formation Foundations
THEO 505 Worldviews
THEO 506 Practicing Theology
THEO 522 Christian Ethics

In addition, students choose any two courses from the School of Business and Leadership or the Robertson School of Government courses listed below:

LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation
LMOL 604 Motivation, Teams, Coaching & Mentoring
LMOL 605 Organizational Communication, Conflict Resolution & Negotiation
LMOL 606 Strategic Thinking, Planning & Organizational Change
LMOL 607 Leadership, Technology, Job Design, Socio-technical Systems & Innovation *or* MBA 621 Innovation & Technological Success
MBA 630 Marketing
MBA 679 Business Planning & Launch
GOV 693 Managing Not-for-Profit & Faith-Based Organizations (3)
GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3)
GOV 696 Special Topics in Not-for-Profit and Faith-Based Organizations Management (3)

### Certificate of Graduate Studies in Missional Discipleship (12 credit hours)

As part of a collaborative partnership with The Master's Institute of Minneapolis, Minnesota, the Certificate in Missional Discipleship is a graduate-level certificate that addresses the challenges of missional discipleship with a particular emphasis on Lutheran studies. Courses within the certificate prepare students to bring biblical, historical, and theological resources to bear on contemporary missional, pastoral, and discipleship tasks in the North American context. This certificate is for non-degree seeking students only. This certificate can be completed entirely online or through a combination of online, modular and on-campus courses and requires successful completion of four of the following 3-credit hour master's-level courses:

BIBL 540 Promise, Covenant & Kingdom
HCHT 524 Luther: Person and Mission
HCHT 525 Lutheran Christianity
PMIN 506 Priests, Disciples & Mission
SFRM 501 Spiritual Formation Foundations
SFRM/PMIN 509 Models of Biblical Discipleship
THEO 518 Confessional Theology
THEO 527 Bonhoeffer and Life Together

### Certificate of Graduate Studies in Practical Ministry (9 credit hours)

The Certificate in Practical Ministry is a graduate-level certificate designed to encourage the practical application of Christian principles in the context of ministering to others. This certificate is for non-degree seeking students only. This certificate can be completed entirely online or through a combination of online, modular and on-campus courses. Students choose three of the following 3-credit hour courses:

SFRM 509/PMIN 509 Models of Biblical Discipleship
PMIN 514 Christian Leadership Development
PMIN 553 Intercession as Ministry: Principles & Practice
PMIN 574 Foundations for Ministry Coaching
SFRM 501 Spiritual Formation Foundations
SFRM 510 Christian Spirituality

### Certificate of Graduate Studies in Worship & Media (12 credit hours)

The Certificate in Worship and Media is a graduate-level certificate that allows students to gain an understanding of key aspects of worship ministry as well as to become equipped with the tools and technology that support authentic worship in contemporary contexts. This certificate is for non-degree seeking students only. This certificate can be completed entirely online or through a combination of online, modular and on-campus courses. Students in the Worship and Media Certificate choose any two WSHP courses in the School of Divinity from the list below:

WSHP 527 Worship in Everyday Life (3)
WSHP 528 Worship: Biblical Perspectives (3)
WSHP 529 Psalms, Hymns, & Spiritual Songs (3)
WSHP 530 Contemporary Worship (3)
WSHP 531 The Worship Leader (3)

In addition, students take the following courses from the School of Communication and the Arts:
COM 607 Social Media & Internet Marketing (3) cross-listed with JRN 607
COM 632 Media & the Church (3)
CTV 604 Redemptive Cinema (3)
JRN 550 Journalism Technology Tools (3)
THE 635 Theatre in the Church (3)

## Advanced Courses in Theological Studies (A.C.T.S.)

The A.C.T.S. is a non-degree program of up to 36 credit hours. It is designed to assist applicants who possess a master's degree in a theological discipline and three or more years of full-time ministry experience, and wish to become academically eligible to apply to a Doctor of Ministry (DMin) program [those wishing to apply to a seminary Doctor of Philosophy (Ph.D.) program might also be accommodated]. Normally, applicants to DMin programs must possess the Master of Divinity (MDiv) or its academic equivalency to be eligible to apply for admission. The A.C.T.S. builds upon a student's academic experience to provide the academic equivalent of the MDiv (normally considered to be a minimum of 72 hours).

The primary objective of the program is to offer the student theological education as enrichment for professional development, while serving as a prerequisite for applying for admission to a DMin [or seminary Ph.D. program]. Completion of the A.C.T.S. program does not automatically guarantee admission to the doctoral program.

A.C.T.S., although a non-degree program, is graduate level, theological study. To be eligible for the A.C.T.S., applicants must possess an ATS-accredited master's degree in a theological discipline, with no less than 36 credit hours of academic work. The certificate is awarded upon successful completion of all course work. Courses are offered in the areas of Bible, theology, Church history, New Testament Greek and Old Testament Hebrew, and a ministry specialization, depending on the student's individual needs regarding MDiv equivalency. Courses required for the A.C.T.S. are individualized according to the student's needs and previous work reflected on graduate transcripts. A variety of venues for completing the A.C.T.S. are available, including on-campus courses, one-week intensive courses (modular), online courses, and independent studies.

## Spouse Observer's Program

The commitment of the School of Divinity does not end with its students, but extends to families also. In many instances after graduation, a student spouse may share in considerable ministry responsibilities. The Spouse Observer's

Program allows spouses the opportunity to experience some of the spiritual, academic and professional development opportunities alongside the seminarian. With the permission of the instructor of the course, spouses may join Divinity students in class as a nonparticipating observer. While credit is not granted for the experience, the perspectives and skills gained result in stronger seminary families and, eventually, ministry families. Participation is contingent upon space availability and the permission of the instructor.

### Pastors' Lifelong Learning Program

A great way of receiving ongoing ministry and academic training, the Pastors' Lifelong Learning Program is designed for pastoral staff members who are:

- in full-time ministry
- paid (not volunteer)
- currently serving in churches
- graduates of accredited institutions with 4-year undergraduate degrees

The Pastors' Lifelong Learning Program is a for-credit (transcripted) program, but is also a non-degree program (i.e. not for pastors who are seeking to earn a master's degree from the School of Divinity). Pastors seeking a degree should, instead, apply through the normal admissions process and ask about financial aid options.

Pastors may enroll in one course per academic year for $150 plus fees and an initial, $25 application fee. Pastors may take advantage of this benefit each academic year without ever having to re-apply. Pastors in this non-degree seeking program may take up to 15 credits, enrolling in one course per academic year. Only graduate-level, Divinity courses are offered under the Pastors' Lifelong Learning Program.

Those who are *not* eligible for this program include:

- Regent students in auxiliary pastoral roles
- pastors who are current Regent students and receiving financial aid awards
- pastors who are seeking to take Doctor of Ministry and Ph.D. courses (as well as some master's-level courses with prerequisites)
- those seeking to use Continuing Education Units (CEU)

**To enter the program:** complete and submit the Divinity Application. A School of Divinity Registration representative will contact you to facilitate registration for the first course. A "pastor's hold" will also be placed on your student account, meaning that you will be unable to register for another course until the next academic year. Each time you wish to register, you will need to contact Divinity Enrollment Services.

### Continuing Education Program

For more information about the CEU Program contact the Divinity Registration Representative.

## PARTNERSHIPS AND AFFILIATIONS

The School of Divinity is one of the Associated Schools of Jerusalem University College (formerly the Institute of Holy Land Studies), and is recognized by the Association of Clinical Pastoral Education as providing academic certification requirements. The School of Divinity is a charter member of the Pentecostal Research and Preservation Consortium along with Asbury College, Billy Graham Center at Wheaton College and Oral Roberts University. These partnerships are in keeping with the mission and expanding impact of the School of Divinity and Regent University. The School of Divinity also partners with The Master's Institute, Minneapolis, Minnesota, in offering their "Missional Discipleship" concentration to train pastors and leaders and serve churches across the country.

## MASTER'S DEGREE REQUIREMENTS

- ENGL 500, unless an exemption is issued. This exemption is based solely on the writing sample submitted in the admissions process.
- Students who plan to graduate in a given year must fulfill the requirements and timetable on a clearance sheet available from their advisor and the dean's office. Items that must be met include:

1. Review and complete an Academic Degree Plan (ADP) with the registration representative prior to completion of the first year of courses
2. Completion of core courses for the degree plan
3. Completion of elective hours
4. Completion of internship or culminating experience (thesis or comprehensive exam). Details for comprehensive exams are available from the divinity academic dean's office.
5. Exit survey
6. NOTE: A student in the LAST TERM of a master's program may apply for an exemption to the final exam(s) in any or all courses taken during the final term. The conditions of an exemption include ALL of the following: (1) a 3.5 average in the class; (2) a 3.5 CGPA in the student's overall program; AND (3) if the professor agrees and concurs that the final exam is not "essential" to the course material and content [i.e., an exemption from final exam will not unduly penalize the student's learning of the course material and content]. The application for exemption is not automatic. The professor is not obligated to grant the request.

Students who choose the internship must follow the procedures in the *Internship Manual*. Students who opt for the thesis must follow the procedures and timetable in the *Thesis Manual* available on the School of Divinity website.

## COURSE ATTENDANCE

In order to receive credit for a course, students must attend a minimum of 70% of courses, which have a residency or an on-campus requirement. Whether the course is standard, modular or hybrid in type, residency is an essential component of the requirements for these courses. Merely completing the assigned work is not sufficient to receive a grade for courses that have a residency requirement. This applies to masters and doctoral courses in the School of Divinity. NOTE: particular courses may assign credit for attendance and discount the final grade for a lack of attendance, even above 70% (see course syllabus for particular procedures and requirements). Note that online course also require regular participation as specified in the relevant course syllabus.

## AUDITING A COURSE

Certain on-campus School of Divinity courses may be audited with special permission from the Associate Dean of Academics. Ordinarily online and modular courses are not available for auditing. Audit tuition is 50% of the published tuition rate based on the program level of the course. Application for auditing a course is made through the Divinity department of Academic Support.

## ADMISSIONS REQUIREMENTS for the Master's Programs

Refer to the "Admission to Regent Graduate Schools" section of this Catalog for additional information regarding admission procedures and requirements.

The School of Divinity does not require students to have undergraduate courses or degrees in Bible, theology, religion or philosophy. Admission to degree programs is a competitive process and is based on academic achievement as evidenced by college grades (minimum 2.50 GPA; 3.00 GPA preferred), an extemporaneous writing sample, maturity in spiritual and character qualities, personal interview, clergy recommendation, and personal goals consistent with the mission of Regent University. The School of Divinity encourages applications from men and women of all Christian church traditions, denominations and national and ethnic origins.

## ADVANCED STANDING

Advanced standing may be granted to students as follows:

- Students applying to Regent from **an accredited institution** may be eligible for advanced standing credits for academic and professional equivalent coursework in the School of Divinity (cf. "Admission Criteria: Master's or Professional Degree Program" section of the Catalog) Note that criteria for advanced standing are the same as those for transfer of credit.
- Graduates with an M.A. from Regent University who wish to be readmitted as MDiv students must submit an application to the MDiv program. Less than one-half of the total credits required for the MDiv degree can be subject to advanced standing. This petition is subject to formal review by the Associate Dean for Academics. Applicants are not re-admitted into a degree program and are not eligible to take classes until they have received positive notification from the dean's office.
- Ordinarily, students applying to Regent from **a non-accredited institution** are not eligible for advanced standing.

## CAREER OBJECTIVES

### Master of Divinity (MDiv)

The MDiv is considered by ATS the "normative" professional degree for ministry careers, especially those that focus on congregational ministries wherein ordination is desired. Foundations for sound ministerial philosophy and practice are laid through the in-depth study of the interpretation of the Bible, the languages of the Bible, and church history and doctrine. Practical skills and values are emphasized in practical theology, church leadership and missions-related courses. Students are offered opportunities to specialize in professional concentrations designed with the needs of the Church and society in mind. Patterns of ministerial practice are encouraged and confirmed in spiritual formation groups, fieldwork and internships in the areas related to students' vocational interests. The MDiv is configured with ten possible concentrations: Biblical Studies, Chaplain Ministry, Christian Theology, Church and Ministry, History of Christianity, Intercultural Studies, Interdisciplinary Studies, Marketplace Ministry, Missional Discipleship, and Worship & Media. According to ATS standards, it is the required degree for admission to the Doctor of Ministry program and the recommended first theological degree for admission to advanced programs oriented to theological research and teaching.

### M.A. in Practical Theology (Professional)

The primary purpose of degrees that ATS designates as M.A. (in Specialized Ministry) is to equip persons for competent leadership in some form of specialized ministry in congregations and other settings. Although the MDiv is the standard degree for ordination, this type of M.A. is often sufficient for those interested in ordination within some ministry contexts. The School of Divinity offers an M.A. in Practical Theology with five concentrations: Church and Ministry; Intercultural Studies; Interdisciplinary Studies; Marketplace Ministry; and Worship & Media.

### Master of Theological Studies (Academic)

The purpose of the Master of Theological Studies (MTS) degree is to provide a basic understanding of graduate theological disciplines for further graduate study or for general educational purposes. The MTS prepares graduates for participation in theological research, writing, and teaching by offering a foundation in theological studies, and is ideal for those interested in academic and research pursuits leading to academic doctoral work. The School of Divinity offers four concentrations within the MTS: Christian Theology; History of Christianity; Biblical Studies; and Interdisciplinary Studies.

**Master of Theology (ThM)** *Regent University has submitted a petition to the ATS Board of Commissioners for approval at its June 2015 meeting to offer the ThM. Also pending SACS approval.

The purpose of this advanced degree is to provide a fuller mastery of one area or discipline of theological study than is normally provided at the MDiv level. The program serves a variety of aims, including preparation for further graduate study at the doctoral level, preparation for some forms of teaching, the scholarly enhancement of ministerial practice, or disciplined reflection on a specialized function in ministry.

### Online Distance Education (DE)

Students in the MDiv, M.A. in Practical Theology and MTS programs can complete their degree programs entirely through online classes or through a combination of online and face-to-face classes (including both traditional and modular classes.) Regardless of the mode of delivery, the course and program content is the same so that all students receive a comparable education within their area of study.

# DEGREE PROGRAMS

## Master of Theological Studies Degree (MTS)

**MTS Program** (Program delivered entirely online or partially online and partially face-to-face.)

The MTS is a 48-credit-hour academic degree designed to provide a basic understanding of theological disciplines for further graduate study or for general educational purposes. The MTS in the School of Divinity prepares graduates for participation in theological research, writing, and teaching by offering a general foundation in theological studies and an opportunity for specializing in a concentration.

The MTS is available in four concentrations

- Biblical Studies

- Christian Theology
- History of Christianity
- Interdisciplinary Studies

The goals of this program are to:

- Advance students' levels of proficiency in the content, theory, and practice of theological scholarship.
- Provide an educational experience that supports students' holistic formation with emphasis on Christ-like character and spiritual vitality.
- Enable students to develop competence in Biblical literacy and interpretation, the history of Christianity, and theological reflection from a Renewal perspective.
- Prepare students for Christ-centered leadership in the education, training, and development of communities in which they serve.
- Enhance the global competence of students for balanced understanding, practice, and participation in diverse contemporary contexts of life.

## Location of Instruction

The MTS may be completed at the Virginia Beach campus, online, or through a combination of distance education and residential courses.

## Course Requirements (48 credit hours)

Students in the MTS program take 18 credit hours of "context" courses, 12 credit hours of "perspectives" courses, 15 credit hours of "concentration" courses, and 3 credit hours associated with a summative experience.

**Context Courses (18 credit hours):** Students in this program are required to take the following context courses:

BIBL 504 Biblical Hermeneutics (3)
BNTB 500 New Testament (3)
BOTB 500 Old Testament (3)
ENGL 500 Graduate Academic Writing Seminar (0)
Choose one from HCHT 501, HCHT 502, HCHT 503, HCHT 504 (3)
SFRM 501 Spiritual Formation Foundations (3)
THEO 500 Christian Theology (3)
UNIV LIB Library Information, Research and Resources Workshop (0)

**Perspectives Courses (12 credit hours):** Students in this program must choose courses as specified from the following perspectives course areas:

**One language elective (3 credit hours):**
BIBL 506 Introduction to Biblical Languages (3)
BNTB 540 New Testament Greek 1 (3)*
BOTB 540 Biblical Hebrew 1 (3)*

*Note: students choosing to take BNTB 540 or BOTB 540 to fulfill their language elective should plan to take the second course in sequence (BNTB 541 New Testament Greek 2 or BOTB 541 Biblical Hebrew 2) as one of their concentration courses.

**One intercultural elective (3 credit hours):**
ICSD 521 World Religions (3)
ICSD 500 World Christian Perspectives (3)
ICSD 531 Theology of Global Missions (3)
ICSD 545 Intercultural Communication (3)
THEO 522 Christian Ethics (3)

**Two interdisciplinary electives (6 credit hours):**
Students in the ***Biblical Studies*** concentration: one THEO course and one HCHT course.
Students in the ***Christian Theology*** concentration: one HCHT course and one BOTB, BNTB, or BIBL course.
Students in the ***History of Christianity*** concentration: one THEO course and one BOTB, BNTB, or BIBL course.

Students in the ***Interdisciplinary Studies*** concentration: two courses from among the BIBL, BNTB, BOTB, HCHT, and THEO courses.

**Concentration Courses (15 credit hours):** Students in this program choose from a range of classes in their concentration area.

**MTS with a concentration in *Biblical Studies***: 15 credit hours in BOTB, BNTB, or BIBL courses beyond the required context courses.

**MTS with a concentration in *Christian Theology***: 15 credit hours in THEO courses beyond the required context course.

**MTS with a concentration in *History of Christianity*:** 15 credit hours in HCHT courses beyond the required context course.

**MTS with a concentration in *Interdisciplinary Studies***: 15 credit hours in THEO, HCHT, BOTB, BNTB, or BIBL courses beyond the required context courses.

*Note: In each of the above concentrations, one course may be taken in a complementary area within the School of Divinity and counted within the concentration.

**Summative Experience (3 credit hours):** Students in this program must complete a summative experience in the final year of their program. Students must seek formal approval for their summative experience from the Academic Dean in consultation their academic advisor. Summative experiences normally consist of one of the following:

DGEN 580 Practicum (requires prior approval of the dean in order to be considered a summative experience)
DGEN 590 Independent Study (requires prior approval of the dean in order to be considered a summative experience)
DGEN 597 Comprehensive Exam
DGEN 685 Seminar (requires prior approval of the dean in order to be considered a summative experience)
DGEN 699 Thesis*

*Note: Students choosing to pursue the thesis option will also take DGEN 697 Thesis Research and Writing as one of their concentration courses.

Total Degree (48 hours)

## Master of Arts Degree (M.A.)

**M.A. in Practical Theology Program** (Program delivered entirely online or partially online and partially face-to-face.) The M.A. in Practical Theology is a 48-credit-hour professional degree for those who have been called to specialized ministry settings. The heart of this program is the understanding from the perspectives of the Bible that theology is intensely practical in its application. Further, this program underscores the importance of balanced reasoning informed by Scripture, which precedes and inspires works of effective ministry. Spiritual formation, coursework, research, internships and practica are directed toward the development of practical solutions to ministry challenges.

This degree is intended to provide relevant studies of the Scripture and ministry foundations for pastors, staff ministers, missionaries, military personnel and other professionals pursuing further graduate work. It is an excellent preparation for anyone aspiring to leadership-service positions within the church, the church staff or within nonprofit organizations, e.g., Christian education director, minister to youth, staff pastoral counselor. Also, the program is ideal for ordination preparation for some churches and denominations.

The M.A. in Practical Theology is a professional degree related to and carrying the same GPA requirements as the MDiv degree. The M.A. in Practical Theology is designed to prepare church leaders and Christian workers in foundational studies of the Bible and ministry skills. Ideal for ministry specialists, it prepares one for roles and tasks that might differ from those expected of senior pastors or other traditional church leadership roles.

Ministry specialists such as pastors to youth, evangelists, discipleship instructors and support-role missionaries may find this degree perfect for their individualized training needs. It provides the Christian ministerial foundations for those

called to bi-vocational ministries, i.e., one pastoring a newly planted church while employing professional skills in the marketplace for financial support. The M.A. in Practical Theology is well-suited for ministers at the entry-level stage of development seeking the clarifying input of mentors and faculty. It is just as appropriate for senior ministry staff desiring a sabbatical or refresher experience. This program is the suggested degree plan for those on campus seeking a joint degrees option with one of the other colleges or schools at Regent University.

The M.A. in Practical Theology is available in five concentrations:

- Church & Ministry
- Intercultural Studies
- Interdisciplinary Studies
- Marketplace Ministry
- Worship & Media

The goals of this program are to:

- Advance students' levels of proficiency in the content, theory, and practice of ministry.
- Provide an educational experience that supports students' holistic formation with emphasis on Christ-like character and spiritual vitality.
- Enable students to develop competence in Biblical literacy and interpretation, the history of Christianity, and theological reflection from a Renewal perspective.
- Prepare students for Christ-centered leadership in the education, training, and development of communities in which they serve.
- Enhance the global competence of students for balanced understanding, practice, and participation in diverse contemporary contexts of life.

## Location of Instruction

The M.A. in Practical Theology degree program may be completed either entirely online or at the Virginia Beach campus through a combination of online and face-to-face classes.

## Course Requirements (48 credit hours)

Students in the M.A. in Practical Theology program take 18 credit hours of foundational "context" courses, 15 credit hours of "perspectives" courses, and 12 credit hours of "concentration" courses and at least 3 credit hours associated with a supervised ministry experience.

**Context Courses (18 credit hours):** Students in this program are required to take the following context courses:

BIBL 504 Biblical Hermeneutics (3)
BNTB 500 New Testament (3)
BOTB 500 Old Testament (3)
ENGL 500 Graduate Academic Writing Seminar (0 credit hours)
Choose one from HCHT 501, HCHT 502, HCHT 503, HCHT 504 (3)
SFRM 501 Spiritual Formation Foundations (3)
THEO 500 Christian Theology (3)
UNIV LIB Library Information, Research and Resources Workshop (0 credit hours)

**Perspectives Courses (15 credit hours):** Students in this program must choose courses as specified from the following perspectives course areas:

**One intercultural elective (3 credit hours):**

ICSD 500 World Christian Perspectives (3)
ICSD 521 World Religions (3)
ICSD 531 Theology of Global Missions (3)
ICSD 545 Intercultural Communication (3)

**Three interdisciplinary electives (9 credit hours):**

One BIBL BNTB or BOTB course (Biblical Studies)
One HCHT course (History)
One THEO course (Theology)

**One ministerial leadership elective (3 credit hours):**

PMIN 501 Leadership in Church & Ministry (3)
PMIN 524 Preparation of Biblical Messages (3)
PMIN 525 Pulpit Ministry (3)
THEO 522 Christian Ethics (3)

**Concentration Courses (12 credit hours):** Students in this program choose from a range of classes in their concentration area:

**M.A. in Practical Theology with a concentration in *Church & Ministry*:** 12 credit hours in PMIN and SFRM courses beyond the required perspectives course.

**M.A. in Practical Theology with a concentration in *Intercultural Studies*:** 12 credit hours in ICSD courses beyond the required perspectives course.

**M.A. in Practical Theology with a concentration in *Interdisciplinary Studies*:** 12 credit hours of courses in a variety of disciplines beyond the required context and perspectives courses.

**M.A. in Practical Theology with a concentration in *Marketplace Ministry*:** 12 credit hours to include 6 credit hours of School of Divinity coursework from the list below and 6 credit hours of courses from the School of Business and Leadership or the Robertson School of Government coursework from the list below:

**Divinity courses:** BIBL 500 Principles of Bible Study 1 (3); BIBL 510 Unity of the Bible. ICSD 545 Intercultural Communication (3); PMIN 509 Models of Biblical Discipleship (3); PMIN 600 Online Technologies and Digital Media in Ministry (3); SFRM 501 Spiritual Formation Foundations (3) (pre-req. for SFRM 509 or PMIN 509); SFRM 509 Models of Biblical Discipleship or PMIN 509 Models of Biblical Discipleship.

**Business and Leadership courses:** LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (3); LMOL 604 Motivation, Teams, Coaching & Mentoring (3); LMOL 605 Organizational Communication, Conflict Resolution & Negotiation (3); LMOL 606 Strategic Thinking, Planning & Organizational Change (3); LMOL 607 Leadership, Technology, Job Design, Socio-technical Systems & Innovation (3) or MBA 621 Innovation & Technological Success (3); MBA 630 Marketing (3); MBA 679 Business Planning & Launch.

**Robertson School of Government Courses:** GOV 693 Managing Not-for-Profit & Faith-Based Organizations (3); GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3); GOV 696 Special Topics in Not-for-Profit and Faith-Based Organizations Management (3)

**M.A. in Practical Theology with a concentration in *Worship & Media:*** 12 credit hours; 6 hours in Divinity WSHP courses and of 6 hours from the School of Communication & the Arts courses from a selection of approved course options in the areas of Theatre, Strategic Communication and Journalism, or Cinema and Television.

*Note: In each of the above concentrations, one course may be taken in a complementary area within the School of Divinity or in another graduate school within Regent University and counted within the concentration. For the *Interdisciplinary Studies* concentration, up to two courses may be taken in another graduate school within the university. The Marketplace Ministry concentration already includes two courses from the School of Business and Leadership or the Robertson School of Government and the *Worship and Media* concentration includes two courses from the School of Communication and the Arts.

**Supervised Ministry (3 credit hours):** Students in this program must complete a supervised ministry experience during the course of their program. Students must seek formal approval for their supervised ministry experience through the School of Divinity's Director of Field Education. Supervised ministry normally consists of the following:

**SFRM 502 Internship: Ministry Formation (3)**

*Note: Students wishing to gain additional practical experience during the course of their program may also wish to enroll in a Practicum (PMIN 580; ICSD 580) or an additional internship (PMIN 595) either of which can be taken in addition to SFRM 502 as one of their concentration courses.

Total Degree (48 hours)

## The Master of Divinity Degree (MDiv)

**MDiv Program** (Program delivered entirely online or partially online and partially face-to-face.)

The MDiv is the traditional seminary degree that prepares men and women for professional ministry leadership roles. The 72 credit-hour MDiv is the comprehensive degree program in the School of Divinity incorporating elements of both the MTS and M.A. in Practical Theology. The MDiv allows students to focus in one of a number of concentration areas (Biblical Studies, Chaplain Ministry, Christian Theology, Church and Ministry, History of Christianity, Intercultural Studies, Interdisciplinary Studies, Marketplace Ministry, Missional Discipleship, and Worship & Media). The MDiv prepares students for full-time Christian service leading to ordination by providing training and mentoring for the general practice of ministry in a church or parachurch organization or in a specialized ministry setting. The MDiv provides the broad theological and ministry perspectives required by most ordaining bodies, and is the standard prerequisite for the DMin and other terminal degrees. Students planning to pursue ordination or terminal degrees should consult providers of those opportunities to determine specific requirements.

The goals of this program are to:

- Provide an educational experience that supports students' holistic formation with emphasis on Christ-like character and spiritual vitality.
- Enable students to develop competence in Biblical literacy and interpretation, the history of Christianity, and theological reflection from a Renewal perspective.
- Prepare students for Christ-centered leadership in the education, training, and development of communities in which they serve.
- Enhance the global competence of students for balanced understanding, practice, and participation in diverse contemporary contexts of life.
- Advance students' levels of proficiency in the content, theory, and practice of ministerial leadership.
- Advance students' levels of proficiency in a specialized area of theological studies (i.e. their area of concentration).

### Location of Instruction

The MDiv may be completed either entirely online or at the Virginia Beach campus or through a combination of online and face-to-face classes.

### Course Requirements (72 credit hours)

Students in the MDiv program take 18 credit hours of "context" courses, 30 credit hours of "perspectives" courses, and 18 credit hours of "concentration" courses. In addition, MDiv students take at least 3 credit hours associated with a supervised ministry experience, and 3 credit hours associated with a summative experience.

**Context Courses (18 credit hours):** Students in this program are required to take the following context courses:

BIBL 504 Biblical Hermeneutics (3)
BNTB 500 New Testament (3)
BOTB 500 Old Testament (3)
ENGL 500 Graduate Academic Writing Seminar (0 credit hours)
SFRM 501 Spiritual Formation Foundations (3)
THEO 500 Christian Theology (3)
Choose one from HCHT 501, HCHT 502, HCHT 503, and HCHT 504 (3)
UNIV LIB Library Information, Research and Resources Workshop (0 credit hours)

**Perspectives Courses (30 credit hours):** Students in this program must choose courses as specified from the following perspectives course areas:

**Two intercultural electives (6 credit hours):**
ICSD 500 World Christian Perspectives (3)
ICSD 521 World Religions (3)
ICSD 531 Theology of Global Missions (3)
ICSD 545 Intercultural Communication (3)

**Four interdisciplinary electives (12 credit hours):**
One BIBL or BNTB course (New Testament)
One BIBL or BOTB course (Old Testament)
One HCHT course (History)
One THEO course (Theology)

**Two ministerial leadership electives (6 credit hours):**
PMIN 501 Leadership in Church & Ministry (3)
PMIN 524 Preparation of Biblical Messages (3)
PMIN 525 Pulpit Ministry (3)
THEO 522 Christian Ethics (3)

**Two language electives (6 credit hours):**
BNTB 540 New Testament Greek 1(3)
BNTB 541 New Testament Greek 1 (3)
BOTB 540 Biblical Hebrew 1 (3)
BOTB 541 Biblical Hebrew 2 (3)

*Note: students wishing to take additional language coursework including exegesis or readings courses should take these as part of their concentration courses.

**Concentration Courses (18 credit hours):** Students in this program choose from a range of classes in their concentration area.

**MDiv with a concentration in *Biblical Studies:*** 18 credit hours in BIBL, BNTB or BOTB courses beyond the required context and perspective courses.

**MDiv with a concentration in *Chaplain Ministry*:** see specialized program requirements below.

**MDiv with a concentration in *Christian Theology*:** 18 credit hours in THEO courses beyond the required context course.

**MDiv with a concentration in *Church & Ministry*:** 18 credit hours in PMIN courses beyond the required perspectives course.

**MDiv with a concentration in *History of Christianity*:** 18 credit hours in HCHT courses beyond the required context course.

**MDiv with a concentration in *Intercultural Studies*:** 18 credit hours in ICSD courses beyond the required perspectives course.

**MDiv with a concentration in *Interdisciplinary Studies*:** 18 credit hours beyond the required context courses in a variety of disciplines.

**MDiv with a concentration in *Marketplace Ministry*:** 18 credit hours to include 9 credit hours of School of Divinity coursework from the list below and 9 credit hours from the School of Business and Leadership or the Robertson School of Government courses as listed below:

**Divinity courses:** BIBL 500 Principles of Bible Study 1 (3); BIBL 510 Unity of the Bible. ICSD 545 Intercultural Communication (3); PMIN 509 Models of Biblical Discipleship (3); PMIN 600 Online Technologies and Digital Media in Ministry (3); SFRM 501 Spiritual Formation Foundations (3) (pre-req for SFRM 501 and PMIN 509); SFRM 509 Models of Biblical Discipleship

**Business and Leadership courses:** LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (3); LMOL 604 Motivation, Teams, Coaching & Mentoring (3); LMOL 605 Organizational Communication, Conflict Resolution & Negotiation (3); LMOL 606 Strategic Thinking, Planning & Organizational Change (3); LMOL 607 Leadership, Technology, Job Design, Socio-technical Systems & Innovation (3) or MBA 621 Innovation & Technological Success (3); MBA 630 Marketing (3); MBA 679 Business Planning & Launch

**Robertson School of Government courses:** GOV 693 Managing Not-for-Profit & Faith-Based; Organizations (3); GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising; Development (3); GOV 696 Special Topics in Not-for-Profit and Faith-Based; Organizations Management (3)

**MDiv with a concentration in *Missional Discipleship*:** 18 credit hours as indicated in the specialized program requirements below.

**MDiv with a concentration in *Worship & Media*:** 18 credit hours; 9 credit hours of WSHP courses and 9 credit hours from the following courses offered in the School of Communication and the Arts:

**Theatre:** SSW 510 Story Structure for Stage & Screen (3); THE 633 Theories & Concepts in Directing (3); THE 635 Theatre in the Church (3);

**Strategic Communication:** COM 600 Story, Popular Culture & Worldview (3); COM 610 Influence through Entertainment (3); COM 632 Media & the Church (3);

**Journalism:** JRN 607 Social Media & Internet Marketing (3); JRN 550 Journalism Technology Tools (3); JRN 613 Feature Writing & Specialty Reporting (3);

**Cinema and Television:** CTV 524 The Role of the Producer (2); CTV 604 Redemptive cinema (2); CTV 612 Legal Issues (2); CTV 604 Redemptive Cinema (3); SSW 510 Story Structure for Stage & Screen (3).

*Note: In each of the above concentrations, one course may be taken in a complementary area within the School of Divinity or in another graduate school within Regent University and counted within the concentration. For the ***Interdisciplinary Studies*** concentration, up to three courses may be taken in another graduate school within the university. The ***Marketplace Ministry*** concentration already includes three courses from the School of Business and Leadership or the Robertson School of Government and the ***Worship and Media*** concentration includes three courses from the School of Communication and the Arts.

Students in the ***Chaplain Ministry*** concentration take a specialized set of classes designed to more effectively prepare them for the demands of chaplaincy in a variety of contexts. These include:

**Supervised ministry** (see next section for specific requirements)

**6 credit hours of counseling and related courses** (students choose from among PMIN 511 Pastoral Care, Counseling & Conflict [strongly recommended], and related courses within the School of Psychology and Counseling on topics such as crisis counseling, marriage and family, addictive behaviors, and post-traumatic stress).

**9 credit hours in the following areas:** PMIN 519 Ministry Administration (3); THEO 522 Christian Ethics (3) (or an elective if THEO 522 is taken as a perspectives course); one additional elective (3).

Students in the ***Missional Discipleship*** concentration take 6 credit-hours of required concentration courses and choose 12 credit-hours from a set of eight concentration electives:

**Required concentration courses:** BIBL 540 Promise, Covenant & Kingdom (3) and PMIN 506 Priests, Disciples & Mission (3).

**Concentration electives:** HCHT 524 Luther: Man and Mission (3); HCHT 525 Lutheran Christianity (3); THEO 518 Confessional Theology (3); THEO 527 Bonhoeffer and Life Together (3); HCHT 503 Early

Modern Christianity (3 hours); PMIN 513 Church Planting Models & Methods (3); THEO 546 Pneumatology: The Doctrine of the Holy Spirit (3); SFRM/PMIN 509 Models of Biblical Discipleship (3).

**Supervised Ministry (3 credit hours):** Students in the MDiv program must complete a supervised ministry experience during the course of their program (3 credit hours; 6 credit hours for chaplain ministry students). Students must seek formal approval for their supervised ministry experience through the School of Divinity's Director of Field Education. Students in the ***Missional Discipleship*** concentration who are part of The Master's Institute program must also seek the approval of their program advisor. Supervised ministry normally consists of the following:

SFRM 502 Internship: Ministry Formation (3)

*Note: Students wishing to gain additional practical experience during the course of their program may also wish to enroll in a Practicum (ICSD 580, PMIN 580); or an additional internship (PMIN 595) either of which can be taken in addition to SFRM 502 as one of their concentration courses.

Students in the ***Chaplain Ministry*** concentration will complete 6 credit hours of supervised ministry associated with the kind of chaplaincy for which they are preparing. As with students in other concentrations, chaplain ministry students must also seek formal approval for their supervised ministry experience through the School of Divinity's Director of Field Education. Recommendations for each area of chaplaincy are listed below:

**Hospital Chaplaincy:** Students should complete 1 unit of Clinical Pastoral Education (6 credit hours).

**Military Chaplaincy:** Students should seek to partner with the Chaplain Candidate Reserve Program for their particular branch of service. The three summer immersion experiences provided through these programs provide necessary foundations for military context, culture, organization, and history (6 credit hours).

**Prison, Institutional, Sports, or Other Chaplaincy:** Students should complete two semesters of internship in their area of chaplaincy (6 credit hours).

**Summative Experience (3 credit hours):** Students in the MDiv program must complete a summative experience in the final year of their program. Students must seek formal approval for their summative experience from the Academic Dean through consultation with their academic advisor in the School of Divinity Student Support office. Students in the ***Missional Discipleship*** concentration who are part of The Master's Institute program must also seek the approval of their program advisor. This requirement is normally met through one of the opportunities listed below:

DGEN 580 Practicum, PMIN 680 Advanced Ministry Practicum, or ICSD 680 Advanced Missions Practicum (3)
DGEN 597 Comprehensive Exam (3)
DGEN 685 Seminar (3) (requires prior approval of the dean in order to be considered a summative experience)
DGEN 699 Thesis* (3)
SFRM 503 Spiritual & Vocational Integration (3)
*Note: Students wanting to pursue the thesis option are required to take DGEN 697 Thesis Research and Writing as one of their concentration courses.

**Total Degree (72 hours)**

# ADVANCED GRADUATE DEGREE

## Master of Theology (ThM)

*Regent University has submitted a petition to the ATS Board of Commissioners for approval at its June 2015 meeting to offer the ThM. Also pending SACS approval.

The ThM is a 24-credit-hour advanced, flexible degree designed to provide a more complete mastery of one area or discipline. The degree is intended for those requiring specialist training in any area of church or marketplace ministry, or for entry into a doctoral program. The ThM can be gained through a combination of course work and research, and through any mode of delivery, including entirely online.

### Admissions Requirements

Refer to the "Admission to Regent Graduate Schools" and "Admissions Requirements for the Master's Programs" sections of this Catalog for additional information regarding admission procedures and requirements.

Admission requires an MDiv or MA or MTS, with a GPA of at least 3.5, from an ATS or regionally accredited school, a B+ in all prerequisites for subjects to be taken in the ThM, and a thesis proposal, including footnotes, of not less than 350 and not more than 500 words.

The ThM is available in any of the following concentrations:

- Biblical Studies
- Christian Leadership
- Christian Spiritual Formation
- Christian Theology
- Church & Ministry
- Evangelism & Church Development
- History of Christianity
- Intercultural Studies
- Pastoral Theology

## Educational Goals and Learning Outcomes

Upon completion of the program, each student will be able to:

- Demonstrate an advanced understanding of a focused area of theological study
- Utilize the research methods of the discipline
- Write an advanced master's thesis at a level appropriate to an advanced research degree

## Location of Instruction

The ThM may be completed at the Virginia Beach campus, online, or through a combination of distance education and residential courses.

## Course Requirements (24 credit hours)

Students in the ThM (24 hours) take from 9 to 15 credit hours of course work, one 3 credit hour examination, and the remaining 6 to 12 hours as a thesis.

There is a two-year time limit for the completion of the degree.

*Course work*
Students in this program are required to take the following courses.

One concentration-specific methods course (3 credit hours):
*Biblical Studies*: BIBL 520 Biblical Criticism
*Christian Leadership*: DCOR 705 Research Design and Methodology
*Christian Spiritual Formation*: DCOR 705 Research Design and Methodology
*Christian Theology*: RTCH 701 Renewal Theological Method (3)
*Church & Ministry*: DCOR 705 Research Design and Methodology
*Evangelism & Church Development*: DCOR 705 Research Design and Methodology
*History of Christianity*: RTCH 713 Renewal & Reconstruction of the Past
*Intercultural Studies*: RTCH XXX Theology and Culture
*Pastoral Theology*: DCOR 705 Research Design and Methodology

At least one upper division (550+) concentration-specific course (3 credit hours), including one chosen from a range of classes in the student's designated concentration area:
*Biblical Studies*: BIBL, BNTB, BOTB or RTCH courses
*Christian Leadership*: DCOR, DLDR or PMIN courses
*Christian Spiritual Formation*: RTCH, SFRM, RTCH or THEO courses
*Christian Theology*: RTCH, THEO courses
*Church & Ministry*: PMIN, RTCH or THEO courses
*Evangelism & Church Development*: DCOR, DLDR, PMIN courses

*History of Christianity*: RTCH, HCHT courses
*Intercultural Studies*: RTCH, ICSD courses
*Pastoral Theology*: PMIN, RTCH or THEO courses

At least one upper division (550+) course:
Prerequisites (at a B+ or higher) can be met by subjects taken in the previous 10 (ten) years.
Language prerequisites (at a B+ or higher) must have been gained in the last three (3) years.
At least three (3), but not more than six (6) credits can be taken as tutorials, internships, or Independent Studies.
At the discretion of the dean, up to six (6) credits, consistent with the student's designated concentration, may be taken in any other Regent graduate school.

*Examination*
A written, practical or oral comprehensive examination in the last semester (3):
DGEN 597 Comprehensive Examination

*Thesis*
A thesis of between 6 and 12 credit hours (between 10,000 and 20,000 words):
DGEN 697 Preparing a Thesis Proposal (3) and
DGEN 699 Thesis (3) and, if necessary,
DGEN 699a-c (9)
Existing prerequisites apply to the thesis option.

To graduate, all course work must be completed within a two-year time limit; a minimum grade of B+ is required for all courses;

No courses may be transferred into this degree.

*Note*: ThM courses may be taken into consideration for advanced standing in the Regent University, School of Divinity PhD program.

## Joint Degrees

MDiv: A 60-hour joint degree version of the MDiv is available to students who have received admission to another Regent University graduate school and have received approval from both the School of Divinity and that school for acceptance into the joint degrees program. The 60-hour joint MDiv has no concentration. The first 12 hours of the 18-hour concentration are waived for the joint degree; the remaining 6 hours are fulfilled as Divinity elective courses.

MA in Practical Theology: A 39-hour joint degree version of the MA in Practical Theology is available to students who have received admission to another Regent University graduate school and have received approval from both the School of Divinity and that school for acceptance into the joint degrees program. The 39-hour joint MA PT has no concentration. The first 9 hours of the 12-hour concentration are waived for the joint degree; the remaining 3 hours are fulfilled as a Divinity elective course.

## MASTER'S GRADING: PHILOSOPHY and CRITERIA

The following evaluation rubric is employed in the Master's programs of the School of Divinity and is in keeping with grading policies at most U.S. graduate schools.

**A A-**

Work of superior quality in all areas. Work displays an outstanding mastering of the facts, a creative and critical use of the data, and an analysis or evaluation of facts, research, and trends, that shows real scholarship and talent for graduate work at the highest level. Practical or formational implications of work are included, as appropriate.

**B+ B B-**

Good grasp of facts, creativity and analysis, showing good comprehension of the subject. Practical or formational implications of work are included, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

**C+ C C-**

The student has shown a minimal grasp of the facts of the course, and does not demonstrate the desired level of creativity, analytical performance, or comprehension. Practical or formational implications of work are included, as appropriate. The grade will vary from C+-C-.

**D+ D D-**

Below minimal understanding and ability to handle the subject material of the course, but not requiring the course to be repeated. Practical or formational implications of work are included, as appropriate. The grade will vary from D+ to D-.

**F**

Not acceptable for graduate level study. The student's work indicated major deficiencies both in routine learning and in use of data. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.

### MASTER'S GRADING SYSTEM

| GRADE | PERCENTAGE | QUALITY POINTS | MEANING OF GRADE |
|---|---|---|---|
| A | 94–100 | 4.00 | ***Superior*** |
| A- | 90-93 | 3.67 | |
| B+ | 87-89 | 3.33 | ***Very Good*** |
| B | 83-86 | 3.00 | ***Good*** |
| B- | 80-82 | 2.67 | |
| **C+** | **77-79** | **2.33** | |
| **C** | **73-76** | **2.00** | ***Minimal*** |
| **C-** | **70-72** | **1.67** | ***Unsatisfactory*** |
| D+ | 67-69 | 1.33 | |
| D | 63-66 | 1.00 | |
| D- | 60-62 | .67 | |
| F | 0-59 | 0.00 | ***Failing*** |

# DOCTORAL DEGREE PROGRAMS

## Doctor of Ministry Degree (DMin)

**DMin in Leadership and Renewal Program** (Program delivered online with some required face-to-face components.) The Doctor of Ministry (DMin) degree has a major in Leadership and Renewal with five concentrations: Christian Leadership and Renewal; Clinical Pastoral Education (CPE); Community Transformation; Military Ministry; and Ministry Leadership Coaching.

According to ATS standards, the purpose of the DMin is to enhance the practice of ministry for persons who hold the MDiv and have engaged in ministerial leadership. The DMin is a terminal professional degree primarily for leaders in the Church and its various agencies who desire to build upon the foundation of a MDiv degree. It is a blend of academic coursework and practical training through a combination of modular courses and distance education. The degree is ideal for those who serve the Church in congregational ministries, institutional chaplaincies, counseling ministries, parachurch organizations, missions agencies and any other ministry setting wherein advanced leadership skills and training would make a difference. The DMin is a foundational teaching degree in some seminaries. The associated study period can also serve as a mid-career sabbatical or retooling for career changes in ministry.

This advanced professional degree enhances and builds upon the MDiv degree for those involved in ministry leadership. The DMin degree requires an MDiv or its educational equivalent (ordinarily a *seminary/theological* master's degree [e.g., M.A., M.R.E., MACE] enhanced by additional credits in the disciplines of the Bible, Christian theology and history, and

ministry-oriented studies—both pastoral and practical—bringing the transcript total to a minimum of 72 credit hours). This equivalency *must* be satisfied completely before application can be made. The successful completion of the equivalency in no way guarantees admittance into the DMin program. Accordingly, specific goals have been established for the School of Divinity DMin degree:

- Foster continued growth in spiritual maturity;
- Build advanced understanding of the nature and purposes of ministry;
- Enhance competencies in ministerial analysis and skills;
- Explore and present new knowledge about the practice of ministry;
- Foster integration of these dimensions into the theologically reflective practice of ministry.

Through practical reflection, graduates deepen their knowledge and practice of leadership, enabling them to engage in fruitful ministry for Christ with increased intellectual and spiritual integrity. The program provides for time to reflect and rebuild personal, spiritual and professional resources.

## ADMISSIONS REQUIREMENTS for the Doctor of Ministry (DMin)

See the "Admission to Regent Graduate Schools" section of this Catalog for admissions requirements. In addition, the School of Divinity requires applicants to submit the following:

- MDiv transcript (minimum 3.00 GPA) from an ATS-approved seminary or an *MDiv equivalency* (ordinarily a *seminary* master's degree [e.g., M.A., MRE., MACE], enhanced by additional credits in the disciplines of the Bible, Christian theology and history, and ministry-oriented studies—both pastoral and practical—bringing the transcript total to a minimum of 72 credit hours). Applicants from non ATS accredited schools will be considered on a case-by-case basis. Note: Those interested in the program that have a Master of Arts, but no MDiv, may wish to consider the Advanced Courses in Theological Studies (A.C.T.S.) as a prerequisite for application.
- A signed DMin Study Agreement.
- A DMin-specific résumé reflecting at least three years of significant ministry leadership experience subsequent to completion of an MDiv (ordination is desirable).
- Clergy recommendation.
- A five-page writing sample reflecting on the Student Entrance Profile (in admissions packet).
- DMin students may only enter the program during the fall semester.

## PROGRAM FORMAT for the DMin

The DMin program has been designed within a "cohort" framework. The "cohort" system refers to the process of tracking through the program with other DMin students in a consistent, relational format. DMin students may only enter the program during the fall semester. As cohorts, students will take classes and "track" together throughout core courses, creating a sense of synergy and mutual support. Applicants should be aware that each DMin course requires students to complete substantial pre-session assignments. DMin courses are offered during the fall, spring and summer semesters.

### Career and Life Focus

The DMin is a terminal professional degree primarily for leaders in the Church and its various agencies who desire to build upon the foundation of an MDiv degree. It is a blend of academic coursework and practical training through a combination of modular courses and distance education. The degree is ideal for those who serve the Church in congregational/pulpit ministries, institutional chaplaincies, counseling ministries, parachurch organizations, missions agencies and any other ministry settings wherein advanced leadership skills and training would make a difference. The DMin is a foundational teaching degree in some seminaries. The associated study period can also serve as a mid-career sabbatical or retooling for career changes in ministry.

### *Course Requirements*

| | |
|---|---|
| **Divinity Core Courses** | **15** |
| **Professional Concentration** | **12** |
| **Integrative Examination** | **3** |

| | |
|---|---|
| **DMin Project** | **3** |
| **DMin Dissertation** | **3** |
| **Total** | **36** |

### Doctor of Ministry Learning Process

The DMin is based on the adult learning model requiring students to attend a one-week seminar for each core course, while completing pre and post-session assignments at home. This model significantly affects the manner in which doctoral seminars are conducted. The professor's role is less of a lecturer and presenter and more of a facilitator. Students accepted into the program are expected to approach this level of learning from perspectives that are scholarly, professional, practical, solution-oriented and self-directed.

### The Regent DMin Leadership Profile

A fundamental principle in strategic planning is "beginning with the end result in view." As we designed the Regent D. Min. in Leadership and Renewal, we envisioned a degree that anticipates skills and perspectives needed in most ministry contexts on a daily basis. We coupled this with Regent Divinity's unique theological vision for spiritual revitalization of leaders and the expansion of the Church at home and abroad. Lastly, we configured every instructional experience—course selection, faculty teams, textbook choices, assignments and dissertations—to foster deep personal and professional transformation, spiritual renewal and ministerial effectiveness. We pledge to produce the following eight leadership capacities in each successful graduate. At the completion of the degree, students will have gained a greater capacity to:

- Foster Spiritual Health in Self, Others and Ministry—A profile ministry leader displays self-awareness, self-directedness and self-improvement toward growth goals on personal, spiritual and professional levels in ways that honor God through service to family, ministry, community and world. Such a leader also replicates healthy growth patterns in the lives of others by capitalizing upon opportunities to be an improving influence. Such a leader seeks to appropriate and engender spiritual renewal in self, others and groups in which they are affiliated (2 Timothy 4: 11-16).
- Merge Biblical and Theoretical Solutions to Problems—A profile ministry leader applies sound exegetical method and hermeneutical sense to contemporary life-circumstances that ministry leaders encounter. Such a leader draws on the resources, foundations and skills of studies of the Bible, Christian history and for the development of relevant faith perspectives, the fostering of spiritual growth in self and others and the praxis of faithful ministries in various settings (1 Timothy 2:15; 2 Timothy 3:16).
- Manage Vision, People, Processes and Resources—A profile ministry leader consistently and skillfully directs ministry structures toward the fulfillment of ministry objectives derived from Scripture. They have an experiential command on the nature, philosophy, contexts and conditions affecting the provision of ministry support in situations to which they are called. They express leadership in God's church as servants to Him and His people. The profile ministry leader prayerfully gauges ministry situations through strategic planning and decision-making, fosters clear direction for ministry teams, manages organizational structures, delegates team ministry, directs financial/personnel resources, collects and interprets feedback. Such a leader expresses prayerful dependence upon God in all phases of strategic planning, implementation, evaluation and refinement (Acts 11: 25-26).
- Reckon Prophetically with Local and Global Ministry Call—A profile ministry leader understands the ministerial call, with its implied aptitudes and abilities. Such a leader knows his or her giftedness and its implications at personal, family, church, community and societal and global levels. One's ministry can be related to the completion of the cultural and redemptive mandates of Scriptures. (1 Timothy 3: 1-15; Titus 1: 5-9; 1 Peter 5: 1-11; Matthew 24:14; Matthew 28:18-20).
- Critique and Adapt to Leadership-Needs Situations—A profile ministry leader applies critical thinking and skills to practical problems related to life and ministry with the result that innovative programs are formulated and implemented. Such a leader is grounded in the values informed by the Bible, Christian theology and philosophy, as well as ministry. He/she discerns, processes, integrates, facilitates, designs and implements God-honoring and people-serving responses to needs (Acts 6:2-4).
- Fulfill Aims by Mobilizing and Empowering Others—A profile ministry leader consistently displays a quality of interactional skill between leaders and constituents that expresses itself in sensitivity, clarity, confidence and conviction. Such a leader facilitates change by effectively serving individuals and teams in ways that result in the

achievement of ministry objectives; this involves efforts to motivate, organize, instruct, nurture, promote and empower others to fulfill ministry corporate plans. This also implies relational and communicational style, which affirms and cultivates values of human dignity, diversity, justice and integrity all derived from Scripture (Colossians 4:7-18).

- Catalyze Innovations and Change in Ministry—A profile ministry leader is solution-oriented in ministry contexts wherein challenges and opportunities demand a creative response. Such ministry situations are met with decisiveness, resourcefulness, innovation and resolution. Basic to this aptitude is the incorporation of input, skill and creativity from others (Philemon).
- Promote Spiritual Renewal in Self and the Church—A profile ministry leader practices awareness, promotion and assessment of historical and contemporary spiritual renewal movements. Such a leader does so with the intention of being prophetically relevant to one's times, people and ministry. Advocating spiritual renewal, the profile ministry leader also advocates the advancement of truth, soundness, judgment, wisdom and balance as renewal is appropriated among God's people. (Romans 12: 1, 2; Acts 3:19; Acts 17:11; 2 Timothy 1:6).

### Phase I: Seminar Phase

The program begins each fall with a cluster of students attending courses that build upon one another sequentially throughout the year. Five core courses (listed below) are offered annually as modular classes. Students select all core courses and three additional elective courses—total of eight courses—to complete the coursework in the seminar phase. Elective courses may be offered in modular or online formats in any given semester. The core courses are listed below:

| | |
|---|---|
| **DCOR 700 DMin Leadership Profile (Orientation)** | **3** |
| **DCOR 701 Leader's Life & Values** | **3** |
| **DCOR 702 Vision, Mobilization & Management** | **3** |
| **DCOR 703 Leading Spiritual Formation & Renewal (Retreat)** | **3** |
| **DCOR 704 Prophetic Leadership & Redemptive Focus** | **3** |
| **Select Elective/Professional Concentration Courses Credits in Year 1 or Year 2** | **12** |

### Pre-Session Preparation

Students prepare for modular courses by conducting a series of pre-reading and reflection exercises. Each core course is supplemented by a DMin Course Manual that is keyed to the DMin Leadership Profile. The manuals contain course syllabi, a pre- and post-reading list (approximately 1,300 pages per course), self-reflection probes and self-administered ministry audits.

### In-Session Interaction

The on-campus sessions for modular courses are designed to facilitate faculty and peer-minister interaction. They are designed to be retreat-like, fostering spiritual refreshment, personal growth and new learning. We seek to bridge gaps between theory, practice and relevance through small group interaction, student case presentations, guest experts, self-reflection and local/regional field trips. A Leadership and Renewal Resource Table of recently published resources from national publishers is on hand during each session to allow students to review current resources in the field. Every effort is made to infuse each visit with innovative learning experiences and strategies that allow students to apply course principles immediately to their ministry situations.

### Post-Session Reflection

Upon the completion of on-campus sessions, students begin the work of post-session reflection and integration. The DMin Course Manual contains post-session probes and exercises that integrate readings, class lectures and case study feedback in a highly practical application. Instructional teams encourage students to complete work in ways that fulfill problem-solving objectives in one's ministry context. The course manuals allow students to conduct work that can be used in the development and completion of the final ministry project/dissertation design.

## DMin in Leadership and Renewal Professional Concentrations

***Christian Leadership & Renewal*** **(9 Credit Hours)**

Leadership & Renewal concentrates on issues affecting ministry leaders in church ministry, both traditional congregational and nontraditional parachurch settings. Employing case studies, selected reading and practical projects, participants are challenged to align their lives and ministries with transformative, innovative and relevant approaches to solution-oriented management, organization, planning and service.

*Courses Required for the Christian Leadership & Renewal Concentration:*
*Courses with the DLDR prefix*

***Clinical Pastoral Education (CPE)*** **(9 Credit Hours)**

The School of Divinity is a member seminary of the Association of Clinical Pastoral Education (ACPE). DMin students may transfer completed CPE units as elective hours, reducing the time and cost of their degree by one-third. Additional leveling work may be required to prepare CPE students for their dissertation project. Clinical Pastoral Education transfer students are expected to pursue a ministry project and dissertation direction that incorporates leadership and renewal within the clinical context.

*Students in the Clinical Pastoral Education Concentration can transfer CPE Units 1-4 as:*
*DCPE 701 Clinical Pastoral Education 1 (3)*
*DCPE 702 Clinical Pastoral Education 2 (3)*
*DCPE 703 Clinical Pastoral Education 3 (3)*
*DCPE 704 Clinical Pastoral Education 4 (3)*

***Community Transformation*** **(9 Credit Hours)**

This concentration is designed to equip ministry leaders with the critical skills necessary to lead successful community transformation with high impact strategies that change lives and communities. Courses examine nuances of equipping leaders to function in a diverse multi-ethnic context for ministry. This is done by examining the current trends, issues and methodologies that lead to transformation in communities and produces a holistic understanding of the social, cultural, and ministry-related dynamics that lead to transformation.

*Courses Required for the Community Transformation Concentration:*
*Courses with the DLDR prefix.*

***Military Ministry*** **(9 Credit Hours)**

This concentration is committed to equip the men and women who serve their country in various branches of the armed forces as chaplains. It works with the various armed forces to integrate Joint Professional Military Education (J.P.M.E.), Military War College training and other advanced military training for advanced standing. Up to six (6) credit hours can be transferred into the program, based on individual evaluation of transcripts, and applied toward this professional concentration.

*Courses Required for the Military Ministry Concentration:*
*DMIL 701 Military Ministry: Strategy and Policy (3)*
*DMIL 702 Military Ministry: Operations and Decision Making (3)*
*DMIL 703 Military Ministry: Theological Reflection and Synthesis (3)*

***Ministry Leadership Coaching*** **(9 Credit Hours)**

The nuts and bolts of effective ministry leadership is the ability to select, train, equip and deploy other leaders for ministry. This concentration explores the paradigm of ministry leadership coaching to facilitate this process. Leadership coaching is a highly relational method for forming ministry leaders that can be used as a rapid deployment strategy in your context of ministry. Its focus helps you learn foundational coaching for healthy relationships, life focus, and for a variety of specific leadership training needs.

*Courses Required for the Ministry Leadership Coaching Concentration:*
*DMCH 701 Foundations for Leadership Ministry Coaching (3)*

*DMCH 703 Leadership Ministry Coaching Specialty I (3)*
*DMCH Course (3)*

### *Independent Study and Flexibility Plans*

It may be necessary to modify the program's design in order to accommodate the special needs of students, especially military chaplains, missionaries on furlough, international students and pastors on call. In the event of scheduling conflicts or course cancellations, students have the option of remaining on schedule through a maximum of six (6) credit hours of independent study or directed field research. Requests must be submitted in writing for approval.

### *Phase II: Doctoral Candidacy Phase*

After all seminar coursework is completed, students synthesize the learning experience in a required integrative essay. This essay forms the basis of an oral examination conducted by a faculty committee. After passing integrative essays and oral examinations, students enter DMin candidacy. In this status they develop and complete the DMin project and dissertation, generally a one-year experience. This portion of the program requires no campus visits for coursework—only for the dissertation defense and graduation. The stages of this phase are as follows:

| | |
|---|---|
| **Integrative Examination/Ministry Project Proposal** | **3** |
| **Ministry Project** | **3** |
| **Ministry Dissertation** | **3** |

### DMin Culminating Experiences

### *Integrative Examination*

The integrative examination is a culminating two-part exercise wherein the students demonstrate scholarly, professional, practical and spiritual integration of the DMin experience. The student writes both a response to the Mid-Course Student Profile and a ministry project/dissertation proposal. In part one, the student submits and defends the Mid-Course Profile, integrating themes in the seminar phase of the program. Students are encouraged to reflect how achievement of the leadership profile has been facilitated during the program. The examination is a discussional interview based on the content of the profile. A passing grade on the exam marks the beginning of doctoral candidacy.

In part two, the student submits and defends a ministry project/dissertation proposal according to guidelines outlined in the DMin Ministry Project/Dissertation Research Guidebook. The proposal is equal to chapter one of the dissertation. After approval of the proposal from the dissertation committee, the research and writing phase is conducted under the close supervision of the faculty. Major portions of the ministry project and dissertation have been planned into the development of the DMin course sequence.

### *Ministry Project and Dissertation*

The final experience of the DMin Program is a two-step, in-ministry reflection process. The first step is a ministry project. A student identifies a problem in ministry and proposes solutions. The ministry project is a specialized application of the curriculum to the student's ministry context. The project may be scheduled to occur over several months after the student's coursework is completed. After the student has collected, interpreted and evaluated his or her ministry projects sufficiently, the second step begins—writing dissertation reports. Using the skills and materials provided in the prerequisite training component of the DMin Orientation, the student writes a publishable, multi-chapter report about his or her ministry project.

### Visiting the Campus for In-Residence Seminars

DMin sessions for core courses and some electives are configured as five-day modular seminars. DMin classes are available each term. Students complete in-residence requirements with several visits over a one- to two-year period. All post-session coursework is due for evaluation by the deadline published in individual syllabi.

## DOCTOR OF PHILOSOPHY (Ph.D., Theological Studies)

The Doctor of Philosophy (Ph.D., Theological Studies) has three concentrations: Biblical Studies; Christian Theology; and History of Global Christianity.

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

The purpose of undertaking the Ph.D. is to become a scholar, that is to discover, integrate, and apply knowledge, as well as communicate and disseminate that knowledge. The Ph.D. program emphasizes the development of a student's capacity to make significant original contributions to knowledge in a context of freedom of inquiry and expression. The School of Divinity's Ph.D. program is designed to provide training for teachers and researchers in theological schools, colleges, and universities, and for the scholarly enhancement of ministerial practice particularly for persons serving the Renewal Movement worldwide. Graduates of this program will be expected to produce original research, and become world-class educators.

This advanced academic degree builds upon the MDiv degree for those involved in scholarship and advanced theological education. The Ph.D. degree requires an MDiv or its educational equivalent (a *seminary* Master's degree [e.g., MA, M.R.E., MACE] enhanced by additional credits in Bible, Christian theology and history, as well as pastoral/practical studies).

## ADMISSIONS REQUIREMENTS for the Ph.D., Theological Studies

Refer to the "Admission to Regent Graduate Schools" section of this Catalog for additional information regarding admission procedures and requirements. Admission will be selective and offered only to students who have demonstrated the intellectual ability, preparation, and motivation for this program. In addition, the School of Divinity requires the following of applicants:

Admission normally requires the MDiv from an ATS accredited graduate institution, or first graduate theological degree providing equivalent theological background, or its educational equivalent (ordinarily a *seminary/theological* master's degree [e.g., MA, M.R.E., MACE], enhanced by additional credits in the disciplines of the Bible, Christian theology and history, and ministry-oriented studies—both pastoral and practical—bringing the transcript total to 72 credit hours).

A GPA of 3.5 on a 4.00 grading scale in previous graduate work.

A writing sample in the form of an academic paper (3,000-5,000 words). This paper should demonstrate scholarly capacity in the field selected. It will be evaluated by the following standards as evidence of the applicant's ability to work on the doctoral level: (1) understanding of the subject treated and the materials used; (2) knowledge of relevant bibliography; (3) cogency and clarity of argument; and (4) constructive originality of thought. It may be a published work, a chapter of a Master's thesis, or a substantial graduate-level research paper.

An autobiographical essay of the applicant's intellectual and professional history and goals (up to 750 words) indicating the factors that have brought them to their present focus of intellectual interests, and spiritual formation, with some discussion of vocational objectives. The essay should also address the applicant's goals and expectations for doctoral study.

Students are required to proficiently use the languages in which the primary and secondary texts relevant to their disciplines are written. Usually students will matriculate into the program with at least one relevant ancient or modern language, and then gain proficiency in a second ancient or modern language during their coursework. Approval to take the qualifying exams is granted only after the student meets the foreign language requirements of his/her track. For theology students, at least one modern research language (usually German or French) in addition to competency in an ancient language (usually Hebrew or Greek) is expected. History students must demonstrate competency in at least two languages pertinent to their field of study and as agreed upon with their advisor. Students may demonstrate competency in an ancient or modern language by passing a recognized language certification program, or a standard language proficiency exam as offered by the School of Divinity. Competency of languages taken in courses at the graduate level will be assessed on a case by case basis.

Three letters of recommendation (two faculty references, one clergy reference)

The GRE, including the writing skills test

Submit a dissertation essay (up to 200 words) describing a dissertation topic or area of research interest.

### Program Mission

The mission of the Ph.D. Program is to provide training for teachers and researchers in theological schools, colleges, and universities, and for the scholarly enhancement of ministerial practice particularly for persons serving the more than 650,000,000 Christians in the Renewal Movement worldwide. The phenomenal growth of the Renewal movement has created an unprecedented need for specialized training for scholars and leaders. Our singular mandate is to train theologians and teachers for the many educational institutions that have been created following the 20th century outpouring of the Holy Spirit. Graduates of our program will be expected to produce original research, and become world-class educators. To this end, we have developed a program that both meets the highest academic standards for Ph.D. studies and is consistent with the ethos of the Renewal movement.

### Ecumenical Focus

The Ph.D. has a strong ecumenical focus. Our doctoral program is becoming the research hub of a community of academics, ministers, and worshippers—one where the scholarly activity and collective concerns of the worldwide and transcultural Renewal movement can be both synergized and analyzed.

### Contextual Focus

The program addresses both the development of the specialized theological competencies appropriate to scholars and teachers in the Renewal movement. Of central concern is a higher educational program that breathes the ethos of the Pentecostal/Charismatic Renewal. Therefore, the program is characterized by an emphasis on the experiential and transformational context of Christian thought and activity.

The degree format utilizes a contextual model allowing students to remain within their teaching and ministry contexts as an integral part of the learning experience. This goal is achieved by combining intensive residential periods of instruction with instructor mentoring facilitated via modern educational technology.

### Online Course Management

Use of the Internet, computer technologies, multi-media and other delivery systems support the residential program of theological research and educational experience. Through Regent's online course management system, *Blackboard*® (Bb) students will be guided in an overview study of the prescribed material before the on-campus residential period. A student must have access to an Internet Service Provider (ISP) that has the necessary capabilities to function within this online environment.

These technologies allow professors to actively guide learners to reflect on educational experiences, as well as address the appropriate application of program content in professional contexts. This allows authentic connections between the formal curriculum and the realities of the workplace.

Each course in the curriculum will have both pre-residential and post-residential assignments which are often delivered and submitted within Bb. There will be required weekly communication between professor and students using both asynchronous and synchronous features within Bb. These methodologies enable frequent and meaningful contact between professor and students regardless of geographical location. This arrangement creates an enhanced opportunity for mentoring, allowing professors to be in regular communication with students in order to guide them in their courses, as well as in the challenges and issues of contextual application.

### Residency Requirements

While the Ph.D. program at Regent University does not necessitate that students relocate to Virginia Beach, students will attend a scheduled residency each semester. Ph.D. students are required to attend a total of twenty-two weeks of residency over the course of the Ph.D. program. The current residency schedule during coursework involves six weeks per year: two weeks in the fall; two weeks in the spring; and two weeks in the summer. Students will be expected to have fulfilled at least fourteen weeks of residency during coursework, and the remaining weeks must be fulfilled during the Qualifying Examinations and Dissertation phases. Residential requirements are therefore mandatory and cannot be waived. Students who need to request a leave of absence should realize that they will need to make up the residency period they are missing.

Instructional components of courses run the length of a *full academic semester* and consist of three phases: (1) Pre-residency, (2) Residency, and (3) Post-residency. Course syllabi will outline these three phases with specific dates and corresponding assignments. A student's schedule must allow for ongoing participation in a course throughout the entire term. For example, summer courses usually begin early May and end late August; fall courses begin late August and end

mid-December; spring courses begin early January and end in late April. Please consult the online Academic Calendar for specific semester dates.

### Program Goals and Competencies

The School of Divinity's Ph.D. program is intended to equip students with the appropriate breadth of academic learning and practical skills needed to be involved in theological research and education of the highest order. Its curriculum is designed to produce

(I) scholars,
(II) researchers, and
(III) educators

particularly for the Renewal movement. Each of these program objectives will be supported by a few measurable outcome-based competencies.

I. The objective of the Ph.D. is to equip students as scholars with a *broad knowledge* in the field of Theological Studies in relation to the Renewal movement. At the successful completion of this program, graduates are expected to be able to:
    a) exhibit competence in the use of renewal methodological approaches to the disciplines of Biblical Studies, Christian Theology or the History of Global Christianity;
    b) demonstrate fluency in one of the fields of Biblical Studies, Christian Theology or the History of Global Christianity.

II. The objective of the Ph.D. is to enable students to engage as researchers who produce *original works that advance Biblical, theological and/or historical understanding.* At the successful completion of this program, graduates are expected to be able to:
    a) publish original research in Biblical Studies, Christian Theology or in the History of Global Christianity;
    b) demonstrate facility with contemporary conventions of advanced academic research methods and approaches in Biblical Studies, Christian Theology, or the History of Global Christianity, particularly as it relates to the Renewal movement;
    c) contribute to the wider conversation of the theological academy from a renewal perspective.

III. The objective of the Ph.D. is to enable students to *develop as educators*. At the successful completion of this program, graduates are expected to be able to:
    a) articulate a commitment to the vocation of theological scholarship in its dimensions of teaching, learning and research;
    b) demonstrate competence in the craft of teaching (i.e. methods and practices) commensurate with undergraduate and graduate-level education.

### Program Phases

The Ph.D. program consists of four basic phases: 1) first year qualifying period, 2) coursework, 3) comprehensive examinations, and 4) dissertation.

***First Year Qualifying Period.*** During the first year, courses may include extensive unassisted writing requirements designed to assess student understanding and the ability to articulate arguments and important concepts. Each student will be carefully evaluated during and at the end of this qualifying period to determine if continuation in the program is recommended.

***Coursework.*** The degree program requires 45 credit hours of coursework (in addition to the Qualifying Examinations and Dissertation). For all students the coursework includes Advanced Research Methodologies, Renewal Studies and the Academy, Proposal Development, and Teaching Practicum. According to their chosen concentration, the coursework also covers various aspects of Biblical Studies; Christian Theology; and History of Global Christianity. Course descriptions for all Ph.D. courses can be located below in this catalog. The Ph.D. Program Manager and program advisors assist the students in planning the schedule of courses and supervises the student's progress.

***Qualifying Examinations.*** Upon completion of all coursework, residency and language requirements, students will request to take qualifying examinations. After a thorough review of their academic performance, students who qualify will be permitted to take the exams before engaging in formal work on the dissertation. Students must have a 3.25 GPA in order to qualify for the exams. The qualifying examinations evaluate the student's attainment of program study objectives. The examinations include both written and oral exams. Detailed information is available in the *Guide to the*

*Qualifying Examinations* (see Divinity Ph.D. Resources in Blackboard). The Qualifying Examinations will normally be taken the semester following the completion of all required coursework. Written and oral examinations will be taken on site at Regent University. Students with extreme extenuating circumstances may request to take the oral exam at an alternate location via teleconference by submitting an academic petition to the academic dean and Ph.D. director.

***Dissertation.*** A candidate for the Ph.D. degree must present an acceptable dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known, or present a significant interpretation of the subject based upon original investigation and research. Official candidacy for the doctorate signifies an advanced stage in the student's progress and is characterized by self-directed research in the completion of a dissertation under the direction of a faculty dissertation advisor. In order to be admitted to candidacy, the student must have successfully passed the qualifying examinations.

After passing the Qualifying Examinations, the student will enroll for dissertation research (1 credit hour per semester) until completion of the program. Dissertation students are considered full-time. When the student enters the dissertation phase (or earlier, depending upon the student's progress) a supervisory committee is established for each student. Doctoral students must submit a dissertation evidencing high attainment in original scholarship. Dissertations must be of a quality to be publishable in respected refereed scholarly series. The final examination is an oral defense of the dissertation before the student's dissertation committee and other invited guests. The oral defense is a public event.

In order to support students in the dissertation phase, we request that sending institutions grant students a minimum of one month leave of absence per year during the dissertation phase. This period is to be spent at the location where students can find most of the resources they need for the writing of their dissertation. Students will consult their advisor about this aspect of their dissertation. Residency time completed during the dissertation phase at locations other than Regent University must be approved by the Program Director.

### Program Requirements

Students will be required to use competently the language or languages in which relevant primary texts are written, as well as those in which there is important secondary material during both their course of studies and their dissertation research. This includes at least one ancient and one or more modern languages.

The degree has three concentrations: Biblical Studies, Christian Theology and the History of Global Christianity, and requires 45 credit hours of coursework in addition to the Qualifying Examinations and Dissertation. This coursework taught from the perspective of the Renewal movement, equips students with a knowledge base in their concentration, as well as builds skill in research and academic writing, communication and teaching.

### *Time Limit for Completion of the Degree*

Students have a maximum of seven years from the date of entry into the Ph.D. program to fulfill all degree requirements. During this seven-year period, a continuous acceptable registration status must be maintained. Active registration requires a minimum of three credit hours per semester during the coursework phase and one hour per semester during the Qualifying Exam and Dissertation phase. Only students who have been approved for formal leaves of absence may extend beyond the seven-year limit. Exceptions to the time limit other than the approved leave of absence are granted only in extraordinary circumstances (e.g., a medical emergency, or unexpected active duty service in the United States military). Exceptions to the time limit must be submitted to the Program Director for approval.

### *MTS Option*

Students who do not continue in the program after the coursework phase (either those who complete all coursework requirements but failed the qualifying exams or those who passed the qualifying exams but did not successfully defend the dissertation) may opt to pursue a Master of Theological Studies (MTS) degree in the School of Divinity. Upon approval of the Academic Dean and the student's advisor, the student will be registered for the appropriate culminating experience course on the master's level (if deemed necessary). Students will be responsible for tuition and fees for the culminating experience course(s) at the regular master's-level tuition rate. Degree conferral will be contingent upon completion of all of the coursework requirements in the Ph.D. program, successful completion of a culminating experience and payment of all tuition and fees.

### *Graduation Requirements*

See the "Graduation Procedure" section of the Catalog for graduation requirements. In addition, the School of Divinity requires all graduates to have completed all required coursework with a minimum 3.25 GPA, satisfactorily pass the Qualifying Examinations, and present an acceptable dissertation in order to qualify for graduation.

# COURSE DESCRIPTIONS

## General Academic Support Courses

The following academic experiences are available to students in all of the course areas in the School of Divinity, subject to the academic dean's approval.

**UNIV LIB Library Information, Research and Resources Workshop (0)** For those who have not had prior experience in formal Biblical and theological studies. Basic instruction in Biblical and theological research methods at the beginning of your course of study. Offered through the library's Biblical and theological librarian.

**575/675/775 (1-4) Special Topics Courses (varies)** Special interest courses are normally offered only once unless appropriate action is taken to add them to the regular catalog courses.

**580/680 Practicum (maximum 6)** Gain practical experience in an area of ministry or missions. Approval for a practicum is granted only if there is evidence of significant learning opportunities. Prerequisites: UNIV LIB.

**585/685/785 Seminar (1-4)** In-depth study and discussion of various specific topics related to each school. May include faculty presentations, student presentations, outside speakers and/or a combination of these. Seminars may be scheduled to meet throughout a term or for a shorter concentrated time.

**590/790 Independent Study (1-4)** Learning experience to research and evaluate subject matter or to conduct other comparable academic activities with minimum faculty guidance. Independent studies are available to students as faculty expertise, time and resources permit. May be chosen for one of the following reasons:

- The subject matter or academic activity is not included in regular course offerings and is pertinent to your degree interests.
- The subject matter of academic activity is significantly beyond the scope of scheduled course offerings.
- An independent study shall constitute a contract between student and teacher, and, as such, shall contain specific goals, expectations and evaluation criteria in written form. The quality and effort of the study shall be equivalent to that expected in the classroom.
- An independent study course shall be subject to the same academic policies as a regular course except that incomplete work shall be subject to the In Progress (IP) grade policy. The value of the independent study shall vary from one to four semester hours. Each school may establish limits to the total number of independent study credits that may be applied toward degree requirements. To register for an independent study, students must submit an approved Individual Study Form to the school registration representative and register for the independent study during the registration period for the term in which the student intends to begin the study.

**Tutorial** Course listed in the catalog taken by special arrangement in order to finish a degree plan; should not be treated as a matter of convenience. Students and advisors need to give careful attention to course scheduling in order to avoid such tutorials. Requires consulting and following the regular course syllabus and the Syllabus and General Guide for Tutorials.

**BIBL 500 Principles of Bible Study 1 (3)** Inductive approach to Bible study method that teaches skills for observing, interpreting and applying Scripture with attention to genre. Fundamental hermeneutical principles are set forth while doing exegesis, with a view to application in one's own sphere of influence.

**BIBL 501 Theological Research Methods (1)** Effective approaches to choosing research topics and presenting persuasive reasoned arguments in a written format. Techniques for performing library research in Biblical, theological, and ministry fields. Should be taken during student's first term of graduate work. Required for all M.A. and MDIV students. Prerequisites: University Library course (UNIV LIB) (or concurrent) and ENGL 500 (or concurrent). (Pass/No Pass)

**BIBL 502 Principles of Bible Study 2 (2)** Detailed inductive study of a Biblical book (other than Mark). Attention to proper use of various English versions of the Bible, concordances, commentaries, word studies and other study aids. Includes outlining for sermons or lessons. May be taken again with a different Biblical book and applied for BOTB or BNTB credit. Prerequisite: BIBL 500.

**BIBL 504 Biblical Hermeneutics (3)** Distinctives of various types of Biblical literature, with an emphasis upon resultant considerations for interpretation and contemporary application. Topics: historical narrative, psalm, wisdom, parable, epistle, prophecy and apocalypse. Prerequisite: ENGL 500 (or concurrent).

**BIBL 506 Introduction to Biblical Languages (3)** Basic features of Hebrew and Greek and use of available study aids such as lexicons, concordances, and other exegetical tools. Enables those with little or no prior knowledge of the Biblical languages to engage in basic word studies and grammatical exercises.

**BIBL 510 Unity of the Bible (3)** The unfolding of Biblical revelation in its historical context, resulting in a broad overview of the message of the Bible and the skills associated with interpreting representative texts.

**BIBL 520 Biblical Criticism (3)** A consideration of contemporary issues in Biblical criticism in relation to the interpretation of Scripture. Topics include historical criticism, form criticism, redaction criticism and insight on how the New Testament uses the Old Testament. Attention given to criticism and the evangelical scholar. Prerequisite: BNTB 541 (or concurrent) or BOTB 541 (or concurrent).

**BIBL 524 Pauline Theology (3)** The discipline of Biblical theology using the Pauline correspondence within its historical context. Deals with the leading themes of Pauline theology that can be drawn from Paul's writings.

**BIBL 540 Promise, Covenant & Kingdom (3)** Exegetical examination, directed reading and research into the Bible's major theological concepts of Promise, Covenant and Kingdom. Special emphasis on Lutheran and renewal understanding and practices of these concepts. Cross-listed with RTCH 740.

**BIBL 651 Biblical Hermeneutics in the Renewal Tradition (3)** Understanding and interpreting the Bible in a Renewal community of faith and scholarship, focusing on the hermeneutical challenges of the diversity of the canon, the plurality of interpretative methods and theories in relation to language and text, as well as the perceived nature of contemporary society. Prerequisites: Biblical Studies Interdisciplinary Elective.: One BIBL, BOTB, or BNTB course. Cross-listed with RTCH 751.

**BNTB 500 New Testament (3)** Contents, themes, and genres of the New Testament canon; methodologies for interpreting the texts in light of their historical contexts.

**BNTB 506 Synoptic Gospels (3)** Exploration of the origin, nature and purpose of the first three Gospels in relation to contemporary research, including the synoptic problem, form criticism and redaction criticism. Discusses the contemporary relevance of each Gospel message. Prerequisite: BIBL 500 or BIBL 504.

**BNTB 535 Parables of Jesus (3)** Analysis and interpretation of the parables of Jesus. Attention to the history, methodology, structure, content, exegesis and theological shaping of parable interpretation. Prerequisite: completion of BIBL 500 or BIBL 504.

**BNTB 540 New Testament Greek 1 (3)** Intensive course in basic morphology and syntax of New Testament Greek. Covers basic vocabulary and grammar as a foundation for BNTB 541.

**BNTB 541 New Testament Greek 2 (3)** Continuation of BNTB 540. Includes translation and exegesis of 1 John. Prerequisite: BNTB 540.

**BNTB 542 Greek Exegesis (3)** Develops reading vocabulary and exegetical skills through intensive study of 1 and 2 Thessalonians in the Greek text. May be offered using another book of the Greek NT. Prerequisite: BNTB 541.

**BNTB 543 Readings in the Greek New Testament (3)** Exercises in translation, vocabulary building and exegesis of select portions of the Greek New Testament and Septuagint (LXX). Prerequisite: BNTB 542, BIBL 500 or BIBL 504.

**BNTB 544 Intermediate Greek (3)** Detailed overview of the leading Greek grammars using the software programs that assist in the research of the Greek NT. Prerequisite: BNTB 542 or equivalent.

**BNTB 546 Literary Background to the New Testament (3)** Readings from a variety of literature from the Intertestamental period that cast light on the NT. Readings are taken from the Apocrypha, the Pseudepigrapha, the Dead Sea Scrolls and various Hellenistic works. Attention given to rabbinic tradition from the Mishnah. Prerequisite: BIBL 500 (or concurrent) or BIBL 504 (or concurrent).

**BNTB 581 Early Christian & Jewish Views of Jesus (3)** Study of the discipline of Biblical theology using the Gospels and the Pauline correspondence within their historical context. Deals with the early Christian and Jewish understandings of Jesus drawn from the interplay between the NT writings and Jewish writings. Follows a format of a Jewish-Christian dialogue on Christianity and rabbinic Judaism of the first century with particular emphasis on the various affirmations concerning Jesus' identity.

**BNTB 620 The Book of Revelation (3)** Explores various methodologies, including historical criticism, rhetorical criticism, and reader response criticism, that are used in contemporary interpretation of the text, as well as developing interpretive skills that are integral to Biblical exposition.

**BOTB 500 Old Testament (3)** Contents, themes, and genres of the Old Testament canon; methodologies for interpreting the texts in light of their historical contexts.

**BOTB 503 Old Testament Theology (3)** Directed reading and research into the nature, history and method of Old Testament theology with an examination of the major theological concepts/themes in the Old Testament. Understanding of the current debate, familiarity with significant Old Testament scholars and research on a particular topic/issue in O.T. theology will be emphasized. Prerequisite: BOTB 500.

**BOTB 540 Biblical Hebrew 1 (3)** Introduction to the grammar of Biblical Hebrew. Emphasis is placed on alphabet, vowels, verbs and basic reading vocabulary as a foundation for BOTB 541.

**BOTB 541 Biblical Hebrew 2 (3)** Resumption of BOTB 540 with continued emphasis on grammar and vocabulary. Stress on weak verbs and basic knowledge of syntax. Exercises and reading of selected texts of Hebrew prose. Prerequisite: BOTB 540.

**BOTB 542 Hebrew Exegesis (3)** Translation of a select book of Hebrew OT or select representative passages (e.g., narrative, law, psalms, prophecy, poetry). Analysis of the text with a view toward preparation for Biblical exposition, preaching or further academic study. Prerequisite: BOTB 541.

**BOTB 543 Readings in the Hebrew Old Testament (3)** Exercises in translation, vocabulary building and exegesis of select portions of the Hebrew OT. Prerequisite: BOTB 542.

**BOTB 544 The Psalms (3)** An examination and exegesis of the Psalms within the Hebrew canon and within Israel's worshipping community. Attention is given to the history, methodology, structure, content, exegesis and theological shaping of psalm interpretation. Prerequisite: BIBL 500 or BIBL 504.

**BOTB 550 Biblical Aramaic & Other Semitic Languages (3)** Elements of Biblical Aramaic grammar and syntax, including phonology, the strong and weak verbs, basic vocabulary and an ability to read Biblical Aramaic sentences, which also focuses on basic, Biblical Aramaic vocabulary, including Hebrew, Akkadian, Persian and Greek loan words. Attention given to the primary Aramaic texts in the OT: Ezra 4:8-6:18; 7:12-26; Daniel 2:4-7:28. By special arrangement, can be adapted to similar studies of the Semitic languages of Ugaritic or Akkadian. Prerequisite: completion of BOTB 542.

**BOTB 612 Pre-Exilic Prophets (3)** Introduces the Pre-Exilic prophets against their ancient near Eastern background and provides a critical and historical analysis of the books of Amos, Hosea, Isaiah 1-39 and Micah. The significant theological themes, events and personalities of these books will be considered. Prerequisites: BOTB 504 and BIBL 500 or BIBL 504.

**DCOR 700 DMin Orientation (3)** Program introduction emphasizes Regent's leadership development philosophy relating to personal growth and ministry practice; explains and models the adult-learning instructional approach; brings spiritual refreshment and revitalization through retreat-oriented and peer-interactional learning; and introduces skills and techniques of Biblical/theological reflection and research necessary for successful completion of program work. Mandatory course offered once annually.

**DCOR 701 Leader's Life & Values (3)** Examines and assesses ethical issues affecting leaders' lives and work. Provides tailored personal/professional assessment, refocusing and growth. Emphasizes core values, spiritual formation, and relational development, providing lifetime leadership competence and confidence. Mandatory course offered once annually.

**DCOR 702 Vision, Mobilization & Management (3)** Skill-enhancement course equips to catalyze change: casting vision; conducting strategic planning; managing multi-phased projects and processes. Trains to use interactive systems supporting ministry strategic planning and management. Equips students with leadership skills to mobilize and manage volunteer and staff resources: recruiting, assimilating, supervising, growing, retaining. Prerequisite: DCOR 700. Mandatory course offered once annually.

**DCOR 703 Leading Spiritual Formation & Renewal (3)** Spiritual formation processes in the context of leadership and renewal are studied and practiced to effect personal and vocational growth. Included, in a retreat setting, is an experiential approach to leading formation and renewal in one's ministerial context. Mandatory course offered once annually. Prerequisite: DCOR 700.

**DCOR 704 Prophetic Leadership & Redemptive Focus (3)** Aligns personal practice, organizational management, and spiritual leadership with: the pursuit of engaging the gospel and contextualization; applying moral messages and agencies within church and society; and advancing the Christian movement from local to worldwide. Trains to attain

discernment of and alignment with God's redemptive plan in the world. Mandatory course offered once annually. Prerequisite: DCOR 700.

**DCOR 705 Research Design and Methodology (3)** Introduces students to the nature of research in the context of ministry and the discipline of practical theology. Explains how research can be designed, how the process of investigation unfolds and demonstrates how qualitative and quantitative research methods can be employed.

**DCPE 701 Clinical Pastoral Education 1 (3)** The first unit of Clinical Pastoral Education (CPE). CPE provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: (1) gain permission from the dean's office; (2) apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive three credit hours, the CPE unit must include at least 400 hours of supervised experience. Students who have received academic credit for this unit of CPE at a master's level may not receive doctoral credit for this course.

**DCPE 702 Clinical Pastoral Education 2 (3)** The second unit of Clinical Pastoral Education (CPE). CPE provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: (1) gain permission from the dean's office; (2) apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive three credit hours, the CPE unit must include at least 400 hours of supervised experience. Students who have received academic credit for this unit of CPE at a master's level may not receive doctoral credit for this course. Prerequisite: DCPE 701 or Unit 1 of CPE.

**DCPE 703 Clinical Pastoral Education 3 (3)** The third unit of Clinical Pastoral Education (CPE). CPE provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: first, gain permission from the dean's office; next, apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive three credit hours, the CPE unit must include at least 400 hours of supervised experience. Students who have received academic credit for this unit of CPE at a master's level may not receive doctoral credit for this course. Prerequisite: DCPE 701 & 702 or Units 1 & 2 of CPE.

**DCPE 704 Clinical Pastoral Education 4 (3)** The fourth unit of Clinical Pastoral Education (CPE). CPE provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: first, gain permission from the dean's office; next, apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive three credit hours, the CPE unit must include at least 400 hours of supervised experience. Students who have received academic credit for this unit of CPE at a master's level may not receive doctoral credit for this course. Prerequisite: DCPE 701, 702 & 703 or Units 1, 2 & 3 of CPE.

**DDSS 798 DMin Integrative Examination (3)** Culminating exercise to demonstrate scholarly, professional, practical and spiritual integration of the DMin experience. Write both an integrative essay and a ministry project/dissertation proposal. The examination is a discussional interview based on the content of the integrative essay. (Pass/No Pass)

**DDSS 799A (01) DMin Ministry Project (3)** An identified problem in ministry that needs solving. It is a specialized application of the curriculum to your ministry context. Prerequisites: fulfillment of all DMin course requirements (core and specialty track), submission of an integration essay and successful completion of an oral examination. (Pass/No Pass)

**DDSS 799 (01) DMin Ministry Dissertation (3)** Document that incorporates original study and research using historical, critical, Biblical and theological tools and analysis. Focuses on an issue or topic in a Biblical or theological discipline. Prerequisites: fulfillment of all DMin course requirements (core and specialty track), submission of an integration essay and successful completion of an oral examination. (Pass/No Pass)

**DDSS 799B (01) DMin Ministry Continuing Dissertation (1-3)** For those working on DDSS 799 who need additional time beyond the dissertation course to complete the dissertation. This course cannot be repeated. Prerequisites: DDSS 799; permission of program director. (Pass/No Pass)

**DGEN 597 Comprehensive Exam (3)** One of two culminating experience options for most Master of Arts concentrations, the exam evaluates the student's attainment of program objectives. Normally taken during the final semester of the program, the exam consists of questions in both the student's area of concentration and the program's core courses. Prerequisite: dean approval. (Pass/No Pass)

**DGEN 689 Study Tour Option (3)** Provides various domestic and global tour settings as immersion learning contexts for Biblical studies, Christian doctrine, Intercultural Studies and history and/or practical theology areas of study. Offered once per academic year. Cross-listed with RTCH 779.

**DGEN 697 Preparing a Thesis Proposal (3)** Ordinarily for those preparing for advanced study. Refining a thesis topic through wide reading, developing a thesis, database searching, building a bibliography, writing a literature review, and preparing a formal thesis proposal. Prerequisites: second-year status and the approval of the professor.

**DGEN 699 Thesis (3)** Developing the thesis proposal from DGEN 697 into an extended, well-written document incorporating critical analysis and synthesis, and involving original work. Follows the timeline and structure of the Thesis Manual. Prerequisite: at least a B in DGEN 697.

**DGEN 699a-c Thesis Continuation (1-3)** A continuation for DGEN 699. Prerequisite: an IP in DGEN 699.

**DLDR 706 Priests, Disciples & Mission (3)** The Reformation concept of the Priesthood of Believers and its intersection with worship and missional movements. Special focus on the implications for missional ministry in the home, neighborhood and marketplace. Cross-listed with PMIN 506.

**DLDR 708 Pentecostalism: Origin & Pastoral Issues (3)** Serves as a broad survey of Pentecostalism and Charismatic history with a special focus on the theological and pastoral issues raised by the movement. Attention will be given to the background issues that preceded the birth of the movement and how the mainline churches responded to the challenges of a new and dynamic religious force. Examines the pastoral issues within the Pentecostal movement.

**DLDR 710 Developing the Leaders around You (3)** Covers how to deepen your level of influence through developing both principles and passion. Learn to unlock your leadership potential in the following ways: understand how God builds a person into a leader; unleash one's own leadership identity; recognize the proving ground of leadership in one's life; develop strategic leadership skills and habits; and become a passionate equipper of other leaders. Prerequisite: DCOR 700.

**DLDR 711 Revival Strategies: Sustaining Spiritual Momentum (3)** Study of revival in context of its impact upon the spiritual life of a local church congregation. Focus will be on the necessary spiritual ingredients of revival leadership and revival churches. Some core issues to be developed are revival myths and errors, revival foundations, spiritually pacing revival, revival leading and feeding, longevity principles of revival and sustaining spiritual momentum. Prerequisite: DCOR 700.

**DLDR 712 Executive Leadership Confidence (3)** The practical frameworks, principles and tools for gaining leadership confidence. Major emphasis on personal confidence, church confidence, team confidence and leadership in general. Strengthens the leadership confidence of participants. Be targeted to grow into mature, confident and wise leaders. Prerequisite: DCOR 700.

**DLDR 714 Leading Ministries that Last (3)** Utilizes many of the leadership perspectives that have emerged in recent studies. Biblical insights, examples and illustrations will help dissect these various leadership perspectives (such as leadership elements, leadership styles, philosophical models, leadership emergence theory, mentoring, change dynamics, etc.). Prerequisite: DCOR 700.

**DLDR 720 Contextualized Ministry Seminar (3)** Examines the role that contextualization plays in ministry leadership. Provides practical wisdom for adapting ministry for specific social, ethnic, cultural, and theological contexts in order to produce high impact ministry in the student's unique ministry context. Prerequisite: DCOR 700.

**DMCH 701 Foundations for Leadership Ministry Coaching (3)** Designed for those doctoral students who have not had the master's-level coaching course work, gives leaders the academic and philosophical coaching foundations for bringing leadership coaching into their ministry. In this doctoral level course, particular emphasis is made to integrate coaching values and skills into existing training strategies in a leader's ministry context. Current research on emotional and relational competence, expressed in coaching methodologies, and its impact on leadership effectiveness will be examined. Peer coaching assignments research the ethics and competencies of the emerging professional coaching industry. Prerequisite: DCOR 700.

**DMCH 703 Leadership Ministry Coaching Specialty I (3)** Integrating Psychological and Business research and trends in coaching, doctoral students will interact with presenters from these disciplines, as well as dialogue on the current publications and future trends in coaching from their perspectives. Position papers and issues presented at international coaching conferences will be examined in preparation for students submitting their own papers for presentation at these conferences. Students will also monitor and dialogue on the role of coaching in the international scene through research for the Transform World conferences scheduled through 2015. NOTE: This course replaces DMCH 701 if students took PMIN 574 at the master's level. This course must also be taken on campus as an academic version under Regent University guidelines.

**DMIL 701 Military Ministry: Strategy and Policy (3)** (Transferred from the Navy War College) Includes the Phase 1 competencies as described by the Joint Professional Military Education (JPME). Competencies covered include: logistics, organizational structure, and decision making; analytical perspectives of world events, the role of culture and conflicts, impact of military transformation upon ministry requirements, and implications for military ministry.

**DMIL 702 Military Ministry: Operations and Decision Making (3)** (Transferred from the Navy War College) Includes the Phase 1 competencies described by the Joint Professional Military Education (JPME). The competencies covered include: joint maritime operations, the role of religion and conflicts, the nature of war and types of operations, ethos and psyche of personnel, national security and decision making, and implications for the military ministry.

**DMIL703 Military Ministry: Theological Reflection and Synthesis (3)** The student will complete an individual course project based upon theological reflection and synthesis of key components of military ministry such as: culture, organization leadership, conflict, war and other relevant topics included in the Joint Professional Military Education (JPME), Phase 1. A DMin faculty member will serve as facilitator/instructor.

**HCHT 501 Early Christianity (3)** Historical developments of the Church, with special emphasis on renewal movements and the history of Christian thought in both East and West from the time of the apostles until the fifth century.

**HCHT 502 Medieval Christianity (3)** Historical developments of the Church, with special emphasis on renewal movements and the history of Christian thought in both East and West from the fifth century until the fifteenth century.

**HCHT 503 Early Modern Christianity (3)** Historical developments of the Church, with special emphasis on renewal movements and the history of Christian thought from the Reformation (sixteenth century) until the eighteenth century.

**HCHT 504 Modern Christianity (3)** Historical developments of the Church, with special emphasis on renewal movements and the history of Christian thought in both East and West from the nineteenth century until the twenty-first century.

**HCHT 524 Luther: Man and Mission (3)** Martin Luther's formative years, calling, ministry, understanding of scripture, significant life events, and key events in renewing the church.

**HCHT 525 Lutheran Christianity (3)** Historical developments of the Lutheran Church, comparing Luther and other reformers, with focus on renewal movements and the history of Lutheran thought to the present. Cross-listed with RTCH 725.

**HCHT 613 Renewal & Reconstruction of the Past (3)** Principles and methods of historiography surveying the various historic and contemporary theories of historiography and critically examining them from a Renewal perspective, in -order to develop the practical research skills of historical method, the process of writing history as well as the specific competencies necessary for completing their dissertations in the area of history and biography. Prerequisite: One HCHT course. Cross-listed with RTCH 713.

**HCHT 621 Eastern Christianity (3)** Historical and topical study of Eastern Christianity with special emphasis on doctrine and spirituality—especially its pneumatological and charismatic elements. Examines distinctives of the numerous Eastern Christian churches including the Armenian, Assyrian ("Nestorian"), Coptic, Ethiopic, Maronite, Melkite, Orthodox (Byzantine: Greek, Russian, and other national churches), Syrian and Uniate (in communion with the Roman Catholic church). Students will be urged to engage the Eastern Christian and Renewal traditions in dialogue and debate.

**HCHT 631 African Pentecostalism (3)** The historical and theological development of African Pentecostalism from 1950 to the present. Explores African Pentecostal historiographies and theologies, and how these compare with their Western counterparts. Cross-listed with RTCH 731.

**ICSD 500 World Christian Perspectives (3)** Multifaceted integrative course that focuses on the Biblical, historical and cultural dimensions of world evangelization. Emphasis is given to the state of the unevangelized world and how to strategically complete the Great Commission.

**ICSD 502 Missions & the Local Church (3)** Overview of the local church and its relationship to the mission mandate. Topics of study will include missions education, the role of church leadership in missions and developing the local church into a sending church.

**ICSD 507 History of Global Missions (3)** Development of Christian missions from the early church fathers to the modern period including their contribution to the expansion of Christianity. Primary emphasis on the modern period.

**ICSD 518 Signs & Wonders at Home & Abroad (2)** Study of the working of the Holy Spirit in signs and wonders on the mission field today. Relationship of the person and work of the Holy Spirit to church growth, evangelism and leadership training in light of diverse cultural and religious contexts.

**ICSD 521 World Religions (3)** A focus on understanding the history, dogma, values, and traditions of the major world religions and examining primary and secondary source material from these traditions. Students will be challenged to understand the traditions "from the inside" with an eye to developing skills that can be transferred to both dialogue and interaction.

**ICSD 530 World Evangelization Strategy (3)** Survey of evangelistic approaches being used around the world, with emphasis given to the development of practical, strategic approaches to world evangelism. Prerequisite: ICSD 500 (or concurrent).

**ICSD 531 Theology of Global Missions (3)** Evaluates various theological models for understanding global missions including Reformed, Anabaptist, Pentecostal, Evangelical, and Liberation Theology. Also examines theologies of mission within Christianity in the Global South.

**ICSD 534 Evangelism & Church Growth in Contemporary China (3)** Presents the growth and development of the Church in the People's Republic of China from 1949 to the present, as viewed against a backdrop of widespread social and political change. Includes the impact of the Gospel on China's minority nationalities and current opportunities for ministry among Chinese in China, as well as those in Diaspora.

**ICSD 545 Intercultural Communication (3)** Current communication theories and methodologies related to developing intercultural competency and proficiency in a range of contemporary settings.

**ICSD 550 Global Pentecostalism (3)** History and development of worldwide Pentecostal and Charismatic churches, with emphasis on inter-cultural studies and the growth and significance of Pentecostal and Charismatic movements in the Global South and East.

**ICSD 555 Field Work (1)** Provides the practical application of missions principles, preferably within a cross-cultural ministry opportunity. Conducted under the supervision of a faculty member and a field representative. Prerequisite: Permission of Field Education Director.

**ICSD 569 Church Planting Among Muslims (3)** Deals with the crucial question of how church planting can be faithful to Biblical patterns while being relevant to local and modern Muslim cultures. Consideration is given to creating a sound, practical church-planting methodology while exploring cell models, case studies, contextual strategies and the importance of signs and wonders.

**ICSD 570 Introduction to Muslim Worldviews (3)** A survey from a Christian perspective of key elements that give shape to the Muslim worldview with the aim of preparing Christians for ministry to Muslims. Special attention is given to the role of Muhammad, the Qur'an, diversity within Islam, Islamic values, thought, social structure and theology. Implications for cross-cultural communication are analyzed along with questions of contextualization.

**ICSD 574: Folk Islam and Sufism (3)** Folk Islam and Sufism will be studied with a view to discovering their power and appeal. Students will study Folk Islam and Sufism to get an overview of different types of Muslim practices so that the student can apply the Biblical missiological principles of the power encounter to proclaim the gospel among animistic and mystical Muslims.

**ICSD 580 Missions Practicum (2-3)** Opportunity to gain practical experience by working with Hampton Roads-based mission agencies. Prerequisite: UNIV LIB, ICSD 500 or ICSD 502.

**ICSD 595 Missions Internship (1-6)** Supervised, cross-cultural experience during the program that applies academic curriculum to practical mission experience. The components include an orientation seminar, practical ministry, weekly supervisor sessions, field evaluations and a final report. Prerequisites: UNIV LIB, SFRM 501, ICSD 500.

**PMIN 501 Leadership in Church & Ministry (3)** Presents Biblical principles of church leadership and life with an emphasis on team ministry. Examines key ministry practices as foundations for church renewal and revitalization. Recommended as a prerequisite to other ministry courses.

**PMIN 506 Priests, Disciples & Mission (3)** The Reformation concept of the Priesthood of Believers and its intersection with worship and missional movements. Special focus on the implications for missional ministry in the home, neighborhood and marketplace. Cross-listed with DLDR 706.

**PMIN 508 Implementing Contemporary Evangelism (3)** Seeks to equip students with the means of personal evangelism and leading a ministry or a church to implement an evangelistic ministry in order to reach the unevangelized and participate in the Great Commission mandate of Jesus.

**PMIN 509 Models of Biblical Discipleship (3)** Biblical principles for building reproducing disciples based upon the Great Commission, including discipleship strategies for a range of settings. Prerequisite: SFRM 501. Cross-listed with SFRM 509.

**PMIN 511 Pastoral Care, Counseling & Conflict (3)** Strategies for effective emotional and spiritual healing in the unique context of the church. Presents models for Biblically based, spiritually gifted strategies for key issues as an integrated part of the mentoring and making disciples process. Prerequisite: PMIN 501 recommended.

**PMIN 513 Church Planting Models & Methods (3)** Analysis of historical and contemporary church planting case studies from various church traditions, demographic settings and cultural contexts. Develop a particular strategy in consultation with active church-planting efforts across the country. Prerequisite: PMIN 501 recommended.

**PMIN 514 Christian Leadership Development (3)** Biblical principles concerning the development and exercise of Christian leadership. Consideration is given to mobilizing the laity for service in the local church by using the spiritual gifts.

**PMIN 515 The Ministry Leader: Lifestyle & Skills (3)** Based on a survey of critical works by adult and leadership formation authorities, emphasis is placed on key life-focus tasks for career ministry leaders. Explore biographical method as a means of conducting personal, theological and professional reflection. Special emphasis given to the following life focus process items: sovereign foundations, character formation experiences, early leadership formation influences, current ministry/internship options and lifelong vocational selection. Prerequisite: PMIN 501 or concurrent.

**PMIN 517 Church Growth & Revitalization (3)** Survey of the present spiritual condition of the American church and an evaluation of why local churches plateau, decline and die. In contrast, identify specific church renewal characteristics that are essential for future church health, growth and revitalization. Prerequisites: SFRM 501 or PMIN 501. Prerequisite: PMIN 501 or concurrent.

**PMIN 518 Christian Education (3)** Looks at the teaching office in the church and home by examining Biblical principles to teach and train adults, youth and children. Presents models of effective strategies in such critical areas as singles discipleship and other culturally current issues. Prerequisite: PMIN 501 or concurrent.

**PMIN 519 Ministry Administration (3)** Examination of effective ways to administrate the local church, including the role of lay leadership. Attention will be given to budgets and facilities, with a view to ministry opportunities. Prerequisite: SFRM 501. Prerequisite: PMIN 501 or concurrent.

**PMIN 523 Youth Ministry Conference (2)** Presentation of training principles, models and materials to aid youth pastors and workers in leading and revitalizing ministry to youth. Offers exposure to various youth ministry experts with an emphasis upon future directions of youth ministry. Prerequisite: PMIN 501 or concurrent.

**PMIN 524 Preparation of Biblical Messages (3)** Systematic approach to developing Biblical messages (sermons or lectures) that are driven by genuine human need, by the results of sound Biblical exegesis and by clear, specific application of that Biblical truth to the lives of the hearers. Requires the mastery of a 17-step procedure of moving from congregational need to a Biblically grounded message requiring specific changes in the hearers. Prerequisite: BIBL 500 (or concurrent) or BIBL 504 (or concurrent).

**PMIN 525 Pulpit Ministry (3)** Study of the theology, theory and practice of preaching with emphasis on expository, narrative and topical forms of sermons. Mainly consists of laboratory preaching experiences and evaluation by instructor and students. Prerequisites: BIBL 500 (or concurrent) or BIBL 504 (or concurrent); PMIN 524.

**PMIN 538 Strategic Prayer Movements for Cities (2)** Focuses on the Biblical, historical and current role of prayer as it affects church life, city outreach and world missions. An integration of personal and corporate prayer is developed and practiced in the classroom setting.

**PMIN 549 Denominational Polity (3)** An overview of the history, values, mission and practices of the respective church body. Polity course available as needed to satisfy ordination requirements for individual churches such as Pentecostal Holiness, Assemblies of God, International Church of the Foursquare Gospel, Association of Vineyard Churches, and Roman Catholic Church. (Tutorial)

**PMIN 550 Pastoral Theology (3)** Develops an integrated perspective of the pastoral functions, practices and offices in the local church, e.g., sacraments, funerals and weddings. Critical issues in pastoral leadership are examined with an emphasis on avoiding pastoral pitfalls and fulfilling your calling with integrity. Prerequisite: PMIN 501 or concurrent.

**PMIN 553 Intercession as Ministry: Principles & Practice (3)** Formational, experiential approach to principles and practices related to the ministry of intercession. Examines Biblical and historical models defining the ministry of intercession and how these models relate to the individual and corporate intercessor ministry in the contemporary Church. Emphasizes addressing each individual's need for spiritual development in understanding and practicing intercessory prayer. Prerequisites (recommended): PMIN 500 or PMIN 505 and SFRM 501.

**PMIN 554: Christian Pilgrimage (3)** Experiential, formational approach to exploring the Christian Pilgrimage of faith by analyzing the developing traditions of spiritual direction and the classic spiritual disciplines: how the synthesis of spiritual direction and disciplines may be appropriately integrated into therapeutic processes and holistic healing.

**PMIN 561 Reconciliation Ministry Issues & Strategies (2)** Addresses the racial and ethnic tensions in the church and community, including its sources, effects and projected impact on the gospel witness. Examines various models of reconciliation with strategies that impact both urban/suburban and cross-cultural ministry. Prerequisite: PMIN 501 recommended.

**PMIN 562 Building Coalitions for Urban Ministries (2)** Examines strategic models that partner churches, community organizations, social agencies, schools and businesses for the purpose of restoring at-risk communities. Develops innovative methods that encourage 21st-century roles for evangelism and compassion ministries. Prerequisite: PMIN 501 recommended.

**PMIN 571 Clinical Pastoral Education (6)** Clinical Pastoral Education (CPE) provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: (1) gain permission from the dean's office; and (2) apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive 6 credit hours, the CPE unit must include at least 400 hours of supervised experience.

**PMIN 572 Clinical Pastoral Education (6)** For those who need a second CPE course (i.e. "unit"). Clinical Pastoral Education (CPE) provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: (1) gain permission from the dean's office; and (2) apply to and select an appropriate CPE site

(the application process is your responsibility). In order to receive 6 credit hours, the CPE unit must include at least 400 hours of supervised experience. Prerequisite: PMIN 571.

**PMIN 574 Foundations for Ministry Coaching (3)** Designed to give ministry leaders the academic and philosophical coaching foundations for a sustainable development of workers and leaders who will relate to one another, and their culture, in an authentic and supportive manner. Current research on emotional and relational competence, expressed in coaching methodologies, and its impact on leadership effectiveness will be examined. Peer coaching assignments research the ethics and competencies of the emerging professional coaching industry. Prerequisite: PMIN 501 recommended.

**PMIN 580 Practicum (1-6)** Practical experience in an area of ministry. Prerequisite: UNIV LIB.

**PMIN 585: Ministry Seminar (1-4)** In-depth study and discussion of various specific topics related to the practical ministry curriculum of the School of Divinity. It may include faculty presentations, dialogues, student presentations, outside speakers or a combination of these. Prerequisite: PMIN 501 recommended.

**PMIN 595 Internship (1-6)** Supervised ministry experience during the program that applies the practical theology curriculum in a ministry setting. Includes an orientation seminar, practical ministry, weekly supervisor sessions, field evaluations and a final report. May be done in any ministry track. Prerequisites: UNIV LIB, SFRM 501.

**PMIN 600 Online Technologies and Digital Media in Ministry (3)** Online tools ranging from website development, blogging, social networks, audio/video streaming and email newsletters. Students learn to integrate digital online media content for ministry settings such as pastoral ministry, worship, evangelism, missions, marketplace ministry and others.

**RTCH 700 Renewal Studies and the Academy (3)** Addresses Renewal Studies methodologies by analyzing a brief history of Renewal Studies within the wider theological academy, identifying major developments across various disciplines as applied to this field, and charting the most vibrant trajectories for future research. Special attention will be given to how Renewal Studies methodologies are applied to Biblical studies, the history of global Christianity, and the trends in historical, systematic, and constructive theological reflection.

**RTCH 701 Renewal Theological Method (3)** Explores the question of Christian theological method and hermeneutics from the Renewal perspective. Emphasizes distinctively Renewal approaches to thinking theologically while wrestling with the nature of religious identities (Renewal, Christian, and other faiths). Philosophical, ontological, and epistemological assumptions will be considered vis-à-vis the questions of religious identity and theological method. Cross-listed with THEO 601.

**RTCH 703 Advanced Research Methodologies (3)** Contemporary conventions of advanced academic research and communication. Introduces newly emerging possibilities for framing inquiries and for gathering, organizing and critically examining data.

**RTCH 713 Renewal & Reconstruction of the Past (3)** Principles and methods of historiography surveying the various historic and contemporary theories of historiography and critically examining them from a Renewal perspective, in order to develop the practical research skills of historical method, the process of writing history as well as the specific competencies necessary for completing their dissertations in the area of history and biography. Cross-listed with HCHT 613.

**RTCH 715 Systematic Theology (3)** A pneumatological approach to traditional theological loci such as the Trinity, creation, Christ, soteriology, pneumatology, and ecclesiology, focusing on gaining familiarity with the Biblical, historical, and contemporary issues and debates concerning doctrines related to the Spirit and to the task of pneumatological theology in order to see the interconnectedness of Christian theology from a Renewal perspective and to begin to develop a personal theological method in dialogue with a pneumatological starting point.

**RTCH 718 Confessional Theology (3)** Key tenets and central doctrines of the Reformation traditions. Special focus on Biblical foundations, historical developments, theological method, and major controversies and confessions, especially with regard to renewal movements within Protestantism. Cross-listed with THEO 518.

**RTCH 720 Contemporary Theologies (3)** The detailed study of the key theological thinkers and movements of the modern era as the background for evaluating contemporary theological options, including those implied among Pentecostal and Charismatic movements including their historical and cultural contexts, as well as their contemporary relevance for Christian life and ministry.

**RTCH 721 Theology and Culture (3)** Methodological examination of the complex interconnection between theology and culture designed to help students develop critical skills and sensibilities in discerning the role cultural traditions play in theological ideas. Designed for students to engage questions of renewal in culture and theology debates leading to better cultural competence. Cross-listed with THEO 621.

**RTCH 725 Lutheran Christianity (3)** Historical developments of the Lutheran Church, comparing Luther and other reformers, with focus on renewal movements and the history of Lutheran thought to the present. Cross-listed with THEO 525.

**RTCH 727 Bonhoeffer and Life Together (3)** Dietrich Bonhoeffer's devotion to discipleship as a teacher, ecumenist, pastor, preacher, seminary director, prophet and ultimately martyr, and the implications for modern day discipleship and Christian renewal in a postsecular age. Cross-listed with THEO 527.

**RTCH 731 African Pentecostalism (3)** The historical and theological development of African Pentecostalism from 1950 to the present. Explores African Pentecostal historiographies and theologies, and how these compare with their Western counterparts. Cross-listed with HCHT 631.

**RTCH 740 Promise, Covenant & Kingdom (3)** Exegetical examination, directed reading and research into the Bible's major theological concepts of Promise, Covenant and Kingdom. Special emphasis on Lutheran and renewal understanding and practices of these concepts. Cross-listed with BIBL 540.

**RTCH 746 Pneumatology: The Doctrine of the Holy Spirit (3)** A systematic presentation of the Christian understanding of the Holy Spirit, including current approaches to the operation of the Spirit in Catholic theology, the mission of the Spirit in Protestant theology, and the anointing of the Spirit in the renewal movements. Cross-listed with THEO 546.

**RTCH 751 Biblical Hermeneutics in the Renewal Tradition (3)** Understanding and interpreting the Bible in a Renewal community of faith and scholarship, focusing on the hermeneutical challenges of the diversity of the canon, the plurality of interpretative methods and theories in relation to language and text, as well as the perceived nature of contemporary society. Prerequisite: One BIBL, BOTB, or BNTB course. Cross-listed with BIBL 651.

**RTCH 753 Hermeneutical Philosophy (3)** Guides students through key proponents of hermeneutical philosophy (Heidegger, Bultmann, Gadamer, Paul Ricoeur and Wittgenstein) who had an important influence on contemporary theology. Special attention will be given to an analysis of the nature of understanding per se and the role of the Holy Spirit and faith in the interpretation process. Within this context the distinctives of Renewal Theology will be investigated.

**RTCH 764 The Miraculous in the Biblical Tradition (3)** An in depth exploration of the miraculous element in the Biblical traditions, with a focus and emphasis on the New Testament. Students will examine Biblical traditions in relation to the miraculous, the history of the treatment of the miraculous (especially in relation to Jesus), the miraculous in the early Church, and recent scholarly debates about the miraculous and its potential significance for contemporary theological speculation.

**RTCH 768 Eastern Christianity (3)** An historical and topical study of Eastern Christianity, with special emphasis on doctrine and spirituality, especially its pneumatology and charismatic elements examining the distinctions of Eastern Christian churches, including Armenian, Assyrian (Nestorian), Coptic, Ethiopic, Maronite, Melkite, Orthodox (Byzantine: Greek and Russian, and other national churches), Syrian, and Uniate churches.

**RTCH 769 Renewal in Missions (3)** Examines how Renewal movements in North Atlantic countries and in the Majority World have impacted the growth of Christian missions. These movements include Franciscan, Anabaptist, missionary orders within the Catholic Reformation, Pietist, Puritan, Moravian, Methodist, Presbyterian, Anglican, Russian Orthodox, Evangelical, holiness, Pentecostal, Charismatic, and independent and non-denominational Christians. The course will explore the contemporary relevance of these missiological legacies and what can be learned to transform individual believers and communities of faith into "God's missionary people."

**RTCH 770 Theological German (3)** Fundamental structures of the German language, essential vocabulary and grammar are studied by students majoring in theology for proficient reading of academic journals, books, and monographs written in German focusing on general proficiency in reading German texts in the arts and sciences as well as theological texts and vocabulary. Proficiency exam given as a culminating assessment. Credit hours do not count toward Ph.D. required coursework. Pass/No Pass.

**RTCH 771 Ecumenics and Renewal (3)** An examination of the Biblical foundations for Christian unity. The course includes a study of the origins and historical development of the ecumenical movement and the integration of

international, regional, and local dialogue. Also explores the place of ecumenism in social justice, mission and evangelism, and in prayer and worship. Explores common definitions of unity and an assessment of issues that divide the churches with particular focus on the ecumenical movement and Renewal.

**RTCH 779 Study Tour Option (3)** Provides various domestic and global tour settings as immersion learning contexts for Biblical studies, Christian doctrine, Intercultural Studies and history and/or practical theology areas of study. Offered once per academic year. Cross-listed with DGEN 689.

**RTCH 780 Teaching Practicum (3)** Focus on developing theological educators and teachers, by matching students as teaching assistants with a teacher-mentor in order to provide experience with course design and preparation, syllabus construction, lecturing, assessment, instructional technology, and other aspects of undergraduate or graduate level education.

**RTCH 781 Guided Research (3)** The research of a topic of interest in Biblical Studies, Christian Theology, and the History of Global Christianity preferably related to the dissertation. Topics of research must be arranged with the course instructor.

**RTCH 783 Readings in Renewal and Biblical Studies (3)** Review for Ph.D. qualifying examinations. Repeatable for credit.

**RTCH 784 Readings in Renewal and the History of Global Christianity (3)** Review for Ph.D. qualifying examinations. Repeatable for credit.

**RTCH 785 Ph.D. Seminar (3 or 6)** In-depth study and discussion of various specific topics related to the Ph.D. course of study. It may include faculty presentations, dialogues, student presentations, guest speakers or a combination of these. Considered an elective course and not related to any particular specialty track.

**RTCH 786 Readings in Renewal and Theological Studies (3)** Review for Ph.D. qualifying examinations. Repeatable for credit.

**RTCH 797 Proposal Development (3)** Guides the articulation of a problem or question, and the formulation of the abstract and table of contents, as well as the construction of a literature review for a dissertation proposal. Prerequisites: Completion of 18 credits and RTCH 703.

**RTCH 800 a-(z) Qualifying Exams (1)** A final review of subject areas and content in preparation for Ph.D. qualifying examinations. Students will then take the written and oral portions of the qualifying exams. This course is the first part of the Ph.D. culminating experience. Pass/No pass.

**RTCH 801 a-(z) Ph.D. Dissertation Research (1)** Original study and research using historical, critical, Biblical, and theological tools and analysis. The dissertation must focus on an approved topic in Renewal Studies. This course is the second part of the Ph.D. culminating experience. Prerequisite: Fulfillment of all Ph.D. course requirements and approval of Ph.D. faculty. Pass/No Pass.

**SFRM 501 Spiritual Formation Foundations (3)** Biblical, historical, and theological aspects of Christian formation, including the holistic and other models, as these are practically applied to personal life and ministry contexts.

**SFRM 502 Internship: Ministry Formation (3)** Accompanies the internship; addresses spiritual formation issues in relationship to the internship experience; serves as the basis for the assessment of spiritual progress and vocational preparedness within the professional context. Prerequisite: SFRM 501. Pass/No Pass.

**SFRM 503 Spiritual & Vocational Integration (3)** Assessment of spiritual progress and vocational preparedness within personal and professional contexts with a view toward recommendation for ministerial fitness; taken in final year of degree program. Prerequisite: SFRM 502.

**SFRM 509 Models of Biblical Discipleship (3)** Biblical principles for building reproducing disciples based upon the Great Commission, including discipleship strategies for a range of settings. Prerequisite: SFRM 501. Cross-listed with PMIN 509.

**SFRM 510 Christian Spirituality (3)** Biblical meanings and theology of the various "streams" of spirituality; historical development and contemporary practice of the spirituality encompassing Christian faith, life and ministry. Prerequisite: SFRM 501.

**SFRM 601 Spiritual Formation & Community (3)** Design and application of models, principles, processes and practical theology of both spiritual formation and discipleship in faith communities and other ministry contexts. Prerequisites: PMIN 509 or SFRM 510.

**THEO 500 Christian Theology (3)** Key tenets and central doctrines of the Christian faith. Special focus on Biblical foundations, historical developments, theological method, and major controversies and confessions.

**THEO 504 Angelology & Demonology (2)** A Biblical, theological and historical study of the nature, functions and activity of angels and demons. Explores the whole realm of the supernatural in our time.

**THEO 518 Confessional Theology (3)** Key tenets and central doctrines of the Reformation traditions. Special focus on Biblical foundations, historical developments, theological method, and major controversies and confessions, especially with regard to renewal movements within Protestantism. Cross-listed with RTCH 718.

**THEO 522 Christian Ethics (3)** Biblical and theological foundations that determine the formation of Christian moral decision-making and shape a personal lifestyle. Examines selected contemporary moral issues in the light of Biblical teachings. Includes an overview of the prophetic call to the community, the marketplace and nation to mobilize the church in addressing crucial social issues.

**THEO 523 Christian Apologetics (3)** Philosophical methodologies used in the defense of the Christian faith, especially presuppositionalism (faith to facts) and evidentialism (facts to faith), focusing on the relationship between faith and reason in current Catholic and Protestant defenses, and with Biblical applications to modern and postmodern challenges. No former training in philosophy is required.

**THEO 524 Philosophy of Religion (3)** Exploration of some of the most profound and exciting questions in the study of religion. For example: What is the nature of faith? Of reason? How do they relate? What is the nature of religious experience, and what does it tell us? Can the existence of God be reasonably proven? How do we understand the problem of suffering and of evil from a theistic perspective? How does a timeless God relate to a temporal world? What is the relationship between revelation and language, and between religion and science? How are we, as Christians, to understand and evaluate the faiths of the other world religions? Can one talk rationally of ethics without God?

**THEO 527 Bonhoeffer and Life Together (3)** Dietrich Bonhoeffer's devotion to discipleship as a teacher, ecumenist, pastor, preacher, seminary director, prophet and ultimately martyr, and the implications for modern day discipleship and Christian renewal in a postsecular age. Cross-listed with RTCH 727.

**THEO 542 Charismatic Renewal Theology (3)** Examines cutting-edge trends in Pentecostal/ Charismatic thought, e.g., examinations of: hermeneutics, cessationism, classical Pentecostal distinctives, contemporary charismatic aberrations, Spirit Christology, and a *revisioned* Biblical theology of the Holy Spirit, the kingdom of God, faith, prayer, mission and Christian existence. Prerequisite: THEO 500.

**THEO 543 Contemporary Theology (3)** Covers the last 400 years of major movements in theological thought and their continuing influence, e.g., the Enlightenment, the Romantic movement, Liberalism, Neo-Orthodoxy, Fundamentalism, Evangelicalism, Roman Catholic Theology, Pentecostalism, the Liberation Theologies and a special section on Biblical criticism and theology. Involves extensive reading and examinations. Prerequisite: THEO 500.

**THEO 544 The Holiness-Pentecostal Movement (3)** Beginnings of the holiness movement, both in Britain and America, and the origins of the Pentecostal movement from its inception to the present time. Attention on specific Wesleyan teachings and experience that were carried over into Pentecostalism. Evaluates the beginnings and development of Pentecostalism as a unique movement, both in America and throughout the world. Focuses on the formation and development of the major Pentecostal denominations. In addition to contributing theological and ecclesiastical influences, the social and cultural origins of Pentecostalism will be studied in detail.

**THEO 545 The Charismatic Movement Today (3)** The beginnings, growth and current developments in the 20th century charismatic movement. Covers the antecedents of the various charismatic movements, is international in scope, covering both mainline and independent churches.

**THEO 546 Pneumatology: The Doctrine of the Holy Spirit (3)** Systematic presentation of the Christian understanding of the Holy Spirit, including current approaches to the operation of the Spirit in Catholic theology, the mission of the Spirit in Protestant theology, and the anointing of the Spirit in the renewal movements. Prerequisite: THEO 500. Cross-listed with RTCH 746.

**THEO 601 Renewal Theological Method (3)** Explores the question of Christian theological method and hermeneutics from the Renewal Perspective. Emphasizes distinctively Renewal approaches to thinking theologically while wrestling with the nature of religious identities (Renewal, Christian, and other faiths). Philosophical, ontological, and epistemological assumptions will be considered vis-à-vis the questions of religious identity and theological method. Prerequisites: One THEO course. Cross-listed with RTCH 701.

**THEO 621 Theology and Culture (3)** Methodological examination of the complex interconnection between theology and culture designed to help students develop critical skills and sensibilities in discerning the role cultural traditions play in theological ideas. Designed for students to engage questions of renewal in culture and theology debates leading to better cultural competence. Cross-listed with RTCH 721

**THEO 670 Theological German (3)** Fundamental structures of the German language, essential vocabulary and grammar are studied by students majoring in theology. Prepares master's and doctoral students for the proficient reading of academic journals, books and monographs written in German. During the first part of the semester, students will attain a general proficiency in reading German texts in the arts and sciences. The remainder of the semester offers greater focus on theological texts and vocabulary. A proficiency exam is given as a culminating assessment. Students who pass the exam fulfill language requirements in theological German for the School of Divinity Ph.D. program.

**WMSD 533 Women in Ministry: A Biblical Paradigm (3)** The history, theology and contemporary issues relating to women and ministry in the Church. Attention devoted to interpretive issues that help define the theological and practical aspects of women's ministries in the local church context.

**WMSD 534 Mentoring for Women in Ministry (3)** The nature and dynamics of Christ-centered service as related to women in ministry and mission. Consists of an interactive, relationally based format that allows women preparing for ministry-related careers to be mentored in the contexts of lecture and small-group discussion by women of distinction currently active in diverse ethnic, cultural and denominational settings.

**WSHP 527 Worship in Everyday Life (3)** Worship in spiritual development and effectiveness for ministry; corporate expression and experience, and missional application.

**WSHP 528 Worship: Biblical Perspectives (3)** Nature, forms and functions of worship in Scripture, and their contemporary relevance.

**WSHP 529 Psalms, Hymns, & Spiritual Songs (3)** Worship forms based on Scripture, testimony, and spontaneous expressions through the Holy Spirit. Also explores songwriting for the church.

**WSHP 530 Contemporary Worship (3)** Creative liturgies that provide opportunities to encounter the Holy. Includes liturgical development, current trends, and worship curating.

**WSHP 531 The Worship Leader (3)** Planning, platform, and personal communication skills; worship team management.

# THE FACULTY

## Resident Faculty

Members and their credentials are listed below. (The date in which the faculty member began full time in the School of Divinity is listed in parentheses.)

**Alexander, Kimberly Ervin** (2011), Ph.D., St. John's College/Open University

**Cartledge, Mark J.,** (2014), Ph.D., Trinity College, University of Wales

**Chandler, Diane** (2003), Ph.D., Regent University School of Leadership Studies

**Clarke, Clifton** (2008), Ph.D., University of Birmingham, United Kingdom

**Coulter, Dale** (2007), DPhil Oxford University

**Crabtree, Mara Lief** (1998), DMin, Wesley Theological Seminary

**Cuartas, Victor** (2008), DMin, Regent University School of Divinity

**Diehl, Melody,** School of Divinity Reference Librarian

**Di Fuccia, Michael V.** (2014), Ph.D., University of Nottingham

**Edwards, David M.** Instructor of Worship

**Flynn, James T., Jr**. (2002), DMin, Regent University School of Divinity

**Gordley, Matthew E.** (2011), Ph.D., University of Notre Dame

**Gräbe, Peter** (2002), Doctor Divinitatis, University of Pretoria, South Africa

**Harris, Antipas** (2008), DMin, Boston University

**Jumper, Mark** (2014), Ph.D., Salve Regina University

**Palmer, Michael** (2006), Ph.D., Marquette University

**Spawn, Kevin** (2006), DPhil, Oxford University

**Story, J. Lyle** (1984), Ph.D., Fuller Theological Seminary

**Twelftree, Graham** (2002), Ph.D., University of Nottingham

**Umidi, Joseph L.** (1985), DMin, Trinity Evangelical Divinity School

**Vondey, Wolfgang** (2005), Ph.D., Marquette University

**Wright, Archie** (2005), Ph.D., University of Durham

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# SCHOOL OF EDUCATION

## DEAN'S MESSAGE

The issue of quality education is a growing concern in today's culture. The Bible and professional literature agree on one key solution: teachers, administrators, scholars, policy-makers and support personnel who are excellent leaders. A higher caliber of leader than ever before is needed to meet the kaleidoscope of challenges in public and private schools from the classroom to the policy level. The Regent University School of Education offers master's, specialist and doctoral programs to develop such leaders.

Regent students learn how to integrate research-supported concepts and skills with a Biblical worldview. Thus, Regent graduates are prepared to make a difference by bringing academic excellence, moral character and standards of learning into our educational systems.

You can join the growing number of education professionals who are changing our world by taking part in a Regent School of Education graduate or doctoral degree program.

Donald E. Finn, Jr., Ph.D.
*Dean*

## CONTACT INFORMATION

Application forms may be downloaded from the website, obtained by mail, or completed online. To request your application packet, contact:

Enrollment Services
School of Education
Regent University
1000 Regent University Drive
Virginia Beach, VA 23464-9800
888.713.1595
E-mail: education@regent.edu
Website: www.regent.edu/education

## MISSION AND VISION

The School of Education, through its commitment to excellence in teaching, research and service, provides a Biblically based, Christian education to equip men and women in mind, heart and character for lives of educational and transformational leadership.

The Regent University School of Education, affirming the University mission and acknowledging its call to be a distinctive school of graduate education, commits itself to innovative and excellent academic programs; to unique and exemplary program delivery both on campus and at a distance; to depth and breadth of faculty teaching, research and service; and to preparation and empowerment of graduates who actively embrace the challenge of transforming education through practice and example.

We pledge ourselves to transforming education worldwide by promoting Biblically compatible, research-based solutions to challenges in education through bridging theory and practice, and by building effective partnerships with schools and community agencies. We are committed to building and maintaining an outstanding faculty and a diverse student body consistent with the mission of the university.

## DISTINCTIVES OF THE SCHOOL

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

- Interdisciplinary Collaborative Efforts: The School of Education faculty is committed to networking and partnering with other Regent schools, public and private school systems, universities, ministries and private industries to provide quality programs.
- Effective Discipline and Character Development Programs: Biblically based systems are currently being piloted in public and Christian school settings.
- Advanced Technology: State-of-the-art technology is optimally matched to instructional and administrative needs.
- Program Flexibility: Faculty model flexibility in adapting PreK-12 curriculum and instructional techniques to the true needs of students. Course scheduling and format are designed to meet the needs of working professional educators.
- Emphasis on Application: Field-based opportunities undergird instructional delivery, facilitating student mastery of critical competencies.
- Focus on Creative Leadership and Educational Options: Creative leadership is developed via the exploration of options regarding privatization of educational services, especially in urban educational settings.
- A Diverse, Yet Unified Faculty: Faculty members possess varying gifts, professional orientations and experiences, yet are united by faith in Jesus Christ.

## FINANCIAL AID

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

The School of Education offers several forms of financial assistance. The priority deadline for consideration is April 1. After July 15, financial assistance is awarded on a funds-available basis only. Applicants are encouraged to apply as early as possible. Decisions about financial assistance can be made when an applicant's admissions file is complete. Following is a list of some of the assistance available from the School of Education. For more information or application forms, please contact the School of Education Admissions Office.

### Christian Educators Association International

Through our partnership with CEAI, the School of Education offers a 25% tuition discount to any **current** CEAI member that is accepted to and enrolled in any master's or doctoral degree-seeking program. Proof of membership required. Applicants must have obtained membership at least six months prior to submitting their application. This discount may not be combined with other school-based or University-based aid with the exception of the church-matching grant.

### Christian School Educators Discount

The School of Education offers a 25% tuition discount to any current educator employed at a Christian School and applying to either the Christian School concentration of the M.Ed. in Curriculum & Instruction or the M.Ed. in Christian School Administration. Visit http://www.regent.edu/acad/schedu/admissions/christian-school-scholarship.cfm to learn about eligibility requirements. This discount may not be combined with other school-based or University-based aid with the exception of the church-matching grant.

### Church Matching Scholarship

The School of Education will match a contribution to a student's tuition by a recognized church or ministry. The maximum amount that the School of Education will match per semester is $750.

### Council of Christian Colleges and Universities (CCCU)

A 25% scholarship is available to any CCCU employee or employee of a CCCU member school that is accepted to and enrolled in the M.Ed. in Student Affairs, Ed.D., or Ph.D. program. (To qualify, a copy of your college/CCCU ID should be submitted with your admissions application.) This scholarship may not be combined with other school-based or University-based aid with the exception of the church-matching grant.

### Dean's Scholarship

This scholarship is awarded to applicants who have demonstrated leadership within their field and community and have achieved a high undergraduate GPA. The scholarship provides a percentage of tuition and will be automatically renewed for the first three semesters of a student's program. The Dean's scholarship cannot be awarded in conjunction with a cohort discount.

### Emerging Leaders Scholarship

The School of Education is proud to consider qualified newly admitted students for the emerging leader award, which is a 50% tuition scholarship. Individuals must meet specific criteria in GPA, writing, test scores (if applicable) and professional and leadership experience in order to apply. Visit http://www.regent.edu/acad/schedu/admissions/emerging_app.cfm for more information.

### Graduate Assistant Positions

Students are encouraged to apply for graduate assistant positions in the School of Education or other schools. These part-time positions can help defray the cost of tuition. Visit http://www.regent.edu/admin/finaid/jobs.cfm for more information.

### Dean and Selig Fellowships

New or continuing doctoral students interested in working collaboratively with faculty members are encouraged to apply for a Dean or Selig Fellowship. These part-time positions can help defray the cost of tuition while providing an opportunity to participate in research-related activities. For more information, visit http://www.regent.edu/acad/schedu/admissions/fellowship

### Project Bridges Scholarship

The School of Education offers a 25% scholarship to any member of Project Bridges. In order to receive this scholarship, qualified accepted applicants will require a letter from their pastor indicating they are members in good standing and a letter from Project Bridges indicating the church is a member church. This scholarship may not be combined with other school-based or University-based aid with the exception of the church-matching grant.

### Teach Grant

The federal TEACH Grant Program awards grants to students who intend to teach. The grant will provide up to $4,000 a year in grant aid to undergraduates and graduate students. In turn, you must agree to serve as a full-time teacher in a high-need field in a school serving low-income students for at least four academic years within eight years of completing the program of study for which you received the grant. Visit http://www.regent.edu/admin/finaid/teach.cfm for more information.

### Troops to Teachers

Troops-to-Teachers provides Referral Assistance and Placement services to military personnel interested in beginning a second career in public education as a teacher. The DANTES Troops-to-Teachers office will help applicants identify teacher certification requirements, programs leading to certification and employment opportunities. Programs eligible for Troops-to-Teachers funding are the Career Switcher, Elementary Education, and Special Education. Visit http://www.proudtoserveagain.com/ to learn more.

### Veteran & Active Duty Military Scholarship

The School of Education offers a 25% scholarship to all active duty military personnel and military veterans that are accepted into a School of Education degree seeking program. (To qualify, active duty military must submit a copy of their Leave and Earnings Statement (LES) with the admissions application. Veterans must submit a copy of the veteran's DD-214 with the admissions application.) This scholarship/discount may not be combined with other school-based or University-based aid with the exception of the church-matching grant. NOTE: A 15% tuition scholarship is available to the spouses of active duty military.

### Virginia Teaching Scholarship Loan Program (VTSLP)

These loans are for students that choose to enroll in approved teacher preparation programs in identified critical shortage teaching areas; minority students may be enrolled in any teaching area. Upon employment in a critical shortage area, $2,000 is forgiven from each loan for each year the recipient teaches in the public schools of Virginia. To learn more, visit http://www.regent.edu/admin/finaid/vtslp.cfm

### Virginia Wesleyan Scholarship

Regent University's Graduate School of Education (SOE) is providing a 25% tuition discount to any qualifying Virginia Wesleyan College (VWC) education graduate who applies and is accepted to one of three master's programs. Visit http://www.regent.edu/acad/schedu/about/vw-mou.cfm for more information.

## PROGRAM OVERVIEW

The School of Education offers degree, non-degree and certificate programs as follows:

- Master of Education (M.Ed.)
- Educational Specialist Degree (Ed.S.)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.) in Education
- Joint Degrees: Joint degrees with the M.Ed. and a degree with the schools of Communication and the Arts, Divinity, Business and Leadership, Government, or Psychology and Counseling are available. See the M.Ed. programs listed below and the General Information section of the Catalog for more information.
- Career Switcher Certificate (CGS)
- Certificate in Advancing Leadership (CAL)
- Certificate of Graduate Studies in Autism (CGS)
- Certificate of Graduate Studies in Christian Education (CGS)
- Certificate of Graduate Studies in Gifted and Talented Education (CGS)
- Certificate of Graduate Studies in Teaching English to Speakers of Other Languages, TESOL (CGS)
- Certificate of Advanced Graduate Studies (CAGS)
- Certificate of Graduate Studies in STEM (CGS)
- Professional Development

## CAREER OBJECTIVES

The School of Education graduates hold a variety of positions that include teachers, principals, and central office administrators in public, private and Christian schools. Our alumni are involved in educational policy, developing curricula for localities and setting standards of learning. Graduates have experienced career advancement locally, nationally and internationally.

Students are able to focus their educational experience around their personal goals. Some students are called to careers as missionary teachers or international school planters. Other students and alumni are called to teach adults at the community college or college level. Our programs provide the necessary skills and training to pursue any of these or other avenues.

## STUDENT PROFILE

Regent education students are diverse in religious, national and ethnic origins. More than 50 percent of our students are working teachers or administrators. Most students with full time careers are still able to complete their education on a full-time basis since the programs are designed to meet the needs of educational professionals. The average student age is in the mid-30s and approximately 40 percent of our students are minorities.

## ADMISSIONS REQUIREMENTS

Refer to the "Admission to Regent Graduate Schools" section of this Catalog for additional information regarding admission procedures and requirements.

### Master of Education Admission Requirements

1. Completed application
2. A minimum of two recommendations (one of which must be from a current employer)
3. Official transcripts indicating successful completion of a bachelor's degree program from an accredited or approved unaccredited institution.
4. A writing sample (topic in admission packet)
5. Résumé of employment, accomplishments & education, including copies of published materials
6. Signed Community Life Form
7. Application fee
8. Interview (to be determined once the rest of the file is complete—you will be contacted by the School of Education)
9. The following assessments meet the requirement for the prescribed test for entry into a Virginia teacher preparation program (Elementary Education and K-12 Special Education). Please choose from one of the following options and submit passing scores directly to Regent University. Regent ETS code: 5135.

- Option 1: Passing the Virginia Communication and Literacy Assessment (VCLA) (http://www.va.nesinc.com/) (Reading and Writing) individually or with a composite score of 470 AND passing the Praxis Core -Mathematics (5732) (http://www.ets.org/) individually with a score of 150.
- Option 2: Passing the Praxis Core Academic Skills for Educators (http://www.ets.org/) (Reading, Writing, Mathematics). The Praxis Core qualifying scores are Reading 156, Writing 162, Mathematics 150.
- Option 3: Qualifying SAT or ACT scores

The VDOE board has approved the following scores:

SAT taken prior to April 1, 1995 -- a scores of 1000 on the SAT, with at least 450 on the verbal and 510 on the mathematics test.

SAT taken after April 1, 1995 -- a score of 1100 on the SAT, with at least 530 on the verbal and 530 on the mathematics test.

ACT taken prior to April 1, 1995 -- a composite score of 21 with the ACT mathematics score no less than 21 and an ACT English Plus Reading score no less than 37.

ACT taken after April 1, 1995 -- a composite score of 24 with the ACT mathematics score no less than 22 and an ACT English Plus Reading score no less than 46.

### *Additional Admission Requirements*

Applicants for the K-12 Special Education major or the Elementary Education major must have taken and passed the Praxis Core Academic Skills for Educators assessment (reading, writing, and math) prior to admission into the program.

Applicants for the Career Switcher program are required to take and pass the Virginia Communication and Literacy Assessment (VCLA) in order to meet the basic skills assessment requirement for admission. Career Switchers are also required to take and pass the Praxis II assessment in the designated specialty area and have documented five (5) years of work experience prior to admission into the program. Finally, applicants must also complete the Virginia Department of Education's Career Switcher application available online at:
http://www.regent.edu/acad/schedu/pdfs/career_switcher_appl.pdf. *The state application does include a declaration of criminal history.*

Applicants for the Educational Leadership major, who are seeking the Administration and Supervision PreK-12 add-on endorsement from the Virginia Department of Education, must hold a professional teaching license or pupil personnel license and have a minimum of three years teaching experience upon program completion. A submitted copy of the current professional teaching license is required along with the admissions application.

Applicants for the TESOL major, who are seeking the English as a Second Language PreK-12 endorsement from the Virginia Department of Education, must hold a professional teaching license and are required to have a minimum of 6 hours of foreign language at the undergraduate or graduate level. A submitted copy of the current professional teaching license is required along with the admissions application.

Applicants will be notified if additional requirements are needed. The school maintains accepted applications for one year from the applicant's initial enrollment semester as noted on the application. After the one year anyone wishing to re-apply may be asked to re-submit parts or all of the application materials.

### Educational Specialist Admissions Requirements

All application pieces listed above are required in addition to those listed below.

1. A master's degree.
2. At least three years of relevant professional experience in Special Education, Administration or a related area.
3. Evidence of reasonable potential to successfully complete the specialist program, including a comfortable working knowledge of electronic communication. If computer expertise is lacking, taking a course on personal computer basics, the Internet or other computer areas at a local community college or library is suggested.
4. Official GRE test scores (quantitative, verbal and analytical writing), or Miller Analogies Test (MAT).
5. A scholarly or published writing sample that demonstrates the applicant's research, writing, analytical and problem-solving skills. This writing sample may include either a copy of the applicant's master's thesis (or a portion of it, plus bibliography) or a formal paper or report. Research skills mean both the skill to utilize a writing style manual (e.g., APA or MLA) and the skill of integrating published research into an academic paper or report.

Applicants will be notified if additional requirements are needed. The school maintains accepted applications for one year from the applicant's initial enrollment semester as noted on the application. After the one year anyone wishing to re-apply may be asked to re-submit parts or all of the application materials.

Applicants who are seeking the Administration and Supervision PreK-12 add-on endorsement from the Virginia Department of Education, must hold a professional teaching license or pupil personnel license and have a minimum of three years teaching experience upon program completion. A submitted copy of the current professional teaching license is required along with the admissions application.

For administration and supervision endorsement, the student must complete an internship or its equivalent to earn endorsement. Exact guidelines for a specific endorsement area will be supplied upon request.

### Doctor of Education and Doctor of Philosophy Admissions Requirements

All application pieces listed above are required in addition to those listed below.

1. A master's degree.
2. At least three years of relevant professional experience.
3. Evidence of reasonable potential to successfully complete the doctoral program, including a comfortable working knowledge of electronic communication. If computer expertise is lacking, taking a course on personal computer basics, the Internet or other computer areas at a local community college or library is suggested.
4. Official GRE test scores (quantitative, verbal and analytical writing).
5. A scholarly or published writing sample that demonstrates the applicant's research, writing, analytical and problem-solving skills. This writing sample may include either a copy of the applicant's master's thesis (or a portion of it, plus bibliography) or a formal paper or report. Research skills means both the skill to utilize the APA writing style manual and the skill of integrating published research into an academic paper or report.

Applicants will be notified if additional requirements are needed. The school maintains accepted applications for one year from the applicant's initial enrollment semester as noted on the application. After the one year anyone wishing to re-apply may be asked to re-submit parts or all of the application materials. Due to the high number of qualified applicants and the competitive nature of entry into the doctoral program, automatic deferral of entry is not permitted. However, accepted applicants who defer entrance into the doctoral program must apply for readmission.

Applicants for the K-12 School Leadership concentration in the Ed.D. program, who are seeking the Administration and Supervision PreK-12 add-on endorsement from the Virginia Department of Education, must hold a professional teaching license or pupil personnel license and have a minimum of three years teaching experience upon program completion. A submitted copy of the current professional teaching license is required along with the admissions application.

Depending upon concentrations, e.g., principal/supervisor/superintendent endorsements, the student must complete an internship or its equivalent to earn endorsement. Exact guidelines for a specific endorsement area will be supplied upon request.

## CAMPUSES

The School of Education offers programs at the Virginia Beach Campus and online via Worldwide Campus.

### Online Worldwide Campus

The School of Education offers programs through distance education primarily online via the Regent Worldwide Campus and other various media. The Christian School Administration Program, Curriculum & Instruction, Individualized Degree Plan, Leadership in Character Education, Reading Specialist, and Student Affairs are delivered totally online, although there may be some on campus options. K-12 Special Education, Educational Leadership, TESOL, Educational Doctorates, and Educational Specialist primarily include online courses with summer residency requirements.

Students around the world have access to the library resources through the use of technology. We continue to improve the facilities and support available to students involved in distance education.

Faculty and staff are available via e-mail or through the Regent University website. Each faculty member has a homepage that links to important course information and to the faculty member's e-mail address. Online distance students have access to their professors and classmates through asynchronous discussions.

Since many programs are delivered with online learning, computer literacy is required of all students. Contact the School of Education for more information.

## DEGREE PROGRAMS

# Master of Education Degree (M.Ed.)

# M.Ed. Program

The M.Ed. requires a completion of a minimum of 32 credit hours in a span of 5 years or less with a cumulative GPA of 3.0 or higher. All students are required to complete a culminating experience. The M.Ed. degree offers ten majors: Curriculum & Instruction, Christian School Administration, Educational Leadership, Elementary Education, Reading Specialist, Student Affairs, K-12 Special Education, Leadership in Mathematics Education, Individualized Degree Plan, Teaching English to Speakers of Other Languages, and Joint Degrees with the M.Ed. and a degree with the schools of Communication and the Arts, Divinity, Business and Leadership, Government, or Psychology and Counseling.

## M.Ed. - Curriculum & Instruction Major (33 to 39 credit hours)

(Delivered entirely face-to-face or entirely online.)

The Curriculum and Instruction major (C&I) is designed to prepare educators to develop and deliver effective instructional opportunities for diverse students in various learning settings including public, private, higher education, and the workplace. Educators with leadership responsibilities such as department head, content specialist, lead teacher, or curriculum developer will benefit from this degree as well as those employed in school system or higher education administration, corporate, and non-profit settings. The C&I degree emphasizes understanding learner characteristics, instructional design, assessment, and the effective integration of technology into instructional programs. The C&I degree offers concentrations in Adult Education, Christian Education, Gifted and Talented Education, and Teacher Leadership.

**Criminal Background Check**

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

*Required Courses*
Must be completed in the first semester
EDUC 500 Online Orientation (0)
ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)
UNIV LIB Information Research & Resources (0)

EADM 515 Research Design (3)
ECUR 525 Classroom Management (3)
EDCS 563 Instructional Strategies for Students Who Are At-Risk (3)
EDIP 540/GSAS 540 IP Philosophical Foundations in Education* (3)
EDIP 542 Introduction to Curriculum & Instruction (3)
EDIP 543 Technology in Education (3)

**Note: The Christian School concentration requires EDCS 505 in place of EDIP 540.*

## M.Ed. - Curriculum & Instruction Major with a concentration in Adult Education

(Delivered entirely online.)

EADL 500 Theories of Adult Education (3)
EADL 510 History of American Adult Programs (3)
EADL 520 Curriculum Development for Adult Learners (3)
ECUR 511 Curriculum, Methods & Assessment (3)
*ESCP 505 Psychology & Development of the Learner (3)

*The following courses must be passed for those seeking an endorsement in Adult Education from the Virginia Department of Education.*

EADL 530 Reading Instruction for Adult Learners (3)
EADL 540 Beginning Mathematics for Adult Learners (3)
EADL 595 Adult Education Internship (3)

**Students taking the Adult Education endorsement option are not required to take ESCP 505.*

**M.Ed. - Curriculum & Instruction Major with a concentration in Christian School**

(Delivered entirely online.)

EBIB 516 Hermeneutics and Biblical Integration for Education (4)
EBIB 521 Christian Heritage (3)
EBIB 523 Christian Character Formation (3)
EBIB 528 C&I Christian Education (3)
EBIB 524 Biblical Foundations of Christian Education (3)
EDCS 505 Philosophy of Christian Education (3)

**M.Ed. - Curriculum & Instruction Major with a concentration in Gifted and Talented Endorsement**
(Delivered entirely face-to-face or entirely online.)
(This VDOE approved program is required for currently licensed Virginia teachers)
EDCO 501 Strategic Planning & Program Evaluation (3)
EGTL 500 Introduction to Gifted and Talented Learners (3)
EGTL 510 Curriculum and Instruction for Gifted Learners (3)
EGTL 520 Models and Strategies for Teaching the Gifted (3)
EGTL 530 Psychology and Education of Gifted Learner (3)
EGTL 580 Practicum in Gifted Education (2)

*Licensed teachers from outside Virginia may be able to add the Gifted and Talented endorsement to their license upon completion of this approved program: Consult with your state department of education for more information.*

**M.Ed. - Curriculum & Instruction Major with a concentration in Gifted and Talented Non-endorsement option**
(Only available to out of state students or non-Virginia licensed teachers)
EDCO 501 Strategic Planning & Program Evaluation (3)
EFND 598 Professional Project (2)
EGTL 500 Introduction to Gifted and Talented Learners (3)
EGTL 510 Curriculum and Instruction for Gifted Learners (3)
EGTL 520 Models and Strategies for Teaching the Gifted (3)
EGTL 530 Psychology and Education of Gifted Learner (3)

*Non-Virginia students wishing to add the Gifted and Talented endorsement to their teaching license should consult their state department of education for specific requirements. In most cases, EFND 598 may be customized to help meet internship/practicum requirements—please consult with your School of Education Academic Advisor.*

**M.Ed. - Curriculum & Instruction Major with a concentration in Teacher Leader**

(Delivered entirely online.)

ECTL 500 Cross Disciplinary Perspectives in Educational Theory, Research and Practice (3)
ECUR 511 Curriculum, Methods & Assessment (3)

EDCO 501 Strategic Planning & Program Evaluation (3)
EFND 509 Character Education Curricula, Instruction, & Assessment (3)
EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3)

## M.Ed. - Christian School Administration Major (33 credit hours)

(Delivered entirely face-to-face with some online components or entirely online.)

The Christian School Administration major is to equip Christian school administrators to prepare students to live as God's holy people. The motto of the Christian School major is from Romans 12:2 "Do not be conformed to this world but be transformed by the renewing of your mind." Its slogan is "The heart of education is the education of the heart." The focus is on discipleship to Christ for the purpose of building His kingdom worldwide. Beyond the core courses, major areas of emphasis include promoting Biblical integration, building loving relationships, and forming distinctly Christian character.

The Christian School Administration major may lead to teacher or administrator certification with the Association of Christian Schools International and/or the International Association of Christian Colleges and Schools upon the successful completion of all concentration requirements. All courses are taken online.

**Criminal Background Check**
The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

***Must be completed the first semester***
EDUC 500 Online Orientation (0)
ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)
UNIV LIB Information Research & Resources (0)

**Core Courses**
EADM 511 Leadership, Organization, & Administration (3)
EADM 515 Research Design (3)
EDCS 505 Philosophy of Christian Education (3)
EDCS 552 Starting & Operating a Christian School (3)

**Concentration Courses**
EBIB 516 Hermeneutics and Biblical Integration for Education (4)
EBIB 521 Christian Heritage (3)
EBIB 523 Christian Character Formation (3)
EBIB 524 Biblical Foundations of Christian Education (3)
EBIB 528 C&I Christian Education (3)
EDCS 551 Funds Development for Christian Schools (3)
EDCS 553 Staff Development for Christian Schools (3)

## M.Ed. - Educational Leadership Major (37 credit hours)

(Delivered entirely face-to-face or entirely online.)

Educational Leadership major encompasses school administration and other leadership roles within schools. From the foundation of a Christian worldview, this program develops administrators and teacher leaders who seek knowledge and wisdom in order to serve and edify others in a spirit of excellence. Students may attend classes on-campus and online. The major is completed in as fast as one and one-half academic years of full-time study. The primary knowledge-base for this program is the Interstate School Leaders Licensure (ISLLC) Standards. This program is approved by the

Commonwealth of Virginia Department of Education to provide the Administration and Supervision preK-12 add-on endorsement for individuals who already hold a professional teaching license or pupil personnel license. Students seeking this endorsement for the purpose of obtaining principal or assistant principal positions are required to complete the School Leaders Licensure Assessment (SLLA). Program adjustments are made accordingly as the Virginia Department of Education's licensure regulations are subject to change. Requirements for endorsement or licensure are different in every state. Students should contact the Department of Education in their state of interest for administrator licensure requirements.

For more information on the licensure regulations governing the Administration and Supervision preK-12 endorsement, please visit the Virginia Department of Education website.

Applicants for the Educational Leadership major, who are seeking the Administration and Supervision preK-12 add-on endorsement, should have a minimum of three years teaching experience upon program completion. A submitted copy of the current teaching license is required along with the admissions application.

**Criminal Background Check**

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

*Required Courses*

First four must be completed in the first semester
EDUC 500 Online Orientation (0)
ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)
UNIV LIB Information Research & Resources (0)

EADM 511 Leadership, Organization & Administration (3)
EADM 513 School Finance/Management of School Resources and Facilities (3)
EADM 515 Research Design (3)
EADM 524 Supervision of Teaching Methods/Classroom Management (3)
EADM 532 Technology for Administrators (3)
EADM 536 Personnel Management/Development (3)
EADM 538 School Law (3)
EADM 540 School & Community Relations (3)
EADM 595A Principal Internship (2)
EADM 595B Principal Internship (2)
EADM 595C Principal Internship (2)
EADM 596 School Leaders Licensure Assessment (SLLA) Test Preparation* OR
EADM 598 Professional Leadership Project* (2)
ECUR 540 Instructional Leadership and Student Academic Achievement (3)
EFND 503 Leadership and Character Development (2)

(*Students select either EADM 596 or 598, 596 required if seeking Virginia Admin./Sup. endorsement)

## M.Ed. -Elementary Education Major with Initial Licensure (42 credit hours)

(Delivered entirely face-to-face with some optional online components.)

The Elementary Education major with Licensure is a state approved teacher preparation program that leads to teacher certification in the state of Virginia in Elementary Education (pre K–6) upon the successful completion of all program requirements. Students are required to complete a minimum of 42 credit hours toward the master's degree (M.Ed.).

Courses must be taken at the main campus in Virginia Beach, Virginia. The courses are in a hybrid format, meaning they are completed both online and face-to-face. Depending on the needs of the individual student, some students may be

required to complete more than the required 442 hours in order to be eligible for the initial teaching license. During the admission process, applicant transcript(s) and skills will be evaluated to determine competency achievement (in areas such as English, science, math, history/social science, arts, humanities, and economics). New applicants will be required to complete these outstanding competencies in addition to the required curriculum for program completion and graduation. Furthermore, applicants are required to have successfully passed the program admission assessment as outlined in the Admission Requirement section above. Students in this program are also required to have successfully passed the Praxis II assessment in Elementary Education Content Knowledge, the Virginia Communication and Literacy Assessment (VCLA), the Reading for Virginia Educators (RVE) Assessment: Elementary and Special Education Test (5306), Virginia Civics and First Aid/CPR/AED training and the Child Abuse and Neglect Training prior to student teaching, degree posting and being recommended by the institution to the state for licensure. Program adjustments are made accordingly as the Virginia Department of Education's licensure regulations are subject to change.

For more information on the licensure regulations governing Elementary Education pre K-6please visit the Virginia Department of Education website.

*Required Courses*

Must be completed in the first semester

EDUC 500 Online Orientation (0)
ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)
UNIV LIB Information Research & Resources (0)

ECUR 500 Curriculum & Instructional Techniques* (3)
EELM 501 Assessment for & of Learning (3)
EELM 505 Teaching Social Studies & Technology (3)
EELM 508 Practicum (1)
EELM 551 Students with Disabilities (3)
EFND 504 Character Education (3)
EFND 505 Teaching Reading and Language Arts Across the Curriculum* (3)
EFND 506 Classroom Management & Instructional Strategies* (3)
EFND 508 Teaching Reading in the Elementary Grades* (3)
EFND 595 Field Experience/Student Teaching (final semester; cannot be taken during summer) (6)
ESTM 510 Teaching Science & Technology (3)
ESTM 520 Teaching Math & Technology (3)
ETLC 541 Child & Adolescent Growth & Development* (3)
ETLC 542 Foundations of Education* (2-3)
*Courses with an asterisk* include as competencies a classroom observation and/or practicum experience. These placements must be in a state-accredited private or public school and must be set up through the field placement coordinator in the School of Education. To be approved to complete observation/practicum experiences, students must have on file these special requirements for students in initial licensure programs: an FBI criminal history report with fingerprinting, confirmation of a negative TB screening; confirmation of professional liability insurance; and confirmation of adult and pediatric First Aid/CPR/AED training. More requirements and details for practicum and internship placements are available in the Field Placement Handbook.

The application deadlines for placements are September 1 to intern in the spring semester and February 1 to intern in the fall semester.

A teacher candidate may enroll in the internship if he/she has submitted all the following by the application due date:

- a transcript that indicates good academic standing and a minimum cumulative GPA of 3.0
- successful completion of all professional education course work with a C or better;
- official passing scores on all required assessments;
- successful completion of all VDOE content competencies;

- an Approved Degree Plan (ADP) signed by the current academic advisor, indicating that all coursework will be completed the semester prior to the start of the internship;
- copies of field placement final evaluations;
- FBI criminal history report with fingerprinting;
- confirmation of a negative TB screening;
- confirmation of professional liability insurance;
- confirmation of adult and pediatric First Aid/CPR/AED training;
- Child Abuse and Neglect Training Certificate;
- Virginia Civics module certificate; and
- proof of attendance at a mandatory internship briefing.

NOTE: The Praxis Core Academic Skills Assessment or equivalent assessment must be passed before entering the program. The Praxis II: Elementary Education Content Knowledge, the Virginia Communication Literacy Assessment (VCLA) and the Reading for Virginia Educators (RVE) Assessment: Elementary and Special Education Test (5306), must be taken and passed to be approved to student teach, before graduating AND before one can be recommended by the institution to the state for licensure.

Attendance Policy: Due to the accelerated structure of these courses, attendance and participation are significant portions of your grade. This includes the online portions as well as the face-to-face meetings.

*Criminal Background Check*

All Virginia school divisions are required by state code to obtain background checks on their employees. The School of Education also requires Federal background checks for their teacher candidates.

*Professional Liability Insurance*

Teacher candidates must show proof of professional liability insurance coverage for a minimum of $100,000. An economical option is membership in the Christian Educators Association International (www.ceai.org) for an annual student fee. As a member of CEAI you are automatically insured up to $100,000 for legal actions filed against you arising out of your educational duties (in the United States only, no overseas coverage). CEAI membership also includes a subscription to Teachers of Vision.

*First Aid/CPR/AED*

Teacher candidates must provide documentation that verifies completion of certification or training in adult and pediatric emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED). The certification or training program shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross.

*TB Screening*

Teacher candidates must provide a report of a TB screening with a negative result. This report should be issued by a health provider and should include the student's name, screening date, and a confirmation of a negative result.

## M.Ed. - Student Affairs Major (36 credit hours)

(Delivered entirely online.)

Student affairs professionals administer programs affecting the social development of college students that influence their academic success and future success after graduation. Career counseling, residence life, orientation, admissions,

financial aid, and the Dean of Students office represent some of the many areas where student affairs administrators are to be found. Because there are no undergraduate programs that prepare professionals to work in college student affairs, the master's degree represents the initial academic credential for those interested in pursuing a student affairs career. The curriculum for this degree typically focuses on the unique developmental issues relevant to the college student (e.g., psychology and moral development), the business aspects of higher education (e.g., law, governance, and administration), and field experiences that provide authentic indicants of work in this field. The mission of the Regent University M.Ed. in Student Affairs is to provide Christ-centered, professional preparation for student affairs administrators working in higher education. Because the objective of the student affairs professional is to attend to the developmental needs of the student that influence maturation and academic achievement, this program will focus on fostering an understanding of (a) the student as a person and how to use Biblical principles to encourage character formation, and (b) the higher education landscape and processes important in building successful student service programs.

**Criminal Background Check**
The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

*Required Courses*

Must be completed in the first semester
EDUC 500 Online Orientation (0)
ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)
UNIV LIB Information Research & Resources (0)

EADM 515 Research Design (3)
EDCO 501 Strategic Planning and Program Evaluation (3)
EFND 523 History and Contemporary Issues of American Higher Education (3)
EHEA 501 The College and the Student (3)
EHEA 502 Higher Education Finance: Strategy, Cost and Value (3)
EHEA 503 The Law and Governance of Higher Education (3)
EHEA 504 Student Services Administration (3)
EHEA 509 Leadership and Organizations (3)
EHEA 595 Professional Field Experience (6)
EHEA 602 Role and Mission of the Christian College & University (3)
EHEA 603 Essential Student Affairs Counseling & Support Skills (3)

## M.Ed. - K-12 Special Education Major (42-64 credit hours)

(Delivered entirely face-to-face with some online components or entirely online.)

Today's schools are looking for general and special educators who can address a wide range of student needs. In the K-12 Special Education major, students can complete a master's degree with an endorsement in Special Education-General Curriculum K-12. Additionally, students have the option of adding the Reading Specialist endorsement and/or the Working with Autistic Children certificate. Acceptance into the major requires completion of one of four options: qualifying scores on the Praxis Core Academic Skills for Educators assessment (reading, writing and math), qualifying scores on the Praxis Core Mathematics and the Virginia Communication Literacy Assessment, qualifying SAT or ACT scores, or possession of a current professional teaching license. In addition, students will be required to take and pass the Virginia Communication and Literacy Assessment (VCLA) the Reading for Virginia Educators (RVE) Assessment: Elementary and Special Education Test (5306); complete training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED); and the Child Abuse and Neglect Training prior to receiving their degree and being recommended for licensure/endorsement. Students attend classes online. The major can be completed in as little as four semesters. Participation in field experiences and final projects is contingent upon successfully demonstrating key competencies, which will be outlined during student orientation. The State of Virginia requires a minimum of three years of general teaching experience in which reading is of primary importance in order to earn the Reading Specialist endorsement. Candidates for the Reading Specialist endorsement are required to take and

pass Reading for Virginia Educators (RVE) Assessment: Reading Specialist Test (5304) prior to receiving the degree and being recommended for licensure/endorsement.

The non-licensure/endorsement option is designed for those who want to accomplish a master's degree but do not want to add an endorsement to their license.

*Program adjustments are made accordingly as the Virginia Department of Education's licensure regulations are subject to change.*

**Criminal Background Check**
The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Licensure/Endorsement Option

*Required Courses*
Must be completed in the first semester
EDUC 500 Online Orientation (0)
ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)
UNIV LIB Information Research & Resources (0)

EFND 598 Professional Project (1)
ETSP 501 Faith Integration Assessment (1)
ETSP 550 Legal Aspects and Foundations of Special Education (3)
ETSP 551 Characteristics of Students with Disabilities (3)
ETSP 552 Behavior Management & Social Skills Training (3)
ETSP 553 Language Acquisition & the Communicative Arts (3)
ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (4)
ETSP 555 Collaboration & Consultation (3)
ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs (3)
ETSP 561 Field III Internship (Students with Disabilities) (3)
ETSP 561A Field III Internship (Inclusion) (3)
ETSP 570 Instructional Methods for Students with Disabilities (3)
ETSP 574 K-12 Reading Assessment and Instruction across Content Areas (3)
ETSP 576 Data Driven Assessment (3)
ETSP 581 Foundations of Education and Human Growth and Development (3)

Additional Required courses for the Reading Specialist Endorsement:
ETSP 557 Field Experience I – Reading &Math (LD, MR, BD) (1)
ETSP 584 Reading Service Delivery: Supervision & Current Trends (3)
ETSP 585 Reading Research, Curriculum & Technology (3)
ETSP 596 Reading Internship (3)

Additional Required courses for the Working with Autistic Children Certificate:
ETSP 600 Autism Overview (3)
(Required for those that do not complete the Regent K-12 Special Education program.)
ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders (3)
ETSP 620 Methods for Students with Autism Spectrum Disorders (3)
ETSP 630 Autism Practicum Project (3)
*Additionally -- Students will complete assessments and courses required for Highly Qualified Status as determined on an individual basis by their advisors at the time of their program.*

Non-Licensure/Endorsement Option

*Required Courses*
Must be completed in the first semester
EDUC 500 Online Orientation (0)

ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)
UNIV LIB Information Research & Resources (0)

EFND 598 Professional Project (1)
ETSP 501 Faith Integration Assessment (1)
ETSP 550 Legal Aspects and Foundations of Special Education (3)
ETSP 551 Characteristics of Students with Disabilities (3)
ETSP 552 Behavior Management & Social Skills Training (3)
ETSP 553 Language Acquisition & the Communicative Arts (3)
ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (4)
ETSP 555 Collaboration & Consultation (3)
ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs (3)
ETSP 570 Instructional Methods for Students with Disabilities (3)
ETSP 574 K-12 Reading Assessment and Instruction across Content Areas (3)
ETSP 576 Data Driven Assessment (3)
ETSP 581 Foundations of Education and Human Growth and Development (3)

## M.Ed. - Leadership in Mathematics Education Major (35 credits)

(Delivered entirely face-to-face or entirely online.)

The K-8 Leadership in Mathematics Education major is designed for the classroom teacher who wants to improve instructional skills as well as expand knowledge and skills in mathematics. Virginia teachers at the elementary and middle school levels must possess a deep understanding of the mathematics they are teaching, an understanding of how it connects to higher levels of mathematics, and a skillful use of methods to guide students in the learning. Coursework focuses upon increasing a teacher's understanding of mathematics and how students develop a core knowledge base of concepts and processes within the discipline of mathematics that include:

- number systems and number theory
- geometry and measurement
- statistics and probability
- functions and algebra
- discrete mathematics

Participants will develop coaching and leadership knowledge and skills needed to provide job-embedded professional learning opportunities and to improve mathematics programs at their schools, including addressing the needs of high and low-achieving students as well as the needs of diverse learners.

Applicants to this program must hold a valid Collegiate Professional Teaching License or equivalent from another state and have taught for a minimum of three (3) years in which the teaching of mathematics was an important area of responsibility. MATH courses listed in this program are only open to those students accepted into this program or licensed teachers who are taking these courses for professional development.

Must be completed in the first semester

EDUC 500 Online Orientation (0)
EFND 500 Orientation/ Professional Concerns (optional – on campus) (0)
ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)
UNIV LIB Information Research & Resources (0)

EADM 547 Educational Leadership in Mathematics I (3)
EADM 548 Educational Leadership in Mathematics II (3)
EADM 553 Technology Applications for School Mathematics Leaders (3)

ECUR 501 Curriculum Studies and Trends in Mathematics (3)
EFND 598 Professional Project (2)
ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs (3)
MATH 541 Numbers, Systems and Operations for K-8 Teachers (3)
MATH 542 Geometry and Measurement for K-8 Teachers (3)
MATH 544 Algebra and Functions for K-8 Teachers (3)
MATH 549 Rational Numbers and Proportional Reasoning for K-8 Teachers (3)
MATH 551 Probability and Statistics for K-8 Teachers (3)
MATH 563 Discrete Mathematics for K-8 Teachers (3)

## M.Ed. -Individualized Major (32 credit hours)

(Delivered face-to-face with some online components or entirely online.)

The Individualized Studies major allows the greatest flexibility of course selection and rate of completion of any of our majors. The major requires 16-17 hours of core classes. The remainder of the courses can be pulled from other School of Education majors or taken in any school at Regent University (except Law) with their permission. At least 50% of the courses in the Individualized Studies program must be taken in the School of Education, unless you are completing the Career Switcher programs in which all of the courses are required School of Education courses. On-campus or online courses are available. Elective courses can be combined in a multidisciplinary grouping to meet the student's interests or selected from the possible tracks below. Although the program is designed for those who are already licensed or not seeking traditional state licensure, some courses may fulfill state requirements. The average completion time is 18-24 months.

## Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

*Required Courses*
Must be completed the first semester
EDUC 500 Online Orientation (0)
ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)
UNIV LIB Information Research & Resources (0)

EDIP 540 Philosophical Foundations in Education (3)
EDIP 541 Developmental Leadership (3)
EDIP 542 Introduction to Curriculum & Instruction (3)
EDIP 543 Technology in Education (3)
EFND 598 Professional Project (1-2)
ETSL 540 Multicultural Education (3)

Electives – Choose from the following possible concentrations

### M.Ed. -Individualized Major with a concentration in At-Risk
EDCS 563 Instructional Strategies for Students Who Are At-Risk (3)

### M.Ed. -Individualized Major with a concentration in Character Development/Classroom Management
EADM 524 Supervision of Teaching Methods/Classroom Management (3)
EBIB 523 Christian Character Formation (3)
EFND 503 Leadership and Character Development (2)

**M.Ed. -Individualized Major with a concentration in Christian School**
**Students may choose **no more than 12** credits from the Christian School Administration or Curriculum and Instruction concentration.

**M.Ed. -Individualized Major with a concentration in Curriculum**
ECUR 540 Instructional Leadership and Student Academic Achievement (3)
ECUR 511 Curriculum, Methods & Assessment (3)
EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3)

**M.Ed. -Individualized Major with a concentration in Educational Leadership**
EADM 513 School Finance/Management of School Resources and Facilities (3)
EDCS 552 Starting & Operating Christian Schools (4)
EDIP 544 Effective Communication, Conflict Resolution, and Negotiation (3)
EMEP 505 Models of Leadership & Related Issues (3)

**M.Ed. -Individualized Major with a concentration in Human Development/Psychology**
EDCS 520 Individual Differences & Classroom Management (3)
ETLC 541 Child & Adolescent Growth & Development (3)

**M.Ed. -Individualized Major with a concentration in Leadership**
EADM 511 Leadership, Organization & Administration (3)
EDCS 551 Funds Development for Christian Schools (3)
EDCS 552 Starting & Operating a Christian School (3)
EDCS 553 Staff Development for Christian Schools (3)
EDIP 544 Effective Communication, Conflict Resolution, and Negotiation (3)
EFND 510 Leadership & Biblical Integration (3)
EMEP 505 Models of Leadership & Related Issues (3)

**M.Ed. -Individualized Major with a concentration in Literacy**
ELIT 531 Principles & Practices of Literacy Education (4)
ELIT 551 Leadership in Literacy Education (2)
ETSL 570 Teaching Reading (3)

**National Institute for Learning Development (NILD) Educational Therapy Certification Program**
EDLD 515 Teaching How to Learn: NILD Level I (3)
EDLD 520 Teaching How to Learn: NILD Level II (3)
EDLD 525 Developing Cognitive Competencies: NILD Level III (3)
EDLD 530 Methodologies of Instruction for Educational Therapy (3)
EDLD 585 Field Experience (1)
EDLD 595 Internship (2)
Elective (3-4)

**M.Ed. -Individualized Major with a concentration in Teaching**
EFND 506 Classroom Management & Instructional Strategies (4)
EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3)

**M.Ed. -Individualized Major with a concentration in Teaching English to Speakers of Other Languages**
ETSL 505 Serving English Language Learners in K-12 Classrooms (3)
ETSL 510 Linguistics (3)
ETSL 525 Language Teaching Approaches and Practices (3)
ETSL 560 First and Second Language Acquisition (3)

ETSL 570 Teaching Reading (3)
*(IDP students may choose **no more than 9** credits from the TESOL program.)

### M.Ed. -Individualized Major with a concentration in Technology & Research

EADM 515 Research Design (3)
EADM 532 Technology for Administrators (3)

## M.Ed. - Teaching English to Speakers of Other Languages (TESOL) Major (33 credit hours)

(Delivered entirely face-to-face or entirely online.)

Teaching English to Speakers of Other Languages (TESOL) and delivering quality reading instruction are two major concerns in today's schools. The TESOL major is designed to equip educators to address the growing needs for service delivery in these critical areas. The following options are available through this major:

1. English as a Second Language (ESL) preK-12 endorsement with master's degree
2. English as a Second Language (ESL) preK-12 endorsement with certificate only
3. Adult Education/Collegiate track with master's degree
4. Adult Education/Collegiate track Certificate

Students seeking the English as a Second Language preK-12 endorsement from the Virginia Department of Education are required to have a minimum of 6 hours of foreign language at the undergraduate or graduate level. A submitted copy of the current teaching license is required along with the admissions application.

**Criminal Background Check**

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Required Core Courses (must be completed the first semester)
ENGL 500 Graduate Academic Writing Seminar (0)
EDUC 500 Online Orientation (0)
UNIV LIB Library Information Research & Resources (0)

### M.Ed. - TESOL Major with a concentration in ESL PreK-12 endorsement

Required
ETSL 505 Serving English Language Learners in K-12 Classrooms (3)
ETSL 510 Linguistics (3)
ETSL 520 Methods of Teaching English to Speakers of Other Languages (3)
ETSL 530 Teaching English Language Learners Reading and Writing in the Content Areas (3)
ETSL 545 Language, Culture, and Pedagogy (3)
ETSL 555 Teaching Grammar and Writing to ESL/EFL Learners (3)
ETSL 560 First and Second Language Acquisition (3)
ETSL 565 Teaching ESL/EFL Speaking and Listening (3)
ETSL 570 Teaching Reading (3)
ETSL 590 Roles and Responsibilities of the ESL Specialist (3)
TESOL Elective (Choose one) (3)
EDIP 543 Technology for Education (3)
ETSL 540 Multicultural Education (3)

***ESL PreK-12 endorsement with certificate only***

Required
ETSL 510 Linguistics (3)
ETSL 520 Methods of Teaching English to Speakers of Other Languages (3)
ETSL 530 Teaching English Language Learners Reading and Writing in the Content Areas (3)
ETSL 560 First and Second Language Acquisition (3)

ETSL 570 Teaching Reading (3)

### M.Ed. - TESOL Major with a concentration in Adult Education/Collegiate

Required
ETSL 510 Linguistics (3)
ETSL 525 Language Teaching Approaches and Practices (3)
ETSL 545 Language, Culture, and Pedagogy (3)
ETSL 550 Teaching English as a Second or Foreign Language to Adults (3)
ETSL 555 Teaching Grammar and Writing to ESL/EFL Learners (3)
ETSL 560 First and Second Language Acquisition (3)
ETSL 565 Teaching ESL/EFL Speaking and Listening (3)
ETSL 570 Teaching Reading (3)
ETSL 590 Roles and Responsibilities of the ESL Specialist (3)
Electives (Choose two) (6)

- EDIP 543 Technology for Education (3)
- ETLC 542 Foundations of Education OR EDIP 540 Philosophical Foundations in Education (3)
- ETSL 505 Serving English Language Learners in K-12 Classrooms (3)
- ETSL 530 Teaching English Language Learners Reading and Writing in the Content Areas (3)
- ETSL 540 Multicultural Education (3)

***Adult Education/Collegiate track with certificate only***

Required
ETSL 510 Linguistics (3)
ETSL 525 Language Teaching Approaches and Practices (3)
ETSL 550 Teaching English as a Second or Foreign Language to Adults (3)
ETSL 560 First and Second Language Acquisition (3)
ETSL 570 Teaching Reading (3)

Note: Although the certificate can be completed in 15 hours, individuals seeking to teach at the collegiate level should complete a minimum of 18 hours of TESOL coursework (ETSL).

## M.Ed. - Reading Specialist Major (34-37 credit hours)

(Delivered entirely online.)

The Reading Specialist major offers two options to accomplish a master's degree. The endorsement option is designed to meet the growing demand for trained reading specialists by providing competency-based courses that fulfill the requirements for a Virginia Endorsement. This option results in accomplishing both a master's degree and adding an endorsement to a current Virginia teaching license. The endorsement option requires internship hours and a passing score on the current reading specialist assessment. The non-endorsement option is designed for those who want to accomplish a master's degree but do not want to add an endorsement to their license. The coursework offers a balanced perspective on teaching reading - preparing teachers in the areas of supervision, communication skills, technology, reading assessment, instruction, curriculum, and research. Students in the Reading Specialist Program, who are seeking the Reading Specialist add-on endorsement from the Virginia Department of Education, are required to have a master's degree, a minimum of 3 years of experience teaching reading, and a current teaching license. A copy of the current teaching license (or plan to have a current teaching license at the completion of the program) is required along with the admissions application. Candidates for this endorsement are also required to pass the Reading for Virginia Educators (RVE) Assessment: Reading Specialist Test (5304) prior to receiving the degree and being recommended for endorsement.

**Criminal Background Check**

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

*Required Courses*
Must be completed the first semester
EDUC 500 Online Orientation (0)
ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)
UNIV LIB Information Research & Resources (0)

EFND 598 Professional Project (1)
ETSP 501 Faith Integration Assessment (1)
ETSP 551 Characteristics of Students with Disabilities (3)
ETSP 552 Behavior Management & Social Skills Training (3)
ETSP 553 Language Acquisition & the Communicative Arts (3)
ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (4)
ETSP 555 Collaboration & Consultation (3)
ETSP 557 Field Experience I-Reading & Math (1)
ETSP 570 Instructional Methods for Students with Disabilities (3)
ETSP 574 K-12 Reading Assessment and Instruction Across the Content Areas (3)
ETSP 576 Data Driven Assessment (3)
ETSP 584 Reading Service Delivery: Supervision & Current Trends (3)
ETSP 585 Reading Research, Curriculum & Technology (3)
* ETSP 596 Reading Internship (3)

** Passing ETSP 596 is required for students enrolled in the endorsement option.*

# Joint Degrees (26 credit hours)

A joint degree with the M.Ed. and another master's degree from the School of Business & Leadership, School of Communication & the Arts, School of Divinity, Robertson School of Government or the School of Psychology and Counseling may be earned simultaneously at a reduced number of credits, resulting in a substantial cost reduction. This degree is designed to meet the needs of traditional teachers, as well as those who are committed to being educators in other settings.

The 26-credit-hour minimum M.Ed. may be completed in as little as 12 months; the total completion time for both degrees will vary depending upon the other degree requirements. The program is offered on our Virginia Beach Campus and online, and it may be started in any semester.

**Criminal Background Check**

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

*Required Core Courses*
Must be completed the first semester
EDUC 500 Online Orientation (0)
ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)
UNIV LIB Information Research & Resources (0)

EDIP 540 Philosophical Foundations in Education (3)
EDIP 541 Developmental Leadership (3)
EDIP 542 Introduction to Curriculum & Instruction (3)
EDIP 543 Technology in Education (3)
EFND 598 Professional Project (1-2)
ETSL 540 Multicultural Education (3)

Electives – Choose from the Following Possible majors:

## At-Risk

EDCS 563 Instructional Strategies for Students Who Are At-Risk (3)

## Autism

ETSP 600 Autism Overview (3)
(**Required for those that do not complete the Regent K-12 Special Education master's program.**)
ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders (3)
ETSP 620 Methods for Students with Autism Spectrum Disorders (3)
ETSP 630 Autism Practicum Project (3)

## Character Development/Classroom management

EADM 524 Supervision of Teaching Methods/Classroom Management (3)
EBIB 523 Christian Character Formation (3)
EFND 503 Leadership and Character Development (2)

## Christian School

** Students may choose **no more than 12** credits from the Christian School Administration or Curriculum and Instruction concentration.

## Curriculum

ECUR 511 Curriculum, Methods & Assessment (3)
ECUR 540 Instructional Leadership and Student Academic Achievement (3)
EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3)

## Human Development/Psychology

EDCS 520 Individual Differences & Classroom Management (3)
ETLC 541 Child & Adolescent Growth & Development (3)

## Leadership

EADM 511 Leadership, Organization & Administration (3)
EDCS 551 Funds Development for Christian Schools (3)
EDCS 552 Starting & Operating a Christian School (3)
EDCS 553 Staff Development for Christian Schools (3)
EFND 510 Leadership & Biblical Integration (3)
EMEP 505 Models of Leadership & Related Issues (3)

## Reading Specialist

ETSP 553 Language Acquisition & the Communicative Arts (3)
ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (4)
ETSP 555 Collaboration & Consultation (3)
ETSP 557 Field Experience I-Reading & Math (1)
ETSP 584 Reading Service Delivery: Supervision & Current Trends Seminar (3)
ETSP 585 Reading Research, Curriculum & Technology (3)
ETSP 596 Reading Internship (3)

## Teaching English to Speakers of Other Languages

ETSL 505 Serving English Language Learners in K-12 Classrooms (3)
ETSL 510 Linguistics (3)
ETSL 525 Language Teaching Approaches and Practices (3)
ETSL 540 Multicultural Education (3)
ETSL 560 First and Second Language Acquisition (3)
ETSL 570 Teaching Reading (3)
*(Joint Degree students may choose **no more than 9** credits from the TESOL program.)

## Technology & Research

EADM 532 Technology for Administrators (3)

EFND 515 Research Design (3)

# Educational Specialist Degree

## Ed.S. in Educational Leadership Program (34 credit hours)

(Delivered entirely online.)

### Ed.S. in Educational Leadership with a concentration in Special Education

The Ed.S can be accomplished in 18 months. The primary emphasis for this program is leadership and administration. The Ed.S.in Educational Leadership with a concentration in Special Education adds an extra emphasis on the unique knowledge that is specific to special education. Those wishing to accomplish an add-on endorsement for Administration and Supervision to their license must meet all current state requirements, including any testing or experiences required by the state. Students must complete all coursework, internships, and testing. Those seeking the add-on endorsement must already hold a professional teaching license or pupil personnel license and pass the School Leaders Licensure Assessment (SLLA) for principal or assistant principal positions. Program adjustments are made accordingly as the Virginia Department of Education's regulations change and program requirements are subject to change. Requirements vary from state to state and students should contact their respective state departments of education for specifics.

### Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

### *Required Courses*

Must be completed in the first semester
EDUC 500 Online Orientation (0)
ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)
UNIV LIB Information Research & Resources (0)

EADM 611 Leadership, Organization & Administration (3)
EADM 613 School Finance/Management of School Resources and Facilities (3)
EADM 632 Technology for Administrators (3)
EADM 636 Personnel Management/Development (3)
EADM 638 School Law (3)
EADM 640 School & Community Relations (3)
EADM 695A Principal Internship (2)
EADM 695B Principal Internship (2)
EADM 695C Principal Internship (2)
EADM 696 School Leaders Licensure Assessment (SLLA) Test Preparation (2)
EFND 698 Professional Project (2)
ETSP 670 Special Education Supervision of Programs and Instruction School & Community Relations (3)
ETSP 671 Research and Assessment to Inform Practice in Special Education School & Community Relations (3)

## Ed.S. in Leadership in Mathematics Education Program (35 credits)

(Delivered entirely online.)

This program emphasizes acquiring knowledge and understandings of content knowledge and leadership in mathematics in order to assume the role of a school-based K-8 mathematics specialist. Coursework focus upon increasing a teacher's understanding of mathematics and how students develop a core knowledge base of concepts and processes within the discipline of mathematics, including:

- number systems and number theory

- geometry and measurement
- statistics and probability
- functions and algebra
- discrete mathematics

Participants develop coaching and leadership knowledge and skills needed to provide job-embedded professional learning opportunities and to improve mathematics programs at their schools, including addressing the needs of high and low-achieving students as well as the needs of diverse learners.

Applicants to this program must hold a valid Collegiate Professional Teaching License or equivalent from another state and have taught for a minimum of three (3) years in which the teaching of mathematics was an important area of responsibility. MATH courses listed in this program are only open to those students accepted into this program or licensed teachers who are taking these courses for professional development.

EADM 647 Educational Leadership in Mathematics I (3)
EADM 648 Educational Leadership in Mathematics II (3)
EADM 653 Technology Applications for School Mathematics Leaders (3)
ECUR 601 Curriculum Studies and Trends in Mathematics (3)
EFND 698 Professional Project (2)
ETSP 656 Assessing & Teaching Mathematics to Students with Special Needs (3)
MATH 641 Numbers, Systems and Operations for K-8 Teachers (3)
MATH 642 Geometry and Measurement for K-8 Teachers (3)
MATH 644 Algebra and Functions for K-8 Teachers (3)
MATH 649 Rational Numbers and Proportional Reasoning for K-8 Teachers (3)
MATH 651 Probability and Statistics for K-8 Teachers (3)
MATH 663 Discrete Mathematics for K-8 Teachers (3)

# Doctor of Education Degree (Ed.D.)

## Ed.D. Program

(Delivered online with some required face-to-face components.)

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

Each student will designate a concentration from one of nine concentration areas: Adult Education, Character Education, Christian Education Leadership, Distance Education, Higher Education, K-12 School Leadership, Advanced Educational Leadership, and Special Education/Educational Psychology, and Higher Education Leadership and Management. The K-12 School Leadership concentration fulfills licensure requirements in the Commonwealth of Virginia for the Administration and Supervision endorsement.

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

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

## *Courses*

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

*Core Courses*

EDUC 700 Online Orientation (0)
ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)
UNIV LIB Information Research and Resources (0)

EADM 703 Advanced Theory & Practice of Leadership & Organizations (3)
EADM 705 Effective Communication & Conflict Resolution (3)
EFND 701 Advanced Human Learning & Motivational Development (3)
EFND 702 Research Design & Analysis (3)
EFND 706 Christian Worldview for Educators (3)
EFND 707 Advanced Study of Worldview (3)
EFND 722 Educational Statistics (3)

**Concentration Courses**

Complete 18 credit hours within one of the following concentrations:

### Ed.D. with a concentration in Adult Education

The Adult Education concentration is designed to prepare students for careers and leadership in programs and organizations involved in the education of adults. This program will equip organizational and institutional decision makers with the knowledge and skills to design, implement and evaluate professional development programs for adult populations. Decision makers in the areas of higher education, K-12 public and private education, business, government, and corporate settings will be prepared to effectively deliver results-based programs that will further the professional practice of adult learners within their domain.

This concentration emphasizes theory and research of teaching and learning, motivational aspects, self-efficacy, supervision, organizational and institutional change, design, delivery and evaluation issues in teaching and learning, and curriculum design for the adult learner.

EDCO 801 Strategic Planning & Program Evaluation (3)
EDSL 710 The Adult Learner (3)
EDSL 715 International and Global Issues in Adult Education (3)
EDSL 727 Supervision & Professional Development (3)
ESAE 810 Teaching & Learning: Theory and Research in Adult Development (3)
ESAE 820 Program Planning for Adult Learners (3)

### Ed.D. with a concentration in Character Education

Character education as an instructional component of K-12 public education in the United States began to take center stage with the passing of the bipartisan "No Child Left Behind" legislation, during the early years of President George W. Bush's first term. This legislation requires schools, at all levels, to design, develop, implement, and assess character education programs within a short time frame.

Unfortunately, many education professionals lack training in the area of character education leading to either non-existent or poorly validated implementations. Schools continue to struggle with the mandate of character education;

higher education through teacher preparatory programs has done little to prepare the education profession for this initiative.

Regent University recognizes the need to provide excellently trained professionals who can teach and lead, not only in K-12 education settings but also at the undergraduate and graduate levels of preparation. Through its' doctoral program in education, Regent University has designed a concentration that specifically focuses upon sound theory and up-to-date research in the area of character education. In addition, the concentration builds upon and extends the recognized work of the National Character Education Clearing House, established at Regent University by the U. S. Department of Education. Participants in Regent University's doctoral program, with emphasis in character education, will have at their fingertips the *best* materials currently available in the field, as well as interaction with faculty who are leading innovative and effective programs on a local, state, and national level.

EDCE 701 Character Education: Foundations, Theories, and Philosophy (3)
EDCE 702 Character Education Curriculum and Instruction (3)
EDCE 703 Advanced Study of Best Practices in Character Education (3)
EDCE 704 Leadership in Character Education (3)
EDCO 801 Strategic Planning and Program Evaluation (3)
EDSL 727 Supervision & Professional Development (3)

### Ed.D. with a concentration in Christian Education Leadership

The Christian Education Leadership concentration is designed to equip educators (including parents and pastors) with vision and accompanying skills for bringing full Biblical fidelity to Christian education. The Bible strenuously admonishes that each generation be raised to love and obey God in every dimension of life. We are thus compelled to excel in Christian education for our Lord and Savior Jesus Christ. The Christian Education Leadership concentration focuses on how to make Christian education as Biblically sound as possible. It is intended to "produce" fully orbed disciples of Jesus Christ who can, in turn, "reproduce" others. Special emphasis is placed on practical applications in Christian education as guided by expert professional understanding. Instruction in the program is problem-based, case-study, and project oriented. Mentoring and personalization of professional interests within courses are emphasized as much as possible. This concentration does not require our master's degree with a Christian School major (see www.regent.edu/acad/schedu/academics/christian_school/) as a prerequisite, but it is a logical follow-up to it.

The concentration courses emphasize skills in both leadership and curriculum/teaching and can be taken in several combinations to total 6 credit hours for each of the three concentration semesters.

REQUIRED COURSES
ECEL 710 Christian Education – Philosophy (3 or 6)
ECEL 720 Christian Education – Curriculum & Instruction (3 or 6)
ECEL 740 Christian Education – Research on Christian Education Leadership (3 or 6)

OPTIONAL COURSES
ECEL 751 Advanced Finance for Christian Schools (3)
ECEL 752 Advanced Theory and Practices in the Operation of a Christian School (3)
ECEL 753 Advanced Staff Development for Christian Schools (3)

Other education doctoral courses may serve as options with advisor permission.

### Ed.D. with a concentration in Distance Education

The Distance Education concentration is designed for K-12, higher education and corporate educators involved in distance and online education. It builds upon the principles of curriculum, instruction, assessment and evaluation provided in the core courses by applying these principles to a distance education setting with emphasis on program development and management of online learning. This concentration considers research and effective practices along a continuum of distance education delivery models and learning technologies to prepare a student for leadership in the field. The research done by students is usually applied research, that is, searching for solutions to distance education problems or seeking ways to deliver new research-based educational concepts or services to individuals, organizations, families or groups at a distance.

EDCO 801 Strategic Planning & Program Evaluation (3)
EDCO 802 Analysis of Variance (1)
EDCO 803 Regression & Correlation (1)
EDCO 804 Structure & Reliability Analysis (1)
EDDE 820 Instructional Design for Distance Education (3)

EDDE 825 Special Topics in Distance Education (3)
EDDE 830 New Media in Distance Education (3)
EFND 726 Foundations of Distance Education (3)

### Ed.D. with a concentration in Higher Education Administration

EDCO 801 Strategic Planning & Program Evaluation (3)
EFND 723 History & Contemporary Issues of American Higher Education (3)
EHEA 802 Higher Education Finance: Strategy, Costs & Value (3)
EHEA 803 The Law & Governance of Higher Education (3)
EHEA 811 Administration and Organization Theory in Higher Education (3)
EHEA 812 Advanced Contemporary Issues in Higher Education (3)

### Ed.D. with a concentration in Higher Education Teaching

EDDE 820 Instructional Design for Distance Education (3)
EDSL 710 Adult Learning/Design of Adult Learning (3)
EFND 723 History & Contemporary Issues of American Higher Education (3)
EHEA 801 The College and the Student (3)
EHEA 807 Curriculum and Assessment for College/University Teaching (3)
EHEA 812 Advanced Contemporary Issues in Higher Education (3)

### Ed.D. with a concentration in Higher Education Research and Institutional Planning

EDCO 801 Strategic Planning & Program Evaluation (3)
EDCO 802 Analysis of Variance (1)
EDCO 803 Regression & Correlation (1)
EDCO 804 Structure & Reliability Analysis (1)
EFND 723 History & Contemporary Issues of American Higher Education (3)
EHEA 802 Higher Education Finance: Strategy, Costs & Value (3)
EHEA 803 Law & Governance of Higher Education (3)
EHEA 805 Advanced Research Design and Analysis (3)

### Ed.D. with a concentration in K-12 School Leadership (Endorsement)

The K-12 School Leadership concentration is designed for those seeking initial administrative endorsement. Students seeking this add-on endorsement must already hold a professional teaching license, a copy of which is required with the admissions application, and have completed a minimum of three years teaching experience upon program completion. The courses for this concentration have been organized around the six Interstate School Leaders Licensure Consortium (ISLLC) standards and the endorsement competencies for Administration and Supervision preK-12 as issued by the Virginia Department of Education (VDOE) in preparation for positions as assistant principal or principal. In addition to the required15 hours of concentration coursework, students must also successfully complete a minimum of 320 administrative internship hours (5 credit hours) followed by the successful completion of the School Leaders Licensure Assessment (SLLA)for a total of a **62 hour program**. Subject to changes in the VDOE's licensure regulations, program adjustments are made accordingly.

For more information on the licensure regulations governing the Administration and Supervision preK-12 endorsement in the Commonwealth of Virginia, please visit the VDOE website. Because requirements for administrative endorsement vary from state to state, students should contact the Department of Education in their respective states for administrator licensure requirements.

**Criminal Background Check**

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

EADM 704 Advanced Curriculum, Instruction, & Assessment (3)
EADM 706 Legal, Ethical, Policy, & Professional Issues in Education (3)
EADM 720 Strategic Planning & Leadership of School Resources & Operations (3)

EADM 721 School & Community Relations (3)
EADM 810 Advanced Practices in Personnel Administration (3)
EEDD 799A Internship (1)
EEDD 799B Internship (1)
EEDD 800 The Principalship (3)

*Strongly Recommended*
EADM 696 School Leaders Licensure Assessment (SLLA) Test Preparation (2)

### Ed.D. with a concentration in Advanced Educational Leadership

The Advanced Educational Leadership concentration is designed for students who already have an administrative endorsement or who have no intention of seeking this through the Virginia Department of Education (VDOE). Offering the benefit of a more individualized program, this concentration invites professionals to prepare for careers of serving as educational leaders in a variety of positions such as superintendents or other executive leadership and supervisory positions within educational organizations, educational consultants and entrepreneurs, privatized educational leaders, educational policy designers, or international educational reformers with a heart for changing nations via educational systems. A total of 18 concentration hours from the K-12 School Leadership course listing as well as those specific to this program will be approved by the program advisor for a total of a **60 hour program**.

*Required Concentration Courses*
EDCO 800 Qualitative Data Analysis (3)
EDCO 801 Strategic Planning & Program Evaluation (3)
EDEL 807 Organizational & Institutional Change (3)

*Choose three from either the K-12 course listing or the following:*
*EDEL 805 Current Issues in Educational Leadership (3)
*EDEL 810 Advanced Societal Reform (3)
*EDEL 815 Advanced Study of Dysfunctional Leadership (3)
*EDEL 820 Advanced Systems Theory (3)
*EDEL 825 Advanced Cross-Cultural Educational Leadership (3)
*EDEL 835 Advanced Development of Programs and Curricula (3)
*EDEL 840 Educational Policy Formation (3)
*EDEL 845 Privatized Education (3)
*EDEL 850 Consulting & Entrepreneurship (3)
*EDEL 890 Advanced Seminar in Educational Leadership (3)
EDSL 710 The Adult Learner (3)
EDSL 727 Supervision & Professional Development (3)
EEDD 850 The Superintendency (3)
ESAE 820 Program Planning for Adult Learners (3)

***offered as enrollment permits**

### Ed.D. with a concentration in Educational Psychology – Learning and Development

EDCO 802 Analysis of Variance (1)
EDCO 803 Regression & Correlation (1)
EDCO 804 Structure & Reliability Analysis (1)
EFND 724 Advanced Study of Theories in Learning & Development (3)
EPSY 820 Advanced Research Review in Educational Psychology (3)
EPSY 850 Advanced Study in Educational Psychology (3)
EPSY 870 Advanced Study of Brain Research in Cognitive & Language Development (3)
Elective Credit (3)

### Ed.D. with a concentration in Educational Psychology – Research and Evaluation

EDCO 800 Qualitative Data Analysis (3)
EDCO 801 Strategic Planning & Program Evaluation (3)
EDCO 802 Analysis of Variance (1)
EDCO 803 Regression & Correlation (1)
EDCO 804 Structure & Reliability Analysis (1)
EPSY 805 Advanced Study of Test & Measurements (3)
EPSY 821 Problem-Based Project in Research & Evaluation (3)
EPSY 850 Advanced Study in Educational Psychology (3)

### Ed.D. with a concentration in Special Education

The Special Education concentration is designed to equip the professional with advanced skills and knowledge in the area of creating learning opportunities for students with disabilities. Program evaluation, current best practice and legal issues will be emphasized.

EFND 725 Advanced Study of Best Practices in Special Education (3)
ESPC 705 History of Special Education (3)
ESPC 710 Advanced Study of High-Incidence Disabilities (3)
ESPC 720 Seminar: Current Research Issues in Special Education (3)
ESPC 730 Meta-Analysis in the Social Sciences (3)
ESPC 800 Doctoral Seminar: The Editorial and Review Process (3)

Therefore, students and advisors in the Special Education/ Educational Psychology concentration have three general options:

1. Special Education track only. This option allows for the selection of courses from the Special Education track as listed above with only the Special Education emphasis listed on the transcript upon program completion.
2. Educational Psychology track only. This option allows for the selection of courses from the Educational Psychology emphasis as listed above with only the Educational Psychology emphasis listed on the transcript upon program completion.
3. Special Education/ Educational Psychology track. This combination option allows for the selection of courses from both the Special Education track and the Educational Psychology track with permissions given through advising.

Comprehensive Examination Courses (as required)
EFND 898 Candidacy Examination Continuation (6)
EFND 899 Candidacy Examination Extension (0)

Dissertation (Minimum of 15 credit hours)
EFND 906A Dissertation (5)
EFND 906B Dissertation (5)
EFND 906C Dissertation (5)
EFND 907 Dissertation Continuation (3)

Residency Requirements
EFND 705A Residency (2)
EFND 705B Residency (2)
EFND 705C Residency (2)

The Ed.D. is committed to the historical foundations of the applied doctoral degree in which a community of scholars and experts is created among faculty-mentors, successful professionals in the field and learners. Regent University mirrors historical tradition by using intensive residencies. Residencies occur in the summer, and they allow learners to interface with faculty and other students to provide specialized professional experiences outside the usual course of study and provide interaction with various constituencies. In view of this goal, waiving residency requirements will not be considered. Three residencies are required, with 2 credit hours being awarded for each residency. Residencies are usually held one week in the summer.

### Ed.D. with a concentration in Higher Education Leadership and Management

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

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

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

EDUC 700 Online Orientation (0)
ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)
UNIV LIB Information, Research and Resources (0)

EADM 703 Advanced Theory & Practice of Leadership & Organizations (3)
EDCO 801 Strategic Planning & Program Evaluation (3)
EDEL 807 Organizational and Institutional Change (3)
EFND 702 Research Design & Analysis (3)
EFND 722 Educational Statistics (3)
EFND 723 History & Contemporary Issues of American Higher Education (3)
EHEA 702 Role and Mission of the Christian College & University (3)
EHEA 710 Accreditation & Assessment (3)
EHEA 714 Presidential and Board Leadership (3)
EHEA 802 Higher Education Finance: Strategy, Costs & Value (3)
EHEA 803 The Law & Governance of Higher Education (3)
EHEA 811 Administration and Organization Theory in Higher Education (3)
EHEA 812 Advanced Contemporary Issues in Higher Education (3)

Summer Residency (2 credit hours per year – total of 6 credits)
EFND 705A Residency (2)
EFND 705B Residency (2)
EFND 705C Residency (2)

Dissertation (Minimum of 15 credit hours)*
EFND 906A Dissertation Research (5)
EFND 906B Dissertation Research (5)
EFND 906C Dissertation Research (5)

*If a student has not defended their dissertation after completing EFND 906A, B & C, they will enroll into this class each term until they defend or their program time limit is up.
EFND 907 Dissertation Continuation (3)

## Doctor of Philosophy Degree (Ph.D.)

### Ph.D. Program

(Delivered online with some required face-to-face components.)

The degree of Doctor of Philosophy at Regent is awarded in recognition of high attainment in a special field of knowledge. Ph.D. students must pass the candidacy examination for the Ph.D. degree and present an acceptable dissertation within their field of study that presents the results of independent, original research. The degree program's emphasis is on preparation for competent professional and scholarly performance. The basic premise of the Ph.D. degree in the School of Education is that it is primarily reserved for those professionals who will utilize research skills in their vocations of choice.

Similar to the Ed.D., students have seven years to complete the program. A Ph.D. student will (a) complete 21 hours associated with the Ed.D. core curriculum, (b) complete 18 hours associated with an Ed.D. concentration, (c) complete an additional 12 hours of research related credit, (d) complete 6 hours of summer residency (three one-week, on campus residencies), and (e) complete 15 hours of dissertation research credit—the total program is 72 hours. The candidacy examination will be administered during the final semester of coursework. A candidate for the Ph.D. degree must present an acceptable research-based dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known in the candidate's field of interest, or present a significant interpretation of the subject based upon original investigation and research.

### *Research Related Credit:*

Ph.D. students are required to take the following courses:
EDCO 800 Qualitative Data Analysis (3)
EDCO 801 Strategic Planning & Program Evaluation (3)
EDCO 802 Analysis of Variance (1)
EDCO 803 Regression & Correlation (1)
EDCO 804 Structure & Reliability Analysis (1)
EHEA 805 Advanced Research Design and Analysis (3)

If any of the above courses were taken as part of the concentration curriculum, the credit earned will not count toward the 12 additional hours required for the Ph.D. The balance of hours needed to satisfy the 12-hour requirement shall result in enrolling in EFND 790 – Independent Study with a SOE professor. These independent study hours shall be used to focus on research collaboration in the faculty member's area of interest.

## Non-degree

### *Center for Career Advancement and Training (CCAT)*

We offer courses not associated with the earning of a degree through our Center for Career Advancement and Training (CCAT). The CCAT offers a wide range of content courses to help educators and administrators meet the Virginia Standards of Learning (SOL) in technology, social studies, language arts, geography, history and math. A special focus of the CCAT is youth aggression and violence prevention, as well as developing skills to deal with at-risk and diverse populations. We tailor courses to meet the specific staff development needs of educators and administrators. If there is a course you would like to see offered in your school district, please contact CCAT at 757.352.4479 or visit http://www.regent.edu/acad/schedu/profdev/.

### Career Switcher Licensure Program (24 credit hours)

The Career Switcher Alternative Route to Licensure program is designed to enable individuals holding a bachelor's degree and with various occupational and life experiences to become classroom teachers, thereby increasing the quantity and diversity of applicants to the profession. The Career Switcher certificate program is NOT a degree seeking program. The program alone will lead to Virginia licensure and the Certificate of Graduate Studies (CGS). However, if an applicant wishes to pursue a Master's degree, he or she may do so by applying to that program upon completing the Career Switcher requirements and taking additional credit hours from a concentration area from the Curriculum and Instruction program, the TESOL program, or the Individualized Degree Program.

The Career Switcher program leads to teacher certification in the Commonwealth of Virginia upon the successful completion of all program requirements. The program is delivered online with some on-campus course availability.

Applicants for the Career Switcher program are required to take and pass the Virginia Communication and Literacy Assessment (VCLA) in order to meet the basic skills assessment requirement for admission. Career Switchers are also required to take and pass the Praxis II assessment in the designated specialty area prior to admission into the program. Finally, applicants must also complete the Virginia Department of Education's Career Switcher application available online at http://www.regent.edu/acad/schedu/pdfs/career_switcher_appl.pdf. *The state application does include a declaration of criminal history.*

**Criminal Background Check**
The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

**Career Switcher**
Must be completed the first semester
EDUC 500 Online Orientation (0)
ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)
In-person sessions including instructional use of iPads and the Technology Standards for Teachers (0)
UNIV LIB Information Research & Resources (0)

Level I
EFND 530 Foundations in Education for Transitioning Professionals (3)
EFND 531 Exploring the Curriculum (3)
EFND 532 Classroom Management for Transitioning Teachers (3)
EFND 533 Teaching Students Effectively (3)
EFND 534 Assessment & Evaluation Techniques (3)
EFND 535 Child & Adolescent Growth & Development for Transitioning Teachers (3)

Additionally, at least one in-person seminar will be held on campus each semester as required by the Virginia Department of Education.

Level II
EFND 536 Advanced Practices I for Transitioning Teachers (3)
EFND 537 Advanced Practices II for Transitioning Teachers (3)
EFND 549CS Mentorship A (0)
EFND 553CS Mentorship B (0)

## *Master of Education*

*Master of Education*
## ***Curriculum & Instruction for Career Switchers***

### *Required C&I Core Courses (9 credits)*

EADM 515 Research Design (3)
EDCS 563 Instructional Strategies for Students Who Are At-Risk (3)
EDIP 540 Philosophy & Issues of Education (3)

### *Teacher Leader Concentration (15 credits)*

ECTL 500 Cross Disciplinary Perspectives in Educational Theory, Research and Practice (3)
ECUR 511 Curriculum, Methods & Assessment (3)
EDCO 501 Strategic Planning & Program Evaluation (3)
EFND 509 Character Education Curricula, Instruction, & Assessment (3)
EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3)

*Adult Education Concentration*

EADL 500 Theories of Adult Education (3)
EADL 510 History of American Adult Programs (3)
EADL 520 Curriculum Development for Adult Learners (3)
ECUR 511 Curriculum, Methods & Assessment (3)
*ESCP 505 Psychology & Development of the Learner (3)

*The following courses must be passed for those seeking an endorsement in Adult Education from the Virginia Department of Education.*

EADL 530 Reading Instruction for Adult Learners (3)
EADL 540 Beginning Mathematics for Adult Learners (3)
EADL 595 Adult Education Internship (3)

**Students taking the Adult Education endorsement option are not required to take ESCP 505.*

*Christian School Concentration*

EBIB 516 Hermeneutics and Biblical Integration for Education (4)
EBIB 521 Christian Heritage (3)
EBIB 523 Christian Character Formation (3)
EBIB 524 Biblical Foundations of Christian Education (3)
EDCS 505 Philosophy of Christian Education (3)
EFND 598 Professional Project and/or EDCS 591 Culminating Internship (2)

*Gifted and Talented Concentration with Endorsement*
(This VDOE approved program is required for currently licensed Virginia teachers)
EDCO 501 Strategic Planning & Program Evaluation (3)
EGTL 500 Introduction to Gifted and Talented Learners (3)
EGTL 510 Curriculum and Instruction for Gifted Learners (3)
EGTL 520 Models and Strategies for Teaching the Gifted (3)
EGTL 530 Psychology and Education of Gifted Learner (3)
EGTL 580 Practicum in Gifted Education (2)

*Licensed teachers from outside Virginia may be able to add the Gifted and Talented endorsement to their license upon completion of this approved program: Consult with your state department of education for more information.*

*Gifted and Talented Concentration--Non-endorsement option*
(Only available to out of state students or non-Virginia licensed teachers)
EDCO 501 Strategic Planning & Program Evaluation (3)
EFND 598 Professional Project (2)
EGTL 500 Introduction to Gifted and Talented Learners (3)
EGTL 510 Curriculum and Instruction for Gifted Learners (3)
EGTL 520 Models and Strategies for Teaching the Gifted (3)
EGTL 530 Psychology and Education of Gifted Learner (3)

*Non-Virginia students wishing to add the Gifted and Talented endorsement to their teaching license should consult their state department of education for specific requirements. In most cases, EFND 598 may be customized to help meet internship/practicum requirements—please consult with your School of Education Academic Advisor.*

*Master of Education*
***Individualized Degree Program for Career Switchers***
***(must complete at least 14 credits)***

EDIP 541 Developmental Leadership (3)
EDIP 543 Technology in Education (3)
EFND 598 Professional Project (2-3)
ETSL 540 Multicultural Education (3)
Elective (3-4)

*Teacher Leader Concentration*
ECTL 500 Cross Disciplinary Perspectives in Educational Theory, Research and Practice (3)
ECUR 511 Curriculum, Methods & Assessment (3)
EDCO 501 Strategic Planning & Program Evaluation (3)
EFND 509 Character Education Curricula, Instruction, & Assessment (3)
EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3)

## *Certificate in Advancing Leadership (CAL) (8 credit hours)*

The Certificate in Advancing Leadership is for teachers and administrators that would like to advance their skills and knowledge in special education leadership. These post-master's classes will train leaders on how to understand and assist with the special education needs within their school division. Prerequisite: A Master's degree in a related field.
Required Courses:
ETSP 670: Special Education Supervision of Program and Instruction (3)
ETSP 671: Research and Assessment to Inform Practice in Special Education (3)
EFND 698: Professional Project (2)

## *Certificate of Graduate Studies in Autism (CGS) (12 credit hours)*

The "Working with Autistic Children" Certificate can be completed through our professional development program for anyone who is not a degree-seeking student. In addition, this certificate is a part of the K-12 Special Education and Individualized Studies Programs.

Although Autism Spectrum Disorder is not currently an endorsement in Virginia, Regent University School of Education has designed the "Working with Autistic Children" Certificate. This certificate is designed to respond to the increasing demand for effectively trained educators and the rising number of autistic children found in the classroom.
ETSP 600 Autism Overview (3)
(**Required for those that do not complete the Regent Cross-Cat master's program.**)
ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders (3)
ETSP 620 Methods for Students with Autism Spectrum Disorders (3)
ETSP 630 Autism Practicum Project (3)

## *Certificate of Graduate Studies in Christian Education (CGS) (9 credit hours)*

The Certificate in Christian Education Program consists of three, 3-credit master's level courses developed from literature on effective teaching, Christian education, and input from professionals, particularly those in Christian education. It is based on requests from Christian school educators for programmatically based coursework that does not necessarily involve taking an advanced degree and that is financially affordable.

EBIB 502 God's Kingdom and Academics (3)
EBIB 510 Personalized Teaching Model (3)
EDCS 501 Research Based Teaching Skills (3)

## *Certificate of Graduate Studies in Gifted and Talented Education* (CGS)*(17 credit hours)*

The Gifted and Talented certificate is restricted to those who possess a master's degree.

EDCO 501 Strategic Planning & Program Evaluation (3)
EGTL 500 Introduction to Gifted and Talented Learners (3)
EGTL 510 Curriculum and Instruction for Gifted Learners (3)
EGTL 520 Models and Strategies for Teaching the Gifted (3)
EGTL 530 Psychology and Education of Gifted Learner (3)
AND

EGTL 580 Practicum in Gifted Education* (2)
OR
EFND 598 Professional Project** (2)

* Currently licensed Virginia educators must successfully complete EGTL 580, which includes 45 university-supervised practicum hours in order to finish the program. Non-licensed Virginia students must successfully complete EFND 598 instead of EGTL 580. Students should consult with their School of Education Academic Advisor.

** Non-Virginia students must successfully complete EFND 598. Licensed teachers may customize their project to help meet their state internship/practicum requirements for adding the Gifted and Talented endorsement to their teaching license. Students should consult their state department of education for specific requirements and consult with their School of Education Academic Advisor.

### *Certificate in the Law and Higher Education (9 credit hours)*

The Law and Higher Education certificate is designed for higher education administrators who desire to learn more about important legal considerations that inform their professional practice. A study of constitutional and contract law creates a foundation upon which to understand higher education law for both public and private institutions.

Required Courses
EHEA 503 The Law & Governance of Higher Education (3)
EHEA 506 Contracts (3)
EHEA 508 Constitutional Law & Policy II (3)

### *Certificate of Graduate Studies in Teaching English to Speakers of Other Languages, TESOL (CGS)(15-18 credit hours)*

Please refer back to the TESOL section under the Master's Degree programs.

### *Certificate of Graduate Studies in STEM (CGS) (10 credit hours)*

The Certificate of Graduate Studies in STEM is designed for K-6 teachers who desire to learn more on how to teach science, technology, engineering, and math in age appropriate ways to their students. Teachers will see how introducing students early to the skills and careers associated in the STEM fields may increase their desire to learn more about these areas. It is a timely and valuable educational pursuit for elementary teachers given the current focus on STEM at the state and national levels. It offers courses that provide the needed content to effectively prepare educators for implementing STEM instruction in the classroom. It offers a blended format that will allow working educational professionals the flexibility needed to successfully complete course work while working full- or part-time. It has an added benefit for those earning a M.Ed. in Curriculum and Instruction.

Required Courses
ESTM 500 Stepping into STEM (1)
ESTM 501 Inquiry through STEM (3)
ESTM 502 Mathematics and STEM (3)
ESTM 503 Developing STEM based Curriculum (3)

## COURSE DESCRIPTIONS

**EADL 500 Theories of Adult Education (3)** Theories and theorists associated with adult learning and their impact on adult education practice in various adult learning settings.

**EADL 510 History of American Adult Programs (3)** Educational programs and settings designed for adult learners from colonial America to contemporary times.

**EADL 520 Curriculum Development for Adult Learners (3)** Examines the development and administration of curriculum and instructional programs for adult learners in diverse educational settings including adult basic education, GED, and workplace. Emphasis is placed on effective environments and instructional strategies for addressing programmatic goals and outcome appropriate for adults.

**EADL 530 Reading Instruction for Adult Learners (3)** A study of methodologies and strategies for teaching beginning-level reading and reading comprehension to adult learners.

**EADL 540 Beginning Mathematics for Adult Learners (3)** A study of methodologies and strategies for teaching mathematics to beginning level adult learners.

**EADL 595 Adult Education Internship (3)** Required minimum of 300 clock hours of supervised work experience in an adult education instructional setting(s) to include 150 hours of direct documented instructional delivery with adult learners.

**EADM 511 Leadership, Organization & Administration (3)** Focuses on the role, development, and assessment of the school leader within a learning organization. Survey the research and practice of leadership and the challenges of high-achieving schools through a variety of methods and standards. Interstate School Leaders Licensure Consortium Standards and moral leadership principles will be the foundation for presenting these concepts. Cross-listed with EADM 611.

**EADM 513 School Finance/Management of School Resources & Facilities (3)** Focuses on the role of the school leader aligning with the Interstate School Leaders Licensure Consortium Standards to responsibilities and issues in fiscal operations, beginning with an understanding at the federal and state level, the local division level, and ultimately the direct link in day-to-day local school policies, procedures and decision-making. Finally, Management of School Resources and Facilities is based on the premise that the school leader allocates and supervises other resources than fiscal and directs the efficient and effective function of the physical facility. Cross-listed with EADM 613.

**EADM 515 EA Research Design (3)** Focuses on the role of the school leader or educator as a consumer (basic, applied, and orientational), a user (evaluation), and a producer (action) of educational research. As consumers, candidates learn how to identify, read, analyze, synthesize, evaluate, explain, and apply quantitative, qualitative, and mixed research. As users, candidates utilize descriptive statistics and data-driven decision making in problem based learning applications. As producers, candidates follow the structure of a research proposal to develop competency with the literature, methods, designs, and data analysis techniques germane to the field.

**EADM 524 Supervision of Teaching Methods/Classroom Management (3)** Focuses on the role of the school leader in empowering teachers to deliver essential (standards-based) effective instruction through supervision of that instruction. Consideration of various methods and models of evaluating instruction and pedagogical approaches as well as interrelationships among the school organization, curriculum development and diversity. Classroom management practices, a safe and orderly school learning environment and legal principles for both teacher supervision and school safety will be presented. Course aligned with the Interstate School Leaders Licensure Consortium Standards.

**EADM 532 Technology for Administrators (3)** Focuses on the role of the school leader in the appropriate use of media/technology, including ethical and legal issues. Aligning with the Interstate School Leaders Licensure Consortium Standards, an emphasis will be on the school leader's use of educational technologies for the classroom (specifically planning, implementing, and monitoring for student achievement), data collection, information management, problem-solving, data-driven decision making, and communication. This course may be presented as one of a cluster of four courses in the summer residency. Cross-listed with EADM 632.

**EADM 536 Personnel Management/Development (3)** Focuses on the role of the school leader in human resource responsibilities to include legal aspects in recruiting, interviewing, hiring, contract management, termination, grievance, building of professional working relationships with faculty, staff, and support personnel, communication skills, and technology to support personnel management. Candidates will examine the school leader's role in professional development in all areas, specifically in student achievement. The entire personnel management and leadership function will be linked with the Interstate School Leaders Licensure Consortium Standards. Cross-listed with EADM 636.

**EADM 538 School Law (3)** Focuses on the role of the school leader aligning with the Interstate School Leaders Licensure Consortium Standards to understand law as it relates to education and schooling, using legal systems to protect student rights and improve student opportunities, that the professional learning community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities, and that the educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner. Cross-listed with EADM 638.

**EADM 540 School & Community Relations (3)** Focuses on the role of the school leader in designing programs around the needs, problems, and issues of the school, with its stakeholders, special publics. Because of cultural changes and new problems arising there is a need for better two way communications between the school and the community. Dealing constructively and effectively with these needs and problems will increase the chances that parents, stakeholders,

special publics, and the district will take a positive interest in the school, thus inviting their support for school improvement. Candidates will develop a plan to capitalize on the diversity (cultural, ethnic, racial, economic, special interest groups) of the school community to improve student achievement, school programs, and meet diverse needs of all students. The course will be linked with the Interstate School Leaders Licensure Consortium Standards. Cross-listed with EADM 640.

**EADM 547 Educational Leadership in Mathematics I (3)** Essential characteristics, skills, and dispositions needed to maintain effective math education leadership roles in K-8 schools. In-depth review of national and state mathematics standards. On-site professional development models discussed with primary emphasis on the Content-Focused Coaching model by Lucy West. Cross-listed with EADM 647.

**EADM 548 Educational Leadership in Mathematics II (3)** Field-based experience to develop and demonstrate skills for carrying out effective mathematics coaching in K-8 schools. Review of literature on best practices and case studies, and self-critique of videotaped coaching sessions. Cross-listed with EADM 648.

**EADM 553 Technology Applications for School Mathematics Leaders (3)** Technology resources for learning mathematics and for leaders of mathematics education. Instructional applications through online resources, hand-held resources, and software packages that target the mathematical development of K-8 teachers and students. Includes management technologies for the mathematics leader. Cross-listed with EADM 653.

**EADM 595 Principal Internship (3)** Focuses on the role of the school leader by establishing the connection between theory and practice. Assignment to a specified school(s) with the supervision of a certified school administrator in the field and with the guidance of a Regent faculty internship advisor, including a minimum of 200 clock hours with exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations, focused on instructional leadership and learning within a public school or accredited nonpublic school. Responsibility for completion of course competencies and continuous contact with a Regent University internship advisor. The Interstate School Leaders Licensure Consortium Standards will be the framework for the intern's evaluation. Cross-listed with EADM 695.

**EADM 595A Principal Internship (2)** Part 1 of 3 internship experiences to comply with current Virginia Department of Education administrator licensure regulations including meeting the required hours to fulfill the internship experience. Cross-listed with EADM 695A.

**EADM 595B Principal Internship (2)** Part 2 of 3 internship experiences to comply with current Virginia Department of Education administrator licensure regulations including meeting the required hours to fulfill the internship experience. Cross-listed with EADM 695B.

**EADM 595C Principal Internship (2)** Part 3 of 3 internship experiences to comply with current Virginia Department of Education administrator licensure regulations including meeting the required hours to fulfill the internship experience. Cross-listed with EADM 695C.

**EADM 596 School Leaders Licensure Assessment (SLLA) Test Preparation (2)** Focuses on the role of the school leader by preparing for state licensure as required by numerous states and measuring beginning educational leaders' understanding and knowledge of a broad range of job-related topics, including whether entry-level education leaders have the standards-relevant knowledge believed necessary for competent professional practice. A description of the Interstate School Leaders Licensure Consortium Standards, test-taking strategies, sample questions, annotated responses, and specific problems-based learning. Cross-listed with EADM 696.

**EADM 598 Professional Leadership Project (2)** Focuses on the role of the school leader through successful completion of a culminating experience that will synthesize theory and practice. For most, the project will consist of providing evidence that critical program competencies have been met by applying accumulated knowledge to a specific challenge of student achievement and educational equity. This is an individualized course that will be co-designed by the participating candidate and faculty advisor(s). The Interstate School Leaders Licensure Consortium Standards form the foundation for course completion. Note: Candidates may take EADM 596 School Leaders Licensure Assessment (SLLA) Test Preparation in place of EADM 598.

**EADM 611 Leadership, Organization & Administration (3)** Focuses on the role, development, and assessment of the school leader within a learning organization. Survey the research and practice of leadership and the challenges of high-achieving schools through a variety of methods and standards. Interstate School Leaders Licensure Consortium Standards and moral leadership principles will be the foundation for presenting these concepts. Cross-listed with EADM 511.

**EADM 613 School Finance/Management of School Resources & Facilities (3)** Focuses on the role of the school leader aligning with the Interstate School Leaders Licensure Consortium Standards to responsibilities and issues in fiscal operations, beginning with an understanding at the federal and state level, the local division level, and ultimately the direct link in day-to-day local school policies, procedures and decision-making. Finally, Management of School Resources and Facilities is based on the premise that the school leader allocates and supervises other resources than fiscal and directs the efficient and effective function of the physical facility. Cross-listed with EADM 513.

**EADM 632 Technology for Administrators (3)** Focuses on the role of the school leader in the appropriate use of media/technology, including ethical and legal issues. Aligning with the Interstate School Leaders Licensure Consortium Standards, an emphasis will be on the school leader's use of educational technologies for the classroom (specifically planning, implementing, and monitoring for student achievement), data collection, information management, problem-solving, data-driven decision making, and communication. This course may be presented as one of a cluster of four courses in the summer residency. Cross-listed with EADM 532.

**EADM 636 Personnel Management/Development (3)** Focuses on the role of the school leader in human resource responsibilities to include legal aspects in recruiting, interviewing, hiring, contract management, termination, grievance, building of professional working relationships with faculty, staff, and support personnel, communication skills, and technology to support personnel management. Candidates will examine the school leader's role in professional development in all areas, specifically in student achievement. The entire personnel management and leadership function will be linked with the Interstate School Leaders Licensure Consortium Standards. Cross-listed with EADM 536.

**EADM 638 School Law (3)** Focuses on the role of the school leader aligning with the Interstate School Leaders Licensure Consortium Standards to understand law as it relates to education and schooling, using legal systems to protect student rights and improve student opportunities, that the professional learning community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities, and that the educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner. Cross-listed with EADM 538.

**EADM 640 School & Community Relations (3)** Focuses on the role of the school leader in designing programs around the needs, problems, and issues of the school, with its stakeholders, special publics. Because of cultural changes and new problems arising there is a need for better two way communications between the school and the community. Dealing constructively and effectively with these needs and problems will increase the chances that parents, stakeholders, special publics, and the district will take a positive interest in the school, thus inviting their support for school improvement. Candidates will develop a plan to capitalize on the diversity (cultural, ethic, racial, economic, special interest groups) of the school community to improve student achievement, school programs, and meet diverse needs of all students. The course will be linked with the Interstate School Leaders Licensure Consortium Standards. Cross-listed with EADM 540.

**EADM 647 Educational Leadership in Mathematics I (3)** Essential characteristics, skills, and dispositions needed to maintain effective math education leadership roles in K-8 schools. In-depth review of national and state mathematics standards. On-site professional development models discussed with primary emphasis on the Content-Focused Coaching model by Lucy West. Cross-listed with EADM 547.

**EADM 648 Educational Leadership in Mathematics II (3)** Field-based experience to develop and demonstrate skills for carrying out effective mathematics coaching in K-8 schools. Review of literature on best practices and case studies, and self-critique of videotaped coaching sessions. Cross-listed with EADM 548.

**EADM 653 Technology Applications for School Mathematics Leaders (3)** Technology resources for learning mathematics and for leaders of mathematics education. Instructional applications through online resources, hand-held resources, and software packages that target the mathematical development of K-8 teachers and students. Includes management technologies for the mathematics leader. Cross-listed with EADM 553.

**EADM 695 Principal Internship (3)** Focuses on the role of the school leader by establishing the connection between theory and practice. Assignment to a specified school(s) with the supervision of a certified school administrator in the field and with the guidance of a Regent faculty internship advisor, including a minimum of 200 clock hours with exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations, focused on instructional leadership and learning within a public school or accredited nonpublic school. Responsibility for completion of course competencies and continuous contact with a Regent University internship advisor. The Interstate School Leaders Licensure Consortium Standards will be the framework for the intern's evaluation. Cross-listed with EADM 595.

**EADM 695A Principal Internship (2)** Part 1 of 3 internship experiences to comply with current Virginia Department of Education administrator licensure regulations including meeting the required hours to fulfill the internship experience. Cross-listed with EADM 595A.

**EADM 695B Principal Internship (2)** Part 2 of 3 internship experiences to comply with current Virginia Department of Education administrator licensure regulations including meeting the required hours to fulfill the internship experience. Cross-listed with EADM 595B.

**EADM 695C Principal Internship (2)** Part 3 of 3 internship experiences to comply with current Virginia Department of Education administrator licensure regulations including meeting the required hours to fulfill the internship experience. Cross-listed with EADM 595C.

**EADM 696 School Leaders Licensure Assessment (SLLA) Test Preparation (2)** Focuses on the role of the school leader by preparing for state licensure as required by numerous states and measuring beginning educational leaders' understanding and knowledge of a broad range of job-related topics, including whether entry-level education leaders have the standards-relevant knowledge believed necessary for competent professional practice. A description of the Interstate School Leaders Licensure Consortium Standards, test-taking strategies, sample questions, annotated responses, and specific problems-based learning. Cross-listed with EADM 596.

**EADM 703 Advanced Theory & Practice of Leadership & Organizations (3)** Critical examination of leadership and organizational theories and their corresponding practices as they relate to individuals and institutions within the context of educational systems.

**EADM 704 Advanced Curriculum, Instruction, & Assessment (3)** Underpinnings, principles, and issues of curriculum, instruction, and assessment as they directly relate to student learning and achievement.

**EADM 705 Effective Communication & Conflict Resolution (3)** The key to healthy organizations is productive communication and conflict resolution. Provides a communication-based perspective for organizations and leadership in a diverse society. Review and translate into practice research on team process management, consensus building and negotiation skills. Apply the particular communication skills into your respective contexts as evidenced by video role-play, case study analysis and/or feedback from peers, faculty and supervisors.

**EADM 706 Legal, Ethical, Policy, & Professional Issues in Education (3)** Analysis, synthesis, and evaluation of key legal, ethical, policy, and professional issues confronting K-12 educators.

**EADM 720 Strategic Planning & Leadership of School Resources & Operations (3)** Leadership and management skills that achieve efficient and effective organizational operations. Emphasizes strategic planning (including vision/mission) and principles, practices, and issues of budgeting affecting all operations at the district and building levels including management of resources, time, and space.

**EADM 721 School & Community Relations (3)** Principles and practices of working collaboratively with various constituencies in relation to K-12 student learning, which provides an awareness and better understanding of cultural changes within the internal and external publics of the school and community.

**EADM 810 Advanced Practices in Personnel Administration (3)** Analysis and problem solving in recruitment, selection, placement, training, and evaluation of personnel as it relates to the purpose of education. Emphasis is given to human resources management and development functions in schools and school districts and the role of professionalism in advancing educational goals.

**EBIB 502 God's Kingdom and Academics (3)** Teaches for competence in skill areas related directly to Christian/Kingdom education such as Biblical interpretation, faith-learning integration, discipleship practices, Biblical world view development, Biblical identity & destiny impartation, Christian character formation, and Kingdom of God principles and "keys."

**EBIB 510 Personalized Teaching Model (3)** Requires students to combine the skills of excellent teaching approaches with Biblically prescribed discipleship qualities to produce and demonstrate a personalized practical model for guiding Christian education. Prerequisites: EDCS 501 and EBIB 502.

**EBIB 516 Hermeneutics and Biblical Integration for Education (4)** An examination of the roles and impact of hermeneutics and Biblical integration on education curriculum. Various approaches to faith and learning integration are examined. Approved for ACSI Biblical studies certification credit.

**EBIB 521 Christian Heritage (3)** Provides a rationale for Christian education as an extension of the mission of the Church. This examination is done within the educationally relevant context of what it means to be a citizen in God's holy nation (1 Peter 2:9). Approved for ACSI Biblical studies certification credit.

**EBIB 523 Christian Character Formation (3)** An examination of how the character qualities Jesus expected of His disciples should impact the educational setting. Propose educational strategies for character formation appropriate for home school and traditional classroom settings. Approved for ACSI Biblical studies certification credit. Cross-listed with EBIB 623.

**EBIB 524 Biblical Foundations of Christian Education (3)** Examines educational practices related to the Biblical focus on the Kingdom of God that Christians are to promote on earth, including the classroom. The emphasis is particularly on those Kingdom related teaching methods and leadership skills informed by relevant professional literature.

**EBIB 528 C&I Christian Education (3)** Examining, selecting, implementing, & evaluating Christian education curricula.

**EBIB 623 Christian Character Formation (3)** An examination of how the character qualities Jesus expected of His disciples should impact the educational setting. Propose educational strategies for character formation appropriate for home school and traditional classroom settings. Approved for ACSI Biblical studies certification credit. Cross-listed with EBIB 523.

**ECEL 710 Christian Education Philosophy (3 or 6)** Foundational aspects of Christian education—i.e., faith and learning integration, mission and purpose, world and life views, the Christian mind and historical precedents—to be personally assimilated and demonstrated in professional areas of interest. ECEL 720 is the sequel to this course. The 6 credit-hour course provides the intensive depth of philosophical/theological understandings essential for teaching, research, and curriculum development activities in Christian education; the 3 hour course may be paired with another Christian Education Leadership course to prepare for management/leadership of Christian education institutions.

**ECEL 720 Christian Education – Curriculum and Instruction (3 or 6)** Intervention activities and materials designed for Christian education outcomes. Specialization in selected content areas (e.g., age/grade ranges, etc.) based on the themes of apologetics, character formation, and historical precedents. Development of curriculum and instruction for a model program. The 6 credit-hour version focuses on the targeted Christian education content of curriculum (selection and/or development); the 3 hour version may be paired with another Christian Education Leadership course to prepare for management/leadership of Christian education institutions. Prerequisite: ECEL 710.

**ECEL 740 Research on Christian Education Leadership (3 or 6 credits)** Investigation of Biblical leadership principles and evaluation of research solutions to problems faced in a variety of education settings, with a focus on strategies and techniques of working with educators related to developing effective instructional leadership in Christian education. Prerequisite: ECEL 710.

**ECEL 751 Advanced Finance Principles and Practice for Christian Schools (3)** Learners will become familiar with finance and funds development principles and models as well as major trends and issues in the study of resource acquisition and use in Christian schools and auxiliary enterprises. Financial management and stewardship of the Christian school will be examined with special reference to the skills and practices required to support excellence in student achievement in Christian schools. Biblical presuppositions and World View precepts and issues will be explored. Learners will critically assess, then apply the Biblical principles to their own experiences and develop a heightened Biblical approach to finance and funds development.

**ECEL 752 Advanced Principles and Practices in the Operation of a Christian School (3)** Learners explore leadership, organizational development and management principles and practices as well as major trends and issues in the study of operating a Christian school and auxiliary enterprises. Leadership, management and administration of the Christian school will be examined with the focus on excellence in student growth and development from a holistic perspective. Biblical presuppositions and World View precepts and issues will be explored. Learners critically assess, then apply the Biblical principles to their own experiences and develop a deeper Biblical approach to leading and managing a Christian school.

**ECEL 753 Advanced Staff Development Principles and Practices for Christian Schools (3)** Learners explore personnel principles and practices as well as major trends and issues in the study of faculty/staff growth and development in a Christian school. Models and principles underlying best practices that produce exemplary character and maturity among key stakeholders will be examined. Biblical presuppositions and World View precepts and issues will be explored with the focus on producing staff modeling Biblical excellence in a Christian school setting. Learners

critically assess, then apply the Biblical principles to their own experience and develop a holistic approach to staff development.

**ECTL 500 Cross Disciplinary Perspectives in Educational Theory, Research and Practice (3)** Explores the general paradigmatic structure of knowledge, focusing in particular on the social sciences and humanities, and engages students in the process of conceptualizing educational research problems that are based in social science and humanities theory and models. After considering basic conventions and principles from anthropology, sociology, social psychology, political science, and the humanities, students explore and apply various theoretical perspectives and models to potential research topics in education.

**ECUR 500 Curriculum & Instructional Techniques (3)** Provides learners with research-based knowledge and skills necessary to analyze exemplary curricula and appropriate assessment practices including familiarity with the Virginia Standards of Learning, informative feedback mechanisms, and school system implementation. Students consider proper selection and use of materials including media and computers while evaluating the process and implementation of school-based curriculum design, as well as the linkage between assessment data and instructional design.

**ECUR 501 Curriculum Studies and Trends in Mathematics (3)** Discusses big picture mathematics curricular design ideas, including history of mathematics curriculum, development of national and state standards, curriculum frameworks, and implementation of effective practices into K-8 schools. Reviews recent developments, research, and theoretical foundations of curricular concepts and practices in mathematics. Cross-listed with ECUR 601.

**ECUR 511 Curriculum, Methods & Assessment (3)** Focuses on the role of the individual teacher in his or her classroom. Emphasizes curricula, methods of instruction and the assessment of pupil progress in daily lessons and units of instruction.

**ECUR 525 Classroom Management (3)** Principles and practices for creating and maintaining effective and efficient learning environments for diverse learners to include methods for effective student discipline, appropriate learning strategies, and environments that motivate student learning.

**ECUR 540 Instructional Leadership and Student Academic Achievement (3)** Focuses on the role of the school leader in curriculum practices that result in improved student achievement, leadership strategies for implementing curriculum standards, power standards, data teams, and standards-based performance assessment, and emerging instructional leadership issues and trends of a diverse school community. Additional emphasis on the transformation of curriculum theory to practice-based activities that include how to organize, build and evaluate curriculum and instruction. Cross-listed with ECUR 640.

**ECUR 601 Curriculum Studies and Trends in Mathematics (3)** Discusses big picture mathematics curricular design ideas, including history of mathematics curriculum, development of national and state standards, curriculum frameworks, and implementation of effective practices into K-8 schools. Reviews recent developments, research, and theoretical foundations of curricular concepts and practices in mathematics. Cross-listed with ECUR 501.

**ECUR 640 Instructional Leadership and Student Academic Achievement (3)** Focuses on the role of the school leader in curriculum practices that result in improved student achievement, leadership strategies for implementing curriculum standards, power standards, data teams, and standards-based performance assessment, and emerging instructional leadership issues and trends of a diverse school community. Additional emphasis on the transformation of curriculum theory to practice-based activities that include how to organize, build and evaluate curriculum and instruction. Cross-listed with ECUR 540.

**EDCE 701 Character Education: Foundations, Theories, and Philosophy (3)** Traces the historical evolvement of character education throughout the United States, and as a movement. It examines the research that currently exists in the field, with particular emphasis on the underlying philosophy that has guided its development.

**EDCE 702 Character Education Curriculum and Instruction (3)** Focuses on the development of meaningful curriculum and innovative instructional practices in the delivery of a character education program. Special attention will be given to the integration of character education programming with learning standards prevalent in most states today. Participants in this course will gain knowledge, understanding, and skills in development, implementation, and assessment related to successful programmatic decision making in character education.

**EDCE 703 Advanced Study of Best Practices in Character Education (3)** Participants will be presented opportunities to work with faculty and other members of the National Clearing House on Character Education in examining programs and practices; they will also have the opportunity to provide consultative assistance to school districts and community organizations that wish to design new initiatives or reassess efforts currently in place.

Formative and summative assessments will be used for programmatic evaluation, and course participants will gain necessary skills to conduct such evaluations.

**EDCE 704 Leadership in Character Education (3)** Presents an analysis of present day leadership theories and practices that lend themselves to successful design, delivery, and evaluation of character education programs and activities. Emphasis is placed upon building collaborative teams, community networking, and school partnerships within the context of innovation and change.

**EDCO 501 Strategic Planning & Program Evaluation (3)** Examines strategic planning and the role of program evaluation in the planning-implementation-evaluation cycle to include the curriculum planning process. Topics include various theoretical and philosophical perspectives, alternative evaluation designs and related methodologies including collaborative action research and issues related to design, measurement and utilization. The goal is to help educators become active collaborators in the evaluation process and to give them the tools to judge the value of an evaluation. Whether the task is designing an internal evaluation of a local program, contracting for an external evaluation at the district level, or critically reviewing an evaluation report as a basis for making an administrative decision, this course offers important leadership preparation. Each student will prepare an evaluability assessment related to a self-selected educational program in his/her area of concentration. Prerequisite: a graduate level research course. Cross-listed with EDCO 801.

**EDCO 800 Qualitative Data Analysis (3)** Theory and practice in analyzing qualitative data. Topics include coding, meaning generation, and validation.

**EDCO 801 Strategic Planning & Program Evaluation (3)** Examines strategic planning and the role of program evaluation in the planning-implementation-evaluation cycle to include the curriculum planning process. Topics include various theoretical and philosophical perspectives, alternative evaluation designs and related methodologies including collaborative action research and issues related to design, measurement and utilization. The goal is to help educators become active collaborators in the evaluation process and to give them the tools to judge the value of an evaluation. Whether the task is designing an internal evaluation of a local program, contracting for an external evaluation at the district level, or critically reviewing an evaluation report as a basis for making an administrative decision, this course offers important leadership preparation. Each student will prepare an evaluability assessment related to a self-selected educational program in his/her area of concentration. Prerequisite: a graduate level research course. Cross-listed with EDCO 501.

**EDCO 802 Analysis of Variance (1)** Examines various ANOVA statistical procedures as applied to educational research with emphasis on understanding the research context, assumptions, notations and interpretations. Covers factorial ANOVA to include mixed designs, analysis of covariance and multivariate variations. SPSS will be used for all statistical calculations. Prerequisites: EFND 702 and Educational Statistics Course.

**EDCO 803 Regression & Correlation (1)** Covers the statistical procedures that are most frequently encountered in doctoral-level correlation research with emphasis on understanding the research context, assumptions, notations and interpretations. Major topics include multiple regression and correlation, logistic regression and discriminate analysis. Covers both hypotheses of association and prediction. SPSS will be used for all statistical calculation. Prerequisites: EFND 702 and Educational Statistics Course.

**EDCO 804 Structure & Reliability Analysis (1)** Covers statistical procedures used for structure and reliability analysis as applied to educational research with emphasis on understanding the research context, assumptions, notations and interpretations associated with each statistical procedures. Major topics include factor analysis, an introduction to structural equation modeling and reliability analysis to include alternate form reliability, test-retest reliability, inter-tester reliability and internal consistency (i.e. split-half to include use of the Spearman-Brown prophecy formula, Kudder-Richardson formulas and Cronbach's coefficient alpha). SPSS will be used for all statistical calculations. Prerequisites: EFND 702 and Educational Statistics.

**EDCS 501 Research Based Teaching Skills (3)** Research-validated procedures and skills on topics essential for optimum learning. Topics include teacher impact research findings, student self-governance, instructional design, assessment, professional learning communities, technology, and content & learner differentiation.

**EDCS 505 Philosophy of Christian Education (3)** Examines various philosophies of education in light of Scripture. Develop a philosophy of education essential to the preparation of "holy nation" citizens. Provides a Biblical and philosophical framework for many other courses in the Christian School Concentration. Approved for ACSI educational philosophy requirement.

**EDCS 520 Individual Differences & Classroom Management (3)** Focuses on a broad range of human individual differences relating to education and to human relationships. Understand the mediating effects of individual differences and apply this knowledge in developing educational and classroom management plans. Approved for ACSI methods credit at both the elementary and secondary levels.

**EDCS 551 Funds Development for Christian Schools (3)** Develop a Biblically-based approach to the principles and practices of raising and giving financial resources for the work of His ministry in a Christian School setting. Develop the knowledge and skills required of stewards called to lead and manage funds development for a Christian School. Emphasizes understanding kingdom abundance and implications for funding schools; knowledge of Biblical teachings relative to finances; philosophy, goals and objectives of fundraising; understanding the fund raising process; world views for fundraising and stewardship; pitfalls in funds development; contemporary issues in fundraising.

**EDCS 552 Starting & Operating Christian Schools (3)** Develop knowledge and practical skills necessary for a Biblically-based approach to leading and managing a Christian School enterprise committed to educating for holy nation citizenship. Provides a Biblical framework for starting, planning and operating a Christian School. Emphasizes God's purposes, thoughts and ways in planning, leading, evaluating and managing. Skills will be taught in the context of Godly character and a Biblical worldview.

**EDCS 553 Staff Development for Christian Schools (3)** Develop a Biblically-based, personal approach to being discipled and discipling others for holy nation citizenship. A Biblical knowledge and skill base is provided to produce Christian leaders. Demonstrate discipleship knowledge and skills through assignments and a variety of activating experiences. Legal aspects pertaining to private Christian schools are included.

**EDCS 563 Instructional Strategies for At-Risk Students (3)** Prepare educators to reach and effectively teach students who are at risk in the general classroom. Addresses topics such as curriculum-based assessment, accommodations, modifications, and collaboration with other professionals and family members. ACSI approved methods course.

**EDCS 591 Culminating Internship (1-4)** Provides supervision of classroom-based teaching and/or administration. Prerequisite: Entire Christian School Program.

**EDDE 820 Instructional Design for Distance Education (3)** Theoretical, experiential and critical perspectives on instructional design. Examines the process of instructional design in distance education, including the instructional systems design model, as well as analysis, delivery, implementation and evaluation of distance education instruction; and the relationship between instructional design and technology. Opportunity to investigate and develop instruction for distance delivery. Special emphasis is given to web-based instructional design and delivery. Prerequisite: Foundations of Distance Education or permission of instructor.

**EDDE 825 Special Topics in Distance Education (3)** An examination of current issues in distance education with an emphasis on research and leadership opportunities. This course may feature an in-depth examination of a single topic or a survey of key issues facing distance education practitioners. Culminates in the development of a research or instructional design project.

**EDDE 830 New Media in Distance Education (3)** Surveys the range of educational technologies that can be incorporated in the delivery of distance education. Examines best practices regarding the use of media to enhance instruction, with a particular emphasis on media used on online education such as streaming audio and video, collaborative learning technologies and instructional simulations. Hands-on experiences with several multimedia and eLearning solutions will be provided. Prerequisite: EFND 726.

**EDDE 880 Independent Study (1-3) (online/distance education)** Under the guidance of an instructor or mentor, pursue an in depth study of a topic related to distance education, such as use of compressed interactive video to create an effective learning environment, an examination of the facilitative skills required to create a constructivist learning environment online or use of problem-based learning techniques in a distance learning environment. Requires submission of a scholarly paper on the approved topic. Prerequisite: EFND 726.

**EDEL 805 Current Issues in Educational Leadership (3)** An in-depth analysis of current issues and their impact germane to the leadership of educational systems.

**EDEL 807 Organizational & Institutional Change (3)** Paradigms, processes, elements, and constituents of change. Building upon foundational Biblical models, principles of an effective change process are emphasized from both macro and micro level perspectives.

**EDEL 810 Advanced Societal Reform (3)** An in-depth analysis of national and international societal reform through educational systems by considering current political, societal, and educational issues.

**EDEL 815 Advanced Study of Dysfunctional Leadership (3)** An in-depth analysis of the causes, results, and potential prevention of dysfunctional leadership and its impact on educational organizations.

**EDEL 820 Advanced Systems Theory (3)** An in-depth analysis of leadership and systems issues needed to transform the learner's educational arena.

**EDEL 825 Advanced Cross-Cultural Educational Leadership (3)** An in-depth analysis of issues related to cross-cultural leadership.

**EDEL 835 Advanced Development of Programs and Curricula (3)** An in-depth study of program and curricula development.

**EDEL 840 Educational Policy Formation (3)** Public policy, pedagogy, and leadership in both the national and international arenas.

**EDEL 845 Privatized Education (3)** Privatized education outside the realm of the public school arena.

**EDEL 850 Consulting & Entrepreneurship (3)** Consulting and entrepreneurship within the educational arena.

**EDEL 890 Advanced Seminar in Educational Leadership (3)** Individualized to the learner's educational calling and conducted via independent study.

**EDIP 501 Introduction to Technology in Education (2)** Current issues and strategies related to technology research, learning theories, instructional design, product development, information access, and delivery issues for classroom teachers will be highlighted in this course.

**EDIP 502 Applications of Technology for Teaching and Learning (1)** Application and integration of educational technology in the classroom by providing software training and content focused on technology skill development and curriculum integration, within the context of state and national standards. Prerequisites: EDIP 501 or approval of instructor.

**EDIP 540 Philosophical Foundations in Education (3)** Historical, political and philosophical foundations of education. While focused on U.S. education, emphasis on generalized principles and issues makes it relevant to all nations. Establishes a philosophical foundation of education and surveys various worldviews that affect education today.

**EDIP 541 Developmental Leadership (3)** Introduces a developmental leadership model focused on external skills embodied in the process of internal transformation. Requires a personal inventory of spiritual and professional maturity while equipping students with the tools necessary for growth. From that foundation, students will be expected to examine additional leadership models.

**EDIP 542 Introduction to Curriculum & Instruction (3)** Develop an understanding of Biblical perspectives on the nature of learning and the ability to think critically about issues related to teaching and learning. Explore the components of effective instruction and learn how to implement instructional strategies that promote learning.

**EDIP 543 Technology in Education (3)** Increase learning and learner success by designing educational events that use instructional technology. Covers three basic areas of technology integration: planning, implementation and evaluation. Does not cover specific applications. Within this framework, various technologies and tools will be investigated for the purpose of determining which are best suited for particular instructional situations. Discusses broader issues regarding the usefulness and effectiveness of technology integration in education. The ultimate goal is to create a plan to integrate technology in your educational setting.

**EDIP 544 Effective Communication, Conflict Resolution, and Negotiation (3)** The key to healthy organizations is productive communication, conflict resolution, and negotiation. This course provides a communication-based perspective for organizations and leadership in a diverse society. Dyadic, small group, formal and informal communication, consensus building, conflict resolution and negotiation skills are just a few of the concepts to be studied in relationship to leadership effectiveness.

**EDLD 515 Teaching How To Learn: NILD Level I (3)** Examines methods for providing effective educational therapy to students with learning difficulties through studying philosophical perspectives of learning difficulties, assessment techniques of students with learning difficulties, and individualized intervention techniques developed by the National Institute for Learning Development (NILD).

**EDLD 520 Teaching How to Learn: NILD Level II (3)** Examines the NILD intervention model through questioning and thinking skills, technique instruction and refinement, program development, assessment, and student evaluation. Prerequisite: Permission of instructor.

**EDLD 525 Developing Cognitive Competencies: NILD Level III (3)** Applications of the NILD intervention model through: cognitive functioning, technique instruction and refinement, language Stimulation, assessment, and student evaluation. Prerequisite: Permission of instructor.

**EDLD 530 Methodologies of Instruction for Educational Therapy (3)** Investigates instructional methods of mediated learning, Socratic questioning and inquiry, and learning through observation and group experiences.

**EDLD 585 Field Experience (1)** Students will observe and critique programs that serve learners experiencing difficulties within their communities. A paper will be required to document both effective and ineffective teaching methodologies.

**EDLD 595 Internship (2)** Interns will be complete an initial testing report on a student recommended for educational therapy. The intern will be observed by an experienced mentor as they work with a student over several sessions for a minimum of 30 clock hours.

**EDSL 710 The Adult Learner (3)** Provides an overview of the major theorists associated with adult learning based on historical and philosophical perspectives. This course will review and evaluate theory and research that make adult education a distinctive field of philosophy and practice.

**EDSL 715 International and Global Issues in Adult Education (3)** Current trends, issues, and global perspectives that impact adult learners.

**EDSL 727 Supervision & Professional Development (3)** Basic principles of supervision to ensure continuous and effective professional development for adult learners.

**EDUC 500 Online Orientation (0)** Required during the first semester of enrollment in some programs; acclimates students to Blackboard, the platform off which online classes are launched.

**EDUC 700 Online Orientation (0)** Required during the first semester of enrollment in some programs; acclimates students to Blackboard, the platform off which online classes are launched.

**EEDD 799A Internship (1)** In compliance with the Virginia Department of Education (VDOE), this internship requirement is offered concurrently with one or more semesters of concentration coursework. Focus will be on insuring exposure to diverse sites and experiential activities divided across grade levels as it relates to the course content and associated ISLLC standards. (Pass/No Pass)

**EEDD 799B Internship (1)** In compliance with the Virginia Department of Education (VDOE), this internship requirement is offered concurrently with one or more semesters of concentration coursework. Focus will be on insuring exposure to diverse sites and experiential activities divided across grade levels as related to the course content and associated ISLLC standards. (Pass/No Pass)

**EEDD 800 The Principalship (3)** Assignment to a school site to participate directly in management duties and leadership experiences involving the position of the principal. Requires submission of a product that summarizes the experience. Prerequisite: completion of all coursework. (Pass/No Pass)

**EEDD 850 The Superintendency (3)** Be involved in a school district site and become directly involved in management duties and leadership experiences related to the position of district superintendent. Requires submission of a product that summarizes the experience. Prerequisite: endorsement as a principal and three years' experience in an educational administrative position.

**EELM 501 Assessment for Learning (3)** The development of valid and reliable classroom assessments to measure student growth as well as student understanding. Topics will focus on the use of student data in development of teacher growth and evaluation plans.

**EELM 505 Teaching Social Studies & Technology (3)** Methods and best practices to teach History and Social Science concepts associated with Virginia Studies, Colonial History, Economics, Geography, and Cultures in the elementary classroom. Course integrates technology as a tool for research.

**EELM 551 Students with Disabilities (3)** Learning disabilities, intellectual disabilities, emotional disorders, and the characteristics of students with hearing, vision and/or physical Impairments. Survey the range of conditions, which

contribute to students being eligible for special education services. Presents an overview of identification, assessment, program options and intervention services.

**EELM 580 Practicum (1)** Demonstrate proficiency in planning, implementing and evaluating instruction for diverse classrooms. Repeatable for credit.

**EFND 501 Teaching Math and Science in Elementary Schools (3)** Designed to aid future teachers in their understanding and integration of the knowledge, skills and processes to support learners. Participants will investigate various instructional and assessment techniques and, in particular, the end-of-grade VA SOL assessments in mathematics and science. This course includes classroom observation as a competency. Cross-listed with UIS 401.

**EFND 503 Leadership and Character Development (2)** Focuses on the role of the school leader in two areas: (a) a recognition that the spiritual path of educational leaders will have a distinct influence on their professional practices, and (b) the important factors of the development of good character and resiliency in students. Specific attention will be paid to linking the Interstate School Leaders Licensure Consortium Standards and in developing a plan for responsibility and supervision of character integration in all facets of the learning environment. This course may be presented as one of a cluster of four courses in the summer residency.

**EFND 504 Character Education (3)** Participants will study the foundations of ethics, ethical behavior, and moral decision-making. Development of these ethical and moral value systems and their impact on individual character growth, within the context of historical and contemporary psychological theories and scientifically-based research. Students will be required to analyze character education: historical and multi-cultural perspectives, its effectiveness and necessity. The course also includes many practical strategies and methodologies for supporting character development with an emphasis on the affirmation of the principles of truth, justice, and love. Cross-listed with UIS 304.

**EFND 505 Teaching Reading and Language Arts Across the Curriculum (3)** Examines the complex nature of language acquisition. It also addresses instruction in listening, speaking, reading, writing, including spelling and grammar, and the integration of these language modes across the curriculum. Special attention will be given to reading comprehension in narrative and expository texts. Other course topics include familiarity with VA SOL and attention to diversity in the classroom. This course includes as a competency a practicum experience. Cross-listed with UED 405.

**EFND 506 Classroom Management & Instructional Strategies (3)** Designed to provide the student with strategies to effectively provide instruction while managing the classroom. The relationship between classroom environment and student behavior will be addressed and effective intervention strategies will be presented. Various models, methods, and approaches for managing and modifying students' classroom behavior will be explored. The link between discipline and character development will also be addressed. The learner will also demonstrate understanding of effective instructional design principles – such as flexible groupings, collaborative learning, and methods for gifted and talented students as well as for those students with disabling conditions – for instructional improvement. This course includes a classroom observation as a competency and instructional strategies that focus on the VA SOL.

**EFND 508 Teaching Reading in the Elementary Grades (3)** Addresses the nature of reading, stages of reading development, approaches to reading instruction, word identification strategies including explicit phonics, fluency development, and vocabulary and comprehension instruction. Other course topics include fostering independent reading using a variety of literature, evaluation including familiarity with the VA SOL, and attention to diversity in the classroom. This course includes as competencies a classroom observation and practicum experience. Cross-listed with UED 408.

**EFND 509 Character Education Curricula, Instruction, & Assessment (3)** Research base for character education and its school transformational capabilities. Design of integrated character education curricula and instructional delivery through standards-based instruction. Effective teaching and assessment of character qualities with strategies for program evaluation.

**EFND 510 Leadership & Biblical Integration (3)** Focuses on identifying and applying Biblical truths and principles to leadership and teaching. Emphasizes practical ways to integrate God's truths and principles into leaders and teachers as "Living Curricula," in to various subjects (curriculum), pre-K-12 and every component of a school or other organization.

**EFND 523 History & Contemporary Issues of American Higher Education (3)** Overview of American higher education from the colonial period to the present. Form a foundational understanding of higher education and the origins of contemporary practices and problems within the academy. Investigate diverse institutions such as land grant colleges, historically black colleges and universities, research institutions, liberal arts colleges, religious colleges and universities and access to higher education. Examine and discuss early innovators of higher education and their policies. Cross-listed with EFND 723.

**EFND 530 Foundations in Education for Transitioning Professionals (3)** Understand the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States. Attention will be given to the legal status of teachers and students, including federal and state laws e.g. SOLs; child abuse regulations. The concept of school as an organization/culture and contemporary issues in education are included. School / family communications and ways of involving families in student learning are explored. Attention will be given to the legal status of teachers and students, including federal and state laws e.g. SOLs; child abuse regulations. The concept of school as an organization/culture and contemporary issues in education e.g. language acquisition, reading across the curriculum, and teaching children whose first language is not English are included. School / family communications and ways of involving families in student learning are explored.

**EFND 531 Exploring the Curriculum (3)** Understand the presuppositions of worldviews and then examine content for evidence of different worldviews. Integrate character principles into the school environment and curriculum. Examine curriculum content and its relationship to cognitive development as a tool for designing instruction to promote higher-level thinking.

**EFND 532 Classroom Management for Transitioning Teachers (3)** Develop an understanding and application of classroom and behavior management techniques. Effective intervention strategies will be presented and practiced. Diverse approaches to classroom management will be presented based on upon behavioral, cognitive, affective, social and ecological theory and practice. Teacher/student relationships are examined together with classroom community building.

**EFND 533 Teaching Students Effectively (3)** Focus on classification and sequencing learning outcomes, and the differentiation of instruction. Review the principles of learning, the application of skills in discipline-specific methodology, communication processes, reading in the content areas, selection and use of resources, including media and technology. Examine the relationships among assessment, instruction, and measuring and documenting individual student progress.

**EFND 534 Assessment & Evaluation Techniques (3)** Using the principles of educational measurement, construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment. Develop the ability to analyze assessment data to make decisions about how to improve instruction and evaluate and improve student performance. Emphasis will be placed on the design of "alternative" and traditional assessment instruments.

**EFND 535 Child & Adolescent Growth & Development for Transitioning Teachers (3)** A study of the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on knowing and understanding theories of human development, and incorporating children's individual differences to guide learning experiences.

**EFND 536 Advanced Practices I for Transitioning Teachers (3)** Topics for the continued transition into teaching of Level II Career Switchers, to include classroom management strategies, diversity in student learning, and data-driven decision making. Course content will be linked to the VDOE requirements for teacher evaluation.

**EFND 537 Advanced Practices II for Transitioning Teachers (3)** Topics for the continued transition into teaching of Level II Career Switchers, including advanced differentiation of teaching and learning, inclusion and special needs in a regular classroom, addressing the needs of the at-risk learner, and tiered instruction. Course content will be linked to the VDOE requirements for teacher evaluation.

**EFND 549CS Mentorship A (0)** For first-year (Level II) students an official mentor of the School of Education is assigned to assist and act as a resource throughout the semester.

**EFND 553CS Mentorship B (0)** For first-year (Level II) students an official mentor of the School of Education is assigned to assist and act as a resource throughout the semester.

**EFND 595 Field Experience/Student Teaching (6)** One semester (500-hour) supervised student teaching field placement experience in an appropriate classroom setting. Cross-listed with UED 495.

**EFND 596 Field Experience Portfolio (1)** Electronic performance portfolios to document student learning and professional reflection. Taken concurrently with the Elementary PK-6 internship experience. Cross-listed with UED 496. Prerequisites: EDIP 501 or approval of instructor.

**EFND 598 Professional Project (1-5)** Before the awarding of a degree, successfully complete a culminating experience. For most, the project will consist of providing evidence, in the form of a portfolio, that critical program competencies have been met. Cross-listed with EFND 698.

**EFND 607 Advanced Study of Worldview (3)** Evaluation of cultural and epistemological trends through the lens of a Christian worldview. Cross-listed with EFND 707.

**EFND 673 Descriptive Statistics (0)** Scales of measurement, central tendency, variability, standard scores, variable relationships, normality, and graphical representations of data. (Pass/No Pass)

**EFND 698 Professional Project (2)** Working in conjunction with professors, students apply what they learned in the program and complete a research paper for this final project. The emphasis of the project is applying research to practice in special education leadership. The appropriate use of APA style, research to practice, and application skills is emphasized. Topics are chosen on an individual basis based on interaction with the course instructors.

**EFND 701 Advanced Human Learning & Motivational Development (3)** Major theories in developmental psychology using select criteria including a Christian worldview.

**EFND 702 Research Design & Analysis (3)** Overview of scholarly research and methods to evaluate research. Presents the basic concepts of quantitative and qualitative research methods and the diverse approaches to scholarly inquiry and reflective practice.

**EFND 705 A, B, C Residency (2)** One-week, on campus requirement for Ed.D. and Ph.D. students.

**EFND 706 Christian Worldview for Educators (3)** Provides essential understandings and competencies regarding the Biblically inspired role of Christians in education with a particular focus on Regent University's mission to equip Christian leaders to impact the world for Christ. A foundation is laid in this course for investigating and interpreting other worldviews.

**EFND 707 Advanced Study of Worldview (3)** Evaluation of cultural and epistemological trends through the lens of a Christian worldview. Cross-listed with EFND 607.

**EFND 722 Educational Statistics (3)** Basic understanding of statistical methods, particularly as they pertain to research in education. Focuses on conceptual rather than mathematical and applied rather than theoretical—understand why a particular statistical technique is appropriate and how to make sense of the results obtained from its utilization rather than to understand the full mathematical underpinnings of the statistic. SPSS will be used as a productivity tool to perform all statistical procedures. Specific topics include descriptive statistics, visual representation of data, hypothesis testing, regression and correlation.

**EFND 723 History & Contemporary Issues of American Higher Education (3)** Overview of American higher education from the colonial period to the present. Form a foundational understanding of higher education and the origins of contemporary practices and problems within the academy. Investigate diverse institutions such as land grant colleges, historically black colleges and universities, research institutions, liberal arts colleges, religious colleges and universities and access to higher education. Examine and discuss early innovators of higher education and their policies. Cross-listed with EFND 523.

**EFND 724 Advanced Study of Theories in Learning & Development (3)** Provides some of the major conjecture and theories used to meet the learning and development needs of adults, and an overview of learning theories, their design and applications for the adult learner in various settings. Investigates topics to include self-directed learning, constructivism, autonomous learning, creative environments conductive to adult learning, designing and implementing training programs and instructional design techniques.

**EFND 725 Advanced Study of Best Practices in Special Education (3)** Advanced study of empirically based interventions for children with mild disabilities for academic, emotional, and social deficits. Emphasis on current best practices and practices often used but empirically unsupported as well as legal and ethical issues surrounding intervention implementation.

**EFND 726 Foundations of Distance Education (3)** Provides an extensive foundation in research findings and learning related theories as they impact the design of various distance education models, development of instruction, enhancement of learning and the creation and nurturing of learning communities at a distance. Emphasizes computer-mediated models, including models that contain both traditional and online components, and their impact on learning.

**EFND 727 Supervision & Staff Development Training (3)** Based on the premise that true staff development is an ongoing, evolving process that supplements the evaluation process. Research and analyze current philosophies and research on effective supervision and staff development. Focuses on the needs and characteristics of learners, the program characteristics that include purpose, structure, content, process and follow-up, and the organizational characteristics that contribute or support effective staff development.

**EFND 898 Candidacy Examination Continuation (6)** For doctoral students to remain active in the program after an unsuccessful attempt to complete the candidacy examination, they must register for EFND 898. During the registered semester, students should review course material to attempt to successfully complete the examination at a later date.

**EFND 899 Candidacy Examination Extension (0)** Doctoral students who have been granted approval to take the candidacy examination later than the summer of their second year must register for this course to remain active in the program.

**EFND 900 Dissertation Proposal (6)** Seminar that guides doctoral candidates through the first three chapters of the dissertation. If by the end of the semester the candidates are not ready to defend their proposal, they will be given an IP and would then register for EFND 901.

**EFND 904 Dissertation Defense (6)** Taken during the final semester of the dissertation process, candidates work closely with their dissertation committee on the completion of chapter five.

**EFND 906A Dissertation (5)** Doctoral candidates will work with their dissertation committee to defend their proposal, research and collect data, write and defend five chapters of their dissertation. Each candidate must register for a minimum of 15 dissertation credits. The credits will be equally distributed into 5 credit segments over 3 consecutive semesters.

**EFND 906B Dissertation (5)** Doctoral candidates will work with their dissertation committee to defend their proposal, research and collect data, write and defend five chapters of their dissertation. Each candidate must register for a minimum of 15 dissertation credits. The credits will be equally distributed into 5 credit segments over 3 consecutive semesters.

**EFND 906C Dissertation (5)** Doctoral candidates will work with their dissertation committee to defend their proposal, research and collect data, write and defend five chapters of their dissertation. Each candidate must register for a minimum of 15 dissertation credits. The credits will be equally distributed into 5 credit segments over 3 consecutive semesters.

**EFND 907 Dissertation Continuation (3)** Designed for doctoral candidates who have not successfully defended their dissertation within 3 semesters, as required by the School of Education doctoral program. Students will enroll in this course each semester and work closely with their dissertation committee until they have successfully defended their dissertation as required by the program.

**EGTL 500 Introduction to Gifted and Talented Learners (3)** Overview of the field including history, definitions, identification methods, characteristics and needs of gifted learners. (Required for Virginia endorsement.)

**EGTL 510 Curriculum and Instruction for Gifted Learners (3)** Modify, create, and evaluate curriculum through differentiation and tiered assessments. (Required for Virginia endorsement.)

**EGTL 520 Models and Strategies for Teaching the Gifted (3)** Educational models and instructional strategies for use with gifted learners.(Required for Virginia endorsement.)

**EGTL 530 Psychology and Education of Gifted Learners (3)** Development of gifted individuals over the lifespan from a cognitive, psychosocial, and physiological perspective; evaluate appropriate learning activities and assessments that include cognitive, affective and psychomotor skills and attributes. (Required for Virginia endorsement.)

**EGTL 580 Practicum in Gifted Education (2)** A field-based experience in a gifted education setting. (Required for Virginia endorsement.)

**EHEA 501 The College and the Student (3)** An examination of issues relevant to college students. Topics may include intellectual growth, moral development, values, career choice, psychosocial changes, and the role of extracurricular activities. Cross-listed with EHEA 801.

**EHEA 502 Higher Education Finance: Strategy, Costs & Value (3)** Focuses on the knowledge and skills required to effectively deal with financial changes and trends for institutions of higher education. Students will further their skills in analysis and evaluation of issues from various perspectives – administrative, consumer and societal (government and organizations in the private sector that influence the source and use of funds). Financial management of higher education (administrative perspective) focuses on effectiveness and efficiency issues associated with the use of funds. The consumer perspective (access and choice issues in financing students) focuses on the source of institutional funds; both state and federal policies and programs and budgeting will inform the learner from that perspective. Cross-listed with EHEA 802.

**EHEA 503 The Law & Governance of Higher Education (3)** Provides historical and contemporary legal issues that have, and will continue to shape colleges and universities today. Discusses legal issues regarding the college and trustees, administrators and staff. Investigates the legal basis of higher education in the United States to include constitutional provisions and federal statutes that influence higher education policy. Prepares emergent administrators for preventative law measures in an increasing litigious environment. Cross-listed with GOV 628 and EHEA 803.

**EHEA 504 Student Services Administration (3)** An examination of the historical underpinnings of student affairs, the numerous departments under student affairs, the administrative interaction between student affairs and other university departments, and administrative theory relevant to the student affairs administrator.

**EHEA 506 Contracts (3)** Common law of contracts, and the principles controlling the formation, performance and termination of contracts (offer, acceptance, consideration, conditions, material breach, damages, third party beneficiaries, assignment, statute of frauds and statutory variances from the common law). Cross-listed with MAL 521 and GOV 618.

**EHEA 508 Constitutional Law & Policy II (3)** Considers the Bill of Rights (including the delicate relationship between church & state, freedom of speech and freedom of worship), the rights of liberty, equal protection and due process arising from the 14th Amendment, and the subsequent rise and effects of judicial policy-making (including the "right to privacy," the "right to intimate sexual choice," and the "right to die"). Cross-listed with GOV 620 and MAL 620.

**EHEA 509 Leadership and Organizations (3)** A critical examination of the major theoretical perspectives and issues in leadership and organizations, focusing on application to the Christian college and university. Explores issues of "publicness" and "privateness" in organizations, emotions, power, control, legitimacy, diffusion, identity, and their impact on the behavior of individuals in Christian higher education.

**EHEA 595 Professional Field Experience (6)** On-site training provides students with the opportunity to apply theoretical knowledge and develop an understanding of the relationship between theory and practice, as well as, to develop and refine professional and personal competencies and attitudes important to effective student affairs professionals. To be completed in an approved educational setting under the supervision of the internship coordinator and a qualified site supervisor with a required minimum of 150 hours of work and participation in an online internship seminar. Prerequisite: Permission of Instructor.

**EHEA 602 Role and Mission of the Christian College & University (3)** Centers on the need for the continuance of Christian colleges and universities in a post-Christian culture. Particular emphasis will be placed on the strategies, objectives and goals that can best insure the future continuance of the spiritual mission and Orthodox beliefs of Christian colleges and Universities. Cross-listed with EHEA 702.

**EHEA 603 Essential Student Affairs Counseling & Support Skills (3)** Foundational knowledge, perspectives, and skills essential to student affairs in a higher education setting. Theoretical practical, and ethical considerations of helping techniques will be examined and applied. Fundamental aspects of confidential counseling, academic advising, and career development are explored.

**EHEA 702 Role and Mission of the Christian College and University (3)** Centers on the need for the continuance of Christian colleges and universities in a post-Christian culture. Particular emphasis placed on the strategies, objectives and goals that can best insure the future continuance of the spiritual mission and Orthodox beliefs of Christian colleges and Universities. Cross-listed with EHEA 602.

**EHEA 710 Accreditation and Assessment (3)** Examines the roles that state and federal accrediting bodies have on the college and university levels. It will give an overview of the dominant agencies like SACS, NCATE, TEAC, etc. and then place them within the context of assessment procedures that must be used for ten year re-accreditation visits. Particular emphasis will be placed on how an institution can effectively prepare for accreditation utilizing the most recent assessment procedures.

**EHEA 714 Presidential and Board Leadership (3)** Examines the leadership roles and responsibilities of Presidents and Boards of Trustees in higher education. Focuses on new demands for board and presidential accountability, appropriate selection and training of board members, the board's duties in evaluating and compensating presidents, and the president's responsibilities for uniting the board, faculty, and others in meeting the strategic challenges facing the college and university in the 21st century.

**EHEA 801 The College and the Student (3)** An examination of issues relevant to college students. Topics may include intellectual growth, moral development, values, career choice, psychosocial changes, and the role of extracurricular activities. Cross-listed with EHEA 501.

**EHEA 802 Higher Education Finance: Strategy, Costs & Value (3)** Focuses on the knowledge and skills required to effectively deal with financial changes and trends for institutions of higher education. Students will further their skills in analysis and evaluation of issues from various perspectives – administrative, consumer and societal (government and organizations in the private sector that influence the source and use of funds). Financial management of higher education (administrative perspective) focuses on effectiveness and efficiency issues associated with the use of funds. The consumer perspective (access and choice issues in financing students) focuses on the source of institutional funds; both state and federal policies and programs and budgeting will inform the learner from that perspective. Cross-listed with EHEA 502.

**EHEA 803 The Law & Governance of Higher Education (3)** Provides historical and contemporary legal issues that have, and will continue to shape colleges and universities today. Discusses legal issues regarding the college and trustees, administrators and staff. Investigates the legal basis of higher education in the United States to include constitutional provisions and federal statutes that influence higher education policy. Prepares emergent administrators for preventative law measures in an increasing litigious environment. Cross-listed with EHEA 503.

**EHEA 804 Teaching on a College or University Level: Effective Teaching Strategies for Multiple Constituencies (3)** An academically compelling aspect of Regent's mission of leadership "to change the world" is producing professors who will have a major impact on the professoriate in this new Millennium. With an unusually high percentage of retirements in the coming years, we will have the potential and ability to produce new professors for a new generation of college students. Very few higher educational institutions do an adequate job of preparing exemplary teachers for college classrooms: their larger emphasis is on producing good scholars. And, while research does inform good teaching, it also requires people who have good communication skills and the necessary pedagogical preparation in order to transmit the research. Finally, college and university classrooms are becoming more ethnically and racially diverse. These multiple groups have a major impact on a professor's pedagogical preparation.

**EHEA 805 Advanced Research Design and Analysis (3)** Designed to provide advanced skills and knowledge to doctoral students for them to design and carry out and evaluate sophisticated research studies. As an advanced course it provides an in-depth examination of the issues and problems facing the educational researcher as he/she organizes a research study or a program evaluation. The course is not bound to any one paradigm, but examines educational research from various perspectives. The course focuses on the theory behind the methodology, advanced research design techniques and associated statistical procedures, internal and external validity, mixed methodology, and qualitative research tools common to the practice of education. Prerequisites: EFND 702, EFND 722.

**EHEA 807 Curriculum and Assessment for College/University Teaching (3)** Centers on effective strategies for planning curricula and assessment procedures to a diverse group of learners---from 18 to adult age categories. Particular emphasis will be placed on: building an effective bibliography and syllabus; finding additional resources outside traditional boundaries of education (i.e. advanced technology application); examining a variety of assessment procedures that would be effective with diverse learners; choosing texts and materials, grading procedures and policies, etc. This course is open to all university doctoral students who are seeking a career in college or university teaching.

**EHEA 810 The Community College & Proprietary Schools (3)** Investigate community/junior colleges, proprietary schools and other post-secondary learning institutions. Examine the post-secondary learning institution, its impact on other institutions of her education, special problems of community colleges and proprietary schools, avenues for academic leadership, teaching in post-secondary institutions and the theory and structure of the two-year college as an institution.

**EHEA 811 Administration and Organization Theory in Higher Education (3)** In-depth study of administrative roles, functions, knowledge and skill requirements, and administrative behavior. Trends in administrative theory and application explored.

**EHEA 812 Advanced Contemporary Issues in Higher Education (3)** An in-depth examination of one or more student-selected topics with an emphasis on dissertation research.

**EHEA 890 Higher Education Administration Internship (3)** Become immersed in an actual higher education institution or education-related program directed by a Regent University faculty member. Provides a pragmatic learning endeavor and forms a colleague base within academe. Provides additional requisite experience required for employment within institutions of higher education or education-related entities. May also foster environments and human resources conducive to successful doctoral dissertation or doctoral project endeavors. Requires a written component.

**ELIT 531 Principles and Practices of Literacy Education (3)** An overview of literacy education focusing on principles, research-based practices, and exemplary programs. Other topics include the politics of reading and the place of the home, school and community in promoting literacy education.

**ELIT 551 Leadership in Literacy Education (3)** Preparation for leadership roles in literacy education. Course content addresses (a) vision and mission, (b) needs assessment, (c) program development, implementation, and evaluation, (d) resource procurement, (e) teacher training, and (f) research agendas and methods.

**EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3)** Provides the knowledge base and skill necessary to identify exemplary curriculum and instruction, as well as to modify and/or design units for enhancement of a pre-existing curriculum. Demonstrate understanding of effective instructional design principles, appropriate assessment practices and informative feedback mechanisms for instructional improvement. In addition, be able to guide fellow personnel in school-based curriculum design/redesign processes.

**EMEP 505 Models of Leadership & Related Issues (3)** Acquire the knowledge base and explore the experiences necessary for exemplary leaders. Issues of effective communication, collaboration and consultation skills, as well as various ways to demonstrate those skills will be reviewed in-depth. Choose effective micro, mid-level and macro leadership models for action depending upon your areas of emphasis. This course will examine various models of leadership and their effectiveness. Both contemporary and Biblical examples are used to demonstrate skills and attributes of effective leadership and serve as models for assessing one's personal leadership attributes. Among other items, the role of vision and culture within modern society are examined.

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

**EPSY 805 Advanced Study of Test & Measurements (3)** After a further study of test and measurement principles, a range of test and under girding statistical procedures and principles will be evaluated. The range of test may include achievement, psycho-educational, intelligence, survey and attitude-scaling instruments.

**EPSY 820 Advanced Research Review in Educational Psychology (3)** Analytic review of Educational Psychology research and the processes for conducting research.

**EPSY 821 Problem-based Project in Research & Evaluation (3)** Given a real challenge that requires the utilization of qualitative and/or quantitative research, provide advisor-approved recommendations for addressing the problem. The project may include methodologies from various disciplines (e.g. education, counseling, psychology, sociology, and business). Requires an advisor-approved culminating project.

**EPSY 850 Advanced Study in Educational Psychology (3)** Advanced survey of the latest topics, lines of research and disciplinary foci currently being addressed in the field of Educational Psychology. Gain in-depth knowledge and understanding of the field, and apply this to your personal career interests.

**EPSY 870 Advanced Study of Brain Research (3)** Neuropsychological theories, research, and their application to educational settings.

**ESAE 810 Teaching and Learning: Theory and Research in Adult Development (3)** Reviews current theory and research on adult development and learning, and critically examine claims for distinctive forms of adult cognition including social and psychological aspects of adult learning. Topics include participation, motivation, autonomous learning, and self-efficacy.

**ESAE 820 Program Planning for Adult Learners (3)** Examines current trends and issues surrounding the development and administration of programs for adults including environmental, social, political, cultural, and demographic variables along with organizational and institutional roles and differences.

**ESCP 505 Psychology & Development of the Learner (3)** Study the process of human growth and developing patterns of behavior throughout the life span. Emphasizes the individual's physical, mental, emotional, intellectual and spiritual growth.

**ESPC 705 History of Special Education (3)** An advanced historical survey of the origins of special education. Focus on historical figures in special education, their theories of and interventions with people with disabilities; on the evolution of the social construction of disability; on broad legal and ethical issues related to people with disabilities; and on some current issues facing the field.

**ESPC 710 Advanced Study of High-Incidence Disabilities (3)** Advance study of special education high-incidence disability categories: Learning Disabilities, Emotional and Behavioral Disturbance, and Mental Retardation. Focus on the historical development of identification, including distinguishing characteristics and definitions, as well as empirically based interventions that address characteristic issues of each group.

**ESPC 720 Seminar: Current Research Issues in Special Education (3)** Advanced seminar in the study of current significant and/or controversial research issues in special education.

**ESPC 730 Meta-Analysis in the Social Sciences (3)** Advanced course in understanding and executing meta-analyses in special education or other social sciences. Study of the history of meta-analysis, its major functions and limitations, and the successful completion of a meta-analysis in a social science area. Prerequisite: Permission of instructor; prior completion of core courses in statistics and research design (e.g., EFND 702 & 722 or equivalent).

**ESPC 800 Doctoral Seminar: The Editorial and Review Process (3)** Advanced study of the entire publishing process from submission to publication for both authors and editors in special education or closely related areas. Examination of publication objectives for different audiences such as refereed vs. non-refereed journals and other publication formats. Study of duties related to guest reviewing, regular reviewing, editorial board duties, responsibilities of refereed journal editors and co-editors. Guest lectures by editors of journals in special education or related social science fields focusing on single/multiple author works and responsibilities, submitting or editing special journal issues highlighting current research and practice, and copy-editing for final printing. Writing and submitting an original article to a refereed journal. Prerequisite: Permission of Instructor.

**ESPC 820 Problem-based Projects in Special Education (3)** Select an area within the field of Special Education that is in need of attention and study. Develop an advisor approved project proposal and address the issue, problem or need from a research-based prospective. The project is expected to reflect a cross-disciplinary approach reflecting the best research related to the problem. Conduct a review of the literature and address the potential strategies for problem resolution from a sound academic perspective.

**ESTM 500 Stepping into STEM (1)** Principles for effective STEM instruction in the elementary classroom. Explicit connections among STEM practices and state and national standards.

**ESTM 501 Inquiry through STEM (3)** Principles associated with inquiry based instruction and the connections between science and engineering practices including question development, use of models and simulations, and designing and planning investigations.

**ESTM 502 Mathematics and STEM (3)** Mathematics and computational thinking as fundamental tools for representing physical variables found in solving real world problems. Illustrating the connection between mathematics and science, problem solving strategies using real world problems, using manipulatives to teach math skills.

**ESTM 503 Developing STEM based Curriculum (3)** Principles of designing an integrated elementary STEM through an examination of integrated curriculum models, problem-based and/or project-based learning activities, and effective instructional strategies that promote critical and creative thinking.

**ESTM 510 Teaching Science & Technology (3)** Methods and best practices used to teach science in elementary school. Topics include inquiry, life, physical, and earth science topics, as well as the development of habits of mind associated with science. Course integrates technology as a tool for collection and analysis of data.

**ESTM 520 Teaching Math & Technology (3)** Methods and best practices to teach mathematics and mathematical concepts associated with Number Sense, Geometry, Measurement, Probability and Statistics in the elementary classroom. Course integrates technology as a tool for mathematical problem solving. Fifteen hour practicum associated with course.

**ETLC 541 Child & Adolescent Growth & Development (3)** Covers the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on knowing and understanding theories of human development to incorporate children's individual differences and guide learning experiences. Considers individual differences (socio-economic, racial, ethnic, religious, physical and mental) with the approximate timing and effects of age-related changes and at-risk factors such as attention deficit disorder, substance abuse, child abuse and family disruptions on normal development. Children are studied in the context of family, culture and community. Emphasizes the importance of partnership with families and communities in the teaching and learning process.

**ETLC 542 Foundations in Education (2-3)** Study of the foundations of education in the U.S. Explores the historical, philosophical, and sociological development and organization of American education. A portion of the course is devoted

to education and the law -- both federal and state -- and to the legal status of teachers and students. Establishes a philosophical foundation of education and surveys various worldviews that affect education today. Contemporary issues in education are examined, such as class management, as well as reflection of personal educational philosophies, attitudes, and aptitudes for teaching. Professional growth and a commitment to life-long learning are emphasized.

**ETSL 505 Serving English Language Learners in K-12 Classrooms (3)** Designed to prepare teachers to provide linguistically and culturally appropriate instruction for English Language Learners (ELLs) in K-12 classrooms. The course is appropriate for prospective and current ESL teachers and general classroom teachers.

**ETSL 510 Linguistics (3)** Provides an introduction to the study and analysis of phonology (sound), morphology (word formation) and syntax (grammar) in human language. Focuses on English, but comparisons will be made to other languages.

**ETSL 520 Methods of Teaching English to Speakers of Other Languages (3)** Introduction to a broad array of methods for TESOL. Focuses on principles and practices of teaching and an introduction to the profession of TESOL.

**ETSL 525 Language Teaching Approaches and Practices (3)** An overview of historical and current approaches to language pedagogy, as well as current issues and perspectives pertaining to teaching adult ESL/EFL learners. Principles of integrated skill instruction and techniques for teaching speaking and listening will also be addressed. The course serves as an introduction to the field of TESOL for those pursuing the adult learning track.

**ETSL 530 Teaching English Language Learners Reading and Writing in the Content Areas (3)** Preparation for developing ESL students' literacy skills in the content areas. Attention will also be given to grammar and the other language modes. Prerequisite: ETSL 520.

**ETSL 540 Multi-Cultural Education (3)** Explores current issues in multicultural education with an emphasis on the impact of socio-cultural factors in education and society. Focuses on issues of diversity and inclusivity to equip learners to succeed in contemporary America and in an increasingly global environment. Examines both theory and practical applications.

**ETSL 545 Language, Culture, and Pedagogy (3)** Sociolinguistic considerations and their impact on ESL/EFL service delivery.

**ETSL 550 Teaching English as a Second or Foreign Language to Adults (3)** Designed to equip the learner to teach ESL/EFL learners in college, business, private tutoring and/or adult learning settings. Practical application to teaching situations in overseas and U.S. contexts is emphasized.

**ETSL 555 Teaching Grammar and Writing to ESL/EFL Learners (3)** Methodology for intensive grammar instruction in English as a second or foreign language.

**ETSL 560 First and Second Language Acquisition (3)** Review of research findings regarding child and adult first and second language acquisition with emphasis on the second-language learner and TESOL curriculum development, including identification and analysis of cognitive, affective, socio-cultural, and educational factors.

**ETSL 565 Teaching ESL/EFL Speaking and Listening (3)** Methodology for oral language instruction in English as a second or foreign language.

**ETSL 570 Teaching Reading (3)** Demonstration and examination of selected techniques and materials for teaching reading to non-English speakers. Range levels will include intermediate to advanced.

**ETSL 585 ESL Practicum (1)** Must be taken concurrently with ETSL 530, Teaching Grammar, Writing, and Oral Communication. Field-based opportunity in which students observe and assist with teaching ESL students in a K-12 setting.

**ETSL 590 Roles and Responsibilities of the ESL Specialist (3)** Provides an overview of the roles and responsibilities of ESL Specialists in various settings. Areas of focus include service delivery options, current trends and issues, and collaboration with colleagues to enhance instruction for English language learners. Participants will complete a field experience as part of this course.

**ETSP 501 Faith Integration Assessment (1)** Required prior to program completion and should be completed in the last semester of the program. Includes a required culminating activity that investigates individual faith growth as assessed through a reflective writing activity.

**ETSP 550 Legal Aspects and Foundations of Special Education (3)** The history and foundations of special education including key legislative and judicial decisions that have shaped the current special education laws and policies.

Interpretation of laws and their impact associated with special education. Ethical frameworks will be developed for appropriate decision making.

**ETSP 551 Characteristics of Students with Disabilities (3)** Discusses students who demonstrate patterns of behavior consistent with learning disabilities, intellectual disabilities and emotional disorders, and the characteristics of students with hearing, vision and/or physical Impairments. Survey the range of conditions, which contribute to students being eligible for special education services. Presents an overview of identification, assessment, program options and intervention services.

**ETSP 552 Behavior Management & Social Skills Training (3)** In-depth, research-based study of the causes and corresponding solutions to typical as well as extraordinary classroom management problems. Reviews the knowledge base on teaching socially appropriate behavior. Identifies appropriate behavioral interventions and social skill teaching strategies through case studies, simulations and role-playing. Emphasizes modifying strategies based on learning style and cultural considerations.

**ETSP 553 Language Acquisition & the Communicative Arts (3)** Prepares participants to develop students' communicative competence through a focus of the language modes: listening, speaking, and writing. The course content addresses language development, language theories, and best practices of assessing and teaching language. Particular attention will be given to language difficulties of students with mild disabilities, and/or language deficit, and/or second language acquisition.

**ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (4)** Prepares participants to assess reading skills and to teach reading to student with mild disabilities and/or language deficit and/or second language acquisition. The course will specifically address reading processes, approaches, and stages, early intervention practices, corrective reading, diagnosis and remediation of reading problems, and assessment and instruction of reading in the content areas. Investigate and analyze record reviews and interviews; design, administer, and interpret tests; write reports; and design, implement, and critique instruction. The focus will be on the application and generalization of knowledge to realistic classroom situations.

**ETSP 555 Collaboration & Consultation (3)** Participants will acquire the necessary knowledge base and skills to collaborate and/or consult with other professionals, students, and parents. Particular attention will be given to teaming, collaborative consultation, and co-teaching.

**ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs (3)** Discusses math standards and curriculum, as well as methods for diagnosis, remediation, instructional design and curriculum adaptation. Identify students with math difficulties; conduct record reviews and interviews; administer and interpret formal and informal tests; write reports; and design, implement and critique instruction.

**ETSP 557 Field Experience I - Reading & Math (LD, MR, BD) (1)** Opportunity to practice and critique reading and math assessment and diagnostic teaching.

**ETSP 561A Field III Internship (Inclusion) (3)** A university supervised experience providing the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in an inclusive setting. Students will participate in an inclusive classroom that includes students with learning disabilities, emotional/behavioral disabilities, and/or mental retardation. Design and implementation of assessment and instruction with literacy (reading, writing & speaking) and math interventions emphasized through studies in the general curriculum. Participation in on-campus seminars to discuss relevant issues and problem solve with other students.

**ETSP 561 Field III Internship (Students with Disabilities) (3)** A university supervised experience providing the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in resource and/or self-contained settings. Students will participate in a classroom for students with learning disabilities, emotional/behavioral disabilities, and/or mental retardation. Design and implementation of assessment and instruction with literacy (reading, writing & speaking) and math interventions emphasized through studies in the general curriculum. Participation in on-campus seminars to discuss relevant issues and problem solve with other students.

**ETSP 570 Instructional Methods for Students with Disabilities (3)** Learning disabilities, emotional/behavioral disabilities, and mental retardation investigated from theoretical, philosophical, medical, and legal perspectives. Emphasis on instructional methods for students with learning and behavioral concerns including Attention Deficit Disorder. The impact of learning disabilities, emotional/behavioral disabilities, and mental retardation across the life span with emphasis on curriculum, instructional strategies, and transition issues will be studied. Interpretation of assessment and Individualized Education Plans (IEPs) are included.

**ETSP 574 K-12 Reading Assessment and Instruction Across Content Areas (3)** Advancing literacy (reading and writing skills) across subjects and grade levels. Techniques that support independent reading, writing, and learning and organization, summarizing, note-taking, reading/writing strategies and techniques, and reflective thought in content courses will be covered.

**ETSP 576 Data Driven Assessment (3)** The study of achievement assessment, IQ test, validity and reliability, constructs, construction of authentic assessment and scoring, norm referenced v. criterion referenced, determination of biased assessments and factors that may influence assessment such as cultural, behavioral, and learning diversity. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures and task analysis, observation, portfolio, and environmental assessments; and synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions will be addressed.

**ETSP 581 Foundations of Education and Human Growth and Development (3)** Foundations of education in the U.S. from historical, philosophical, and sociological development, and various worldviews. This course covers the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on theories of human development, and incorporating children's individual differences. Individual differences, such as socio-economic, racial, ethnic, religious, physical, and mental, approximate timing and effects of age-related changes and at-risk factors on normal development (for instance, attention deficit disorder, substance abuse, child abuse, and family disruptions).

**ETSP 584 Reading Service Delivery: Supervision & Current Trends (3)** Examines current trends as well as methods and service delivery options. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low- and high-achieving readers, as well as demonstrate an understanding of the needs of high achieving students and of strategies to challenge them at appropriate levels. Addresses the reading supervisor's roles and responsibilities. Do field observations and interviews, literature reviews, case studies and interactive journaling. Prerequisite: all coursework leading up to the reading internship.

**ETSP 585 Reading Research, Curriculum & Technology (3)** Examine major research in the field of reading and review, and investigate the use of technology in teaching and assessing reading, writing with associate skills of spelling and grammar, and research skills. Demonstrate the ability to guide students in their use of technology for both process and product as they work with reading writing and research. Examine and demonstrate an ability to teach reading and spelling curricula. Curricular materials and methods will include a children's literature component in which you will demonstrate the ability to foster appreciation for a variety of literature and understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction, at appropriate levels. Prerequisite: all coursework leading up to the reading internship.

**ETSP 596 Reading Internship (3)** Field-based experience where you will demonstrate the full range of professional responsibilities of a reading specialist. Prerequisite: all program coursework.

**ETSP 600 Autism Overview (3)** Designed as an introduction to autism and will cover such topics as definition of autism spectrum disorders, language acquisition, behavior management, and autism and the law. This course is required for those students that intend to complete the autism certificate and who have not completed the K-12 Special Education master's program in addition to those that completed the master's program prior to December 2002.

**ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders (3)** Introduces participants to the history, characteristics, and theory associated with Autism Spectrum Disorders to enhance understanding of autism. Participants will receive an overview of autism as an educational disorder including basic information regarding diagnosis of the condition. Designed to expand on the introductory knowledge gained in the Regent K-12 Special Education Program, content will provide an overview of the seven evaluation areas emphasized in federal law (vision, hearing, health/motor, social/emotional/behavioral, verbal & non-verbal communication, cognitive and adaptive behavior, and academic/vocational). Functional assessment for programming and IEP writing will also be addressed. Prerequisite – completion of the Cross-Categorical Special Education master's program (December 2002 and after), ETSP 600, or permission from Department Chair.

**ETSP 620 Methods for Students with Autism Spectrum Disorders (3)** Explores the educational methods (including current research and best-practice) of students with autism. Strong emphasis will be placed on practical methods and strategies for teaching language/communication, reading, and appropriate behavior. Topics may include (but are not limited to): Sensory Integration, Applied Behavior Analysis, TEACH (Treatment and Education of Autistic and related Communication Handicapped Children), Picture Exchange Communication System (PECS), Cognitive Behavioral

Methods, etc. Participants will complete a practicum as part of this course. Prerequisite: completion of ETSP 610 or permission from Department Chair.

**ETSP 630 Autism Practicum Project (3)** This applied project will require one to one contact with at least one autistic student. Academic and behavioral assessments will be completed and an analysis and report will be written on each assessment. These assessments will be used to write an IEP with emphasis on writing the PLOP (Present Level of Performance) and Objectives. A four week program (behavioral and academic) will then be designed and partially implemented. The program will include continuous assessment that is intended to guide instructional decisions.

**ETSP 656 Assessing & Teaching Mathematics to Students with Special Needs (3)** Discusses math standards and curriculum, as well as methods for diagnosis, remediation, instructional design, and curriculum adaptation. Identify students with math difficulties; conduct record reviews and interviews; administer and interpret formal and informal tests; write reports; and design, implement, and critique instruction. Cross-listed with ETSP 556.

**ETSP 670 Special Education Supervision of Programs and Instruction (3)** Covers the topics unique to supervision and administration of special education teachers and classes. The components of effective special education instruction & curriculum across the continuum of services (e.g., consultative, pull-out, resource, self-contained, through inclusion) will be highlighted. Though supervision of instruction and programs in all areas of special education will be covered including the high incidence areas of Learning Disabilities, Speech/Language Impairment, Mental Retardation, Emotional Disturbance, Attention Deficit (included in Other Health Impairment), and Autism, low incidence areas will also be covered. Leadership support of special educators will also cover the establishment of proper physical settings/climate conducive to learning for all students including those with disabilities. Such topics as components of successful schools, effectiveness research, supervision of adults, collaboration, assessment, instruction, curriculum, and change will also be discussed.

**ETSP 671 Research and Assessment to Inform Practice in Special Education (3)** Focuses on assessing the exceptional child and using research to impact practice. An emphasis is placed on measuring the child's abilities, diagnosing his or her strengths and needs and using this assessment data to inform instruction. Formal and informal tests and evaluations used in special education programs are examined. The interpretation and analysis of data to enhance school improvement plans is also addressed. Basic instructional, assessment, and behavioral recommendations are discussed with an emphasis being placed on current research, effective practice, and the application of assessment results and research to practice.

**MATH 541 Numbers, Systems and Operations for K-8 Teachers (3)** Historical numeration systems, base systems, representing numbers, combining numbers, relationships among numbers, and the nature of large and small numbers. Includes children's thinking, how they learn this basic mathematics, their problem- solving strategies, and how they construct their understandings of the base ten number system and arithmetic. Cross-listed with MATH 641.

**MATH 542 Geometry and Measurement for K-8 Teachers (3)** Mathematical reasoning and geometric ideas through the study of topics in Euclidean geometry and measurement. Provides an appreciation for topics in other geometries such as nonEuclidean, fractal, and computational. Includes evaluating geometric thinking in grades K-8 using the van Hiele model of geometric thought. Prerequisite: MATH 549.Cross-listed with MATH 642.

**MATH 544 Algebra and Functions for K-8 Teachers (3)** The mathematical underpinnings of algebra: patterns, variables, and functions. Includes modeling and interpreting graphs of linear and nonlinear functions (quadratic, polynomial, and exponential growth and decay.).as well as analyzing, interpreting, and assessing children's algebraic thinking in both written and oral communication. Prerequisite: MATH 549.Cross-listed with MATH 644.

**MATH 549 Rational Numbers and Proportional Reasoning for K-8 Teachers (3)** Basic number strands in fractions and rational numbers, decimals, percentages, ratios, and proportions as identified in K-8 national and state standards. Includes interpretation, computation, and estimation to develop rational number concepts, skills, and proportional reasoning. Prerequisite: MATH 541. Cross-listed with MATH 649.

**MATH 551 Probability and Statistics for K-8 Teachers (3)** Counting (i.e., combinatorics), probabilistic structures, data analysis, and reasoning. Includes common misconceptions in children's learning, and K-8 classroom applications to meet national and state standards. Includes interpreting children's probabilistic thinking, understanding how they learn these concepts and how to help build problem-solving strategies. Prerequisites: MATH 542 &MATH 544. Cross-listed with MATH 651.

**MATH 563 Discrete Mathematics for K-8 Teachers (3)** Includes topics in discrete mathematics and implementation in both K-8 classrooms and in professional development programs for teachers. Review of national recommendations

in discrete mathematics for schools, related educational literature, and how best to implement discrete mathematics in schools. Prerequisite: MATH 551. Cross-listed with MATH 663.

**MATH 641 Numbers, Systems and Operations for K-8 Teachers (3)** Historical numeration systems, base systems, representing numbers, combining numbers, relationships among numbers, and the nature of large and small numbers. Includes children's thinking, how they learn this basic mathematics, their problem- solving strategies, and how they construct their understandings of the base ten number system and arithmetic. Cross-listed with MATH 541.

**MATH 642 Geometry and Measurement for K-8 Teachers (3)** Mathematical reasoning and geometric ideas through the study of topics in Euclidean geometry and measurement. Provides an appreciation for topics in other geometries such as nonEuclidean, fractal, and computational. Includes evaluating geometric thinking in grades K-8 using the van Hiele model of geometric thought. Prerequisite: MATH 649. Cross-listed with MATH 542.

**MATH 644 Algebra and Functions for K-8 Teachers (3)** The mathematical underpinnings of algebra: patterns, variables, and functions. Includes modeling and interpreting graphs of linear and nonlinear functions (quadratic, polynomial, and exponential growth and decay) as well as analyzing, interpreting, and assessing children's algebraic thinking in both written and oral communication. Prerequisite: MATH 649. Cross-listed with MATH 544.

**MATH 649 Rational Numbers and Proportional Reasoning for K-8 Teachers (3)** Basic number strands in fractions and rational numbers, decimals, percentages, ratios, and proportions as identified in K-8 national and state standards. Includes interpretation, computation, and estimation to develop rational number concepts, skills, and proportional reasoning. Prerequisite: MATH 641. Cross-listed with MATH 549.

**MATH 651 Probability and Statistics for K-8 Teachers (3)** Counting (i.e., combinatorics), probabilistic structures, data analysis, and reasoning. Includes common misconceptions in children's learning, and K-8 classroom applications to meet national and state standards. Includes interpreting children's probabilistic thinking, understanding how they learn these concepts and how to help build problem-solving strategies. Prerequisites: MATH 642 & MATH 644. Cross-listed with MATH 551.

**MATH 663 Discrete Mathematics for K-8 Teachers (3)** Includes topics in discrete mathematics and implementation in both K-8 classrooms and in professional development programs for teachers. Review of national recommendations in discrete mathematics for schools, related educational literature, and how best to implement discrete mathematics in schools. Prerequisite: MATH 551. Cross-listed with MATH 563.

**UNIV LIB Information Research & Resources (0)** Teaches basic competencies in the use of computer and related information technology research and resources, including use of the library. Enroll in the course in the first semester. Required for graduation. Pass/No Pass.

## THE FACULTY

The School of Education faculty are dedicated professionals committed to the mission and vision of the University. Our diverse and award winning faculty provide leadership and scholarship in their academic disciplines through research, service, and teaching from a Christ-centered worldview.

**Baker, Jason** (2001) Ph.D., Regent University

**Carr, Paul** (2010) Ed.D., The George Washington University

**Clark, Herman, Jr.** (2004) Ed.D., Nova University

**Cox, William, Jr.** (1980) Ph.D., Florida State University

**Derrick, Gail** (2001) Ed.D., The George Washington University

**Finn, Donald** (2006) Ph.D., Virginia Commonwealth University

**Flannagan, Jennifer Sue** (2007) Ed.D., Regent University

**Grooms, Linda** (2001) Ph.D., Regent University

**Hanes, John** (2004) Ph.D., University of North Carolina--Greensboro

**Hill, Sheila** (2009) Ed.D., The College of William &Mary

**Huang, Jiuhan** (2008) Ed.D., Oklahoma State University

**Hunter, Elizabeth** (2004) Ed.D., Regent University

**Jordan, Hope** (1999) Ph.D., Regent University

**Koonce, Glenn** (2003) Ed.D., Virginia Polytechnic Institute and State University

**Lee, Cinthia** (2013) Ph.D., University of Washington

**Mostert, Mark** (2002) Ph.D., University of Virginia

**Nisbet, Deanna** (1999) Ed.D., Regent University

**Pittman, Jeffrey** (2011) Ph.D., Old Dominion University

**Ponton, Michael** (2003) Ed.D., The George Washington University

**Selig, W. George** (1980) Ed.D., University of Massachusetts

**Stiff-Williams, Helen** (1998) Ed.D., University of Virginia

**Tindall, Evie** (1990) Ed.D., The College of William & Mary

**Wighting, Mervyn** (2003) Ph.D., Old Dominion University

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# ROBERTSON SCHOOL OF GOVERNMENT

## DEAN'S MESSAGE

Political scientist Harold Lasswell famously wrote, "Politics is who gets what, when, and how." Like any government or political science program across the country, the Robertson School of Government (RSG) will instruct you about these things. But, students who choose the RSG come here because we teach much more—we teach the "why." We help students understand the ideas and values that underpin political thought and action. George Washington understood this, which is why he argued, "reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principles." James Madison understood this, writing that we need government because men are not angels. Ronald Reagan understood this, asserting that "Freedom prospers when religion is vibrant and the rule of law under God is acknowledged."

Despite Lasswell's assurance that politics is simply about material things, many of America's enemies, from the Nazis to the Soviets to al Qaeda, have also understood that politics is about ideas. Consequently, RSG graduates are distinctive in that they master Lasswell's inventory as well as the "why." More specifically, RSG's mission is to train leaders who desire to strengthen the ethical and moral foundation of Judeo-Christian principles in government, and who are called to preserve individual freedom, representative democracy, and constitutional government.

Our graduates leave Regent University rooted in a Biblical worldview, trained and shaped by a caring, Christian faculty in a rigorous academic environment. From city hall to Capitol Hill and from non-profit humanitarian organizations to the governor's mansion, RSG alumni go on to live Regent's motto of "Christian leadership to change the world.

Eric Patterson, Ph.D.
*Dean, Robertson School of Government*

## CONTACT INFORMATION

Admissions application forms may be downloaded from the website, or obtained by mail. For questions concerning the Robertson School of Government, please contact the school directly.

Robertson School of Government
Regent University
1000 Regent University Drive
Virginia Beach, VA 23464-9800
757.352.4627 or 888-800-7735
Fax: 757.352.4735
Email: govschool@regent.edu
Website: www.regent.edu/government

## MISSION AND PHILOSOPHY

The Robertson School of Government (RSG) trains men and women to meet the challenge of leadership in government, electoral politics, international economic and political development, national security affairs and the formulation of public policy. To accomplish this, RSG students will:

- PRODUCE a variety of written products used in the analysis of public policy and administration (including op-eds, research papers, briefings, policy memos and position papers)
- DEMONSTRATE facility with contemporary conventions of academic research, including use of peer-reviewed journals and proper academic citation and writing
- APPLY a variety of research tools/methods in analyzing policy, management and leadership issues (including survey methods, aggregate data analysis, case studies, and interviews)

- ARTICULATE and DEFEND a Biblical, Christian worldview in relation to major public policy and leadership decisions and issues
- ANALYZE the historical, cultural and global context of political decision-making today
- RECOMMEND policy and management changes within government aimed at achieving greater efficiency, stewardship of resources and responsiveness to citizens

## DISTINCTIVES OF THE SCHOOL

- **Reagan Symposium:** Under the sponsorship of the Robertson School of Government and the Office of Advancement, RSG conducts an annual symposium in honor of Ronald Reagan. Topics and speakers have included *The Future of Religion in American Politics* (speakers: Amherst College's Dr. Hadley Arkes, U.S. News & World Report's Michael Barone, Ethics & Public Policy Center's Michael Cromartie, American University's Dr. Daniel Driesbach, University of Chicago's Dr. Jean Bethke Elshtain, WORLD Magazine's Editor-in-Chief Marvin Olasky, and American Enterprise Institute's Michael Novak), and *The Legacy of Ronald Reagan* (speakers: University of Virginia's Dr. James Ceaser, George Mason University's Dr. Hugh Heclo, U.S. Naval War College's Dr. Stephen Knott, American Enterprise Institute's Steven Hayword, Claremont McKenna College's Dr. Andrew Busch, Grove City College's Dr. Paul Kengor, and Russell Kirk Center for Cultural Renewal's Senior Fellow Dr. George Nash).

- **Clash of the Titans:** In addition to the Reagan Symposium, the University sponsors an annual debate. Past debaters include Karl Rove, Al Gore, Dick Armey, John Kasich, Arianna Huffington, Bob Dole, Jeb Bush, Mike Huckabee, Newt Gingrich, Steve Forbes, Alan Colmes, Geraldine Ferraro, Rick Santorum, Donna Brazile, Paul Begala, Ann Coulter, David Limbaugh, Alan Dershowitz, Nadine Strosser, and Max Cleland.

- **Study Abroad:** The Oxford program allows students to experience targeted graduate courses in Oxford, England, a cradle of learning and Western Civilization. Students in the past have had the opportunity to learn about National Security Affairs, International Politics and a comparison of the American and English Constitutions from Regent University and visiting faculty.

- **Learning from Attorney General Ashcroft and Admiral Vernon Clark:** RSG students have enjoyed instruction as well as more informal times with former U.S. Attorney General John Ashcroft including a dinner once per semester with General Ashcroft as well as courses he teaches that are co-listed with the School of Law. Moreover, former Chief of Naval Operations Admiral Vernon Clark lectured many RSG classes on national security affairs, the Law of the Sea, the use of military force in diplomacy, and the future of the U.S. military in the Obama administration.

- **Christian Worldview Perspective on Healthcare and Ethics:** Regent's Robertson School of Government offers students an opportunity to learn about key healthcare issues facing policymakers and planners today within a Christian worldview. Students are equipped to advocate for Christian solutions to key healthcare dilemmas within government and the nonprofit world.

## FINANCIAL AID

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

To encourage academic excellence, RSG offers merit-based scholarships to outstanding students. Customarily considered by RSG in awarding these scholarships are an applicant's: (1) undergraduate grade point average, (2) undergraduate program, and (3) GRE and/or LSAT score(s) (waiver of the GRE and/or LSAT will adversely affect your potential consideration for a scholarship). All awards fund RSG coursework only. Awards are generally made for one academic year, but may be renewed for a second year by reapplication subject to available funding. Awards are applicable for one academic year (Fall, Spring and Summer).

All admitted students who complete the RSG financial aid application, whether entering in the fall or spring semester, receive immediate consideration for RSG scholarships by the Scholarship Committee, which awards scholarships

through a "rolling" admissions process. Since scholarship funding is limited, applicants admitted earlier enhance their prospects for receiving scholarship awards.

To apply, complete and submit the RSG Financial Aid Application. Early applications are given priority consideration. Only accepted applicants who meet the criteria of the specific award will be considered. Applicants are encouraged to apply for school-based financial aid at the time that they submit their admissions application. Applicants seeking Federal Financial Aid are advised to apply even before they have been admitted to the school.

After achieving the required GPA in the first academic year, students must reapply for aid for each of their remaining academic years with RSG. All awards are conditional on the student achieving or maintaining satisfactory academic progress while in school.

### Grants and Scholarships

RSG recognizes excellent academic performance and demonstrated leadership potential by awarding scholarships that are highly competitive. The school also awards several grants each year, which recognize financial need, as well as academic performance and potential.

### Government/Non-Profit/Public Policy Employee Grant

- RSG provides a $750 per year grant for employees of local, state and national government who maintain a GPA of 3.00 or higher in RSG.

### Military Grants

- 25% tuition remission per year for veterans and those currently serving in any branch of the U.S. Armed Forces, whether active duty, reserves or National Guard
- Spouses: 15% tuition remission per year for the spouses of those serving in any branch of the U.S. Armed Forces whether active duty, reserves or National Guard
- Must maintain at least 3.00 GPA to remain eligible
- Military personnel, their spouses and Department of Defense civilians who receive tuition assistance through DANTES should contact the Business Office at Regent University for details. DANTES approves the RSG distance-education program. Regent University is a top military-friendly university. Military students are welcomed and supported with a variety of programs, including tuition assistance programs. For a complete list of programs please see: http://www.regent.edu/military/education_benefits/

### Dean's Scholarships

- Undergraduate GPA of 3.80-3.89, LSAT 157-160, GRE 70-79%
- $5,700 per year.
- Renewable for one year with a 3.80 GPA in RSG.

### Merit Scholarships

- Undergraduate GPA of 3.60-3.79, LSAT 151-156, GRE 50-69%
- $2,400 per year.
- Renewable for one year with a 3.70 GPA in RSG.

### Trustee Scholarships

- Undergraduate GPA of 3.90+, LSAT >160, GRE 80%+
- $10,500 per year.
- Renewable for one year with a 3.90 GPA in RSG.

### Awards for Joint Degree Students

Students in joint degrees programs may also receive a RSG award. Awards are renewable upon reapplication and maintenance of the required minimum cumulative GPA. All awards are limited to RSG coursework.

## TRANSFER OF CREDITS

*See the General Information section of the Catalog for the University policies governing transfer of credits.* RSG allows that no more than nine credit hours may be transferred from another institution, which must be accredited at the graduate level by a recognized accreditation agency. Transferred credit hours cannot be applied to more than one degree. Generally, only courses with a letter grade of B or higher are eligible for transfer (a lower grade received from a law school may be accepted because of the lower grade standard in law schools). In addition, we will consider:

1. The quality of the credit-granting institution.
2. The course syllabi and demonstrated student mastery of the course content.
3. The equivalency of the proposed transfer credit courses with RSG courses.

Credit hour transfers are requested through the Curriculum and Student Services Manager. Faculty members evaluate transfer credits and recommend action to the dean, who decides to accept or reject a petition for transfer credit. In addition, the university has established several Memoranda of Understanding providing for the transfer of credits from military institutions. For more information regarding these specific agreements, please see: http://www.regent.edu/military/partners/home.cfm

## CAREER OBJECTIVES

The Robertson School of Government has produced graduates who hold important leadership positions in government service at all levels, in related political, non-profit advocacy organizations, and in education.

In addition to enhancing one's current career in public service, journalism, or the military, possible careers include:

### Government/NGO's

- Political leadership through appointed and career offices (legislative and executive branches)
- Leadership and management positions in administrative positions at the federal, state, and local government levels and in nonprofit organizations
- Analytical and support positions in key administrative positions (budget and personnel analysts, administrative analysts, etc.)
- Policy research/staff positions (legislative, executive and judicial branches)
- Elected office (local, state, federal)
- Diplomatic and foreign service positions (State Department)
- International political leadership offices (UN, OAS)
- Municipal, state, and federal public administration
- International non-governmental organizations and non-profit organizations

### Political Organizations

- Political parties, interest groups, election and issue campaigns
- Domestic and international political advocacy and lobbying leadership positions
- Domestic and international policy research/staff positions (think tanks, institutes)

### Education

- Careers in higher education
- Careers in secondary education both domestic and foreign

## CAREER SERVICES

In the RSG Career Resource Center, our desire is to provide students and alumni with the resources, tools and opportunities necessary for personal and professional development so they may advance in their calling and positively influence the world. We focus on professional development and opportunity identification.

### Professional Development & Opportunity Identification

Professional development activities prepare our students and graduates in the technical aspects of the internship and job search processes and for the realities of the internship and career position. The Career Services office identifies opportunities in state, federal and local government; appointed state and federal positions; think tanks; campaigns;

consulting firms; and lobbying groups. Hiring authorities and processes are identified for each option. In addition, existing networks are utilized to multiply the students' exposure.

### A Sampling of Current and Past Employers and Internship Sponsors

- American Center for Law & Justice, Virginia Beach, VA
- Azusa Pacific University
- Concerned Women of America
- East West Center
- Defense Intelligence University
- Governor Mike Huckabee, Little Rock, AR
- Governor's Office, Des Moines, IA
- Gun Owners of America, Springfield, VA
- Federal Bureau of Investigation
- Focus on the Family, Colorado Springs, CO
- Joint Forces Staff College
- Immigration and Customs Enforcement
- Institute on Religion and Democracy
- National Defense University
- National Republican Congressional Committee
- Office of the Attorney General, Los Angeles, CA
- Ohio Legislative Service Commission, OH
- The Family Foundation, Richmond, VA
- U.S. Civil Rights Commission, Washington, DC

## STUDENT PROFILE

Robertson School of Government students are known for their passion, their preparedness and their work ethic. Since its opening in 1983, RSG has graduated over one thousand students from across the United States and some twenty other nations. Incoming students have a variety of different educational backgrounds and undergraduate majors. Many are returning or mature students with substantial work experience.

## ADMISSIONS REQUIREMENTS

See the Admission to Regent University section of this Catalog for admissions requirements. In addition, applicants must meet the criteria indicated on the Robertson School of Government website: www.regent.edu/RSGadmissions

Applicants may defer enrollment for one year if they submit their request in writing to the Admissions Counselor. Applicants must reapply and go through the full application process after one year or if they have not requested the deferment.

## ONLINE WORLDWIDE CAMPUS

All required courses in the RSG programs and most electives are offered online. The Master of Arts and M.P.A. degrees can be completed entirely online. Faculty and support staff are available to assist distance education students just as they assist on-campus students. Distance education students are encouraged to contact faculty and staff by telephone, e-mail or Internet. For more information, please refer to the Online Learning and Distance Education section of the Catalog for information concerning online learning and computer hardware and software requirements.

## PROGRAM OVERVIEW

Nowhere is the need for graduates to fulfill Regent's motto, *Christian Leadership to Change the World*, more evident than in government. Principled leadership in government is an absolute necessity for the health and prosperity of our nation. The opportunities that exist today in government are among the most exciting and challenging in our history. We offer:

- **Master of Arts in Government**
    - Academic Concentrations in:
        - American Government
        - Healthcare Policy & Ethics
        - International Relations
        - Political Communication
        - Political Theory
- **Certificate of Graduate Studies in:**
    - American Government
    - Healthcare Policy & Ethics
    - International Relations
    - Law and Public Policy
    - Mid-East Politics
    - National Security Affairs
    - Political Theory
    - Public Administration
    - Terrorism and Homeland Defense

Students may earn one or more Academic Concentration(s) or Certificate(s) of Graduate Studies as part of the Master of Arts degree program.

- **Master of Public Administration**
    - **Academic Concentrations in:**
        - Emergency Management & Homeland Security
        - General Public Administration
        - Healthcare Policy & Ethics
        - Law
        - Nonprofit & Faith-Based Organizations
        - Public Leadership and Management

## JOINT DEGREE OPTION

*See the General Information section of the Catalog for the description of the joint degrees program.* Joint degrees are available with any of the other graduate schools at Regent University.

The joint degree program with law is particularly relevant for government and public policy careers. The Juris Doctor and Master of Arts in Government and the Juris Doctor and Master of Public Administration (M.P.A.) degrees form a potent combination for leadership in public affairs. Such leadership involves a mixture of legal, social, governmental, nonprofit and policy analysis capabilities. Students in this program gain the legal training and professional standing afforded by the law school, and the theoretical, leadership, management policy analysis, nonprofit administration and practical political skills provided by RSG.

The joint degree program for the Master of Arts (M.A.) in Organizational Leadership or the Master of Business Administration (MBA) and Master of Arts (M.A.) in Government or Master of Public Administration (M.P.A.) in Government provides extensive preparation for principle-based leadership in the private sector. In combination, the two degrees prepare leaders who will have substantial skills in leadership, management, nonprofit administration, policy analysis, and public affairs activism. Such people will be well positioned for leadership in government service, politics, nonprofit administration and policy-making.

All joint M.A. degree programs require the completion of the core courses, an academic concentration and six hours of electives/thesis/internship courses, for a total of 30 credit hours. All joint M.P.A. programs require the completion of 8 core courses, the GOV 695 Culminating Experience requirement, and one three credit elective for a total of 30 credits.

Those pursuing a joint degree must apply to and receive an offer of admission from both the Robertson School of Government and the additional school of choice.

### Failing Grades (B- or Below)

The general grading policy for each course in RSG is that any grade below a B- is considered not satisfactory for graduate level work. Receiving a grade of C+ or lower will result in the student retaking the course.

# DEGREE PROGRAMS

## Master of Arts Degree (M.A.)

### M.A. in Government Program (30 credit hours)

(Program delivered entirely online or entirely face-to-face.)

There are four components to RSG's curriculum: core courses, academic concentrations, certificate courses, and elective/thesis/internship courses. Core courses provide an introduction to foundational concepts and paradigms within each subfield which students then build upon in working towards certificates and concentrations. Upon successful completion of the core courses, an academic concentration(s), any certificate(s), and the remaining electives/thesis/internship, the student is eligible to apply to the Registrar's office for a degree of Master of Arts in Government and a Certificate of Graduate Studies in a certificate program (if completed). The non-degree seeking student who successfully completes a four course certificate program will receive a Certificate of Graduate Studies.

The Robertson School of Government offers academic concentrations in American Government, Healthcare Policy & Ethics, International Relations, Political Communication, and Political Theory, and eight certificates: American Government, International Relations, Law and Public Policy, Political Theory, Public Administration, Mid-East Politics, National Security Affairs, and Terrorism and Homeland Defense.

Co-requisites
ENGL 500 Graduate Academic Writing Seminar (0)
GOV BBT Online Orientation (0)
GOV 500 Career Management (0)
UNIV LIB Library Research and Resources (0)

***M.A. in Government Required Core Courses***

GOV 603 Research Methods (3)
GOV 604 Christian Foundations of Government (3)
GOV 614 American Politics (3)
GOV 625 International Relations Theory (3)
GOV 658 American Political Thought (3)
**TOTAL CORE CREDITS (15)**

**ACADEMIC CONCENTRATION (12)**
**ELECTIVES/THESIS/INTERNSHIP (3)**

**M.A. IN GOVERNMENT TOTAL CREDITS (30)**

**ACADEMIC CONCENTRATION COURSES**

Students must select an academic concentration from the five options listed below. An additional 3 hours is required in the form of elective/thesis/internship credits.

### M.A. in Government with a concentration in American Government

The American Government concentration introduces students to the methods and tools used in the analysis of American politics. Course offerings include those which focus on institutions – such as the constitution, the presidency and congress – as well as those which address particular public policy issues within American politics, including

terrorism and national security affairs. Students may also choose to explore the role of nonprofit and faith based organizations in the American political system.

*4 courses (12 credits) from the list below:*

GOV 619 Constitutional Law & Policy I (3)
GOV 620 Constitutional Law & Policy II (3)
GOV 622 Religion & Politics (3)
GOV 623 Public Policy Initiatives (3)
GOV 628 The Law & Governance of Higher Education (3)
GOV 630 Public Human Resources Management (3)
GOV 634 Public Budgeting and Taxation Policy (3)
GOV 635 Presidential Leadership (3)
GOV 636 Congressional Leadership (3)
GOV 639 Anglo-American Constitutionalism (3)
GOV 660 Intelligence & National Security (3)
GOV 670 Principles of Public Administration (3)
GOV 671 Organizational Theory (3)
GOV 677 Terrorism and Homeland Defense (3)
GOV 678 Crisis/Disaster Consequence Management (3)
GOV 679 National Security Affairs (3)
GOV 689 American Foreign Policy (3)
GOV 693 Managing Not-for-Profit & Faith-Based Organizations (3)
GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3)
GOV 696 Special Topics in Not-for-Profit and Faith-Based Organizations Management (3)

### M.A. in Government with a concentration in Healthcare Policy & Ethics

The Academic Concentration in Healthcare Policy & Ethics is an interdisciplinary program which prepares students to work in the field of healthcare policy as legislative Aides, think tank analysts, or public servants on the local, state and national level. Students are equipped with the tools to analyze and carry out policies related to healthcare provision, administration and finance from a Christian worldview. Students are also prepared to undertake further academic coursework through applying to a doctoral program.

***4 courses (12 credits) from the list below:***
GOV 683 Healthcare Policy & Ethics (3)
HLTH 606 Managing Change in Health Care Organizations (3)
HLTH 607 Health Care Finance (3)
LAW 743 Healthcare Law (3)

### M.A. in Government with a concentration in International Relations

The International Relations Concentration allows students to apply their foundation in international relations theory through the examination and analysis of regional issues (including the European Union and Asian politics); the examination and analysis of key ideas (such as democratization theory or the role of religion) or through examining the role of the US in the international system.

*4 courses (12 credits) from the list below:*

GOV 638 The European Union (3)
GOV 639 Anglo-American Constitutionalism (3)
GOV 653 Mid-East Politics (3)

GOV 655 International & Comparative Human Rights (2-3)
GOV 659 Shari'a Law (3)
GOV 672 Islamic Political Thought (3)
GOV 673 Democracy and Democratization (3)
GOV 674 International Political Economy (3)
GOV 676 Asian Politics (3)
GOV 689 American Foreign Policy (3)

### M.A. in Government with a concentration in Political Communication

The Academic Concentration in Political Communication is an interdisciplinary concentration targeted at individuals wishing to work in government public relations as media spokespeople, press secretaries at the city, state or federal level, or for those wishing to work in public relations at NGO's and nonprofit organizations. Equips students with the skills to produce targeted, relevant public relations messages and serve as media influencers with a Christian worldview.

*Required Concentration Courses (6 credits):*
COM 600 Story, Popular Culture & Worldview, cross-listed with JRN 600 (3)
COM 611 Media & Social Influence (3)

*2 courses (6 credits) from the list below:*

COM 614 Issues in Media Law & Ethics, cross-listed with JRN 614 (3)
COM 651 Public Relations: Cases & Campaigns (3)
JRN 610 News Writing & Reporting (3)
JRN 633 Multimedia Reporting & Mobile Field Production (3)
JRN 661 Community, Citizen & Civic Journalism (3)

### M.A. in Government with a concentration in Political Theory

Political theory is a major sub-field in the academic discipline of government. Study of political theory involves reflection on the nature and ends of government, including description of the principles underlying government practice, and prescription about how government ought to function. Political theorizing has a long and venerable pedigree in western civilization, dating back at least to the ancient Greeks. The political theory concentration will thus involve systematic study of the history of political thought, including thinkers such as Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther and Calvin, John Locke, Adam Smith, the American founders, Hegel, Marx, Oakeshott, Rawls, and others. Political theory concentration students will be encouraged to ask the most basic questions related to government: What is justice? and What is the best regime?, for example. The concentration offers courses that will help students develop their analytical and historical skills.

*4 courses (12 credits) from the list below:*

GOV 602 Principles of Economics (3)
GOV 610 History of Political Theory (3)
GOV 622 Religion & Politics (3)
GOV 639 Anglo-American Constitutionalism (3)
GOV 651 Biblical Law (3)
GOV 672 Islamic Political Thought (3)

## M.A. in Government as a Joint Degree

Co-requisites
ENGL 500 Graduate Academic Writing Seminar (0)
GOV BBT Online Orientation (0)
GOV 500 Career Management (0)
UNIV LIB Library Research and Resources (0)

*M.A. in Government Required Core Courses*
GOV 603 Research Methods (3)
GOV 604 Christian Foundations of Government (3)
GOV 614 American Politics (3)
GOV 625 International Relations Theory (3)
GOV 658 American Political Thought (3)
TOTAL CORE CREDITS (15)

ACADEMIC CONCENTRATION (12)

ELECTIVE/THESIS/INTERNSHIP (3)

M.A. IN GOVERNMENT TOTAL CREDITS (30)

# Master of Public Administration (M.P.A.) Degree

## M.P.A. Program (36 hours)

(Program delivered entirely online or entirely face-to-face.)

The Master of Public Administration degree (M.P.A.) provides a high quality Christian worldview degree program for pre-service and mid-career professionals in government and nonprofit organizations. This program is offered both on-line and in blended formats. The M.P.A. explicitly incorporates the principles of servant leadership enhancing student character and competency. Students will explore and practice servanthood (promoting the best long term interests of the key stakeholders) and stewardship (managing human, financial and information resources with excellence). The program will integrate three key elements, best-practice public administration analysis from domestic and international sources, incorporation of selected case studies, and the key integration of service learning opportunities. The M.P.A. consists of a 36 credit hour program with four 9 credit concentrations: Emergency Management and Homeland Security, General Public Administration, Healthcare Policy & Ethics, Law, Nonprofit & Faith Based Organizations, and Public Leadership & Management.

Co-requisites
ENGL 500 Graduate Academic Writing Seminar (0)
GOV BBT Online Orientation (0)
GOV 500 Career Management (0)
UNIV LIB Library Research and Resources (0)

*M.P.A. Required Core Courses*
GOV 602 Principles of Economics (3)
GOV 603 Research Methods (3)
GOV 604 Christian Foundations of Government (3)
GOV 623 Public Policy Initiatives (3)
GOV 630 Public Human Resources Management (3)
GOV 634 Public Budgeting and Taxation Policy (3)
GOV 670 Principles of Public Administration (3)
GOV 671 Organizational Theory (3)

**TOTAL CORE CREDITS (24)**

GOV 695 Culminating Experience: Internship or capstone elective (3)

**ACADEMIC CONCENTRATION (9)**
**M.P.A. TOTAL CREDITS (36)**

## ACADEMIC CONCENTRATION COURSES

Formally admitted and matriculated students must select an academic concentration from the six options listed below.

### M.P.A. with a concentration in Emergency Management & Homeland Security

The Emergency Management/Homeland Security concentration provides students with the knowledge, skills and abilities for successful careers in government, nonprofit and private companies. The emergency management and homeland security area is one of the fastest growing employment fields. Students will select three of the four courses below.

GOV 660 Intelligence & National Security (3)
GOV 677 Terrorism and Homeland Defense (3)
GOV 678 Crisis/Disaster Consequence Management (3)
GOV 679 National Security Affairs (3)

### M.P.A. with a concentration in General Public Administration

Students may develop, in consultation with their advisor, an individualized concentration from existing RSG courses and approved electives from other Regent graduate programs. Student selects three courses in conjunction with their advisor (existing concentration courses plus electives from other school).

### M.P.A. with a concentration in Healthcare Policy & Ethics

The Academic Concentration in Healthcare Policy & Ethics is an interdisciplinary program which prepares students to work in the field of healthcare policy as legislative Aides, think tank analysts, or public servants on the local, state and national level. Students are equipped with the tools to analyze and carry out policies related to healthcare provision, administration and finance from a Christian worldview. Students are also prepared to undertake further academic coursework through applying to a doctoral program.

***3 courses (9 credits from the list below):***
GOV 683 Healthcare Policy & Ethics (3)
HLTH 606 Managing Change in Health Care Organizations (3)
HLTH 607 Health Care Finance (3)
LAW 743 Healthcare Law (3)

### M.P.A. with a concentration in Law

The Law concentration enables M.P.A. students to develop a higher level of expertise and competency in key employment, contract, negotiations and constitutional law issues that are highly germane to public administration theory and practice. These courses will enhance the ability of our students to compete for advanced positions in human resources while providing M.P.A. students in other areas with important job-related knowledge to advance leadership and performance management skills.

***3 courses (9 credits) from the list below:***
GOV 619 Constitutional Law & Policy I (3)
LAW 630 Employment Discrimination (3)
LAW 655 Negotiations (3)
LAW 704 Employment Law (3)

LAW 823 Contracts (3)

### M.P.A. with a concentration in Non-profit & Faith-Based Organizations

The Nonprofit & Faith-Based Organizations concentration prepares students for leadership positions in faith based and secular nonprofit organizations, the fastest growing labor force sector. Students will gain essential knowledge and experience in developing and managing nonprofits using servant leadership and best practice methods.

GOV 693 Managing Not-for-Profit & Faith-Based Organizations (3)
GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3)
GOV 696 Special Topics in Not-for-Profit and Faith-Based Organizations Management (3)

### M.P.A. with a concentration in Public Leadership & Management

The Public Leadership & Management concentration provides students with a comprehensive set of courses to enhance leadership skills and abilities from a servant leader perspective. Students will enhance the key character and leadership competencies for long-term success.

***3 courses (9 credits) from the list below or approved electives in other schools:***
GOV 621 Public Program Evaluation/Planning (3)
GOV 667 City & County Management (3)
GOV 669 Public Management (3)
GOV 681 Intergovernmental Relations (3)

## M.P.A. as a Joint Degree

The Master of Public Administration degree (M.P.A) provides a high quality Christian worldview degree program for pre-service and mid-career professionals in government and nonprofit organizations. This program is offered both on-line and in blended formats. The M.P.A explicitly incorporates the principles of servant leadership enhancing student character and competency. Students will explore and practice servanthood (promoting the best long term interests of the key stakeholders) and stewardship (managing human, financial and information resources with excellence). The program will integrate three key elements, best-practice public administration analysis from domestic and international sources, incorporation of selected case studies, and the key integration of service learning opportunities.

Co-requisites
ENGL 500 Graduate Academic Writing Seminar (0)
GOV BBT Online Orientation (0)
GOV 500 Career Management (0)
UNIV LIB Library Research and Resources (0)

*M.P.A. Required Core Courses*
GOV 602 Principles of Economics (3)
GOV 603 Governmental Research Methods (3)
GOV 604 Christian Foundations of Government (3)
GOV 623 Public Policy Initiatives (3)
GOV 630 Public Human Resources Management (3)
GOV 634 Public Budgeting and Taxation Policy (3)
GOV 670 Principles of Public Administration (3)
GOV 671 Organizational Theory (3)

Total Core Credits (24)

GOV 695 Culminating Experience: Internship or capstone elective (3)

One three-credit hour elective (3)

TOTAL CREDITS (30)

## STUDY ABROAD

All students are eligible to participate in the annual summer study abroad program in Oxford England. A variety of courses are offered which are suitable for law students, as well as those enrolled in both the M.A. and M.P.A. programs. Programs are led by RSG or law school faculty with substantial involvement by Oxford-based guest speakers, as well as cultural activities and educational travel.

## CERTIFICATE COURSES

Students not seeking the full Master of Arts degree may complete and separately earn one or more graduate certificates for the purpose of enhancing knowledge and job competencies. Students can select from the six listed options consisting of 12 credit hours of designated classes. Students can later apply for admission to the M.A. in Government program and transfer all 12 credits to the Master of Arts degree upon formal admission.

All certificate students must take the following co-requisites their first semester of matriculation:

Co-requisites
ENGL 500 Graduate Academic Writing Seminar (0)
UNIV LIB Information Research & Resources (0)

### AMERICAN GOVERNMENT

The American Government certificate prepares students wishing to work in think tanks, in the legislature or in government agencies on the local, state and federal levels. Students are equipped to analyze US government plans and policies from a legal, political, economic and security angle. They also acquire an understanding of the sociocultural, legal and historic basis of policymaking

Co-requisites
ENGL 500 Graduate Academic Writing Seminar (0)
UNIV LIB Information Research & Resources (0)

***Select 4 courses (12 credits) from the list below with faculty advisor approval:***

GOV 619 Constitutional Law & Policy I (3)
GOV 620 Constitutional Law & Policy II (3)
GOV 622 Religion & Politics (3)
GOV 623 Public Policy Initiatives (3)
GOV 625 International Relations Theory (3)
GOV 628 The Law & Governance of Higher Education (3)
GOV 630 Public Human Resources Management (3)
GOV 634 Public Budgeting and Taxation Policy (3)
GOV 635 Presidential Leadership (3)
GOV 636 Congressional Leadership (3)
GOV 639 Anglo-American Constitutionalism (3)
GOV 660 Intelligence & National Security (3)
GOV 670 Principles of Public Administration (3)
GOV 671 Organizational Theory (3)
GOV 677 Terrorism and Homeland Defense (3)
GOV 678 Crisis/Disaster Consequence Management (3)
GOV 679 National Security Affairs (3)

GOV 689 American Foreign Policy (3)
GOV 693 Managing Not-for-Profit & Faith-Based Organizations (3)
GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3)
GOV 696 Special Topics in Not-for-Profit and Faith-Based Organizations Management (3)

## HEALTH CARE POLICY & ETHICS

The Academic Certificate in Healthcare Policy & Ethics is an interdisciplinary program which prepares students to work in the field of healthcare policy as legislative Aides, think tank analysts, or public servants on the local, state and national level. Students are equipped with the tools to analyze and carry out policies related to healthcare provision, administration and finance from a Christian worldview. Students are also prepared to undertake further academic coursework through applying to a doctoral program.

Co-requisites
ENGL 500 Graduate Academic Writing Seminar (0)
UNIV LIB Information Research & Resources (0)

***Select 4 courses (12 credits) from the list below:***
GOV 683 Healthcare Policy & Ethics (3)
HLTH 606 Managing Change in Health Care Organizations (3)
HLTH 607 Health Care Finance (3)
LAW 743 Healthcare Law (3)

## INTERNATIONAL RELATIONS

The International Relations certificate prepares students wishing to work in international organizations, think tanks and federal agencies which have a significant international component to their work. Coursework exposes students to the major paradigms and debates within the field of international relations theory and allows them to apply their knowledge through analysis of key developments – including the role of religion, area studies of specific regions, and analysis of US policy in the international arena.

Co-requisites
ENGL 500 Graduate Academic Writing Seminar (0)
UNIV LIB Information Research & Resources (0)

***Select 4 courses (12 credits) from the list below:***
GOV 610 History of Political Theory (3)
GOV 625 International Relations Theory (3)
GOV 638 The European Union (3)
GOV 639 Anglo-American Constitutionalism (3)
GOV 653 Mid-East Politics (3)
GOV 655 International & Comparative Human Rights (2-3)
GOV 659 Shari'a Law (3)
GOV 672 Islamic Political Thought (3)
GOV 673 Democracy and Democratization (3)
GOV 674 International Political Economy (3)
GOV 676 Asian Politics (3)
GOV 689 American Foreign Policy (3)

## LAW AND PUBLIC POLICY

The Law and Public Policy certificate provides an in depth analysis of Congress, which makes laws, and the judiciary, which interprets them. A comprehension of these branches of government requires a thorough understanding of their constitutional foundation, which this certificate explores by examining the roots of our constitutional rights in England, the innovations explored during the colonial period, the writings of the Founders, the Declaration of Independence and

the Constitution, and the subsequent usurpation of legislative authority by the judiciary. This certificate also provides an opportunity to analyze from a Biblical worldview public policy issues that relate to the law. This certificate is designed to benefit those students who want to expand their knowledge and augment their credentials to legal and political issues.

Co-requisites
ENGL 500 Graduate Academic Writing Seminar (0)
UNIV LIB Information Research & Resources (0)

***Select 4 courses (12 credits) from the list below:***

GOV 615 Economic Policy (3)
GOV 618 Contracts (3)
GOV 619 Constitutional Law & Policy I (3)
GOV 620 Constitutional Law & Policy II (3)
GOV 622 Religion & Politics (3)
GOV 623 Public Policy Initiatives (3)
GOV 628 The Law & Governance of Higher Education (3)
GOV 635 Presidential Leadership (3)
GOV 636 Congressional Leadership (3)
GOV 639 Anglo-American Constitutionalism (3)
GOV 651 Biblical Law (3)
GOV 655 International & Comparative Human Rights (2-3)
GOV 658 American Political Thought (3)

## MID-EAST POLITICS

The Mid-East Politics certificate will examine the political, historical, cultural, and religious issues associated with this significant area of the world. Courses center around critical elements of mid-east history in conjunction with current trends and developments. Professors will also work with students wishing to gain Arabic language proficiency to further strengthen the student's credentials in this important policy field.

Co-requisites
ENGL 500 Graduate Academic Writing Seminar (0)
UNIV LIB Information Research & Resources (0)

***Course list: (12 credit hours):***
GOV 625 International Relations Theory (3)
GOV 653 Mid-East Politics (3)
GOV 659 Shari'a Law (3)
GOV 672 Islamic Political Thought (3)
GOV 689 American Foreign Policy (3)

## NATIONAL SECURITY AFFAIRS

This interdisciplinary certificate provides students with a historical and contemporary grounding in US National Security issues and concepts, as well as helping them to understand and forecast future issues which may emerge. At the conclusion of this certificate, students will be able to interpret the history of US national security affairs through a global and Biblical lens; forecast and predict emerging issues and recommend ways of resolving and preparing for contemporary national security issues.

Co-requisites
ENGL 500 Graduate Academic Writing Seminar (0)
UNIV LIB Information Research & Resources (0)

*Required courses (6 credits):*
GOV 662 Cybersecurity Policy & Affairs (3)
GOV 689 US Foreign Policy (3)

*Select 2 courses (6 credits) from the list below:*
GOV 677 Terrorism & Homeland Security (3)
GOV 678 Crisis Management (3)
GOV 679 National Security Affairs (3)
MAL 640 National Security Law (3)

## POLITICAL THEORY

Political theory is a major sub-field in the academic discipline of government. Study of political theory involves reflection on the nature and ends of government, including description of the principles underlying government practice, and prescription about how government ought to function. Political theorizing has a long and venerable pedigree in western civilization, dating back at least to the ancient Greeks. The political theory certificate will thus involve systematic study of the history of political thought, including thinkers such as Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther and Calvin, John Locke, Adam Smith, the American founders, Hegel, Marx, Oakeshott, Rawls, and others. Political theory certificate students will be encouraged to ask the most basic questions related to government: What is justice? and What is the best regime?, for example. This certificate offers courses that will help students develop their analytical and historical skills.

Co-requisites
ENGL 500 Graduate Academic Writing Seminar (0)
UNIV LIB Information Research & Resources (0)

***Select 4 courses (12 credits) from the list below:***

GOV 602 Principles of Economics (3)
GOV 610 History of Political Theory (3)
GOV 622 Religion & Politics (3)
GOV 639 Anglo-American Constitutionalism (3)
GOV 651 Biblical Law (3)
GOV 672 Islamic Political Thought (3)

## PUBLIC ADMINISTRATION

The Public Administration certificate focuses on developing the essential character and managerial competencies for successfully managing today's public and nonprofit organizations. Course work focuses on developing and integrating human, fiscal and information resources utilizing a servant leadership framework. Specific skill areas include strong organizational skills, wisdom in the application of political theory and philosophy, and a strong moral and ethical foundation. This certificate provides both academic preparation and practical training to equip students for successful careers in government and to enhance the careers of current professionals.

Co-requisites
ENGL 500 Graduate Academic Writing Seminar (0)
UNIV LIB Information Research & Resources (0)

***Select 4 courses (12 credits) from the list below:***
GOV 602 Principles of Economics (3)
GOV 615 Economic Policy (3)
GOV 630 Public Human Resource Management (3)
GOV 634 Public Budgeting and Taxation Policy (3)
GOV 670 Principles of Public Administration (3)
GOV 671 Organizational Theory (3)
GOV 693 Managing Not-for-Profit & Faith-Based Organizations (3)
GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3)
GOV 696 Special Topics in Not-for-Profit and Faith-Based Organizations Management (3)

## TERRORISM AND HOMELAND DEFENSE

The Terrorism and Homeland Defense certificate is of interest to military personnel, intelligence officials, homeland security experts and state and local law enforcement agencies and government personnel. Coursework focuses on key threats and security issues emerging today with a focus on planning, prevention and response.

Co-requisites
ENGL 500 Graduate Academic Writing Seminar (0)
UNIV LIB Information Research & Resources (0)

***Course list: (12 credit hours):***
GOV 625 International Relations Theory (3)
GOV 660 Intelligence and National Security (3)
GOV 677 Terrorism and Homeland Defense (3)
GOV 678 Crisis/Disaster Consequence Management (3)
GOV 679 National Security Affairs (3)
GOV 689 American Foreign Policy (3)

# COURSE DESCRIPTIONS

**GOV BBT Online Orientation (0)** Required during the first semester of enrollment. Acclimates students to Blackboard, the platform from which online classes are launched.

**GOV 500 Career Management (0)** A comprehensive overview of career management principles and practices to more effectively equip students for employment and career advancement from a Christian worldview perspective.

**GOV 602 Principles of Economics (3)** Study of the Judeo-Christian foundations of economic activity, work and wealth, enterprise and stewardship, money, interest and debt, trade and development and the role of government in the economy.

**GOV 603 Research Methods (3)** Qualitative and quantitative reasoning, the basic principles of the philosophy of science, and positivist and reflexivist approaches to knowledge creation.

**GOV 604 Christian Foundations of Government (3)** Offers a Biblical perspective of the religious, philosophical, and cultural foundations of Western civilization as expressed in education, law, ethics, biology, politics, science, psychology, sociology, economics and history. It will contrast Biblical Christianity with the other principal worldviews in Western civilization: Secular Humanism, Marxism/Leninism and Cosmic Humanism (New Age), and will analyze public policy issues using each worldview.

**GOV 610 History of Political Theory (3)** Historical review of the great philosophers of politics and government, in the Western tradition from ancient Greece to the modern era.

**GOV 614 American Politics (3)** Foundational seminar for graduate work in American politics. Introduces behavioral, reflexivist and institutional approaches to study of key concepts in American politics – including the presidency, Congress, voting and the judiciary.

**GOV 615 Economic Policy (3)** Reviews advanced economic topics and analyze economic and international trade policies in light of global trade issues. In addition to conducting cost/benefit analysis of economic policies, examine and present alternative solutions to trade and finance problems.

**GOV 618 Contracts (3)** Common law of contracts, and the principles controlling the formation, performance and termination of contracts (offer, acceptance, consideration, conditions, material breach, damages, third party beneficiaries, assignment, statute of frauds and statutory variances from the common law). Cross-listed with MAL 521 and EHEA 506.

**GOV 619 Constitutional Law & Policy I (3)** Examines the history of the Constitution, the structure, power and limitations of each of the 3 branches of the federal government, the power and rights of the states, and the authority of local governments (counties and cities). Also examines the purported constitutional authority of various governmental policies. Cross-listed with MAL 619.

**GOV 620 Constitutional Law & Policy II (3)** Considers the Bill of Rights (including the delicate relationship between church & state, freedom of speech and freedom of worship), the rights of liberty, equal protection and due process arising from the 14th Amendment, and the subsequent rise and effects of judicial policy-making (including the "right to privacy," the "right to intimate sexual choice," and the "right to die"). Cross-listed with EHEA 508 and MAL 620.

**GOV 621 Public Program Evaluation/Planning (3)** Provides conceptual and methodological tools to analysts charged with assessing and evaluating program implementation. Develop an understanding of different analytic strategies for assessing if a program is being instituted as designed and is reasonably connected to its articulated goals. Focuses on formative and summative evaluations.

**GOV 622 Religion and Politics (3)** Covers the basic aspects of religion and politics as reflected in scholarship and period sermons. There are also strong connections with scriptural principles relevant to the topic.

**GOV 623 Public Policy Initiatives (3)** Covers the basic aspects of various current policy initiatives. Each topic has a class devoted to Biblical principles, guest lecturers from experts in the related fields and brief oral reports presented by students.

**GOV 625 International Relations Theory (3)** The major approaches and methodologies of international relations, examines the First, Second and Third Debates within the field, reviews emerging topics and identifies research questions.

**GOV 628 The Law & Governance of Higher Education (3)** Provides historical and contemporary legal issues that have, and will continue to shape colleges and universities today. Discusses legal issues regarding the college and trustees,

administrators and staff. Investigates the legal basis of higher education in the United States to include constitutional provisions and federal statutes that influence higher education policy. Prepares emergent administrators for preventative law measures in an increasing litigious environment. Cross-listed with EHEA 503 and 803.

**GOV 630 Public Human Resources Management (3)** The history, evolution and modern-day dynamics, policy and issues within human resource management, discussing examples from all three levels of government.

**GOV 634 Public Budgeting and Taxation Policy (3)** Understanding the development of successful fiscal policy initiatives, the technical material and the political processes involved in making tax and spending policy to interact effectively with other professionals in the development, prosecution and ultimate attainment of a public policy objective. Recommended: complete GOV 602 or equivalent experience to be determined by the instructor.

**GOV 635 Presidential Leadership (3)** Unique dynamics of leadership studies as applied to the role and duties of the President of the United States. Historical, personal and anecdotal data included in the analysis of this most unique of elected governmental positions.

**GOV 636 Congressional Leadership (3)** Understanding of the workings of the federal and state government; legislative process; relationship between bicameralism, federalism and the republican form of government; and the roles of elected representatives and the legislative staffs. Sharpen verbal and analytical skills involving political analysis.

**GOV 637 International Relations and National Security Policy (3)** Theoretical and conceptual tools required to understand the emerging and ever changing world political structure and order. The collapse of the Westphalian system of international relations that has largely guided foreign policy discourse between nations since 1648; and international relations (IR) theory and approaches to existing world political orders with a special emphasis on the emerging phenomenon of international terrorism, featuring trends, key concepts, key actors, and the tools and rules of international politics.

**GOV 638 The European Union (3)** Evolution and integration of Europe, from Common Market to political union; the contending world views (e.g. Christian roots, and secular philosophies); the new European Constitution (e.g. Charter of Fundamental Freedoms); the re-structuring of independent nation-states into a supranational structure, with demands for common foreign & defense policies, adjustments to a common currency, and the struggle for social cohesion and cultural identity.

**GOV 639 Anglo-American Constitutionalism (3)** Common roots of English and American constitutional law—the Magna Carta, the 1628 Petition of Rights and the Bill of Rights of 1689—and the work of English philosophers, theologians, and legal educators who influenced these roots exploring how existing English common law principles such as habeas corpus and the rule of law affected the U.S. Constitution, and the philosophical underpinnings for these principles; and the differences between constitutions, and how these differences influence political structure.

**GOV 646, 647, 648 Special Topics in Government and Politics (3)** Analysis of a current governmental and political topic. Enrollment limited.

**GOV 650 Christian Apologetics (3)** Review of the philosophical methodologies used in the defense of the Christian faith, especially evidentialism (facts to faith) and presuppositionalism (faith to facts), focusing on the relationship between faith and reason in current Catholic and Protestant defenses, and with Biblical applications to modern and postmodern challenges. No former training in philosophy is required; students from all schools are welcome. Cross-listed as TCDH 523 in the School of Divinity.

**GOV 651 Biblical Law (3)** Exegetical course in the laws of the Bible, using the Decalogue as its own principle of organization. Develops the meaning of the laws in context and their appropriate applications, with emphasis on the nature of their applicability to policy issues such as pluralism, penology, lawful oaths, blue laws, church and state jurisdiction, gender roles, marriage, capital punishment and other topics. Cross-listed as LAW 811 Biblical Law.

**GOV 653 Mid-East Politics (3)** Political change and ideological trends in the Mid-East after WWII. Explores the politics of state and nation building, the legacies of colonialism, the impact of nationalism, the development of civil society, the complications of oil wealth, the challenges of democracy, and the place of political Islam.

**GOV 654 International Trafficking in Persons (3)** Overview of the global problem of trafficking in persons for purposes of sexual exploitation and forced labor. The course examines the issue of trafficking from several perspectives: (i) the various international conventions that prohibit trafficking in persons; (ii) regional examples of trafficking and factors that contribute to it such as civil unrest and governmental corruption; and (iii) the United States legislative and foreign policy response to trafficking in persons. This course will focus on trafficking in persons as a human rights

violation and the treatment of trafficked persons as a victim of a crime. Cross-listed with LAW 735**.** Law Student Prerequisites: Completion of first year. Recommended: LAW 683, 684, and 784.

**GOV 655 International & Comparative Human Rights (2-3)** Addresses the questions of the universality of human rights, including the right of life, the right to death, rights of the child, women's rights, religious freedoms, the rights of third-world countries and the export of Western values to Eastern societies. Prerequisite: LAW 511. Cross-listed with LAW 883.

**GOV 656 Human Rights, Civil Liberties, and National Security (1)** Discussion of balancing the government's responsibility to defend the body politic and its parallel duty to safeguard the rights of individuals. Exploration of the tensions of achieving security and freedom from Lincoln's suspension of habeas corpus to Bush's detention of terrorist combatants. Law Student prerequisites: LAW 511 and completion of two semesters of law school. Cross-listed with LAW 672.

**GOV 657 International Religious Freedom (2)** International and regional laws regarding the right to expression and protection of religious belief. Defenses to protect religious freedom, mechanisms for advocacy and intervention, and the impact that non-governmental organizations can have in protecting religious freedom. Law Student Prerequisite: LAW 511 and completion of two semesters of law school. Cross-listed with LAW 714.

**GOV 658 American Political Thought (3)** Examination of the philosophical and religious roots of early America from the colonial era to the formation of the Constitution.

**GOV 659 Shari'a Law (3)** Survey Islamic Law in three parts: (1) Qur'anic foundations using the Qur'an itself and the history of its various interpretations; (2) "classical/historical/orthodox/traditional" Shari'a itself; and (3) the application of Shari'a in Muslim nations today and its relevancy to non-Muslim nations. Cross-listed as LAW 812.

**GOV 660 Intelligence & National Security (3)** Explores the role of the various U.S. intelligence agencies in assessing foreign and domestic terror threats, developing effective counterterrorism strategies, and thwarting terrorist aggression. Topics include intelligence collection and analysis, domestic vs. foreign intelligence, uses and limits of intelligence for counterterrorism, ethical issues in intelligence, and intelligence oversight and reform.

**GOV 661 Political Leadership and Management (3)** Campaign finance. Interns. Scandals and cover-ups. These familiar issues in American politics reflect the importance of character in the people involved in the political process. This course in the political management program emphasizes ethics in American politics. Students work toward developing a clear, coherent, and Biblical framework to guide their personal and professional behavior in politics, through readings and activities that combine a normative understanding of Christians and political engagement with analyses of contemporary real-world politics.

**GOV 662 Cybersecurity Policy & Affairs (3)** Surveys cyber arena as a facet of international affairs; introduces language and technical specifications of cyberweapons, critical infrastructure, cyberattack and cyberconflict; surveys role of state, non-state and international actors in cyberspace, including the role of the private sector and NGOs.

**GOV 664 Political Communication (3)** Focuses upon the development of an overall campaign communication strategy by creating effective messages. Methods of message delivery will also be covered as well as methods of assessing the impact of communications. The role of the communications director and establishing effective relationships with the press and media will be explored. Upon completion of the course the student will become well acquainted with campaign communication strategies and techniques.

**GOV 667 City & County Management (3)** Addresses the work of local government managers with primary focus on the council-manager form of government and the roles of county and city managers, executive mayors and chief administrative officers in promoting ethical, effective, efficient and accountable government.

**GOV 668 Political Organizations and Behavior (3)** Addresses the major theories and how these theories apply to campaign and other political situations. The learner will understand the composition of past and present party coalitions with emphasis on political behavior. The learner will acquire an understanding of the American political system, institutions and processes including analysis of key individuals in the political arena. Ethical conduct from a Christian perspective within political organizations will be emphasized.

**GOV 669 Public Management (3)** Examination of the management process in federal government and agencies, focusing on contemporary issues and problems facing the modern-day federal manager, how the manager addresses these issues and with what tools. Uses case studies.

**GOV 670 Principles of Public Administration (3)** An in-depth analysis of the history of the discipline of American public administration and a development of several distinct principles of normative administrative theory and Judeo-Christian ethics based upon classics in the field.

**GOV 671 Organizational Theory (3)** Focuses on theories of organizational structure, dynamics, policy and issues within the public organization.

**GOV 672 Islamic Political Thought (3)** Presents the most influential threads of political thought and philosophy in the Islamic world from Muhammad and the Caliphate through modern jihadism. Topics and authors examined include Sunni and Shi'ite theories of leadership, the Mamluk ideology, Ibn Khaldun, al-Farabi, Ibn Rushd, Sayeed Qutb, and others.

**GOV 673 Democracy and Democratization (3)** Political development, post-colonial approaches to understanding democratization, Realist and Critical Theory, state failure, evaluating and critiquing the role of foreign aid providers, and the role of culture in democratization.

**GOV 674 International Political Economy (3)** A multi-disciplinary study of international and multinational social, political, and economic problems from a Comparative and international perspective.

**GOV 676 Asian Politics (3)** Deals with Asia's wars and peace in the 20th century, and the dynamic political, economic, and religious developments in the 21st century. It will also discuss the division and desire for unification of Korea, and China's rise as a regional and global power. Includes an analysis of ASEAN's goal to move from economic cooperation to political integration and regional security; and the consideration of the role of APEC and Asia's future relations with The United States and European Union.

**GOV 677 Terrorism and Homeland Defense (3)** Broadens individual understanding of the ever changing nature of international terrorism and its consequences on American society at large. It covers the present-day US domestic and external responses to terrorism and focus on the rise of the US Homeland Security Agency. Also, there is a focus on trends in modern terrorism, especially the proliferation of WMD and what the US can do (or is doing) to counter such trends.

**GOV 678 Crisis/Disaster Consequence Management (3)** Policies and procedures to mitigate, prevent and respond to disaster, the literature of risk, regimes for safety and risk reduction, the ethics of care and compassion, and mechanisms for measuring threat and recovery.

**GOV 679 National Security Affairs (3)** Explores how and why national security decisions get made and the manner in which they are made. It is "designed to increase student understanding of the political, organizational, and behavioral phenomena that are relevant to national security decision making at the national level" of political discourse in the United States. Using policy analysis, it focuses on the critical changes within the international and domestic political arenas and explore how these changes impact national security decisions of the President and his key advisors.

**GOV 681 Intergovernmental Relations (3)** Relationships among national, state and local governments, the theory of federalism, intergovernmental cooperation and conflict, municipal and state collaboration, regional relationships and unfunded mandates.

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

**GOV 688 Health Care Administration (3)** Focuses on the administrative and organizational concepts involved in managing complex health care organizations. Gives an understanding of the structure and function of operations within the health care system.

**GOV 689 American Foreign Policy (3)** The crucial role of U.S. foreign policy and its importance and implications, discussion of past and present major international problems and policy decisions, current foreign policy of the U.S. and its historic actions, political ideas, and consequences.

**GOV 690, 691, 692 Independent Study (1-3)** Take up to three independent studies with faculty beginning with GOV 690 and continuing with GOV 691 and GOV 692. Requires approval of the Program Director through submission of Individual Study Form.

**GOV 693 Managing Not-for-Profit & Faith-Based Organizations (3)** From a strategic management perspective, explore principles and practices of management and administration as they apply to not-for-profit organizations. Unique

organizational issues covered include board-staff relations; recruiting and motivating volunteers; accountability; organizing for and managing growth; and strategies to respond to changes in the political, economic and cultural environment.

**GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3)** Provides lectures, case studies, outside speakers, and class discussion of development and advancement issues in the management of not-for-profit ministries. Explores fundraising, including determining sources of support, planning the campaign, and successful strategies; marketing ministries, including promotional campaigns and public relations; and management issues including recruiting and managing volunteers.

**GOV 695 Internship (1-3)** Supervised work experience for the purpose of applying curriculum content to current public policy, political management or public administration issues. Requires approval of advisor through submission of Individual Study Form and written internship proposal. Political Management students may fulfill the internship requirement with volunteer and/or paid positions with two or more political campaigns, in consultation with the Program Director.

**GOV 696 Special Topics in Not-for-Profit and Faith-Based Organizations Management (3)** Examines some of the contemporary topics in not-for-profit management. The course is highly practical and applied in nature, and invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are cases, experiential exercises, dialogue, and group activities. This course may be repeated upon advisor approval.

**GOV 697 Biblical Foundations of Leadership (3)** This capstone course, drawing upon prior coursework and Biblical principles, explores political leadership theories, leadership attributes, leader and follower relations, the consequences of good and poor political leadership, how leaders change history and impact society/world, and whether leadership endures after a crisis. Since communication is so important for effective leadership, great political speeches are studied to determine why and how they motivate followers. Prerequisites: GOV 603 & GOV 604, or permission of instructor.

**GOV 699 Thesis (6)** Research paper on a public policy, political management or public administration issue or activity. Requires approval of advisor through submission of Individual Study Form.

# THE FACULTY

The full-time faculty hold doctoral degrees in American history and government, political science, law, and public administration. All faculty members have distinguished records of teaching and professional experience, and many have extensive political experience including consulting with major and minor political parties, involvement in state and local politics and federal and international affairs.

Externally, the faculty consult with government executive and legislative officers and their staffs, consult with political candidates, engage in cooperative research activities with public policy think tanks and lobbying organizations, assist political and legal action organizations (such as the ACLJ) and play active roles within professional organizations related to their respective academic disciplines (such as the American Political Science Association, International City/County Managers Association, International Studies Association and various academic and municipal organizations and associations).

### Administration and Faculty

Members and their credentials are listed below. (The date in which the faculty member began full time in RSG is listed in parentheses.)

### *Administration*

**Patterson, Eric D.** (Dean, 2012), Ph.D., University of California, Santa Barbara

**Manjikian, Mary** (Associate Dean, 2012), Ph.D., University of Michigan

### *Faculty*

**Bonicelli, Paul J.** (2011), Ph.D., University of Tennessee

**Davids, James A.** (2003), J.D., Ph.D. Duke University

**Dyer, Robert** (2002), Ph.D., Regent University

**Gaston, Samuel** (2013), M.P.A., Auburn University

**Manjikian, Mary** (2009), Ph.D., University of Michigan

**Morrison, Jeffry** (2001), Ph.D., Georgetown University

**Roberts, Gary** (2003), Ph.D., University of Pittsburgh

**Slack, James** (2012), Ph.D., Miami University

### *Distinguished Visiting Lecturers*

**Ashcroft, John**, Distinguished Professor of Law and Government, J.D., University of Chicago

**Clark, Vern,** Distinguished Professor of Leadership and Government, MBA, University of Arkansas

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# SCHOOL OF LAW

## DEAN'S MESSAGE

There is a vital need today for lawyers who exhibit both skill and integrity. At Regent University School of Law we offer rigorous training in the substance of the law and the skills needed to succeed as an attorney. But that explains only part of who we are. We are also committed to teaching the law from a Biblical perspective. Ultimately, our goal is to graduate men and women who will serve their clients effectively and who will be "salt and light" in their law firms, their communities, and at the state and national levels.

As you consider a career involving the law, I encourage you to consider the benefits of a legal education that recognizes the critical role that our Christian faith should play in our professional lives and our legal system. I trust that in doing so you may be drawn to Regent University School of Law for your legal studies.

Michael V. Hernandez, J.D.
*Dean*

## CONTACT INFORMATION

Application forms may be downloaded from the website or obtained by mail. To request an application packet, visit https://www.regent.edu/acad/schlaw/requestinfo.cfm or contact:

Office of Admissions and Financial Aid
School of Law
Regent University
1000 Regent University Drive – DIV 270
Virginia Beach, VA 23464-9800
Main: 757.352.4584
Toll Free: 877.267.5072
Fax: 757.352.4139
E-mail: lawschool@regent.edu
Website: www.regent.edu/law

## MISSION AND PHILOSOPHY

The mission of the School of Law of Regent University is within the general mission of Regent University to bring glory to God and to His Son, Jesus Christ, through the Holy Spirit. The more specific mission of the School of Law is to bring to bear upon legal education and the legal profession the will of almighty God, our Creator. In particular, this mission includes:

- The education and training of students to become excellent lawyers within the standards of the legal profession;
- The grounding of students in Biblical foundations of law, legal institutions, and processes of conflict resolution; the recognition of questions of righteousness in the operation of law; and the pursuit of true justice through professional legal service;
- The nurture and encouragement of students toward becoming mature Christians exercising the gifts of the Holy Spirit and showing the fruit of the Holy Spirit in their personal and professional lives; and
- The nurture and encouragement of other law students, practicing lawyers, judges, legislators, government officials, educators and others to recognize and to seek the Biblical foundations of law, to recognize questions of righteousness in the operation of the law; and to pursue true justice.

## DISTINCTIVES OF THE SCHOOL

- A National Law School: Established in 1986 as a full-time, three-year program, Regent University School of Law draws students from across the United States. The School of Law alumni practice law in 47 states, the District of Columbia, and several foreign nations.
- History: Regent University School of Law started as the O.W. Coburn School of Law of Oral Roberts University. In 1986, the School of Law moved to Regent University. In its first year at Regent, the school had 103 students. It has since grown to approximately 160 students in each incoming class. In 1998, the School of Law began a part-time, four-year program with 35 students.
- Facilities: The School of Law is located in Robertson Hall, a 134,000-square-foot building. Robertson Hall has both tiered and seminar classrooms; two teaching-sized courtrooms; a 375-seat formal courtroom; and professional skills labs. Law faculty members have the latest audio-video technology available for use in teaching. The Law Library is at the heart of the school's operation, supporting the curriculum and research needs of the law school. Occupying the third floor of the 150,000 square foot University Library building, the Law Library contains over 400,000 volumes and provides ready access to online legal research databases, including LexisNexis®, Westlaw®, Bloomberg Law®, and CALI®, as well as a number of topic-specific online resources.
- Externships: Law students may extern with federal or state judges, the U. S. Attorney's Office, a Virginia Commonwealth's Attorney, or a variety of public service organizations, such as the American Center for Law and Justice or the Tidewater Legal Aid Society. Externships provide students with firsthand experience in the practice of law.
- Law Journals: The School of Law publishes the *Regent University Law Review*, a forum for a Christian perspective on law in a traditional legal periodical. Student editors and staff members, chosen on the basis of academic achievement and writing ability, gain valuable experience by writing and editing the *Law Review* under the guidance of the law faculty. The School of Law also publishes the *Regent Journal of Global Justice & Public Policy*.
- Center for Global Justice, Human Rights, and the Rule of Law: The Center's mission is to equip Christian advocates who will promote the rule of law and seek justice for the world's downtrodden—the poor, the oppressed, and the enslaved—and to serve and support those already engaged in such advocacy. The Center seeks to accomplish this mission through various means, such as by sponsoring students in international legal internships and by educating students in the law school courses offered through the Center.
- Center for Advocacy: The Center for Advocacy equips the next generation of legal advocates with exceptional training in legal research and writing, negotiation, trial and appellate advocacy. Whether through the Civil Practice Clinic where students manage real client cases from inception to conclusion, or through nationally recognized Advocacy Skills Boards, varied practicums, and comprehensive externship opportunities, the Center for Advocacy develops the fundamental legal skills students need to fulfill their legal callings with excellence.
- Moot Court, Negotiations, Mediation, Trial, and Client Counseling Competitions: Student teams regularly represent the School of Law in interscholastic skills competitions. The students have demonstrated their talents and skills in numerous local, regional, and national competitions. Regent student teams have won numerous awards at these competitions, including being the National Champions of the ABA Law Student Division Negotiations Competition in 1995, 2001, and 2007, and the Runner-Up in 2012, and the National Champions of the ABA National Appellate Advocacy Competition in 2006. As students prepare for competitions, faculty members provide support and coaching.
- Honors Program: The Honors Program provides select students who are entering law school or have performed at the top of their law school class with exclusive academic and community experiences designed to help them develop as Christian lawyers and Christian leaders. Honors students take selected classes in sections open only to them; and participate in events, such as luncheons with distinguished guests of the law school.

## ACCREDITATION

The School of Law is fully approved by The American Bar Association (ABA), The Accreditation Committee and the Council of the Section, 321 N. Clark St., Chicago, IL 60654, 800.285.2221, www.abanet.org/, and approved by the ABA to confer the first degree in law, the J.D. degree (www.abanet.org/legaled/approvedlawschools/alpha.html).

## FINANCIAL AID

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

The mission of the financial aid program at the School of Law is to assist the maximum number of students possible in completing their education by using a combination of student, law school, and community resources. In recent years, the School of Law has awarded approximately 80 percent of its students various types of scholarships and grants. Scholarships include both merit-based and a combination of need, leadership, and academic promise. In support of Regent's mission, students who are called into areas of public service and constitutional law may qualify for additional scholarship consideration. Most Regent Law students utilize personal and community resources, institutional aid and federal education loans (Stafford and Graduate PLUS) to cover tuition and living expenses. For detailed information on scholarships and grants, visit: http://www.regent.edu/acad/schlaw/admissions/finances.cfm or call 757.352.4584. All student loans are processed via the Regent University Central Financial Aid Office, www.regent.edu/finaid, 757.352.4125.

## PROGRAM OVERVIEW

- Juris Doctor (J.D.)
- Joint Degrees (with the J.D.)
- Master of Laws (LL.M.) in American Legal Studies (for international lawyers)
- Master of Laws (LL.M.) in Human Rights
- Master of Arts (M.A.) in Law

## LAW LIBRARY

The Law Library occupies the entire third floor of the Library building, immediately adjacent to Robertson Hall. Its 35,680 square feet are designed to facilitate access to Law Library collections and provide ample relaxed and formal seating areas for students and faculty. This space encompasses an atrium, with windows to the inside as well as on the perimeter, bringing natural light to much of the interior of the law library. Study rooms for individual or group study are available.

The Law Librarians are committed to serving the research needs of students, faculty, and members of the local bar. When classes are in session, the Law Library is open until midnight, seven days a week. Those hours extend until 2:00 a.m. during the exam and reading period. Professional reference support is regularly available to assist with student research.

Electronic access to essential databases and resources is key to legal research in the global information environment. In addition to a computer lab, the Law Library boasts wireless access and over 200 LAN ports for student laptops. An extensive collection of legal research databases are made available to students via the Internet.

The Law Library is the proud possessor of the Founders Collection, the almost intact library of the first law school west of the Appalachians, established in Lexington, Kentucky in 1799. This pioneer law school was one of the most renowned of its day, praised by Thomas Jefferson, Justice Story and John Marshall Harlan. The volumes of its library were used to train many of our young nation's finest lawyers, legislators and statesmen. Henry Clay, among the first faculty, was a strong force in helping to support and expand the library. The Founders Collection totals 1,023 volumes and spans four centuries. Careful research in the original catalog has revealed only a very few missing volumes two centuries later.

Other special collections held by the Law Library include the Ralph Johnson Bunche Personal Library, the John Brabner-Smith Library and Papers, the First Amendment & Civil Rights Collection, the Mary Elizabeth Menefee Collection of Law & Film, and a collection of early American political sermons.

## ACADEMIC BOARDS

### Alternative Dispute Resolution Board

The Alternative Dispute Resolution Board (ADR Board) focuses on the development of practical lawyering skills necessary to resolve disputes before trial, including Negotiations, Mediation, and Client Counseling. Alternatives to dispute resolution typically only cost a small fraction of the litigation process and are consistently utilized in a world where most conflicts never reach the courtroom.

The ADR Board is comprised of both second- and third-year law students. The Board sends teams to compete in a number of regional and national competitions in both the fall and spring semesters, including the ABA Negotiation Competition, ABA Mediation Competition, and ABA Client Counseling Competition.

The ADR Board also hosts an Intramural Negotiation Competition each spring, as well as the Regional ABA Negotiation Competition and the Regional ABA Mediation Competition on a rotating schedule, typically every two or three years.

### Moot Court Board

The Moot Court Board is dedicated to equipping students with the skills to be effective advocates. Students are encouraged to build their advocacy on sound legal reasoning and their commitment to God.

The Moot Court Board has 12 Board Members and up to 14 Associate Members. Each year the Board works with the Appellate Advocacy program to host the Regent Cup and with the Legal Research, Analysis, and Writing department to host the 1L Competition. The Board also hosts undergraduate teams in the American Collegiate Moot Court Association competition and invites students from other law schools to compete in the Leroy R. Hassell, Sr. National Constitutional Law Moot Court Competition.

In addition to hosting these four competitions, the Board annually sends teams to up to eight regional and national interscholastic tournaments to compete against the best written and oral advocates in the country. Regent's moot court advocates consistently place in the top levels of each competition.

### Trial Advocacy Board

The Trial Advocacy Board's foundational mission is to assist in training law students in the art of trial advocacy and procedural litigation skills, while integrating Christian ideals into the courtroom, with the ultimate goal of molding students into effective Christian advocates. The Trial Advocacy Board will achieve this mission by providing the opportunity to attend and compete in national trial advocacy competitions, hosting periodic seminars and sponsoring an annual intramural trial advocacy competition.

### Regent University Law Review

The *Regent University Law Review* is fulfilling its vision to "provide a forum for a Christian perspective on law and the legal profession, especially through the application of Biblical principles to law." It publishes two issues per year. Student editors and staff members, chosen on the basis of academic achievement and writing ability, edit the *Law Review* under the guidance of the law faculty.

## STUDENT ORGANIZATIONS

### American Bar Association (ABA), Law Student Division

The Law Student Division chapter has three objectives, all emphasizing service. First, the chapter serves students with educational needs. Second, the chapter suggests ways students, once they graduate and become attorneys, can serve their clients. Third, the chapter provides students with service opportunities in the community. The first two objectives are met through the *ABA Journal* and the *Student Lawyer*, publications members receive each month. The third objective is met through activities and events planned by the chapter's Executive Committee. Further, all of these objectives can be met through membership in ABA sections.

### American Inns of Court

The James Kent Chapter of American Inns of Court is part of an 800-year-old English tradition, brought to this country by Supreme Court Chief Justice Warren Burger to encourage passing down high standards of ethics and excellence within the legal profession. Through Regent's local chapter, selected third-year students are united with judges and respected senior lawyers in a formal mentorship program that encourages high standards of ethics and civility. Participating students receive firsthand insight into legal issues.

### Black Law Students Association (BLSA)

The BLSA has two primary goals: to promote community service in neighboring black communities and to be a vehicle of spiritual, academic, and cultural awareness and support for black law students. The BLSA provides community service by tutoring youth offenders at the Norfolk Detention Home; in the future, it will add programs geared toward promoting awareness concerning voter rights, environmental justice, as well as other global issues.

### Business Transactions Law Society (BTLS)

The BTLS serves the law school and Regent University by integrating the Christian faith with corporate, commercial, and transactional law. The BTLS partners with the law school, the university, and the community to provide law students with learning opportunities pertaining to business and transactional law career paths. The organization accomplishes this goal by sponsoring activities involving students, faculty, and members of the local bar.

### Christian Legal Society (CLS)

Founded in 1961, CLS is a professional organization of over 3,000 attorneys, judges, law professors, law students, paralegals, and their families who desire to do justice with the love of God. The Society's diverse membership contributes to its unique mission: to nurture and equip a national network of skilled lawyers, law students, and interested lay people committed to loving and serving Jesus Christ and advocating reconciliation, justice, and religious freedom.

### Council of Graduate Students (COGS)

The COGS is the student government organization for the university, and the law school has representatives on COGS. In cooperation with other student organizations within Regent University, the purpose of COGS is to foster and encourage a quality academic and professional environment; to facilitate the interchange of ideas and programs between respective schools and colleges; to promote the university's commitment to Biblical principles and spiritual development; in everything to bring glory to God and His Son, Jesus Christ, through the Holy Spirit; and to advocate and represent the collective ideas, interests, and concerns of the student body to the administration and vice versa.

### Federalist Society for Law and Public Policy Studies

The Federalist Society is a group of conservatives and libertarians interested in the current state of the legal order. It is founded on the principles that: the state exists to preserve freedom; the separation of governmental powers is central to the Constitution; and it is emphatically the province and duty of the judiciary to say what the law is, not what it should be. The Federalist Society seeks both to promote an awareness of these principles and to further their application through its activities.

### Hispanic Law Students Association (HLSA)

The Hispanic Law Students Association at Regent University School of Law exists to encourage and support Hispanic and non-Hispanic students as they pursue their calling to serve and remain responsive to the social, political, and academic promotion of the Hispanic community. HLSA seeks to promote the recruitment, academic achievement, and retention of Hispanic law students at Regent University School of Law, thereby allowing the Regent community to flourish with greater diversity while fully-equipping Christian law students of every ethnicity to become leaders who will influence their communities for the glory of Jesus Christ.

### Honor Council

The Honor Council has authority to consider allegations of student misconduct pursuant to the process established in the Regent University School of Law Honor Code. The council consists of students elected by their fellow students, and council members elect a Presiding Officer and Associate Presiding Officer to lead the council.

### Intellectual Property and Entertainment Legal Society (IPELS)

The mission of IPELS is to provide a forum for Regent students and legal professionals to meet and discuss the subjects of entertainment, sports, and intellectual property law. The IPELS seeks to supplement the legal education of Regent's students by creating opportunities for dialogue with industry leaders and experts; symposia, lectures, panel discussions, and moot court competitions provide unique avenues for such interaction. Above all, the IPELS seeks to operate as a witness about the good news of Jesus Christ to the entertainment and sports law communities at large, while encouraging law students to be "salt and light" in the profession.

### International Law Society (ILS)

The principal goal of the ILS is to bring student attention to the university's mission of *Christian Leadership to Change the World*. The ILS works to increase student, faculty, and staff understanding of the many and varied aspects of international law and global affairs. It is dedicated to promoting student involvement in international law through

extracurricular activities and programs such as the Philip C. Jessup International Law Moot Court Competition. Although the ILS is based in the School of Law, it is open to all members of the Regent University community.

### Law Wives Association

The Law Wives Association of Regent University has been established to support and encourage spouses of law students. Social events are regularly scheduled and are open to all students and their families. Opportunities for Christian fellowship are offered as well. Several spouses participate in Bible studies.

### Newman Club

The Newman Club is an organization of Catholic students. The Club is committed to helping students develop spiritually. It sponsors weekly masses and an annual Red Mass on the university's campus. In addition to its spiritual emphasis, the Club provides an array of social activities as well as opportunities for students to perform community services.

### Phi Alpha Delta (PAD)

Phi Alpha Delta Law Fraternity, International is a professional fraternity at Regent School of Law. PAD provides students with many opportunities, including networking, service, and academic, personal, and professional development. The George Washington Chapter of Phi Alpha Delta was chartered at Regent University on February 22, 2008. Currently, the chapter boasts one of the largest memberships at Regent, with over 70 members including three members of the faculty.

### Public Interest Legal Advocates of Regent (PILAR)

The Public Interest Legal Advocates of Regent seek to provide a venue through which students can act to begin eliminating the inequality of legal resources in our country. PILAR also strives to foster lifelong participation in the law-related areas of the public sector by referring students to opportunities that match their career goals. PILAR is continually seeking to encourage a law school curriculum that: is supportive of public interest law students; has financial programs to assist students interested in public interest with summer and post-graduate employment; and develops relationships with organizations and alumni to provide resources for students.

### Regent Students for Life

Regent Students for Life provides the Regent community the opportunity to discuss and engage the culture on all aspects of life: abortion, post-abortion, adoption, disability discrimination, euthanasia, stem cell research, genocide, RU486, abstinence, and much more. RSFL believes that God created life and that life is sacred and needs to be protected. RSFL believes the best way to begin protection of human life is through education and awareness and then activism. This group is an opportunity for educated, mannerly debate and discussion, for service to others, and for *all* Regent students, faculty, staff, and community members to come together as one body to serve those in need for Christ.

### Republican National Lawyers Association Law Student Chapter (RNLA)

The purpose of the RNLA is to advance professionalism, advance open, fair and honest elections, advance career opportunity, advance Republican ideals, and fulfill Regent's mission of "Christian Leadership to Change the World."

### Student Bar Association (SBA)

The Student Bar Association (SBA) is the student government at Regent University School of Law. Among the responsibilities granted to the SBA is providing law students with representative leadership to the law school and the university. The SBA also has a strong history of providing social and ministry occasions for the entire law school community, such as the Barrister's Ball and the Graduation Banquet. Studying law is a unique privilege, and the SBA seeks to provide students with the best law school experience attainable.

### Virginia Bar Association Law School Council

The mission of the Virginia Bar Association (VBA) Law School Council at Regent is to act in accordance with the mission and goals upheld by the VBA. The Council is committed to serving the public and the legal profession by promoting the highest standards of integrity, professionalism, and excellence as future legal professionals. This is done through organizing volunteer opportunities to help the community, organizing networking events to allow law students and lawyers in a number of practice areas to come into contact, and planning events that will make students aware of the possible career opportunities to be found beyond law school.

## THE OFFICE OF CAREER & ALUMNI SERVICES

The School of Law is dedicated to preparing students for their legal careers. The Office of Career & Alumni Services is dedicated to meeting the needs of law students in each year of study. Services include extensive individualized counseling, help with self-assessment, formal mock interviews, informal mock interviews, job postings, on-campus interviews, a resource library, and assistance in refining job search techniques.

Workshops are offered each semester addressing topics such as résumé and cover letter writing, networking, interview techniques, summer employment options, and fall recruitment strategies. Students and legal professionals from the Hampton Roads area participate in panel discussions and presentations on judicial clerkships, prosecutorial positions, public interest employment, and other areas of practice. The Office of Career & Alumni Services is dedicated to cultivating and augmenting a solid working relationship with the legal community at large. School of Law alumni have worked in diverse positions throughout the world, including serving as judges, legislators, executive branch officials, and other federal and state governmental officers, working in private practice and in business and industry, and working in the nonprofit and public interest sectors.

## STUDENT PROFILE

The School of Law attracts students from all over the United States, making Regent a national law school. Applications from prospective students with LSAT scores above 150 and undergraduate GPAs above 3.0 are especially encouraged, as the law school has seen that such students are very likely to succeed in law school and pass the bar exam on their first attempt.

## JURIS DOCTOR (90 CREDIT HOURS)

Students in the full-time program normally complete their degrees in three years. The School of Law, however, admits certain full-time students to its two-year program, which allows students to complete their J.D. degree in as soon as twenty-four months from the date the students have commenced law study at the law school. The part-time program is designed for students who desire to be employed for more than twenty hours per week during law school, or who for other reasons, need a more flexible course load. Depending on the number of course hours taken each semester, part-time students may complete the J.D. degree in four to five years.

### Admissions Requirements

Refer to the "Admission to Regent Graduate Schools" section of this Catalog for additional information regarding admission procedures and requirements.

For admission requirements and further information, visit www.regent.edu/law. A major part of the application review process focuses on the applicant's LSAT score(s) and academic history. In addition, the admission committee carefully considers the rigor of courses completed, the competitiveness of the institution attended, and grade trends. The committee also places significant importance on the applicant's responses to the beliefs and values questions and the character and fitness questions on the application, as well as on the applicant's personal statement and required two letters of recommendation. Applicants must subscribe to the Credential Assembly Service (CAS). The priority consideration date for submitting an application is February 1, although applications are accepted through June 1 or until the class is filled.

### Degree Requirements

The J.D. degree requires a minimum of 90 credit hours; joint degrees students must earn a minimum of 83 credit hours. Candidates for the degree must complete the program with a minimum cumulative GPA of 2.00 on a 4.00 scale. All degree requirements for full-time students must be met within five calendar years from the date of entry into the School of Law. Part-time students have a maximum of six years to complete their degree requirements. Exceptions to the time limit are granted only in extraordinary circumstances (e.g., unexpected active duty service in the United States military).

Candidates for the J.D. degree must meet the residency, unit, grade, and course requirements in effect at the time of their admission. Students who withdraw and later re-enter the law school will be bound by the requirements in effect at the time of their readmission. A waiver of certain new or changed requirements may be granted for good cause shown.

The nature, content, and number of units awarded for courses are subject to change without notice. The curriculum is set forth below. Elective courses are offered according to faculty availability and student enrollment.

### Transfer Students

Transfer students can only transfer up to 32 credit hours toward the J.D. degree.

## DEGREE PROGRAMS

# Juris Doctorate Degree (J.D.)

## J.D. Program

(Program delivered entirely face-to-face.)

### Full-Time Program Option

#### *First Year Required Courses*

Fall Semester (16)
- LAW 511 Christian Foundations of Law (3)
- LAW 521 Contracts I (3)
- LAW 541 Torts I (2)
- LAW 551 Civil Procedure I (2)
- LAW 552 Legal Analysis, Research & Writing I (3)
- LAW 561 Property I (3)

Spring Semester (15)
- LAW 522 Contracts II (3)
- LAW 542 Torts II (3)
- LAW 553 Legal Analysis, Research & Writing II (3)
- LAW 554 Civil Procedure II (3)
- LAW 562 Property II (3)

### Part-Time Program Option

#### *First Year*

Fall Semester (10-12)
- LAW 511 Christian Foundations of Law (3)
- LAW 552 Legal Analysis, Research & Writing I (3)
- Students will take 2 of the following courses in the first semester:
- LAW 521 Contracts I (3)
- LAW 541 Torts I (2)
- LAW 551 Civil Procedure I (2)
- LAW 561 Property I (3)

Spring Semester (9-12)
- LAW 553 Legal Analysis, Research & Writing II (3)
- Students will complete the second semester of the sequenced courses begun in the first semester:
- LAW 522 Contracts II (3)
- LAW 542 Torts II (3)
- LAW 554 Civil Procedure II (3)
- LAW 562 Property II (3)

### Upper Level Required Courses for Full-Time and Part-Time Programs

**(1) Common Core (25 hours required)**
- LAW 531 Criminal Law (3)
- LAW 602 Business Associations (4)
- LAW 631 Constitutional Criminal Procedure (3)
- LAW 652 Evidence (4)
- LAW 683 Constitutional Law I (3)
- LAW 684 Constitutional Law II (3)
- LAW 691 Professional Responsibility (3)

LAW 780PS Professional Skills Practicum* (2)

**(2) First set of limited electives (8 hours required).**** Students must take at least three of the following five courses:
LAW 621 Sales (2)
LAW 622 Secured Transactions (3)
LAW 627 Negotiable Instruments/Payment Systems (3)
LAW 661 Family Law (3)
LAW 662 Wills, Trusts & Estates (3)

**(3) Second set of limited electives (3 hours required).**** Students must take at least one of the following seven courses:
LAW 671 Individual Federal Income Tax (3)
LAW 722 Remedies (3)
LAW 746 Virginia Procedure*** (3)
LAW 758 State Civil Pretrial Practice & Procedure (3)
LAW 781 Administrative Law (3)
LAW 783 Conflict of Laws (3)
LAW ___ (an unselected course from list (2) above) (3)

** Students with a minimum of 2.8 GPA at the end of their first year, for full-time students, or at the end of their second year, for part-time students, are exempted from the Professional Skills Practicum requirement.*
*** Honors Students and students in the top 25% of their class at the end of their first year, for full-time students, or at the end of their second year, for part-time students, are exempted from the requirements in lists (2) and (3) above, except for Virginia Procedure (see below).*
**** Virginia Procedure is required for any student, except Honors Students, to be certified by the Law School to take the Virginia Bar Examination. Students who are required to take a course in list (3) above and who declare they do not plan to take the Virginia Bar Examination may substitute any of the other courses in list (3) for Virginia Procedure.*

As noted above, Honors Students are exempted from the Professional Skills Practicum and the requirements in lists (2) and (3) above. The criteria for becoming and remaining an Honors Student are outlined in the law school's Policies and Procedures Manual.

### Oral and Rigorous Written Skills Requirements

Students must take at least one oral skills course and one rigorous written skills course from the lists below. No one course can be used to satisfy both the oral and written skills requirements.

#### *Oral Skills*

LAW 654 Trial Practice (4)
LAW 655 Negotiations (3)
LAW 656 General Mediation (3)
LAW 658 Civil Practice Clinic (3)
LAW 660 Client Interviewing and Counseling (3)
LAW 667 Family Mediation (4)

#### *Rigorous Written Skills Requirement*

GOV 699 Thesis* (6)
LAW 590 Independent Study (1-2)
LAW 748 Academic Legal Scholarship (2)
LAW 755 Advanced Legal Research & Writing (3)
LAW 757 Drafting Contracts (3)
LAW 763 Estate Planning (3)
LAW___ Seminar/Other Course Designated to Satisfy (1-3)

*Students in the joint degree program with the School of Government may use their thesis to satisfy the rigorous written skills requirement if a law faculty member is on the student's thesis committee.

### *Oral Skills and Rigorous Written Skills Requirement* *(satisfies either requirement but not both)*
LAW 650 Appellate Advocacy (3)

### Two-Year Option

### Two-Year Program Course Sequence

Students in the two-year program are subject to the same course requirements as above, but given the accelerated nature of the program, they take the courses in a modified sequence as reflected below:

### *Two-Year Program First Year Required Courses*

First Summer Term (13)
- LAW 511 Christian Foundations of Law (3)
- LAW 531 Criminal Law (3)
- LAW 652 Evidence (4)
- LAW 683 Constitutional Law I (3)

Fall Semester (16)
- LAW 521 Contracts I (3)
- LAW 541 Torts I (2)
- LAW 551 Civil Procedure I (2)
- LAW 552 Legal Analysis, Research & Writing I (3)
- LAW 561 Property I (3)
- LAW 691 Professional Responsibility (3)

Spring Semester (15)
- LAW 522 Contracts II (3)
- LAW 542 Torts II (3)
- LAW 553 Legal Analysis, Research & Writing II (3)
- LAW 554 Civil Procedure II (3)
- LAW 562 Property II (3)

### Elective Courses
Students will complete their credit hour requirement by choosing from among any of the courses offered by the School of Law for which they have met the necessary prerequisites.

## Joint Degrees
See the General Information section of the Catalog for the description of the joint degrees program. Courses in the School of Law are not normally taken concurrently with courses in other schools. However, several joint degrees are available.

### *Juris Doctor and MBA* *(School of Business and Leadership)*
The law faculty and the business faculty recognize a great interdependence within the business and legal professions. The business professional who has an understanding of basic principles of law, as well as the specialized areas of law that relate to business will be in a much better position to make business decisions in the fast-moving and complicated business environment. The lawyer who represents businesses and has knowledge of the fundamental principles of business will be much better equipped to give counsel and advice to individuals, partners, corporate officers and directors. In addition, the lawyer will especially benefit from knowledge of business principles in the operation of the business of a law practice.

### *Juris Doctor and M.A. in Organizational Leadership* *(School of Business and Leadership)*
Companies, organizations, and nations need proven, qualified leaders. True leaders distinguish themselves through their vision, their ability to conceive and implement strategies, and their ability to transform organizations and the lives of the people within them. The M.A. in Organizational Leadership teaches key organizational leadership elements such as

ethics, motivation, creativity, vision, strategic planning, teamwork, group development, technology, customer service, and organizational development. The joint degree program in law and leadership provides unique training for future lawyers who are called to lead.

***Juris Doctor and M.A. in Communication or M.A. in Journalism*** *(School of Communication and the Arts)*
The interpretation and use of legal information in our modern society is greatly influenced by various media journalistic skills. The worldviews of the people in a society are shaped by the content and manner of this information flow. The relativistic views of many current-day journalists have helped to undermine the foundations of our legal system by presenting the law as only an evolving set of values. Today we need journalists and those involved in media presentation who understand the historical roots of our legal system, as well as current legal theories and practices. A joint degrees program in law and communication or journalism gives students the opportunity to integrate knowledge of the law with communication skills and the media.

***Juris Doctor and a Clinical M.A. Program*** *(School of Psychology and Counseling)*
The law and counseling faculties recognize a great interdependence between the counseling and legal professions. The lawyer who understands basic principles of counseling, as well as the specialized areas of law that relate to counseling, will be in a better position to work with and on behalf of clients. Likewise, the counselor or psychologist who understands the basic legal rules that relate to counseling and family relationships has a great advantage. This joint degrees program is designed to give counseling skills training to students in law who want or need such practical skills training. This interdisciplinary approach enriches careers by broadening the student's scope of understanding, as well as training and expertise to meet specific needs in legal services where legal remedies may be only a part of the solution.

***Juris Doctor and M.A. in Practical Theology or MDiv*** *(School of Divinity)*
The law and divinity faculties recognize an interdependence between the professions of law and divinity. The lawyer who understands and operates within a Christian worldview and based on Christian ethical/character foundations of personal spiritual formation will be in a much better position to work with and better represent clients. Likewise, the various ministerial professionals who also understand basic legal rules that relate to ministry, both corporate and family, have a great advantage.

These joint degree programs are designed to provide divinity courses and ministerial skills training to students in law who want or need such training. This interdisciplinary approach enriches careers by broadening the student's scope of understanding as well as training and expertise to meet specific needs in legal services where legal remedies may be only a part of the solution.

***Juris Doctor and M.A. in Government*** *(Robertson School of Government)*
The education offered in government school prepares students for service in government, politics, and policy making. Some government students may desire to add legal training for particular legal positions in government service or for specialization in law related to all governmental and political activity. The joint degrees program in law and government meets the needs of all these students. The law school teaches the technical skills to practice law; the government school offers training in policy analysis and political methods, integrating Biblical and natural principles for government, economics, history, and natural science, as well as law.

***Juris Doctor and Master of Public Administration*** *(Robertson School of Government)*
The education offered in government school prepares students for service in government, politics, policy making, and nonprofit organizations. Some government students may desire to add legal training to prepare for particular legal positions in government or nonprofit organizations or to obtain legal knowledge as it relates to all governmental and political activity. The joint degrees program in law and government meets the needs of all these students. The law school teaches the technical skills to practice law; the government school offers training in policy analysis and political methods, integrating Biblical and natural principles for government, economics, history, and natural science, as well as law.

# Master of Laws Degree (LL.M.)

## LL.M. Program (24 hours)

## LL.M. with a concentration in American Legal Studies (24 credit hours)

(Concentration delivered entirely online or entirely face-to-face.)
(*For International Students*)
Regent University School of Law's LL.M. with a concentration in American Legal Studies meets the need for international attorneys who wish to be trained in American law. Designed for graduates of accredited institutions outside the U.S. who have already earned a J.D.-equivalent law degree, Regent's LL.M. offers students a rigorous academic experience plus the unique benefit of studying American law from a Christian perspective.

In the online section of Regent's LL.M. with a concentration in American Legal Studies, students can earn an exceptional legal degree without the added expense of leaving home, job or family to study abroad. In both the on-campus and online sections, Regent's faculty and support staff are available to assist students by telephone, e-mail, or the internet. For more information concerning distance education at Regent, please refer to the Online Learning and Distance Education section of the Catalog that, among other things, provides computer hardware and software requirements.

Students in this LL.M. program normally complete their studies in one academic year (two semesters) if they study on campus. Students with this degree may, if allowed by the administering jurisdiction, be qualified to sit for the bar examination in one or more states in the United States. The degree is not structured, however, to prepare students substantively to take an American bar exam. Students must inform themselves of the specific requirements of particular state bar examination and admission requirements.

### Admissions Requirements

• Applicants must possess an American JD degree or its international equivalent and must be able to prove that the degree qualifies them to practice law in their home country or that they are eligible for licensure.• English proficiency on the TOEFL exam: 600 paper-based, 250 computer-based or 100 Internet-based.

• Fall-term applications may be submitted after September 1 preceding the desired August enrollment with priority admission and financial aid consideration given to applications submitted by February 1.

• Spring-term applications may be submitted after February 1 preceding the desired January enrollment. Priority consideration will be given to applications for admission and financial aid submitted by June 15 preceding the desired January enrollment. Initial U.S. attendees are strongly encouraged to pursue fall admission.

• Late applications will be considered on a space available basis; however, international students who wish to study on campus must submit their applications by certain deadlines so that Regent is able timely to issue I-20s to these students. These deadlines are listed on the university website at http://www.regent.edu/admissions/international/requirements.cfm#important_dates.

• Specific admission requirements and further information concerning international student procedures and requirements are located at www.regent.edu/law and the "Admission to Regent Graduate Schools" section of this Catalog.

### Degree Requirements

LL.M. students must complete a total of 24 hours for credit and maintain a cumulative law-school GPA of at least 2.0 to graduate.

### Required courses:

LAW BBT Online Orientation -- Required for online students only during first semester of enrollment. Acquaints students to Blackboard, the platform for online classes (0)
LAW 813 American Legal Thought (cross-listed with LAW 511) (3)
LAW 814 American Legal System & Writing (cross-listed with LAW 552) (3)
Electives (see below) (18)

*****The requirements for the American Legal System & Writing course and/or the American Legal Thought course may be waived, by petition to the Curriculum Committee, for students who have previously completed similar course(s).

**On-Campus Electives**: On campus students may choose, in consultation with their academic advisor, electives from any courses in the law school's J.D. catalog. On campus students whose legal training is not in the common-law legal

tradition are required to choose one or two (as determined by the program Director) electives from basic common-law courses (usually Torts, Contracts, or Property). Seats in on campus elective courses are subject to space availability.

**Online Electives**: Online students must complete 18 credit hours from the following list of courses:

LAW 604 American Tort System (3)
LAW 634 Criminal Law & Procedure (3)
LAW 661 Family Law (3)
LAW 703 Non-Profit, Tax Exempt Organizations (3)
LAW 815 Advanced Torts (2)
LAW 816 Agency & Partnerships (2)
LAW 817 Business Associations/For-Profit (2)
LAW 818 Civil Pretrial Practice (2)
LAW 819 Constitutional Law & Policy I (3)
LAW 820 Constitutional Law & Policy II (3)
LAW 821 Conflict of Laws (2)
LAW 823 Contracts (3)
LAW 826 Professional Responsibility (California Bar) (2)
LAW 827 Remedies (2)

### Financial Aid for International Students

Regent University School of Law is committed to assisting international students through institutional scholarship. The amount of scholarship is determined on a per student basis that takes into consideration the student's academic profile, leadership and employment experience, and other financial assistance. Students must be accepted to the law school prior to a scholarship decision. Students will be notified of a scholarship decision via email after acceptance.

Scholarship funds are applicable only toward law school tuition. Other cost-of-attendance expenses (room, board, fees, personal, travel, and health insurance) must be covered through funds secured by the student. For further assistance, please visit www.regent.edu/admin/finaid/international.cfm

## LL.M. with a concentration in Human Rights

(Concentration delivered entirely face-to-face.)

The LL.M. with a concentration in Human Rights is designed for lawyers who desire advanced legal education regarding international, regional, and domestic human rights protection and promotion from a Biblical perspective. Students normally complete their studies in one academic year (two semesters).

### Admission Requirements

Refer to the "Admission to Regent Graduate Schools" section of this Catalog for additional information regarding admissions procedures and requirements. For specific requirements and further information, visit www.regent.edu/law. Applicants must have a J.D. or equivalent law degree from an ABA-accredited U.S. law school or an accredited institution outside the U.S. International applicants must have achieved one of the following scores on the TOEFL exam: 600 paper-based, 250 computer-based, or 100 internet-based.

### Degree Requirements

LL.M. in Human Rights students must complete a total of 24 hours for credit and maintain a cumulative law-school GPA of 2.0 to graduate. Some resident courses are taken in classes with J.D. students.

### Required courses (Fall Semester):

LAW 883 International & Comparative Human Rights (3)
LAW 891 Human Rights Research and Writing (2)

### Required courses (Spring Semester):

LAW 899 Thesis (3)
Electives (see below) (16)

Students may design their own concentration of study for fall and spring semesters by selecting electives from the following list of courses:
LAW 511 Christian Foundations of Law (3)
LAW 590 Independent Study (1-2)
LAW 672 Human Rights, Civil Liberties, and National Security (1)
LAW 674 Religion in the Workplace (3)
LAW 709 International Criminal Law (2)
LAW 710 International Development and the Rule of Law (2)
LAW 711 Jurisprudence (3)
LAW 712 Legal History (3)
LAW 713 Origins of the Western Legal Tradition (2)
LAW 714 International Religious Freedom (2)
LAW 732 Juvenile Law (3)
LAW 735 International Trafficking in Persons (3)
LAW 736 International Children's Rights (2)
LAW 776 Comparative Law (2)
LAW 780CA Child Advocacy Practicum (1-3)
LAW 780 IM Immigration Practicum (1-3)
LAW 784 International Law (3)
LAW 785 Immigration Law & Procedure (3)
LAW 790 National Security Law (3)
LAW 795 Legal Aid/Nonprofit Externship (1-3)
LAW 811 Biblical Law (3)
LAW 812 Shari'a Law (3)

# Master of Arts Degree (M.A.)

## M.A. in Law Program (30 credit hours)

(Program delivered entirely online or partially online and partially face-to-face.)

The Master of Arts in Law program is designed to address the need for further training in law in specialized fields without the time and expense commitment of a Juris Doctor program. The Master of Arts in Law degree can be completed on campus (the Business & Commercial Law, Criminal Justice, Human Rights, General Legal Studies, and National Security concentrations) or online (all concentrations other than Human Rights) in between one and three years depending on whether the student devotes full-time or part-time effort. This program is designed for achievers who want a credential, and therefore a competitive advantage, for:

- An entry level government position in Homeland Security (the National Security concentration) or criminal justice (the Criminal Justice concentration);
- An entry level position in a private for-profit company (the Business Management concentration) or non-profit agency (the Non-Profit Management concentration);
- An entry level position in a human resources department in government or the private sector (Human Resources concentration);
- A career as a financial planner or wealth management advisor; and/or
- An employment promotion in all areas listed above.

Through a combining of courses in the Law School and other Regent Graduate Schools, the Master of Arts in Law seeks to achieve practical learning outcomes to further present and future employment objectives.

### Admission Requirements

Refer to the "Admission to Regent Graduate Schools" section of this Catalog for information regarding admissions procedures and requirements. For specific requirements and further information, visit www.regent.edu/law.

### Degree Requirements

Master of Arts in Law students must complete a total of 30 hours for credit and maintain a cumulative law school GPA of 3.0 to graduate. The student must choose one of the following concentrations for his/her degree program:

## M.A. in Law Concentrations

### M.A. in Law with a concentration in Business & Commercial Law

(Concentration delivered face-to-face with some online components)

Required courses (9 hours):
MAL 511 Christian Foundations of Law (3) or MAL 513 American Legal Thought (3)
MAL 521 Contracts (3)
MAL 552 American Legal System & Writing (3)
Complete 21 hours from the following list of courses:
MAL 540 Insurance (3)
MAL 557 Drafting Contracts (3)
MAL 562 Real Estate Transactions & Skills (3)
MAL 566 Land Use Planning (3)
MAL 590 Independent Study (1-2)

MAL 619 Constitutional Law & Policy I (3)
MAL 620 Constitutional Law & Policy II (3)
MAL 621 Sales (2)
MAL 623 Non-Profit, Tax Exempt Organizations (3)
MAL 624 International Business Transactions (2)
MAL 627 Negotiable Instruments/Payment Systems (3)
MAL 628 Employment Law (3)
MAL 629 Labor Law (3)
MAL 630 Employment Discrimination (3)
MAL 655 Negotiations (3)
And/or the following courses from the Robertson School of Government or the School of Business and Leadership:
GOV 630 Public Human Resources Management (3)
ENTR 679 Business Plan & Launch (3)
FNCE 651 Investment, Financing, & Funding Relationships (3)
MBA 610 Managerial Economics (3)
MBA 630 Marketing (3)

### M.A. in Law with a concentration in Business Management

(Concentration delivered online with some optional face-to-face classes)

Required courses (15 hours):
MAL 511 Christian Foundations of Law (3) or MAL 513 American Legal Thought (3)
MAL 521 Contracts (3)
MAL 552 American Legal System & Writing (3)
And at least two from the following four SBL courses:
ENTR 679 Business Plan & Launch (3)
FNCE 651 Investment, Financing, & Funding Relationships (3)
MBA 610 Managerial Economics (3)
MBA 630 Marketing (3)
Complete 15 hours from the following list of courses and/or the two SBL courses not taken to complete core requirements:
MAL 557 Drafting Contracts (3)
MAL 590 Independent Study (1-2)
MAL 604 American Tort System (3)
MAL 619 Constitutional Law & Policy I (3)
MAL 620 Constitutional Law & Policy II (3)
MAL 623 Non-Profit, Tax Exempt Organizations (3)
MAL 628 Employment Law (3)

MAL 630 Employment Discrimination (3)
MAL 634 Criminal Law & Procedure (3)
MAL 655 Negotiations (3)

**M.A. in Law with a concentration in Criminal Justice**
(Concentration delivered face-to-face with some online classes, or entirely online)

Required courses (9 hours):
MAL 511 Christian Foundations of Law (3) or MAL 513 American Legal Thought (3)
MAL 531 Criminal Law (3) or MAL 634 Criminal Law & Procedure (3) (but not both)
MAL 552 American Legal System & Writing (3)
Complete 21 hours from the following list of courses:
MAL 533 Juvenile Law (3)
MAL 535 International Trafficking in Persons (3)
MAL 590 Independent Study (1-2)
MAL 591 Judicial/Governmental Externship (1-3)
MAL 617 Legislation (3)
MAL 619 Constitutional Law & Policy I (3)
MAL 620 Constitutional Law & Policy II (3)
MAL 631 Constitutional Criminal Procedure (3)
MAL 632 Criminal Pretrial Practice (2)
MAL 636 International Criminal Law (2)
MAL 640 National Security Law (3)
MAL 655 Negotiations (3)
MAL 661 Family Law (3)
MAL 672 Human Rights, Civil Liberties, and National Security (1)
And/or the following courses from the Robertson School of Government:
GOV 660 Intelligence & National Security (3)
GOV 677 Terrorism and Homeland Defense (3)

**M.A. in Law with a concentration in General Legal Studies**
(Concentration delivered face-to-face with some online classes, or entirely online)

Required courses (6 hours):
MAL 511 Christian Foundations of Law (3) or LAW 513 American Legal Thought (3)
MAL 552 American Legal System & Writing (3)
Complete 24 hours from any of the MAL courses listed below:
MAL 521 Contracts (3)
MAL 531 Criminal Law (3)
MAL 533 Juvenile Law (3)
MAL 535 International Trafficking in Persons (3)
MAL 540 Insurance (3)
MAL 552 American Legal System & Writing (3)
MAL 557 Drafting Contracts (3)
MAL 562 Real Estate Transactions & Skills (3)
MAL 566 Land Use Planning (3)
MAL 580CA Child Advocacy Practicum (1-3)
MAL 580IM Immigration Practicum (1-3)
MAL 585 Immigration Law & Procedure (3)
MAL 590 Independent Study (1-2)
MAL 591 Judicial/Governmental Externship (1-3)
MAL 593 Legal Aid/Nonprofit Externship (1-3)
MAL 604 American Tort System (3)
MAL 608 Bankruptcy (3)
MAL 610 Securities Regulation (3)
MAL 611 Mergers & Acquisitions (3)

MAL 612 Secured Transactions (3)
MAL 617 Legislation (3)
MAL 619 Constitutional Law & Policy I (3)
MAL 620 Constitutional Law & Policy II (3)
MAL 621 Sales (2)
MAL 623 Nonprofit, Tax-Exempt Organizations (3)
MAL 624 International Business Transactions (2)
MAL 627 Negotiable Instruments/Payment Systems (3)
MAL 628 Employment Law (3)
MAL 629 Labor Law (3)
MAL 630 Employment Discrimination (3)
MAL 631 Constitutional Criminal Procedure (3)
MAL 632 Criminal Pretrial Practice (2)
MAL 634 Criminal Law & Procedure (3)
MAL 636 International Criminal Law (2)
MAL 640 National Security Law (3)
MAL 655 Negotiations (3)
MAL 661 Family Law (3)
MAL 672 Human Rights, Civil Liberties, and National Security (1)
MAL 674 Religion in the Workplace (3)
MAL 675 Comparative Law (2)
MAL 676 International Religious Freedom (2)
MAL 678 International Children's Rights (2)
MAL 680 International Development and the Rule of Law (2)
MAL 682 Legal History (3)
MAL 684 International Law (3)
MAL 685 Origins of the Western Legal Tradition (2)
MAL 686 International & Comparative Human Rights (2-3)
MAL 687 Jurisprudence (3)
MAL 688 Biblical Law (3)
MAL 689 Shari'a Law (3)

**M.A. in Law with a concentration in Human Resources Management**
(Concentration delivered online with some optional face-to-face classes)

Required courses (15 hours):
MAL 511 Christian Foundations of Law (3) or MAL 513 American Legal Thought (3)
MAL 521 Contracts (3)
MAL 552 American Legal System & Writing (3)
And at least two from the following four SBL courses:
HRMT 641 Training & Development (3)
HRMT 643 Performance Management (3)
HRMT 644 Strategic Human Resource Management & Issues (3)
MBA 640 Leading People (3)
Complete 15 hours from the following list of courses and/or the two SBL courses not taken to complete core requirements:
MAL 557 Drafting Contracts (3)
MAL 590 Independent Study (1-2)
MAL 604 American Tort System (3)
MAL 619 Constitutional Law & Policy I (3)
MAL 620 Constitutional Law & Policy II (3)
MAL 623 Non-Profit, Tax Exempt Organizations (3)
MAL 628 Employment Law (3)
MAL 630 Employment Discrimination (3)
MAL 655 Negotiations (3)
MAL 661 Family Law (3)

**M.A. in Law with a concentration in Human Rights**
(Concentration delivered face-to-face with some online classes)

Required courses (9 hours):
MAL 511 Christian Foundations of Law (3) or LAW 513 American Legal Thought (3)
MAL 552 American Legal System & Writing (3)
MAL 686 International & Comparative Human Rights
Complete 21 hours from the following list of courses:
MAL 580CA Child Advocacy Practicum (1-3)
MAL 580IM Immigration Practicum (1-3)
MAL 585 Immigration Law & Procedure (3)
MAL 590 Independent Study (1-2)
MAL 533 Juvenile Law (3)
MAL 535 International Trafficking in Persons (3)
MAL 623 Legal Aid/Nonprofit Externship (1-3)
MAL 636 International Criminal Law (2)
MAL 640 National Security Law (3)
MAL 672 Human Rights, Civil Liberties, and National Security (1)
MAL 674 Religion in the Workplace (3)
MAL 675 Comparative Law (2)
MAL 676 International Religious Freedom (2)
MAL 678 International Children's Rights (2)
MAL 680 International Development and the Rule of Law (2)
MAL 682 Legal History (3)
MAL 684 International Law (3)
MAL 685 Origins of the Western Legal Tradition (2)
MAL 687 Jurisprudence (3)
MAL 688 Biblical Law (3)
MAL 689 Shari'a Law (3)

**M.A. in Law with a concentration in National Security**
(Concentration delivered face-to-face with some online components, or entirely online)

Required courses (9 hours):
MAL 511 Christian Foundations of Law (3) or MAL 513 American Legal Thought (3)
MAL 552 American Legal System & Writing (3)
MAL 640 National Security Law (3)
Complete 24 hours from the following list of courses:
MAL 531 Criminal Law (3) or MAL 634 Criminal Law & Procedure (3) (but not both)
MAL 590 Independent Study (1-2)
MAL 619 Constitutional Law & Policy I (3)
MAL 620 Constitutional Law & Policy II (3)
MAL 623 Non-Profit, Tax Exempt Organizations (3)
MAL 636 International Criminal Law (2)
MAL 640 National Security Law (3)
MAL 655 Negotiations (3)
MAL 672 Human Rights, Civil Liberties, and National Security (1)
MAL 680 International Development and the Rule of Law (2)
MAL 684 International Law (3)
And/or the following courses from the Robertson School of Government:
GOV 660 Intelligence & National Security (3)
GOV 677 Terrorism and Homeland Defense (3)

**M.A. in Law with a concentration in Non-Profit Management**
(Concentration delivered online with some optional face-to-face classes)

Required courses (9 hours):
MAL 511 Christian Foundations of Law (3) or MAL 513 American Legal Thought (3)
MAL 552 American Legal System & Writing (3)
MAL 623 Non-Profit, Tax Exempt Organizations (3)
Complete 21 hours from the following list of courses:
MAL 521 Contracts (3)
MAL 557 Drafting Contracts (3)
MAL 590 Independent Study (1-2)
MAL 604 American Tort System (3)
MAL 619 Constitutional Law & Policy I (3)
MAL 620 Constitutional Law & Policy II (3)
MAL 628 Employment Law (3)
MAL 630 Employment Discrimination (3)
MAL 655 Negotiations (3)
And/or the following courses from the Robertson School of Government or the School of Business and Leadership:
GOV 630 Public Human Resources Management (3)
GOV 669 Public Management (3)
GOV 693 Managing Nonprofit & Faith-based Organizations (3)
GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3)
MBA 610 Managerial Economics (3)

### M.A. in Law with a concentration in Wealth Management

(Concentration delivered online with some optional face-to-face classes

**Required courses (30 hours):**
MAL 513 American legal Thought (3) or LAW 511 Christian Foundations of Law (3)
MAL 521 Contracts (3)
MAL 542 Insurance Law & Plannng (2)
MAL 543 Prof. Conduct & Relationships (1)
MAL 544 Fundamentals of Estate Planning (3)
MAL 545 Capstone in Financial Planning (3)
MAL 552 American Legal System & Writing (3)
MAL 670 Survey of Taxation (3)
And the following three courses in the School of Business & Leadership:
FNCE 652 Financial Planning (3)
FNCE 653 Financial Analysis (3)
FNCE 654 Portfolio Analysis (3)

### Certificate Courses

Students not seeking the full Master of Arts degree may complete and separately earn one or more graduate certificates for the purpose of enhancing knowledge and job competencies. To achieve a Certificate of Graduate Study, a student must successfully complete with a 3.0 grade point average 12 credit hours from one of the seven concentrations listed above. Students, if they so desire, can later apply for admission to the MA in Law program and transfer all 12 credits to the Master of Arts degree upon formal admission.

# COURSE DESCRIPTIONS

**Juris Doctor and LL.M. Courses (designated as "LAW") and M.A. in Law Courses (designated as "MAL")**
**Note: The prerequisites identified below pertain only to J.D. students and not LL.M. or M.A. students.**

**Juris Doctor**

**LAW 501 Introduction to the Study of Law (0)** Introduces incoming law students to skills, such as study and time management skills, that they need for academic success. Only available to students in the Academic Success Program. Pass/No Pass.

**LAW 511 Christian Foundations of Law (3)** Jurisprudential survey of the Christian foundations of Anglo-American law, including the development of higher/natural law thinking, higher law influence on the development of the common law, the rise of modern legal philosophies and the influence of Christian and secular worldviews on the development of American law.

**LAW 521 Contracts I (3)** History and development of the common law of contracts; the principles controlling the formation, enforcement, and avoidance of contracts; as well as preliminary consideration of remedies for breach of contract.

**LAW 522 Contracts II (3)** The principles controlling the performance and breach of contracts, rights of third parties, as well as additional consideration of remedies for breach of contract.

**LAW 531 Criminal Law (3)** Introduction to the foundations and common law doctrines of criminal law and modern statutory provisions. Required for the Virginia Third-Year Practice Certificate. J.D. student prerequisite: LAW 511.

**LAW 541 Torts I (2)** Civil liability resulting from breach of duties arising from common law as distinguished from duties imposed by contract or criminal law, focusing especially on intentional torts.

**LAW 542 Torts II (3)** Civil liability resulting from breach of duties arising from common law as distinguished from duties imposed by contract or criminal law, focusing especially upon negligence, invasion of privacy, and defamation.

**LAW 551 Civil Procedure I (2)** Jurisdiction of federal and state courts and fundamental issues related to a plaintiff's ability to sue a defendant in a specific federal district, including subject matter jurisdiction, personal jurisdiction and venue.

**LAW 552, 553 Legal Analysis, Research & Writing I & II (3, 3)** Introduction to the law library and to the use of the full range of source materials available to lawyers and judges in the practice of law. Complete written projects designed to develop legal writing and research skills necessary for the practice of law.

**LAW 554 Civil Procedure II (3)** Procedures and rules governing the process by which a civil lawsuit proceeds through the federal system, including the rules governing pleadings, claims by and against the defendant, pretrial discovery, summary judgment, judicial involvement in case management, the trial and appeal; joinder of claims and parties, and the preclusive effect of a judgment in one suit involving one or more of the same parties in a successive suit.

**LAW 561 Property I (3)** The law pertaining to the nature of private property, both real and personal, including Biblical principles relevant to property acquisition and ownership, personal property issues, donative transfers, the common law classification of estates and future interests, and concurrent estates.

**LAW 562 Property II (3)** The law and Biblical principles pertaining to the acquisition, ownership and use of real property; landlord-tenant law; easements; covenants and servitudes; transfers of interests in real property, including an examination of merchantable title, deeds, legal descriptions, conveyancing, recording systems and title assurance, adverse possession, and land use controls.

**LAW 590 Independent Study (1-2)** Learning experience that allows research and evaluation of subject matter or conduct other comparable academic activities with minimum faculty guidance. Guidelines are published in the law school's Policies and Procedures Manual. J.D. student prerequisites: LAW 552 and 553.

**LAW 601 Law Practice Technology (2)** Explores the practical applications of technology in the practice of law. Provides hands-on experience with law office software programs and includes frequent guest lectures by practicing

lawyers describing and demonstrating their use of technology. Includes (1) blawgs, (2) practice management systems, (3) case management systems, (4) intranets and extranets, (5) security and privacy issues, (6) litigation and the electronic courtroom, (7) e-discovery, (8) the hand-held office, (9) Web marketing, and (10) ethical issues. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, and 562.

**LAW 602 Business Associations (4)** Survey of the law of agency and partnerships, corporations and other business associations. Study of: the law governing formation, control, liabilities, property, dissolution and disposition of partnerships; internal and external relations of partners; and close and public corporations, their origins, structure, rights and liabilities of management and shareholders. Prerequisites: LAW 521 and 522. LAW 551, 554, 541 and 542 are recommended but not required.

**LAW 604 American Tort System (3)** Common law civil liability resulting from breach of duty. Topics studied include intentional torts, negligence, proximate cause, and damages.

**LAW 605 Case Studies in National Legal Policy (1)** Constitutional, Statutory, and Regulatory implications regarding issues such as drug enforcement and capital punishment in the context of the principle of the equal protection of the law for all Americans.

**LAW 620 Patent Law (3)** Teaches the fundamental principles of federal patent law, including appeal procedures to the U.S. Court of Federal Claims and the U.S. International Trade Commission. Subject areas include patent eligibility, novelty, statutory bars, non-obviousness, anticipation, prior art, patent specifications enablement, patent claims, patent prosecution, reissue, reexamination, international prosecution, infringement, doctrine of equivalents, reverse doctrine of equivalents, equitable defenses, licensing of patents, injunctions and patent enforcement. Prerequisites: LAW 561 and 562.

**LAW 621 Sales (2)** Study of the law governing commercial transactions with primary focus on sales (Article 2 of the Uniform Commercial Code (UCC), leases (Article 2A of the UCC) and the United Nations Convention on Contracts for the International Sale of Goods (CISG). J.D. student prerequisites: LAW 521 and 522.

**LAW 622 Secured Transactions (3)** Thorough study of the basic concepts of secured transactions (Article 9 of the Uniform Commercial Code) including scope, attachment, priority, perfection and remedies on default, plus an introduction to relevant bankruptcy concepts. Prerequisites: LAW 521, 522, 561 and 562. LAW 621 is recommended but not required.

**LAW 623 Copyright Law (3)** Teaches the fundamental principles of federal copyright law and introduction to the 1976 Copyright Act, as well as the Digital Millennium Copyright Act passed by Congress. Subject areas include scope of protection, standing, infringement, contributory infringement, substantial similarity, computer programs, sound recordings, performance rights, transfer of ownership, licenses, registration, importation, injunctions, impoundment, statutory damages, the "Fair Use" doctrine, the "First Sale" doctrine, WIPO Copyright Treaty, the Uniform Copyright Convention, the Berne Convention, GATT and TRIPS. Prerequisites: LAW 561 and 562.

**LAW 625 Trademark & Unfair Competition Law (3)** Teaches the fundamental principles of federal trademark law and an introduction to the Lanham Act. Subject areas include distinctiveness, secondary meaning priority, concurrent use, registration, service marks, certification marks, confusion, reverse confusion, functionality, abandonment, infringement, contributory infringement, incontestability, fair use, trade dress, trade dress infringement, false representations, dilution, parody, injunctive relief, disclaimers and international aspects of trademark protection. Prerequisites: LAW 541, 542, 561, 562, 521 and 522.

**LAW 626 Introduction to Law Librarianship (2)** Open to selected students who have demonstrated expertise in legal research and/or interest in law librarianship. Designed to introduce the various departments and areas of specialization, and the different types of law libraries, their organizational structures, collections and services. Prerequisites: LAW 552 and 553.

**LAW 627 Negotiable Instruments/Payment Systems (3)** Study of the transactions relating to and the law regulating the various kinds of payment systems with particular reference to the Uniform Commercial Code. Areas covered include negotiable instruments under Article 3 and bank deposits and collections under Articles 4 and 4A. May examine how federal regulations affect this area of law. J.D. student prerequisites: LAW 521 and 522. LAW 621 and LAW 622 are recommended but not required.

**LAW 630 Employment Discrimination (3)** Laws pertaining to employment discrimination, including Title VII of the Civil Rights Act of 1964 and administrative practices before the Equal Employment Opportunity Commission. Special consideration given to religious discrimination.

**LAW 631 Constitutional Criminal Procedure (3)** Study of limitations imposed on law enforcement activities by the Fourth, Fifth and Sixth Amendments of the U.S. Constitution as applied to the States via the 14th Amendment. Procedurally, the course considers the criminal justice process from investigation through arrest and initial court appearance. J.D. student prerequisite: LAW 683. LAW 684 is recommended but not required.

**LAW 632 Criminal Pretrial Practice (2)** Introduction to criminal process and constraints imposed on that process by U.S. Supreme Court decisions applying various provisions of the U.S. Constitution. Topics covered include the decision to prosecute, pretrial release, discovery, the preliminary hearing, the grand jury, the right to speedy trial, plea bargaining, joinder and severance and double jeopardy. Where appropriate the Federal Rules of Criminal Procedure and related federal criminal statutes will be addressed. J.D. student prerequisites: LAW 551, 554, 531 and 631.

**LAW 634 Criminal Law & Procedure (3)** Common law doctrines of criminal law, modern statutory provisions, and limitations imposed on law enforcement activities by the Fourth, Fifth, and Sixth Amendments to the U.S. Constitution.

**LAW 640 Products Liability (3)** Study of the legal principles governing the liability for harm caused by products including the historical development of products liability, theories of recovery, typical defenses and recurring issues. Prerequisites: LAW 541 and 542.

**LAW 650 Appellate Advocacy (3)** Develop written and oral appellate advocacy skills through appellate brief-writing and participation in simulated oral arguments. Teaches how to present clear and persuasive arguments to appellate judges. Prerequisites: LAW 551, 554, 552 and 553.

**LAW 652 Evidence (4)** Study of the law of evidence, the rules governing its admission and exclusion and the policies and theories underlying the evidentiary system. Subject matter areas include order of proof, relevance, judicial notice, real and documentary evidence, hearsay, competence, presumptions, privilege, impeachment and rehabilitation of witnesses. Required for the Virginia Third-Year Practice Certificate. Prerequisites: LAW 551 and 554.

**LAW 654 Trial Practice (4)** Develop courtroom skills of process and persuasion through simulated civil and criminal cases. Emphasis is on opening statement, direct and cross-examination and closing argument. Be involved in class exercises conducting these aspects of trial practice. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552, 553 and 652.

**LAW 655 Negotiations (3)** Develop legal negotiation skills through participation in simulated negotiations. Negotiation exercises are video-taped for review and faculty critique and evaluation. Classroom discussion is devoted to examining and applying theoretical and practical strategies of negotiation. J.D student prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 656 General Mediation (3)** This traditionally graded course presents an overview of the history of mediation and introduces students to the process, value, limitation, and skills for third-party intervention in the settlement of non-family law conflicts consistent with Christian principles and professional codes of ethics, especially those for mediators in the Commonwealth of Virginia. Through literature, case review, discussions and simulations, the student explores Biblical conflict resolution, the nature of conflict, reconciliation, conflict management styles, communication skills, and mediation theory and practice to develop skills a general mediator needs to facilitate a constructive resolution of conflict and help heal relationships if feasible. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552, 553 and 655.

**LAW 658 Civil Practice Clinic (3)** This classroom and live client course provides students with "hands-on experience" in representing clients before administrative and judicial fora in matters. Students have direct responsibility for the management of a case from the initial interview to conclusion of representation under supervision of a licensed attorney. They also gain knowledge and skills in interviewing, fact-gathering, identifying and applying law to case facts, diagnosing a client's problems, developing case strategy, drafting legal instruments, assessing professional competence and responsibility in the attorney-client relationship, preparing for and conducting trials and negotiation and settlement. Coursework encompasses civil procedure, evidence, substantive law, law office management, ethics and professional responsibility. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552, 553 and 652, permission of Instructor and Virginia Third-Year Practice Certificate.

**LAW 660 Client Interviewing and Counseling (3)** Exploration of client interviewing and counseling in the practice of law. Designed to help students: (1) improve their interpersonal and legal skills; (2) acquire effective client interviewing and counseling skills; and (3) consider the attorney-client relationship, different models of counseling, and the moral and ethical considerations that can arise when attorneys work with clients. Prerequisites: LAW 511 and completion of two semesters of law school.

**LAW 661 Family Law (3)** General introduction to the law and legal regulation of family associations. Focuses on the relationships of husband and wife, parent and child and, in that context, assists in developing a thorough understanding of Biblical, historic and contemporary legal principles and rules governing the family and other intimate relationships. Probes contemporary topics related to law and the family in light of current legal and cultural settings. J.D. student prerequisites: LAW 521, 522, 561 and 562.

**LAW 662 Wills, Trusts & Estates (3)** Introduction to the basic legal principles of intestate succession; to the execution, construction, revocation and interpretation of wills; to the creation of trusts; to the fiduciary administration of trusts and estates; and to the acquisition of the basic legal principles of transferring family wealth. Prerequisites: LAW 521, 522, 561 and 562.

**LAW 663 Gender & the Law (3)** Considers and confronts legal problems regarding current women's issues. Presently, all materials available in this area have been written from a feminist jurisprudential perspective. In contrast, apply a Christian perspective to examine critically the position of women socially, economically, culturally and personally. Prerequisite: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553. LAW 661 is recommended but not required.

**LAW 664 Elder Law (3)** Deals with legal problems concerning care of the elderly. Addresses current jurisprudence and the status of the elderly and incapacitated, representation of the elderly, incapacitation planning, skilled care facility law and issues, cryogenics, rights and responsibilities, medical experimentation and Medicaid and Medicare planning and management. Particular attention to ethical and moral issues raised by the course content encourages creative thinking in a pro-elderly, pro-life, pro-family jurisprudence. Prerequisites: LAW 662, which may be taken concurrently.

**LAW 667 Family Mediation (4)** This traditionally graded course presents an overview of the history of mediation and introduces students to the process, value, limitation, and skills for third-party intervention in the settlement of family and non-family conflicts consistent with Christian principles and professional codes of ethics, especially those for mediators in the Commonwealth of Virginia. Through literature, case review, discussions and graded simulations, the student explores Biblical conflict resolution, the nature of conflict, reconciliation, conflict management styles, communication skills, family systems, the restructure of family roles and relationships during divorce, parenting plans, domestic violence, support, and the theory and practice of family mediation to help develop skills a mediator needs to facilitate a constructive resolution of family conflict and help heal relationships if feasible. Prerequisites: Completed Course Application, Instructor Consent, LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552, 553. LAW 661 and LAW 655 are strongly recommended, but not required.

**LAW 669 Bioethics (3)** Designed to deal with legal problems that confront current issues regarding and surrounding biology, medicine and the law. Focuses on managing biology, ethical theory and genetic control to afford protection, life and provision in the Biblical framework and context of the family. Links the practical knowledge of the law with social, moral and policy issues that are very real in bioethics law practice. Prerequisites: LAW 511. LAW 661 is recommended but not required.

**LAW 671 Individual Federal Income Taxation (3)** Study of the statutory, judicial and administrative law relating to federal income taxation of the individual. Prerequisite for all other tax courses. Prerequisites: LAW 521, 522, 561 and 562.

**LA.W 672 Human Rights, Civil Liberties, and National Security (1)** Discussion of balancing the government's responsibility to defend the body politic and its parallel duty to safeguard the rights of individuals. Exploration of the tensions of achieving security and freedom from Lincoln's suspension of habeas corpus to Bush's detention of terrorist combatants. J.D. student prerequisites: LAW 511 and completion of two semesters of law school. Cross-listed with GOV 656.

**LAW 674 Religion in the Workplace (3)** Study of the right of employees to practice their faith at work. Primary focus on Title VII of the Civil Rights Act of 1964 and administrative practice before the Equal Employment Opportunity Commission. Topics include (1) workplace conflicts on religious expression, (2) attire, (3) Sabbaths, (4) union fees, (5) gender roles, (6) sexual orientation, (7) employer defenses, (8) ministry exceptions, (9) constitutional protections, and (10) litigation strategy. J.D. student prerequisites: LAW 511 and completion of two semesters of law school.

**LAW 683 Constitutional Law I – Constitutional Structure (3)** Study of principles of U.S. constitutional law, in both historical and contemporary contexts. Subject matter areas include: the Biblical, philosophical, historical and political background of the U.S. Constitution; judicial review; the distribution and separation of governmental powers in the U.S. federal system, with emphasis upon the federal commerce, taxing and foreign affairs powers; and intergovernmental relations. Prerequisite: LAW 511 and completion of one semester of law school.

**LAW 684 Constitutional Law II – Individual Rights (3)** Continuation of the study of principles of U.S. constitutional law, in both historical and contemporary contexts. Subject matter focuses on the First and Fourteenth Amendments, with emphasis on due process, equal protection, freedom of speech and press, and free exercise and non-establishment of religion. Prerequisite: LAW 683.

**LAW 691 Professional Responsibility (3)** Examination and analysis of the authority and duties of lawyers in the practice of their profession as advocate, mediator and counselor, and of their responsibility to God, to government, to the courts and the bar and to their clients, including a study of the ABA Rules of Professional Conduct. Required for the Virginia Third-Year Practice Certificate. Prerequisites: LAW 511 and completion of two semesters of law school. LAW 551, 554, 521, 522, 541, 542, and 531 are recommended but not required.

**LAW 701 Business Planning (2)** Advanced study of the legal organization and conduct of business in partnership and corporate form. Emphasizes the practical aspects of the organization, operation, purchase and sale and other matters related to the role of the practicing lawyer in business affairs. Prerequisites: LAW 602, LAW 771, and LAW 773.

**LAW 703 Nonprofit, Tax-Exempt Organizations (3)** Study of the laws and legal principles applicable to exempt organizations. Topics covered include the legal structure and organization of nonprofits, issues of taxation and tax-exempt status, government regulation of exempt organizations and potential liability arising from the conduct of a ministry. J.D. student prerequisites: LAW 511, 552, and 553.

**LAW 704 Employment Law (3)** Employment topics other than discrimination (e.g., wages/hours, hiring/termination, OSHA, covenants not-to-compete, etc.). J.D. prerequisites: LAW 551, 554, or 683.

**LAW 706 Labor Law (3)** Discusses the history of collective bargaining in the public and private sectors and considers the practical, constitutional, and political issues involved in union exclusive representation. Using the National Labor Relations Act as the backdrop, the course surveys the parallel public employee bargaining statutes. Employer, union, and individual employee rights are studied from the time of the selection of a union representative through the collective bargaining process to the final contract and its enforcement. Union obligations regarding individual employees are studied in some detail. J.D. student prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, and 562.

**LAW 708 Right to Work Practicum (1-3)** Provides students interested in employee rights in the context of compulsory unionism, public interest law, and litigation the opportunity to work with the litigation staff of the National Right to Work Legal Defense Foundation. Sixty hours of research, writing, and litigation support are required per credit hour. Students can choose their preferred projects but must complete at least one long-term research project if they want the course to satisfy the rigorous written skills requirement. Students also must sign a client confidentiality agreement. Prerequisites: LAW 511, 552, 553, and completion of two semesters of law school. Recommended but not required: LAW 683 and 684. Pass/No Pass.

**LAW 709 International Criminal Law (2)** The criminal law that applies across international borders, including key international criminal law tribunals from Nuremberg to the International Criminal Court and the substantive law of international crimes such as genocide, crimes against humanity, and war crimes. J.D. student prerequisite: LAW 511 and completion of two semesters of law school.

**LAW 710 International Development and the Rule of Law (2)** Rule of law principles and how to apply the principles to form and fortify the legal culture and institutions in developing nation-states. How economic structures, the security environment, and cultural and religious views impact law-making and enforcement. J.D. student prerequisites: LAW 511 and completion of two semesters of law school.

**LAW 711 Jurisprudence (3)** Study of God and man, justice and law. Focuses upon the basic issues of the philosophy of law and the specific task of exploring a distinctively Christian jurisprudence. Topics include law and morals, judicial reasoning, limits on governmental power and individual liberty, theories of justice and the nature of law and justice. Prerequisites: LAW 511, 551, and 554.

**LAW 712 Legal History (3)** Study and discussion of Western legal history beginning with the impact of the papal revolution in the 11th century. Special attention given to the historical relationship between church and state and to the Biblical and theological foundations of Western law and legal systems in general and the English Common Law in particular. J.D. student prerequisite: LAW 511.

**LAW 713 Origins of the Western Legal Tradition (2)** Survey of Western legal history beginning with the impact of the Papal Revolution of the 11th century, emphasizing the influence of the Christian church and faith on the development of Western law and legal systems. J.D. student prerequisite: LAW 511.

**LAW 714 International Religious Freedom (2)** International and regional laws regarding the right to expression and protection of religious belief. Defenses to protect religious freedom, mechanisms for advocacy and intervention, and the impact that non-governmental organizations can have in protecting religious freedom. J.D. student prerequisite: LAW 511 and completion of two semesters of law school. Cross-listed with GOV 657.

**LAW 722 Remedies (3)** Study of the law of judicial remedies, both equitable and legal, focusing on the nature and scope of the relief available. Emphasizes the various types of injunctive relief, declaratory judgments and enforcement powers of the courts, including contempt proceedings. Provides a brief study of the development of chancery courts and the continuing distinction between equitable and legal remedies. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 723 Bankruptcy (3)** Study of federal bankruptcy law and the law of debtors and creditors under state law. Specific topics include the property of the estate, the automatic stay, exemptions, discharge, preferences and reorganization. Such topics as judgment liens, executions, attachments, garnishments and fraudulent transfers will be covered in the non-bankruptcy portion of the course. J.D. student prerequisites: LAW 521, 522, 561, 562, 621 and 622. LAW 622 may be taken concurrently.

**LAW 724 International Business Transactions (2)** Study of the legal problems encountered doing business abroad and, for aliens, in doing business in the U.S. Subject matter areas include antitrust, export-import, investment and taxation regulations, international economic policy, regional economic organizations and multinational corporations. J.D. student prerequisites: LAW 521, 522, 561,562 and 602.

**LAW 725 Insurance (3)** Overview of the fundamental legal principles of insurable interests in lives and property. Subject matter areas include the nature of an insurable interest, selection and control of risks, coverage of risks and adjustment of claims and government regulations of the insurance industry. J.D. student prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 726 Securities Regulation (3)** Begins with an examination of the federal law and policies governing the offer and sale of securities in the primary market, including initial public offerings, private placements, and the subsequent resale of securities with attention to the Securities Act of 1933. Coverage will include the definition of a security; registration requirements; exemptions from registration; enforcement mechanisms and the duties and liabilities of corporations, their officers and directors, underwriters, financial advisors, and lawyers under the 33 Act. The course continues with an examination of the federal law and policies governing trading of securities in the secondary market with attention to the Securities Exchange Act of 1934. Coverage will include the disclosure and reporting obligations of public companies and the rules governing insider trading by corporate executives and others. Coverage may include a study of federal regulation of proxies, mergers or tender offers, or the role of broker-dealers, investment advisors, investment companies or self-regulatory organizations. J.D. student prerequisite: LAW 602.

**LAW 727 Mergers & Acquisitions (3)** A study of the law governing business combinations, asset acquisitions, and changes of corporate control, including the statutory and non-statutory forms; the application of the business judgment rule and other corporate rules as they relate specifically to target company defensive tactics and efforts to maximize target company shareholder value or to maximize other interests or to promote other constituencies; the role and concerns of various participants, including seller-side concerns, typical buyer-side concerns, and various public policy concerns; the economic arguments for and against mergers, acquisitions, and changes in control; and the stages of a transaction, documentation of a transaction, legal compliance requirements, and closing. J.D. student prerequisite: LAW 602.

**LAW 732 Juvenile Law (3)** Discussion of problems related to minority status, including jurisdiction of the state, detention, responsibility for the crime, rights and responsibilities of the parents, and the constitutional, statutory and case law parameters of the juvenile law system. J.D. student prerequisites: LAW 511, 551 and 554.

**LAW 735 International Trafficking in Persons (3)** Overview of the global problem of trafficking in persons for purposes of sexual exploitation and forced labor. The course examines the issue of trafficking from several perspectives: (i) the various international conventions that prohibit trafficking in persons; (ii) regional examples of trafficking and factors that contribute to it such as civil unrest and governmental corruption; and (iii) the United States legislative and foreign policy response to trafficking in persons. This course will focus on trafficking in persons as a human rights violation and the treatment of trafficked persons as a victim of a crime. J.D. student prerequisites: Completion of first year. J.D. student recommended: LAW 683, 684, and 784. Cross-listed with GOV 654.

**LAW 736 International Children's Rights (2)** Comparative overview of children's rights law and practice, including interdisciplinary perspectives on childhood, Convention on the Rights of the Child, child labor, child slavery and trafficking, adoption, provision rights, and gender and sex discrimination issues. J.D. student prerequisite: LAW 732.

**LAW 742 Admiralty (2)** Survey course on the basic rules and principles of modern maritime law, including admiralty jurisdiction and procedure; maritime torts to person and property; maritime liens, contracts and financing; and such peculiarly maritime topics as vessel limitation of liability. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 743 Health Care Law (3)** Overview of the fundamental legal principles of health care law. Topics covered include an introduction to the field of forensic medicine, medical proof in litigation, advanced medical malpractice topics and the structure and operation of the health care delivery system. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 744 Advanced Trial Practice I (1-2)** Extension of Trial Practice. Complete rigorous formal preparation and subsequently serve on a team that competes in an interscholastic trial competition. Develop understanding of opening statements, closing arguments, evidentiary objections, offers of proof, the introduction of demonstrative evidence, trial tactics, trial preparation, direct and cross-examination of witnesses, and trial strategies generally. Prerequisites: LAW 654 and membership on an interscholastic trial advocacy team.

**LAW 745 Advanced Trial Practice II (1-2)** Extension of Advanced Trial Practice I. Complete rigorous formal preparation, building on skills developed in Advanced Trial Practice I, and subsequently serve on a team that competes in an interscholastic trial competition. Develop advanced understanding of opening statements, closing arguments, evidentiary objections, offers of proof, introduction of demonstrative evidence, trial tactics, trial preparation, direct and cross-examination of witnesses, and trial strategies. Prerequisites: Law 744 and membership on an interscholastic trial advocacy team

**LAW 746 Virginia Procedure (3)** Based on the civil procedure of the Commonwealth of Virginia and examines the various courts, statutes and rules. Primary concentration on titles 8.01, 16.1 and 7.1 of the Code of Virginia. Prerequisites: LAW 551 and 554.

**LAW 747 Race & the Law (3)** Historical look at how our legal system has treated the issue of race and how our government has treated various races. Prerequisites: LAW 511 and completion of two semesters of law school. LAW 683 and 684 are recommended, but not required.

**LAW 748 Academic Legal Scholarship (2)** Members of an academic law review or journal that has been approved by the faculty are eligible to receive credit for writing a publishable law review article, comment or note and substantially assisting the board of their review or journal. The Constitution of each review or journal provides the standards, approved by the faculty, which govern this credit. Prerequisites: LAW 552 and 553.

**LAW 751 Federal Courts (3)** Study of the role of the federal courts in the U.S. Focuses on an analysis of the constitutional and legislative foundations of the judicial power of the U.S. and an examination of the practice and procedure in the federal court system. Prerequisites: LAW 511, 551, 554 and 683.

**LAW 752 Law Practice Management (2)** Prepares for entry into the private practice of law, including ethical and personal pressures related to private law practice. Among other requirements, conduct an initial client interview and identify ethical issues presented during the interview. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 755 Advanced Legal Research & Writing (3)** Seminar that exposes a deeper understanding of the skills and materials of electronic legal research. Emphasizes the development of practical, useful skills and equipping students for clerking and other work experiences. Produce weekly written assignments dealing with different research materials and a topical research guide. Prerequisites: LAW 552 & 553.

**LAW 756 Judicial/Governmental Externship (1-3)** An externship allows a student to experience and participate in the practice of law by working without remuneration off campus (a) under the direct supervision of one or more practicing attorneys ("field supervisors") in governmental offices (such as the prosecutor's office and the public defender's office), judicial or other approved governmental placements, (b) while having general oversight by full-time faculty. This pass/fail course consists of field legal assignments as well as required classroom work to expose students generally to professional development within the context of the practice of law. Hours spent in the classroom component do not substitute for the hours necessary to fulfill the externship requirement on site at the placement. Externships also allow students to pursue additional educational objectives such as the development of professional

skills in a specific area of law by working with a practicing attorney or judicial officer. All externship study programs must be approved in advance. Guidelines for externships are published in the law school's Policies and Procedures Manual. J.D. student prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 757 Drafting Contracts (3)** The law and techniques of contract formation and drafting. Provides experience in the imaginative thinking that a lawyer must pursue in integrating the expressed and implied agreements of the parties to a contract. Provides opportunities to learn to create legal documents that express the agreement not only clearly, but also in a manner that defies any contrary interpretation. Enrollment limited by instructor. J.D. prerequisites: LAW 521, 522, 552 and 553.

**LAW 758 State Civil Pretrial Practice & Procedure (3)** Hands-on experience in developing a civil lawsuit according to the rules and procedures of the state in which the student intends to practice. Techniques, strategies, and ethical and professional considerations involved in analyzing and complying with statutes of limitations, drafting pleadings, determining evidence needed, conducting discovery, and preparing for and trying cases. Prerequisite: LAW 652.

**LAW 762 Real Estate Transactions & Skills (3)** Advanced skills course to prepare in the practice of law relating to real estate transfer and finance. Perform simulations that address practical aspects of title examinations, title searches, contracts for the purchase and sale of real estate, conveyancing techniques, mortgaging foreclosure practices and settlement and closing of title. J.D. student prerequisites: LAW 521, 522, 561 and 562.

**LAW 763 Estate Planning (3)** Advanced course that teaches how to advise clients concerning the accumulation, preservation and distribution of their estates. Emphasis is on planning in the following general areas: lifetime transfers, closely held business interests, employee benefits, retirement, liquidity, taxation, trusts, transfers upon death and estate and/or trust administration. Prerequisites: LAW 772.

**LAW 766 Land Use Planning (3)** Introduces the law pertaining to basic zoning and land use planning tools and techniques from classical zoning to the contemporary methods. Examines the role of the comprehensive plan in the zoning process, subdivision controls, historic and environmental preservation techniques, growth control and the issue of financing capital facilities by taxing new developments. J.D. student prerequisites: LAW 561 and 562.

**LAW 768 Environmental Law (3)** Survey of various topics including the Biblical view of man's relationship to the environment, common law remedies, public trust and police power, takings, judicial review of administrative action, the National Environmental Policy Act (NEPA), water pollution (Federal Water Pollution Control Act), air pollution (Clean Air Act), the Resource Conservation and Recovery Act (RCRA), the Comprehensive Environmental Response, Compensation and Liability Act (CERCLA/Superfund) and the Toxic Substances Control Act (TSCA). Prerequisites: LAW 561 and 562.

**LAW 771 Partnership Tax (2)** Advanced course in the law of federal income taxation with special emphasis on sole proprietorships, partnerships, limited liability companies and related aspects of S corporations. Prerequisites: LAW 671 and LAW 602.

**LAW 772 Estate & Gift Tax (3)** Overview of the law of federal estate and gift taxes. Prerequisites: LAW 662 and LAW 671. LAW 671 may be taken concurrently.

**LAW 773 Corporate Tax (3)** Advanced course in the law of federal income taxation with emphasis on corporate tax laws and related aspects of S corporations. Prerequisites: LAW 602 and LAW 671.

**LAW 774 First Amendment Law (3)** Survey of the protections guaranteed by the First Amendment of the U.S. Constitution. Topics covered include freedom of religion, the establishment clause, freedom of speech and freedom of the press. Prerequisites: LAW 683 and 684.

**LAW 776 Comparative Law (2)** Focuses on the nature of Comparative law, the concept of legal tradition and the development of civil law, common law and other legal traditions in the contemporary world of nation states. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

**LAW 778 Advanced Appellate Advocacy I (1-3)** Extension of Appellate Advocacy. Independently research and write a significant portion of a moot court team's brief; members of each team will then pool their independent work and complete the entire brief for competition. Additionally, present practice oral arguments in class and have the opportunity to serve as judge for classmates. Earn one, two, or three credits. Prerequisites: LAW 650 and membership on an interscholastic moot court team.

**LAW 779 Advanced Appellate Advocacy II (1-3)** Extension of Advanced Appellate Advocacy I. Independently research and write a significant portion of a moot court team's brief; members of each team will then pool their

independent work and complete the entire brief for competition. Additionally, present practice oral arguments in class and have the opportunity to serve as judge for classmates. Earn one, two, or three credits (maximum of five credits when combined with LAW 778). Prerequisites: LAW 778 and membership on an interscholastic moot court team.

**LAW 780 Civil Litigation Practicum (1-3)** Hands-on experience in the world of civil litigation. Practical aspects of how to be a successful litigator and the application of principles to practice. Client development, quality service, effective advocacy, persuasive writing, and litigation strategy. Prerequisites: LAW 511, 551, and 554. Pass/No pass.

**LAW 780BK Bankruptcy Law Practicum (1-2)** Apply bankruptcy law to financial problems of debtors and creditors under supervision of practicing bankruptcy attorney. Fifty hours of supervised work required per credit hour. May be repeated with instructor approval but for no more than a cumulative total of two credits. Prerequisites (or concurrently): LAW 511, 521, 522, 551, 552, 553, 554, 561, 562; and 622 (or concurrently) or 723 (or concurrently). Permission of Instructor. Pass/No Pass.

**LAW 780CA Child Advocacy Practicum (1-3)** Students work with professor on projects relating to the nature and regulation of policy making regarding children's issues, including current issues pending before state legislative and regulatory decision making bodies. J.D. student prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, and 661. Permission of Instructor. Pass/No Pass.

**LAW 780IM Immigration Practicum (1-3)** Students work with professor to present cases to the U.S. Citizenship and Immigration Services, U.S. Immigration and Customs Enforcement, and U.S. Department of Justice Immigration Court. Responsibilities include: client intake interviews, evidence gathering, legal research, drafting motions, and client correspondence. J.D. student prerequisites: LAW 785. Permission of Instructor. Pass/No Pass.

**LAW 780PS Professional Skills Practicum (2)** Designed to prepare graduating law students to pass the bar examination and practice law. Course includes review and reinforcement of legal analysis and writing skills, and specific practice in analyzing and writing bar exam essay questions and answering multiple-choice questions in the form of the Multistate Bar Exam (MBE). Pass/No Pass.

**LAW 781 Administrative Law (3)** Study of the law pertaining to the appropriate functions and purposes of administrative agencies in government; constitutional limitations on agency structure and action; analysis of informal and formal procedures, investigation, rule-making and adjudication with a focus on the Federal Administrative Procedure Act and judicial review. Prerequisites: LAW 551 and 683.

**LAW 782 State & Local Government (3)** Nature, constitution, powers and liabilities of municipal corporations, and the interrelationships between municipal, county and state governments. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, 562, and 683.

**LAW 783 Conflict of Laws (3)** Study of the theories of the application of laws involving domicile and citizenship, bases of jurisdiction, foreign judgments and, in transactions having elements in more than one state, the choice of governing law in such fields as property, contracts, torts and family law. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, 562, and 683.

**LAW 784 International Law (3)** Discussion and study of the nature of international law; state jurisdiction; the individual legal system; statehood and recognition of states; diplomatic and consular immunity; international agreements; the use of force; and an overview of various international organizations. J.D. student prerequisites: Completion of one semester of law school.

**LAW 785 Immigration Law & Procedure (3)** Citizenship, acquisition and maintenance of major immigrant and non-immigrant classifications; admission into and exclusion or deportation from the U.S.; and structure and procedures of the Immigration and Naturalization Service, Board of Immigration Appeals, Department of State and Department of Labor. J.D. student prerequisites: LAW 551 and 554.

**LAW 786 Legislation (3)** Legislative process with emphasis on the lawyer's perspective and functions, issues of representative theory, legislative organization and procedure, interaction of the legislature with other branches of government and research and drafting in the legislative context. J.D. student prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, and 562.

**LAW 790 National Security Law (3)** This seminar provides students an analysis of national security topics. Among the topics which may be covered are national security and the role of law, theoretical approaches to national security and world order, development of the international law of conflict management, the use of force in international relations, the laws of wars and neutrality, war crimes, the international law of intelligence collection, the control of international terrorism, American security doctrine and nuclear weapons. J.D. student prerequisite: LAW 683.

**LAW 795 Legal Aid/Nonprofit Externship (1-3)** Students interested in public interest law may serve as externs with the local legal aid program and nonprofit organizations that have a legal division. For students who enroll in the legal aid externship, there is a classroom component in which lawyering skills such as factual investigation, interviewing, case analysis and litigation strategy are discussed. The legal aid classroom component introduces students to the areas of substantive law in which the legal aid program represents clients, e.g. landlord/tenant law, consumer law and government benefits. Hours spent in the classroom component do not substitute for the hours necessary to fulfill the externship requirement on site at the placement. J.D. student prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, and 562.

**LAW 811 Biblical Law (3)** Exegetical course in the laws of the Bible, using the Decalogue as its own principle of organization. Develops the meaning of the laws in context and their appropriate applications, with emphasis on the nature of their applicability to policy issues such as pluralism, penology, lawful oaths, blue laws, church and state jurisdiction, gender roles, marriage, capital punishment and other topics. J.D. student prerequisite: LAW 511.

**LAW 812 Shari'a Law (3)** Survey Islamic Law in three parts: (1) Qur'anic foundations using the Qur'an itself and the history of its various interpretations; (2) "classical/historical/orthodox/traditional" Shari'a itself; and (3) the application of Shari'a in Muslim nations today and its relevancy to non-Muslim nations. J.D. student prerequisite: LAW 511.

**LAW 862 Entertainment Law (3)** Overview of legal problems in film, theatre, television, sound recordings and literary and music publishing. Topics include the role of attorneys, agents and business and personal managers, contractual provisions in different entertainment agreements, protection for ideas and stories, rights of privacy and publicity and related copyright issues. Prerequisites: LAW 521, 522, 561, and 562.

**LAW 863 Sports Law (2)** Study of the law of sports including intellectual property, rights of privacy and publicity, antitrust, labor, contracts, torts, Olympic and International Rules and sports agency. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, and 562.

**LAW 882 School Law (2)** Focuses on the legal aspects of public, private and home education, including: 1) the legal framework for public education; 2) First Amendment and other constitutional issues related to the public schools; 3) government regulation of private/parochial schools; and 4) parental rights concerning home education. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, and 562.

**LAW 883 International & Comparative Human Rights (2-3)** Addresses the questions of the universality of human rights, including the right of life, the right to death, rights of the child, women's rights, religious freedoms, the rights of third-world countries and the export of Western values to Eastern societies. J.D. student prerequisite: LAW 511.

**Master of Laws (LL.M.) in American Legal Studies**

**LAW 813 American Legal Thought (3)** (1) The philosophical and theological sources and nature of American law and justice; (2) the role of lawyers in the American justice system; and (3) jurisprudential thinking about what lawyers do, including select substantive legal issues.

**LAW 814 American Legal System & Writing (3)** American legal system and skills necessary to succeed in that system, including reading cases and statutes, analyzing legal issues, and researching selected topics of American law. Course culmination is a legal research paper.

**LAW 815 Advanced Torts (2)** Civil liability resulting from breach of duties arising under common law; intentional, negligence and strict liability torts and theories of liability and recovery; defamation, interference with contract, and strict products liability.

**LAW 816 Agency & Partnerships (2)** Law of agency and law governing formation, control, liabilities, property, dissolution and disposition of partnerships, and the internal and external relations of partners.

**LAW 817 Business Associations/For-Profit (2)** Law of close and public corporations and other business associations, their origins, structure, rights and liabilities of management and shareholders.

**LAW 818 Civil Pretrial Practice (2)** Developing a civil lawsuit according to the rules and procedures of the state in which the student intends to practice. Focus includes complying with statutes of limitations, drafting pleadings, determining evidence needed, conducting discovery, and preparing for and trying cases.

**LAW 819 Constitutional Law & Policy I (3)** History of the Constitution, the structure, power and limitations of each of the 3 branches of the federal government, the power and rights of the states, and the authority of local governments (counties and cities). Cross-listed with GOV 619.

**LAW 820 Constitutional Law & Policy II (3)** Bill of Rights (including the delicate relationship between church & state, freedom of speech and freedom of worship), the rights of liberty, equal protection and due process arising from the 14th Amendment, and the subsequent rise and effects of judicial policy-making (including the "right to privacy," the "right to intimate sexual choice," and the "right to die"). Cross-listed with EHEA 508 and GOV 620.

**LAW 821 Conflict of Laws (2)** Theories and application of laws involving domicile and citizenship, bases of jurisdiction, foreign judgments and, in transactions having elements in more than one state, the choice of governing law in such fields as property, contracts, torts and family law.

**LAW 823 Contracts (3)** Common law of contracts, and the principles controlling the formation, performance and termination of contracts (offer, acceptance, consideration, conditions, material breach, damages, third party beneficiaries, assignment, statute of frauds and statutory variances from the common law).

**LAW 826 Professional Responsibility (California Bar) (2)** Authority and duties of lawyers in the practice of their profession as advocate, mediator and counselor, and of their responsibility to God, government, courts, bar and to their clients. The course focuses on the ABA and California Rules of Professional Conduct.

**LAW 827 Remedies (2)** Equitable and legal remedies, including injunctive relief, declaratory judgments and enforcement powers of the courts, including contempt proceedings.

**Master of Laws (LL.M.) in Human Rights**

**LAW 891 Human Rights Research and Writing (2)** Seminar that introduces LL.M. students to the full range of source materials available and research and analytical methods used by lawyers conducting scholarly research and writing in the field of human rights. Produce abstract, outline, and bibliography in preparation for LL.M. Thesis requirement.

**LAW 899 Thesis (3)** Independent study and writing project in human rights conducted under faculty supervision. Produce a publishable quality article or manuscript 35-50 pages in length. Required for LL.M. in Human Rights. Prerequisite: LAW 891.

**Master of Arts**

**MAL 511 Christian Foundations of Law (3)** Jurisprudential survey of the Christian foundations of Anglo-American law, including the development of higher/natural law thinking, higher law influence on the development of the common law, the rise of modern legal philosophies and the influence of Christian and secular worldviews on the development of American law.

**MAL 513 American Legal Thought (3)** (1) The philosophical and theological sources and nature of American law and justice; (2) the role of lawyers in the American justice system; and (3) jurisprudential thinking about what lawyers do, including select substantive legal issues.

**MAL 521 Contracts (3)** Common law of contracts, and the principles controlling the formation, performance and termination of contracts (offer, acceptance, consideration, conditions, material breach, damages, third party beneficiaries, assignment, statute of frauds and statutory variances from the common law). Cross-listed with GOV 618 and EHEA 506.

**MAL 531 Criminal Law (3)** Introduction to the foundations and common law doctrines of criminal law and modern statutory provisions.

**MAL 533 Juvenile Law (3)** Discussion of problems related to minority status, including jurisdiction of the state, detention, responsibility for the crime, rights and responsibilities of the parents, and the constitutional, statutory and case law parameters of the juvenile law system.

**MAL 535 International Trafficking in Persons (3)** Overview of the global problem of trafficking in persons for purposes of sexual exploitation and forced labor. The course examines the issue of trafficking from several perspectives: (i) the various international conventions that prohibit trafficking in persons; (ii) regional examples of trafficking and factors that contribute to it such as civil unrest and governmental corruption; and (iii) the United States legislative and

foreign policy response to trafficking in persons. This course will focus on trafficking in persons as a human rights violation and the treatment of trafficked persons as a victim of a crime.

**MAL 540 Insurance (3)** Overview of the fundamental legal principles of insurable interests in lives and property. Subject matter areas include the nature of an insurable interest, selection and control of risks, coverage of risks and adjustment of claims and government regulations of the insurance industry.

**MAL 542 Insurance Law & Planning (2)** Considers principles of risk and insurance, income taxation and business use of insurance, analyzes and evaluates risk exposures and insurance needs, and the selection of insurance company and policy; finally, examines the following forms of individual insurance; life, long-term care, disability income, health insurance, and annuities.

**MAL 543 Prof. Conduct & Relationships (1)** Focuses on communicating with a counseling financial planning clients; discerning client and planner attitudes, values, biases and behavioral characteristics; and learning the Certified Financial Planning Board's *Code of Ethics and Professional Responsibility and Rules of Conduct, Disciplinary Rules and Procedures, and Financial Planning Practice Standards.*

**MAL 544 Fundamentals of Estate Planning (3)** Fundamental areas of estate planning, which include methods of property transfer at death, characteristics and consequences of property titling, incapacity and elder law, powers of appointment, fiduciaries, sources of estate liquidity, use of life insurance in estate planning, estate planning documents (including wills and trusts, and planning for non-traditional relationships), IRAs and retirement plans, income in respect of a decedent, the types, features, and taxation of trusts, qualified interest trusts, charitable gifts/transfers and gifting strategies, marital deduction, intra-family and business transfer techniques, deferring and minimizing estate taxes, generation-skipping transfer tax, federal estate and gift tax compliance and tax calculation, and postmortem estate planning techniques.

**MAL 545 Capstone in Financial Planning (3)** Involves case analysis and the integration of financial planning, insurance planning, investment planning, taxation, retirement and employee benefits, and estate tax planning in comprehensive personal financial planning. Students will learn how to manage case scenarios to identify issues, analyze client financial situations, and make and implement recommendations.

**MAL 552 American Legal System & Writing (3)** American legal system and skills necessary to succeed in that system, including reading cases and statutes, analyzing legal issues, and researching selected topics of American law. Course culmination is a legal research paper.

**MAL 557 Drafting Contracts (3)** The law and techniques of contract formation and drafting. Provides experience in the imaginative thinking that a lawyer must pursue in integrating the expressed and implied agreements of the parties to a contract. Provides opportunities to learn to create legal documents that express the agreement not only clearly, but also in a manner that defies any contrary interpretation.

**MAL 562 Real Estate Transactions & Skills (3)** Advanced skills course to prepare in the practice of law relating to real estate transfer and finance. Perform simulations that address practical aspects of title examinations, title searches, contracts for the purchase and sale of real estate, conveyancing techniques, mortgaging foreclosure practices and settlement and closing of title.

**MAL 566 Land Use Planning (3)** Introduces the law pertaining to basic zoning and land use planning tools and techniques from classical zoning to the contemporary methods. Examines the role of the comprehensive plan in the zoning process, subdivision controls, historic and environmental preservation techniques, growth control and the issue of financing capital facilities by taxing new developments.

**MAL 580CA Child Advocacy Practicum (1-3)** Students work with professor on projects relating to the nature and regulation of policy making regarding children's issues, including current issues pending before state legislative and regulatory decision making bodies.

**MAL 580IM Immigration Practicum (1-3)** Students work with professor to present cases to the U.S. Citizenship and Immigration Services, U.S. Immigration and Customs Enforcement, and U.S. Department of Justice Immigration Court. Responsibilities include: client intake interviews, evidence gathering, legal research, drafting motions, and client correspondence.

**MAL 585 Immigration Law & Procedure (3)** Citizenship, acquisition and maintenance of major immigrant and non-immigrant classifications; admission into and exclusion or deportation from the U.S.; and structure and procedures of the Immigration and Naturalization Service, Board of Immigration Appeals, Department of State and Department of Labor.

**MAL 590 Independent Study (1-2)** Learning experience that allows research and evaluation of subject matter or conduct other comparable academic activities with minimum faculty guidance.

**MAL 591 Judicial/Governmental Externship (1-3)** An externship allows a student to experience and participate in the practice of law by working without remuneration off campus (a) under the direct supervision of one or more practicing attorneys ("field supervisors") in governmental offices (such as the prosecutor's office and the public defender's office), judicial or other approved governmental placements, (b) while having general oversight by full-time faculty. This pass/fail course consists of field legal assignments as well as required classroom work to expose students generally to professional development within the context of the practice of law. Hours spent in the classroom component do not substitute for the hours necessary to fulfill the externship requirement on site at the placement.

Externships also allow students to pursue additional educational objectives such as the development of professional skills in a specific area of law by working with a practicing attorney or judicial officer. All externship study programs must be approved in advance. Guidelines for externships are published in the law school's Policies and Procedures Manual.

**MAL 593 Legal Aid/Nonprofit Externship (1-3)** Students interested in public interest law may serve as externs with the local legal aid program and nonprofit organizations that have a legal division. For students who enroll in the legal aid externship, there is a classroom component in which lawyering skills such as factual investigation, interviewing, case analysis and litigation strategy are discussed. The legal aid classroom component introduces students to the areas of substantive law in which the legal aid program represents clients, e.g. landlord/tenant law, consumer law and government benefits. Hours spent in the classroom component do not substitute for the hours necessary to fulfill the externship requirement on site at the placement

**MAL 604 American Tort System (3)** Common law civil liability resulting from breach of duty. Topics studied include intentional torts, negligence, proximate cause, and damages.

**MAL 615 Legislation (3)** Legislative process with emphasis on the lawyer's perspective and functions, issues of representative theory, legislative organization and procedure, interaction of the legislature with other branches of government and research and drafting in the legislative context.

**MAL 619 Constitutional Law & Policy I (3)** History of the Constitution, the structure, power and limitations of each of the 3 branches of the federal government, the power and rights of the states, and the authority of local governments (counties and cities). Cross-listed with GOV 619.

**MAL 620 Constitutional Law & Policy II (3)** Bill of Rights (including the delicate relationship between church & state, freedom of speech and freedom of worship), the rights of liberty, equal protection and due process arising from the 14th Amendment, and the subsequent rise and effects of judicial policy-making (including the "right to privacy," the "right to intimate sexual choice," and the "right to die"). Cross-listed with EHEA 508 and GOV 620.

**MAL 621 Sales (2)** Study of the law governing commercial transactions with primary focus on sales (Article 2 of the Uniform Commercial Code (UCC)), leases (Article 2A of the UCC) and the United Nations Convention on Contracts for the International Sale of Goods (CISG).

**MAL 623 Nonprofit, Tax-Exempt Organizations (3)** Study of the laws and legal principles applicable to exempt organizations. Topics covered include the legal structure and organization of nonprofits, issues of taxation and tax-exempt status, government regulation of exempt organizations and potential liability arising from the conduct of a ministry.

**MAL 624 International Business Transactions (2)** Study of the legal problems encountered doing business abroad and, for aliens, in doing business in the U.S. Subject matter areas include antitrust, export-import, investment and taxation regulations, international economic policy, regional economic organizations and multinational corporations.

**MAL 627 Negotiable Instruments/Payment Systems (3)** Study of the transactions relating to and the law regulating the various kinds of payment systems with particular reference to the Uniform Commercial Code. Areas covered include negotiable instruments under Article 3 and bank deposits and collections under Articles 4 and 4A. May examine how federal regulations affect this area of law.

**MAL 628 Employment Law (3)** Employment topics other than discrimination (e.g., wages/hours, hiring/termination, OSHA, covenants not-to-compete, etc.).

**MAL 629 Labor Law (3)** Discusses the history of collective bargaining in the public and private sectors and considers the practical, constitutional, and political issues involved in union exclusive representation. Using the National Labor

Relations Act as the backdrop, the course surveys the parallel public employee bargaining statutes. Employer, union, and individual employee rights are studied from the time of the selection of a union representative through the collective bargaining process to the final contract and its enforcement. Union obligations regarding individual employees are studied in some detail.

**MAL 630 Employment Discrimination (3)** Laws pertaining to employment discrimination, including Title VII of the Civil Rights Act of 1964 and administrative practices before the Equal Employment Opportunity Commission. Special consideration given to religious discrimination.

**MAL 631 Constitutional Criminal Procedure (3)** Study of limitations imposed on law enforcement activities by the Fourth, Fifth and Sixth Amendments of the U.S. Constitution as applied to the States via the 14th Amendment. Procedurally, the course considers the criminal justice process from investigation through arrest and initial court appearance.

**MAL 632 Criminal Pretrial Practice (2)** Introduction to criminal process and constraints imposed on that process by U.S. Supreme Court decisions applying various provisions of the U.S. Constitution. Topics covered include the decision to prosecute, pretrial release, discovery, the preliminary hearing, the grand jury, the right to speedy trial, plea bargaining, joinder and severance and double jeopardy. Where appropriate the Federal Rules of Criminal Procedure and related federal criminal statutes will be addressed.

**MAL 634 Criminal Law & Procedure (3)** Common law doctrines of criminal law, modern statutory provisions, and limitations imposed on law enforcement activities by the Fourth, Fifth, and Sixth Amendments to the U.S. Constitution.

**MAL 636 International Criminal Law (2)** The criminal law that applies across international borders, including key international criminal law tribunals from Nuremberg to the International Criminal Court and the substantive law of international crimes such as genocide, crimes against humanity, and war crimes.

**MAL 640 National Security Law (3)** This seminar provides students an analysis of national security topics. Among the topics which may be covered are national security and the role of law, theoretical approaches to national security and world order, development of the international law of conflict management, the use of force in international relations, the laws of wars and neutrality, war crimes, the international law of intelligence collection, the control of international terrorism, American security doctrine and nuclear weapons.

**MAL 655 Negotiations (3)** Develop legal negotiation skills through participation in simulated negotiations. Negotiation exercises are video-taped for review and faculty critique and evaluation. Classroom discussion is devoted to examining and applying theoretical and practical strategies of negotiation.

**MAL 661 Family Law (3)** General introduction to the law and legal regulation of family associations. Focuses on the relationships of husband and wife, parent and child and, in that context, assists in developing a thorough understanding of Biblical, historic and contemporary legal principles and rules governing the family and other intimate relationships. Probes contemporary topics related to law and the family in light of current legal and cultural settings.

**MAL 670 Survey of Taxation (3)** Considers the fundamentals of personal, business, and trust & estate income tax law and tax compliance, including basis, tax consequences of property sales, alternative minimum tax, passive activity and at-risk rules, charitable contributions and deductions, tax reduction techniques, and the tax implications of special circumstances.

**MAL 672 Human Rights, Civil Liberties, and National Security (1)** Discussion of balancing the government's responsibility to defend the body politic and its parallel duty to safeguard the rights of individuals. Exploration of the tensions of achieving security and freedom from Lincoln's suspension of habeas corpus to Bush's detention of terrorist combatants.

**MAL 674 Religion in the Workplace (3)** Study of the right of employees to practice their faith at work. Primary focus on Title VII of the Civil Rights Act of 1964 and administrative practice before the Equal Employment Opportunity Commission. Topics include (1) workplace conflicts on religious expression, (2) attire, (3) Sabbaths, (4) union fees, (5) gender roles, (6) sexual orientation, (7) employer defenses, (8) ministry exceptions, (9) constitutional protections, and (10) litigation strategy.

**MAL 676 International Religious Freedom (2)** International and regional laws regarding the right to expression and protection of religious belief. Defenses to protect religious freedom, mechanisms for advocacy and intervention, and the impact that non-governmental organizations can have in protecting religious freedom.

**MAL 678 International Children's Rights (2)** Comparative overview of children's rights law and practice, including interdisciplinary perspectives on childhood, Convention on the Rights of the Child, child labor, child slavery and trafficking, adoption, provision rights, and gender and sex discrimination issues.

**MAL 680 International Development and the Rule of Law (2)** Rule of law principles and how to apply the principles to form and fortify the legal culture and institutions in developing nation-states. How economic structures, the security environment, and cultural and religious views impact law-making and enforcement.

**MAL 682 Legal History (3)** Study and discussion of Western legal history beginning with the impact of the papal revolution in the 11th century. Special attention given to the historical relationship between church and state and to the Biblical and theological foundations of Western law and legal systems in general and the English Common Law in particular.

**MAL 684 International Law (3)** Discussion and study of the nature of international law; state jurisdiction; the individual legal system; statehood and recognition of states; diplomatic and consular immunity; international agreements; the use of force; and an overview of various international organizations.

**MAL 685 Origins of the Western Legal Tradition (2)** Survey of Western legal history beginning with the impact of the Papal Revolution of the 11th century, emphasizing the influence of the Christian church and faith on the development of Western law and legal systems.

**MAL 686 International & Comparative Human Rights (2-3)** Addresses the questions of the universality of human rights, including the right of life, the right to death, rights of the child, women's rights, religious freedoms, the rights of third-world countries and the export of Western values to Eastern societies.

**MAL 688 Biblical Law (3)** Exegetical course in the laws of the Bible, using the Decalogue as its own principle of organization. Develops the meaning of the laws in context and their appropriate applications, with emphasis on the nature of their applicability to policy issues such as pluralism, penology, lawful oaths, blue laws, church and state jurisdiction, gender roles, marriage, capital punishment and other topics.

**MAL 689 Shari'a Law (3)** Survey Islamic Law in three parts: (1) Qur'anic foundations using the Qur'an itself and the history of its various interpretations; (2) "classical/historical/orthodox/traditional" Shari'a itself; and (3) the application of Shari'a in Muslim nations today and its relevancy to non-Muslim nations.

# THE FACULTY

## Resident Faculty

Regent University School of Law has a diverse and distinguished faculty. Members of the faculty have published extensively; and all of them have significant legal experience in private practice, public interest legal work, or government service. The school is justly proud of the accomplishments of its faculty members. Collectively, the faculty provides an outstanding and rich legal education for Regent students. Members and their credentials are listed below. (The year in which the faculty member began full-time in the School of Law is listed in parentheses.)

**Ashcroft, John D.** (2005), J.D., University of Chicago

**Boland, James M.** (1999), J.D., Regent University

**Brauch, Jeffrey A.** (1994), J.D., with honors, University of Chicago

**Brown, Eleanor W.** (2002), J.D., University of Richmond, LL.M., College of William & Mary

**Cameron, Bruce N.** (2007), J.D., Emory University School of Law

**Christiansen, Margaret L.** (1994), J.D., Regent University; M.S.I.S. Florida State University

**Cook, Douglas H.** (1987), J.D., The Ohio State University

**Davids, James A.** (2003), J.D., Ph.D. Duke University

**DeGroff, Eric A.** (1994), J.D., Regent University

**Duane, James J.** (1991), J.D., Harvard University

**Dysart, Tessa L.** (2012), J.D., Harvard Law School

**Folsom, Thomas C.** (2002), J.D., Georgetown University Law Center

**Gantt, II, L.O. Natt** (2000), J.D., c*um laude*, Harvard Law School

**Hensler, III, Louis W.** (1998), J.D., University of Chicago

**Hernandez, Michael V.** (1992), J.D., University of Virginia

**Jacob, Bradley P.** (2001), J.D., University of Chicago

**Kirkland, Janis L.** (2000), J.D., m*agna cum laude,* University of Richmond

**Kohm, Lynne Marie** (1993), J.D., Syracuse University

**Madison, III, Benjamin V.** (2003), J.D., College of William and Mary

**McKee, Kathleen A.** (1996), J.D., Catholic University; LL.M., Georgetown University Law Center

**Murphy, James E.** (1997), J.D., University of Oklahoma

**Stern, Craig A.** (1990), J.D., University of Virginia

**Van Essendelft, Kimberly R.** (2006), J.D., College of William and Mary

**West, Patricia,** (2014), J.D., College of William and Mary

**Whittico, Gloria A.** (2008), J.D., University of Virginia

## Law Library Faculty

**Hamm, Marie Summerlin** (1999), J.D., Regent University; M.L.S., Syracuse University

**Magee, William E.** (2000), M.S.L.S., Catholic University of America; J.D., Regent University

**Welsh, Eric** (1986), J.D., Regent University

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# SCHOOL OF PSYCHOLOGY & COUNSELING

## DEAN'S MESSAGE

Our motto in the School of Psychology & Counseling (SPC) indicates our aspiration to be both "academically excellent" and "distinctively Christian." We believe that these goals are synergistic. Our aim is produce leaders in psychology and counseling who can provide effective services to their clients in a manner richly informed by the best of the academic traditions in these fields and the Christian faith. Our focus has been on preparing professionals and paraprofessionals for practice oriented careers in a wide variety of settings. Many of our graduates have developed careers in explicitly Christian practices contexts. Many others work in the spectrum of secular mental health contexts such as private practice, school services, medical settings, or military clinics. All are trained to integrate faith and practice in sophisticated and ethical ways regardless of their practice settings. Our academic community consists of faculty, staff and students who share a commitment to provide a redemptive impact on the world through their careers.

William L. Hathaway, Ph.D.
*Dean*

## CONTACT INFORMATION

Application forms may be completed online at www.regent.edu/psychology/apply. To request admissions information, contact:

Admissions Office – DIV 270
School of Psychology & Counseling
Regent University
1000 Regent University Drive
Virginia Beach, VA 23464-9800
757.352.4498 or 800.681-5906
Fax: 757.352.4839
E-mail: psycoun@regent.edu
Website: www.regent.edu/spc

## MISSION AND PHILOSOPHY

The Regent University School of Psychology & Counseling provides leadership for exemplary educational programs. Its professional programs integrate sound practice skills, disciplinary competence, and Biblically-based values to promote human welfare with a focus on service provision to individuals, family, church, and community.

Vision Statement -- Our efforts stem from two central passages of scripture, "Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbor as yourself," (Matthew 22:37-39); and "Love each other as I have loved you," (John 15:12). The methods and purposes of psychology and counseling are always to be held against these Biblical standards.

We aim to educate graduates to provide healing and restoration to members of the local and world community through the application of Biblical principles and professional excellence.

## DISTINCTIVES OF THE SCHOOL

The School of Psychology & Counseling prepares graduates from a Christian worldview, while adhering to the highest standards of each discipline. Our professional programs prepare graduates in a distinctly Christian manner while meeting accreditation, certification and educational requirements for licensure. These programs are designed for individuals to take their knowledge into every corner of the world in order to assist people in the prevention and resolution of the problems of human living. A strong emphasis is placed on the restoration of relationships: individual to God, individual to individual and restoration within the family, the church and the community. It is our goal that individuals who

graduate from our programs will be exemplary, reflecting the character of Christ within their personal and professional lives.

## ACCREDITATION

Regent University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC). http://sacscoc.org/membershipInfo.asp

The School of Psychology and Counseling has two additional accreditations: The American Psychological Association (APA), Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242, 202-336-5979, www.apa.org/ed/accreditation/, has granted accreditation to the Doctoral Program in Clinical Psychology (Psy.D.), www.apa.org/ed/accreditation/clinpsymz.html; and The Council for Accreditation of Counseling and Related Educational Programs (CACREP), 5999 Stevenson Avenue, Alexandria, VA 22304, 703.823.9800 ext. 301, www.cacrep.org, has granted accreditation to the following programs in the Counseling Department: M.A. in Counseling (Clinical Mental Health and School programs); Doctoral Program in Counselor Education & Supervision (Ph.D.). http://www.cacrep.org/directory/directory.cfm

*The M.A. in Clinical Mental Health Counseling and the M.A. in School Counseling programs at Regent University are currently accredited by CACREP under the 2001 standards for community counseling and school counseling through February, 2016. Regent University intends to seek accreditation for the M.A. in Marriage, Couple & Family Counseling program when it comes up for reaccreditation in 2016, per CACREP guidelines.

## PROGRAM OVERVIEW

The SPC adheres to a Judeo-Christian worldview. The Judeo-Christian perspective provides a sound basis from which human behavior might be studied, and sets a standard by which counseling methods might most effectively be applied—one that recognizes the individual as a totality of body, soul and spirit. The research and experience of those who have pioneered the field are highly valued, as are Biblical resources that contextually define and analyze the motives and patterns of human behavior.

The school designs each student's master plan of study to optimize employability in the various and diverse settings found in the field of counseling and psychology, such as:

- Community mental health agencies
- Church and parachurch organizations
- Public and private schools
- Colleges and universities
- Business and governmental settings
- Private practice groups and hospitals
- Health care organizations

Joint degrees with other Regent schools are available. See the General Information section of the catalog for the description of the joint degrees program.

All degree programs in the SPC, including the distance learning programs, require some level of in-residence study. For details see Residency information on the website for the specific degree program.

### Degree Programs Offered

- Doctor of Psychology in Clinical Psychology (On Campus)
- Master of Science in General Psychology (Online)
- Doctor of Philosophy in Counselor Education & Supervision (Online)
- Master of Arts in Clinical Mental Health Counseling (On-campus or Online)
- Master of Arts in School Counseling (On-campus or Online)
- Master of Arts in Marriage, Couple & Family Counseling (On-campus or Online)
- Master of Arts in Human Services Counseling (Online)

### Certificates Offered

- Certificate of Graduate Studies in Clinical Mental Health Counseling (On Campus or Online)
- Certificate of Graduate Studies in School Counseling (On Campus or Online)
- Certificate of Graduate Studies in Marriage, Couple & Family Counseling (On Campus or Online)
- Certificate of Graduate Studies in Trauma (On Campus or Online)
- Certificate of Graduate Studies in Addiction (On Campus or Online)

## FINANCIAL AID

Regent University and the SPC offer various financial aid opportunities for all degree-seeking students. For information about these scholarships contact the Admissions Office or visit www.regent.edu/psychology/finaid. Students are encouraged to complete their FAFSA (www.fafsa.ed.gov) early in the admissions process, although awards will not be made until the student has been approved for admission.

## STUDENT PROFILE

Students in the School of Psychology & Counseling are diverse in religious, national and ethnic origins, and number approximately 470. The average student age is in the mid-30s, three fourths are women and approximately one third are minorities.

## ADMISSIONS REQUIREMENTS

See the Admission to Regent University section of this Catalog for admissions requirements. In addition, applicants must meet the criteria indicated on the School of Psychology website: www.regent.edu/counseling/admissions.

### Admissions Application Deadlines

- Psy.D. in Clinical Psychology and Ph.D. in Counselor Education & Supervision – Applications are accepted for the fall term only. The application deadline is December 15th. New students are admitted to the fall term only.
- M.A. in Clinical Mental Health Counseling; M.A. in School Counseling; and M.A. in Marriage, Couple & Family Counseling Programs – Applications are considered for the fall and spring terms only. No applications will be considered after July 1st for fall admission and December 1st for spring admission.
- M.A. in Human Services Counseling & M.S. in General Psychology – Applications are accepted for fall, spring and summer terms. Applications are due by July 1st for fall admission, December 1st for spring admission and April 1st for summer admission.

## ACADEMIC POLICIES

### *Cross-Registration*

Those students who elect to take a class in the SPC and are degree-seeking from one of the other Regent degree programs are considered cross-registered students. They must demonstrate that they have met any prerequisites for the course and obtain the signature of the professor teaching the course including advising to course content and relevance to desired degree outcome. Students may cross-register only if space remains available in the class. Degree-seeking students in the SPC have first preference for enrollment in SPC classes.

Cross-registered students may only take up to four courses (12 credit hours) in the SPC. Any exception to this policy can only be granted by the Dean or the Dean's designate, and must be petitioned for in the appropriate manner. An "Approval to Enroll in a Class in Another School" form, found on the web at www.regent.edu/admin/registrar/studentforms.cfm, must be completed by the student and signed by the appropriate professor prior to the student's registration through their home school.

Students who have previously applied for admission to the SPC, either by original degree-seeking application, non-degree application or as a joint degrees applicant, and have been denied admission to our school, will have to submit an Academic Petition to the SPC to be considered for cross-registration.

### *Failing Grades (B- or Below)*

The general grading policy for each course in the SPC is that any grade below a B is considered not satisfactory for graduate level work. Receiving a grade of B- will result in the student retaking the course.

# DEGREE PROGRAMS

## PROGRAM CHANGES DISCLAIMER STATEMENT

Programs may choose to add or delete courses and course progressions from time to time; if a student is in a degree program over several years, there may be differences between what is offered and what is in the original catalog. Students will work with their individual advisors to ensure that they have met all requirements for graduation under the following stipulations:

The original numerical requirement for course credit hours must remain the same as stated in the catalog under which the student entered the program. The program may not add to the credit hour requirement unless the student is in a remedial situation that is clearly documented.

In the case of a student stopping out of a program and being readmitted, the student will be under the catalog of the year of readmission.

Students may, with approval, take more credit hours than required in their catalog. However, financial aid will not be available for courses outside of the approved degree program.

If a student has a required course that is no longer offered, the advisor will help the student find a substitute course at Regent or through the consortium.

## Psy.D. in Clinical Psychology Program **(121 credit hours beyond the bachelor's)**

(Program delivered entirely face-to-face)

The Psy.D. program integrates scholarly and rigorous academic training, clinical practice and research within a Christian worldview. Students are prepared to compete for national internships as well as subsequent licensure in Virginia and other states with similar requirements.

The Psy.D. program is a terminal professional degree. The degree is designed to be responsive to society's need for Christian psychologists functioning in a variety of leadership roles. Graduates have the potential to serve in such diverse roles as clinical directors of agencies; hospital staff members; directors of Christian counseling centers and private practices; consultants to business and industry; academic instructors; supervisors of new clinicians; office-holders in local, state and national professional organizations; members of boards of directors of human services agencies; members of licensing boards; consultants to churches and schools; managed care case managers and administrators; and a variety of other roles.

The program is completed full-time in four years, plus one year of internship. Students entering at the master's level may be able to complete the coursework in three years with an additional year of internship for a total of four years. All students enrolled in Psy.D. are required to attend the program on a full-time basis. A fixed curriculum progression has also been established to ensure that students follow a logical and cumulative program of clinical training. While the Psy.D. program is designed to mentor general practitioners of clinical psychology, there is opportunity for each student to pursue more specialized interests through course electives and focused practice. This flexibility allows for students to adapt their training to meet the licensing requirements of many different states and jurisdictions. Before selecting such optional and individualized components of the program, each student should review the specific requirements of the jurisdiction in which they plan to practice.

The program coursework content includes biological, social, behavioral and affective bases of behavior, as well as study of individual differences. These courses provide a foundation for preparation as a clinical psychologist. The program has an integrative approach: integration of clinical work and coursework, integration of faith and practice and integration of multicultural, ethical and diversity issues in both didactics and practice. The program culminates in a 2,000-hour internship and the dissertation project.

The research sequence introduces the student to statistical methods, research design, program evaluation and outcome research in psychotherapy. These experiences prepare the student for completing the dissertation project requirement. The dissertation project may be empirical, theoretical or applied and is normally completed in the fourth year. The goal of the research sequence is to equip students with the knowledge and skills to effectively understand and apply research

literature to appropriate clinical areas. The Psy.D. program includes yearly assessments of students, as well as a candidacy exam. A comprehensive examination given in the third year serves to determine admission to doctoral candidacy.

Students are encouraged to apply to a wide variety of internship sites including the military, veteran's hospitals, state psychiatric hospitals and community and private outpatient clinics. The emphasis will be on obtaining the best American Psychological Association (APA) and Association of Psychology Postdoctoral and Internship Centers (APPIC) internships available for each student. The internship application process begins in the students' fourth year. These paid positions are located outside of the Virginia Beach area.

The faculty brings a wealth of experience and a diversity of theoretical background. Among these professionals are both full-time and adjunct faculty members. Despite a diversity of theoretical orientation, the faculty is united by a common commitment to a Christian worldview and to providing quality, professional training.

### *Required Core Courses:*

**History & Systems of Psychology**

PSY 600 Clinical Psychology (3)

PSY 723 History & Systems of Psychology (3)

**Individual Behavior**

PSY 626 Personality Theory (3)

PSY 638 Psychopathology (3)

**Cognitive/Affective Bases of Behavior**

PSY 716 Affect, Cognition & Motivation (3)

**Biological Bases of Behavior**

PSY 715 Biological Bases of Behavior (3)

**Human Development**

PSY 640 Life Span Psychology (3)

**Social Bases of Behavior**

PSY 717 Social Psychology (3)

**Research, Statistics & Design**

PSY 617 Research Design (3)

PSY 714 Statistics (3)

**Methods of Assessment**

PSY 725 Intelligence Testing & Psychometrics (Lab) (4)

PSY 726 Personality Assessment & Psychometrics (3)

PSY 728 Advanced Assessment (2)

PSY 732 Clinical Assessment & Treatment Planning (2)

**Clinical Practice**

PSY 614 Clinical Child & Pediatric Psychology (3)

PSY 621 Clinical Interviewing (3)

PSY 627 Psychotherapies I (3)

PSY 628 Psychotherapies II (3)

PSY 733-738 Clinical Practica Case Consultation (12)

PSY 739 Advanced Practica I (1)
PSY 741 Advanced Practica II (1)
PSY 763 Supervision & Consultation (3)

**Ethics, Standards & Diversity**
PSY 661 Ethics, Professional Orientation & Legal Issues in Psychotherapy (3)
PSY 670 Multicultural Psychology (3)

**Spiritual Formation Sequence**
PSY 776 Psychology of Religion (3)
PSY 777 Survey of Christianity (3)
PSY 778 Applied Theology for Clinical Psychologists (3)
PSY 779 Applied & Clinical Integration (3)
PSY 780 Integration Capstone (1)

**Psy.D. Dissertation**
PSY 700 Dissertation Methodology Seminar (1)
PSY 701-703 Dissertation (9)
PSY 718 Dissertation & Proposal Development (1)

**Internship (3 minimum)**
PSY 801-803 Clinical Internship (at 1 credit each) (3)
Psy.D. Electives (18 credits required)
PSY 635 Addictive Behavior (3)
PSY 639 Advanced Psychopathology (3)
PSY 647 Family Therapy (3)
PSY 648 Sexuality & Sex Therapy (3)
PSY 654 Group Therapy (3)
PSY 660 Business Issues in Professional Practice (3)
PSY 662 Community Psychology (3)
PSY 740 Mental Health and Missions Practica (3)
PSY 744 Marital Therapy (3)
PSY 749 Advanced Marriage & Family Psychotherapy (3)
PSY 750 Psychology of Women (3)
PSY 751 Adult & Gerontological Psychology (3)
PSY 752 Psychodynamic I: Introduction (3)
PSY 753 Psychodynamic II: Personality (3)
PSY 754 Psychodynamic III: Termination (3)
PSY 755 Advanced Group Psychotherapy (3)
PSY 759 Human Neuropsychology (3)
PSY 768 Forensic Psychology (3)
PSY 771 Clinical Psychopharmacology (3)
PSY 773 Psychology of Trauma & Crisis (3)
PSY 774 Health Psychology (3)
PSY 781-786 Research Group 1–6 (at 1 credit each) (1)

*(Does not count toward the 9 credit-hour elective requirement.)*

## M.S. in General Psychology Program (39 credit hours)

(Program delivered entirely online)

The Master of Science in Psychology program is a broad review of the core science in psychology at the graduate level. This program prepares students to apply principles of psychology to a variety of industries, academic, science, healthcare and business settings or further prepares students for study at the doctoral level in basic science or applied psychology.

**Required Courses (27 credits)**

GPSY 500 Contemporary Psychology (3)
GPSY 510 Statistics I (3)
GPSY 511 Statistics II (3)
GPSY 513 Research Methods in Psychology (3)
GPSY 515 Biological Bases of Behavior (3)
GPSY 517 Social Psychology (3)
GPSY 532 Affect, Cognition & Motivation (3)
GPSY 549 Integrative Psychology (3)
Choose 1 of the 2 following courses (3)
GPSY 540 Life Span Psychology (3)
GPSY 541 Psychopathology (3)

**Doctoral Preparation Concentration (9 credits)**

GPSY 512 Statistics III (3)
GPSY 599A & GPSY 599B Thesis I & Thesis II (3 credits each)

**Electives (3 or 12 depending on doctoral concentration)**

(Doctoral preparation Students must take 3 credits, other students must take 12 credits of electives)

GPSY 550 Health Psychology (3)
GPSY 551 Multicultural Psychology (3)
GPSY 552 Psychology of Religion (3)
GPSY 553 Applied & Consulting Psychology (3)
GPSY 554 Life Coaching (3)
Either of the following courses may also be taken as an elective if they were not used to meet required course sequence:
GPSY 540 Lifespan Psychology (3)
GPSY 541 Psychopathology (3)

## Ph.D. in Counselor Education & Supervision Program (66 credit hours beyond the master's degree)

(Program delivered online with some required face-to-face components.)

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

The Ph.D. in Counselor Education & Supervision is unique in this country, offering a rigorous Biblical worldview curriculum and clinical training program entirely in an e-learning (online) format, with three brief residencies. Students receive the education and training necessary to become leaders who will make a difference in the discipline of counseling as college and university educators, advanced clinical practitioners and counseling professionals in a wide variety of career roles.

The Ph.D. in Counselor Education & Supervision represents the advanced degree in the pursuit of higher education in the discipline of counseling. Regent's doctoral program in Counselor Education & Supervision is both theoretical and experiential and is intended to prepare students to work as counselor educators, counselor supervisors, advanced practitioners in clinical settings and leaders in the field of counseling. The emphasis of the doctoral program is on training educators to teach counseling at the college and university level, with commensurate emphasis on the development of the advanced clinical skills, which are necessary to teach and supervise counseling effectively, as well as enhance the practice of the professional counselor.

The program requires the master's degree as a prerequisite. Students matriculate on a full-time basis in a lockstep course sequence the first two years of the program. Students may be able to complete the program within three and one-half to four years, including the capstone events of the one-year internship and completion of the dissertation project.

The program is offered online, with three mandatory brief residencies during which students will be required to come to a designated location, most likely the Virginia Beach Campus, for approximately 7 days each for intensive teaching, orientation, and workshop events as part of the required curriculum. These residencies are an essential component of coursework and are mandatory for all students. The program may be especially appealing to individuals who want or need the flexibility of an online, nonresident program to meet their current commitments to family or job.

The Ph.D. in Counselor Education & Supervision will prepare individuals for a wide variety of counseling leadership positions, including those who want to teach counseling and supervision at the college or university level; practicing professional counselors who want to provide supervision services; licensed professional counselors who want to advance the level of their clinical skills; individuals who want to assume leadership positions in the discipline of counseling (e.g., Director of Mental Health Services for an agency or non-profit organization); school counselors seeking promotion or leadership positions (e.g., Director of Guidance positions for school districts); individuals who want to do research and/or write professionally; and individuals who want to add consultation or program evaluation to their array of existing professional counseling services or develop a practice based on these professional counseling services.

Coursework has been developed along an educator/practitioner paradigm. The precepts underlying the education and training of counseling professionals at Regent University follow the developmental model. Students are trained to understand the individual in terms of where he or she is in the ongoing process of growth, development and passage through life stages, and explore with the individual any aspects of development in social, cognitive, emotional and behavioral spheres that might have been delayed or interrupted. The program integrates and applies Judeo-Christian principles throughout its curriculum, to educate students cognitively, clinically *and* spiritually to work in a diverse society.

The Ph.D. program accepts as a primary obligation extending the knowledge base of the counseling profession in a climate of scholarly inquiry, and it prepares students to generate new knowledge for the counseling profession through research. Students receive a thorough experience in research via three advanced level courses designed to develop and sharpen their researching and professional writing skills. Candidates for the Ph.D. degree must apply the knowledge gained from their doctoral courses to conceive, plan and present an acceptable dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known, or present a significant interpretation of the subject based upon original investigation and research.

The program faculty members consist of both full-time and adjunct educators sought after because of their particular experience and expertise. All faculty incorporate curricular experiences that address the integration of faith and learning in the pursuit of developing in each individual student the highest level of competence in counseling knowledge and skill, and in the counselor's ethical responsibility to respect each client's spirituality level, always mindful not to impart one's own values and beliefs on others. Because of the multifaceted training available in the program, graduates are able to function as effective and ethical counseling professionals in both secular and Christian settings.

### *Required courses (Unless otherwise designated, all courses are 3 credit hours)*

CES 617 Quantitative Research Methodology

CES 618 Qualitative Research Methodology

CES 626 Advanced Counseling & Career Theories

CES 650 Preventive Counseling

CES 670 Multicultural Issues in Counseling
CES 700 Proposal Development
CES 701-703 Dissertation research (minimum of 9 credit hours)
CES 714 Statistics
CES 715 Advanced Multivariate Statistics
CES 728 Advanced Assessment
CES 740 Instruction in Counselor Education
CES 749 Advanced Marriage & Family Counseling and Consultation
CES 760 Program Evaluation
CES 763 Supervision & Consultation
CES 789 CES Capstone: Counseling & Christian Thought
CES 801 Internship I (1)
CES 802 Internship II (1)
CES 803 Internship III (1)

**Possible Electives (12 additional credit hours of CES electives, 3 of which must come from CES 770-772)**
CES 614 Advanced Child & Adolescent Therapy
CES 635 Family Dynamics of Addictions
CES 639 Advanced Psychopathology for Counselors
CES 648 Human Sexuality
CES 660 Business Issues in Professional Practice
CES 680 Teaching Praxis I
CES 746 Marital & Couple Therapy
CES 747 Models of Family Therapy
CES 750 Counseling of Women
CES 752 Coaching: Theory, Skills & Practice
CES 755 Advanced Theory in Group Counseling
CES 757 Sexual Trauma, Domestic Violence & Human Trafficking
CES 758 Disaster Trauma & Psychological First Aid
CES 759 Treating PTSD, Compassion Fatigue, & Complex Trauma
CES 770 Advanced Practicum in Individual Counseling
CES 771 Advanced Practicum in Group Counseling
CES 772 Advanced Practicum in Marriage and Family Counseling
CES 780 Introduction to Spiritual Formation in Counseling Professionals

## Clinical M.A. Programs

The clinical M.A. is available in three programs: Clinical Mental Health Counseling; School Counseling; or Marriage, Couple & Family Counseling. In this master's program, students designate one of the three programs which are offered on campus or online. Graduates of these programs will be prepared with the educational requirements for licensure in Virginia and in states with compatible requirements. The school counseling program is state-approved for licensure as a school counselor in Virginia and has reciprocity with 27 other states.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation to the following programs offered by the School of Psychology & Counseling of Regent University: M.A. in Clinical Mental Health Counseling, and M.A. in School Counseling, on campus or online. [Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The SPC intends to seek

accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.] The Marriage, Couple & Family Counseling program is not yet accredited by CACREP, but is expected to go under review in 2015 at the next accreditation evaluation.

Students apply and are accepted into the CMHC, MCF, or School programs as either on campus or online students. All students enrolled in the counseling program as online students must attend three mandatory residencies during which students will be required to come to a designated location, most likely the Virginia Beach Campus, for approximately 7 days for intensive teaching, orientation, and workshop events as part of the required curriculum.

### *Competency Assessments*

The School of Psychology & Counseling is committed to program effectiveness. As a means of fulfilling this commitment, and to ensure that students obtain mastery level skills, competency assessment probes have been developed throughout the training. These probes have been incorporated into several separate courses to allow students to demonstrate attainment of critical skills crucial to their development as counselors. Adequate performance on each probe is necessary to assure progress through the program. In addition, each student in the community or school program will take, as an exit exam, the Counselor Preparation Comprehensive Examination (CPCE). While all students must take the exam, it will be a criterion for receiving the master's degree in counseling for those students.

### *Professional Development*

Each student is expected to mature in several crucial areas that are considered essential to professional development. In each course, professors assess students' progress in each of these areas and help students take steps to remediate deficiencies. The areas are: general knowledge, subject knowledge, application skills, integration, workmanship, self-control/maturity, relationships, ethical practice and communication/expression.

## M.A. in Clinical Mental Health Counseling Program (60 credit hours)

(Program delivered entirely face-to-face or online with some required face-to-face component.)

This program provides the academic and applied training necessary for someone seeking employment as a counselor in a private practice, community agency, or church counseling center. It also meets the Virginia Board of Counseling academic requirement for licensure of 60 credit hours.

## M.A. in School Counseling Program (60 credit hours)

(Program delivered entirely face-to-face or online with some required face-to-face component.)

This program provides the courses necessary for meeting the State of Virginia school counselor requirements for employment as a school counselor, K-12.

## M.A. in Marriage, Couple & Family Counseling Program (60 credit hours)

(Program delivered entirely face-to-face or online with some required face-to-face component.)

This program provides the courses necessary for meeting the State of Virginia Licensed Marriage, Couple & Family Therapist requirements.

#### *Clinical M.A. Program Courses (60)*

#### *Residency (0)*

COUN 596A Residency Year One (required for online students only) (0)

COUN 596B Residency Year Two (required for online students only) (0)

COUN 596C Residency Year Three (required for online students only) (0)

#### *Core Courses (39)*

COUN 500 Orientation to the Counseling Profession (3)

COUN 517 Research & Statistics (3)

COUN 521 Counseling Skills & Techniques (3)

COUN 523 Practicum & Advanced Skills (3)

COUN 526 Theories of Counseling (3)
COUN 532 Assessment Techniques in Counseling (3)
COUN 536 Career & Lifestyle Development (3)
COUN 540 Human Growth & Development (3)
COUN 545 Concepts of Family Systems (3)
COUN 554 Group Counseling (3)
COUN 561 Ethics, Professional Orientation & Legal Issues in Counseling (3)
COUN 570 Multicultural Counseling (3)
COUN 578 Counseling & Christian Thought (3)

***Clinical Mental Health Counseling Program Courses (21)***

COUN 535 Addiction Therapies for Individuals & Families I (3)
COUN 538 Psychopathology & Diagnosis (3)
COUN 562 Crisis, Trauma & Clinical Mental Health (3)
COUN 595 A&B Internship in Clinical Mental Health Counseling (3 credits each) (6)
Electives 1 & 2 (6)

***School Program Courses (21)***

COUN 514 Counseling Children & Adolescents (3)
COUN 516 Principles of School Counseling (3)
COUN 519 Program Development & Evaluation for School Counselors (3)
COUN 535 Addiction Therapies for Individuals & Families I (3)
COUN 594 A&B Internship in School Counseling (3 credits each) (6)
Elective 1 (3)

***Marriage, Couple & Family Program Courses (21)***

COUN 538 Psychopathology & Diagnosis (3)
COUN 546 Marital & Couple Therapy (3)
COUN 547 Models of Family Therapy (3)
COUN 548 Theories of Human Sexuality (3)
COUN 593 A&B Internship in Marriage, Couple & Family Counseling (3 credits each) (6)
Elective 1 (3)

***Elective Course Offerings***

COUN 514 Counseling Children & Adolescents (3)
COUN 515 Adult & Gerontological Counseling (3)
COUN 538 Psychopathology & Diagnosis (3)
COUN 546 Marital & Couple Therapy (3)
COUN 547 Models of Family Therapy (3)
COUN 548 Theories of Human Sexuality (3)
COUN 549 Issues in Sexual Abuse (3)
COUN 550 Counseling of Women (3)
COUN 553 Developmental Marriage & Family Counseling (3)
COUN 557 Sexual Trauma, Domestic Violence & Human Trafficking (3)
COUN 558 Disaster Trauma & Psychological First Aid (3)
COUN 559 Treating PTSD, Compassion Fatigue, & Complex Trauma (3)
COUN 560 Business Issues in Professional Practice (3)
COUN 571 Addiction Therapies for Individuals & Families II (3)

COUN 572 Addiction: Traditional and Faith-based Interventions (3)

COUN 573 Addiction and the Family (3)

COUN 574 Introduction to Process Addiction (3)

COUN 580 Practicum in Trauma Studies (3)

COUN 581C Practicum in Applied Marital Therapy (1)

COUN 592 Internship in Addiction (3)

COUN 652 Coaching: Theory, Skills & Practice (3)

***Other Electives as offered by the SPC***

*Cross-listed courses with the Psy.D. Program are available for M.A. students with permission of their advisor. Students in the School Counseling program may choose electives from the School of Education with the approval of the student's advisor.*

## Non-Clinical M.A. Program

(Program delivered online with an on-campus requirement.)

**M.A. in Human Services Counseling Program (HSC) (30 Credit Hours)**

This program is designed to offer human relations training to clergy and others in Christian ministry and/or organizational settings who desire counseling skills. Graduates of the program will be prepared to work in a variety of settings not requiring licensure. This program is offered online. Students completing the HSC Program are required to participate in a 4-day Residency. Participation can be completed face-to-face on campus, or online. The focus of the Residency experience will be in further sharpening individual/group counseling skills; addressing legal, ethical, and liability issues; and allowing for the benefit of some clinical supervision and feedback prior to graduation.

The purpose of this track is to provide training and practice in interpersonal skills using a Biblical foundation of human nature. Its primary objective is to place into churches, the community, and work place, people who are skillful, caring and can help develop the spiritual and emotional well-being of those with whom they interact. The goal of the program is not to develop clinical professionals, but to train students who seek to help others within church, ministry, and care-giving settings.

For those students not seeking professional licensure, the HSC emphasis fulfills all requirements for joint degrees for all schools in the university. A listing of the courses that comprise the partner component of this joint degrees program may be obtained from the partner school.

### *Courses (30)*

HSC 500 Foundations of Counseling (3)

HSC 513 Issues in Counseling (3)

HSC 524 Counseling Skills & Techniques I (3)

HSC 525 Counseling Skills & Techniques II (3)

HSC 544 Marriage & Relationship Counseling (3)

HSC 546 Counseling Children & Adolescents (3)

HSC 552 Group Counseling (3)

HSC 560 Counseling Models & Strategies (3)

HSC 561 Community & Crisis Counseling (3)

HSC 570 Multicultural Counseling (3)

HSC 571 Residency (0)

**Certificate of Graduate Studies (CGS)**

The School of Psychology & Counseling offers a Certificate of Graduate Studies (CGS) in Trauma, School Counseling, Clinical Mental Health Counseling, Marriage, Couple & Family Counseling, or Addiction. The CGS is designed to give students who have earned, or who are in the process of earning a 60 credit Master's level degree in counseling, the opportunity to complete the additional coursework they need to pursue career opportunities, state licensure, or specialty

certification. The requirements for state licensure and specialty certification vary by state. Students should research the requirements for the specialty that they are interested in pursuing to determine if the CGS will meet their needs.

Courses taken at Regent University in the course of completing an M.A. in Counseling degree can be counted toward the Certificate of Graduate Studies. It is possible to earn an M.A. in Counseling degree (60 credits), and a Certificate of Graduate Studies at the same time in as few as 66 credits, depending on the major and how a student manages elective course work.

Students are not eligible for federal financial aid for course work beyond the 60 credit hours required for the M.A. in Counseling degree. In most cases, this would mean that at least 6 credits of CGS coursework are not eligible for federal financial aid. Students should budget financial resources to fund the additional coursework required for the CGS.

A student who is not currently enrolled in the SPC who wishes to complete the Certificate of Graduate Studies must apply as a non-degree student through our admissions office. All courses must be taken at Regent University. Courses cannot be transferred in to the CGS programs. All requirements for the Certificate must be completed within a five-year period of time. Students who earn an M.A. in Counseling through the SPC cannot earn a CGS in the same subject as their major. For example, a student in the M.A. in Counseling program with a major in School Counseling cannot also earn a CGS in School Counseling.

**CGS in Addiction (18 Credits)**

COUN 535 Addiction Therapies for Individuals & Families I (3)

COUN 571 Addiction Therapies for Individuals & Families II (3)

COUN 572 Addiction: Traditional and Faith-based Interventions (3)

COUN 573 Addiction and the Family (3)

COUN 574 Introduction to Process Addiction (3)

COUN 592 Internship in Addiction (3)

**CGS in Clinical Mental Health Counseling Required Courses (18 credits)**

COUN 532 Assessment Techniques in Counseling (3)

COUN 535 Addiction Therapies for Individuals & Families (3)

COUN 538 Psychopathology and Diagnosis (3)

COUN 562 Crisis, Trauma, & Clinical Mental Health (3)

COUN 570 Multicultural Counseling (3)

COUN 595 A Internship in Clinical Mental Health Counseling (3)

**CGS in Marriage, Couple & Family Counseling Required Courses (18 credits)**

COUN 535 Addiction Therapies for Individuals & Families (3)

COUN 545 Concepts of Family Systems (3)

COUN 546 Marital & Couple Therapy (3)

COUN 547 Models of Family Therapy (3)

COUN 548 Theories of Human Sexuality (3)

COUN 593 A Internship in Marriage, Couple & Family Counseling (3)

**CGS in School Counseling Required Courses (18 credits)**

COUN 514 Counseling Children & Adolescents (3)

COUN 516 Principles of School Counseling (3)

COUN 519 Program Development & Evaluation for School Counselors (3)

COUN 545 Concepts of Family Systems (3)

COUN 570 Multicultural Counseling (3)

COUN 594 A Internship in School Counseling (3)

**CGS in Trauma Required Courses (18 credits)**

COUN 557 Sexual Trauma, Domestic Violence & Human Trafficking (3)

COUN 558 Disaster Trauma & Psychological First Aid (3)

COUN 559 Treating PTSD, Compassion Fatigue & Complex Trauma (3)

COUN 561 Ethics, Professional Orientation & Legal Issues in Counseling (3)

COUN 562 Crisis, Trauma, & Clinical Mental Health (3)

COUN 595A Internship in Clinical Mental Health Counseling (3)

or

COUN 591 Internship in Trauma Counseling (3)

# COURSE DESCRIPTIONS

## *Optional Curricula*

The academic programs at Regent University provide opportunities for students to pursue individual study under the guidance of a competent faculty member. Special courses and seminars that are not part of the listed catalog courses are taught periodically to supplement each school's regular course offerings. The following course numbers apply to various schools in the university. Consult with your advisor or dean's office for specific policies and procedures for these courses in your school.

**575/675 Special Topics Courses (varies)** Special interest courses are normally offered only once unless appropriate action is taken to add them to the regular catalog courses.

**585/685 Seminar (varies)** In-depth study and discussion of various specific topics related to each school. May include faculty presentations, student presentations, outside speakers and/or a combination of these. Seminars may be scheduled to meet throughout a term or for a shorter concentrated time.

**589/689 Workshops (varies)** Hands-on experience in a variety of areas. Faculty members combine theory and knowledge of a particular topic with practical application of that theory and knowledge in a classroom setting. May be scheduled to meet throughout a term or for a shorter concentrated time.

**590/690 Independent Study (varies)** Learning experience to research and evaluate subject matter or to conduct other comparable academic activities with minimum faculty guidance. Independent studies are available to students as faculty expertise, time and resources permit. May be chosen for one of the following reasons:

- The subject matter or academic activity is not included in regular course offerings and is pertinent to your degree interests.
- The subject matter of academic activity is significantly beyond the scope of scheduled course offerings.
- An independent study shall constitute a contract between student and teacher, and, as such, shall contain specific goals, expectations and evaluation criteria in written form. The quality and effort of the study shall be equivalent to that expected in the classroom.
- An independent study course shall be subject to the same academic policies as a regular course except that incomplete work shall be subject to the In Progress (IP) grade policy. The value of the independent study shall vary from one to four semester hours. Each school may establish limits to the total number of independent study credits that may be applied toward degree requirements. To register for an independent study, students must submit an approved Individual Study Form to the school registration representative and register for the independent study during the registration period for the term in which the student intends to begin the study.

## Ph.D. in Counselor Education & Supervision

**CES 614 Advanced Child & Adolescent Therapy (3)** Examine theories, techniques, and empirical findings essential to the treatment of children and adolescents. Emphasis is placed on developmental, cultural, and family parameters related to effective therapy with children and adolescents. Particular attention is paid to ethical, developmentally appropriate diagnostic and treatment strategies in therapy tailored to the needs of children and or adolescents.

**CES 617 Quantitative Research Methodology (3)** Emphasizes advanced examination of quantitative research such as experimental and quasi-experimental designs and the development of advanced level quantitative research skills. Examines ethical issues involved in research and the impact of subject diversity on research design, measurement, implementation and generalization of findings. Covers use of library resources. Critically evaluates research publications vis-à-vis types of research, the range of research designs, research methodology and subject-related study elements.

**CES 618 Qualitative Research Methodology (3)** Emphasizes advanced examination of qualitative research designs such as grounded theory, ethnographic, and phenomenological methodologies and the development of advanced level qualitative research skill. Includes the development of competencies in qualitative data collection, analysis and oral and written data presentation.

**CES 626 Advanced Counseling & Career Theories (3)** Study in depth the major theories of personality and career development, including the philosophical and psychological assumptions that underlie them. Explore the relationship of

personality theory and career theory to counseling clinical practice, as well as the Biblical perspective in the study of personality and career theories. Emphasis on social change theory and the role of the counselor as advocate.

**CES 635 Family Dynamics of Addictions (3)** Intergenerational patterns of addiction in the family will be explored, including patterns of functioning, prescribed roles of individual family members and the bio-psycho-social-spiritual model of addictions. Emphasis will be given to the family as a dynamic system and the impact of a variety of addictive behaviors and therapeutic alternatives as they relate to the family from a multicultural and transgenerational perspective.

**CES 639 Advanced Psychopathology for Counselors (3)** Examine the history and nature of pathology, current views and approaches to psychopathology, the role of psychopharmacology as a treatment approach, diagnosis using the current revision of the DSM, and the use of diagnostic assessment tools in psychopathology. Emphasis will be placed on review of case studies as supported by current research.

**CES 648 Human Sexuality (3)** Human sexuality, including assessment and intervention for sexuality related and gender specific issues and what it means to view persons as sexual beings. Diverse views of human sexuality existent in the Christian community and broader society including intimacy, sexual ethics, sexual deviancy, gender identity, gender stereotypes, and sexual disorders especially as applied to the clinical setting.

**CES 650 Preventive Counseling (3)** Conceptual knowledge and practical applications of prevention to assist children, adolescents, and adults in averting psychological and mental health problems. Emphasis on advocacy competencies social justice, best practices in prevention, and wellness helping models.

**CES 660 Business Issues in Professional Practice (3)** Review business practices, skills needed to plan and organize important elements and Biblically based leadership skills relevant to establishing and operating a counseling-related business.

**CES 670 Multicultural Issues in Counseling (3)** Provides an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.

**CES 680 Teaching Praxis I (3)** Examine the theoretical and applied aspects of the human learning process related to postsecondary teaching and learning in counselor education, with an emphasis on instructional planning, organization, delivery, management and evaluation related to teaching counselors-in-training. Synthesize and apply knowledge of learning and instructional processes as teaching assistants in graduate counseling courses. Limited to resident students in teaching assistant status.

**CES 700 Proposal Development (3)** Synthesize knowledge of research and research methodology and develop a rationally defensible approach to a research topic in counseling that incorporates fidelity to both Christian faith and the scientific process. Complete a review of literature and draft a dissertation proposal that will be evaluated for methodological strengths and weaknesses.

**CES 701-704 Dissertation research (3 credits each)** All doctoral candidates must complete the dissertation as a capstone experience of the program. Research conducted under the direction of a dissertation committee. Requires a minimum of 12 credit hours. Prerequisite: Permission of instructor.

**CES 705 A, B, C Residency (0)** A requirement for incoming, second, and third year PhD students**.**

**CES 714 Statistics (3)** Examine the relationship between research design and statistical methods, and the principles of probability theory in multivariate analysis, including multiple regression analysis, analysis of variance, analysis of covariance and multivariate analysis of variance. Emphasizes skill in the application of advanced statistical techniques to social science research, interpreting results of statistical analyses and data analyses and presentations.

**CES 715 Advanced Multivariate Statistics (3)** Multivariate statistical techniques and methods of data analysis including mixed methods ANOVA, logistic regression, repeated measures ANOVA, discriminant analysis, factor analysis, principal component analysis, path analysis, meta-analysis, and structural equation modeling. The assumptions for using the tests and how to evaluate the SPSS output from the different statistical analyses. Prerequisite: CES 714.

**CES 719 Proposal Continuation (1)** For those who need additional time to successfully complete their dissertation proposal. Prerequisite: CES 700.

**CES 728 Advanced Assessment (3)** Understanding of assessment and evaluation theory and techniques in counseling, and of current topics pertinent to assessment. Examine and critique a variety of assessment instruments used in counseling.

**CES 740 Instruction in Counselor Education (3)** Overview of the history and development of counselor education with an examination of the theoretical orientation and practical skills necessary to function effectively as a counselor educator. Examine current topics pertinent to teaching counselor education and Biblically based leadership skills in the profession of counselor education.

**CES 746 Marital & Couple Therapy (3)** Provides an understanding, demonstration and application of various models and techniques for working with married and non-married couples. Prerequisite: CES 749. Cross-listed with COUN 546.

**CES 747 Models of Family Therapy (3)** Examines models of family systems therapy and techniques. Helps beginning family therapists develop a model of practice and apply models to clinical cases. Cross-listed with COUN 547.

**CES 749 Advanced Marriage and Family Counseling** & **Consultation (3)** Examination of the diversity of approaches to marriage/family counseling, and the dynamics of couples and family counseling. Students receive practical, supervised experience developing and presenting marriage/family-related psychoeducational and consultative products. Emphasizes development of strategies based upon the special needs and characteristics of diverse client populations and ethical considerations when working with couples and families.

**CES 750 Counseling of Women (3)** Seminar-type course that explores issues pertinent to women in therapy. Uses a holistic approach to determine the needs of and strategies for counseling women with a focus on the Christian woman.

**CES 752 Coaching: Theory, Skills & Practice (3)** A practical introduction to coaching, including definitions, models, techniques, coaching types, marketing, and available resources for use in coaching, with an emphasis on applications of coaching practices to international, multicultural environments often within Christian contexts. Cross-listed with COUN 652.

**CES 755 Advanced Theory in Group Counseling (3)**. Critical analysis of advanced counseling theories, approaches and modalities applicable to working with groups. Examines integration of Biblically based leadership skills relevant to group counseling, with an in-depth exploration of the students' personal approach to group leadership. Emphasizes development of group advanced counseling skills and strategies based upon the special needs and characteristics of diverse client groups.

**CES 757 Sexual Trauma, Domestic Violence & Human Trafficking (3)** Examine underlying principles of mental health problems that originate in dysfunctional families of origin and early childhood sexual abuse. Particular attention is given to relevant DSM disorders. Examines the cultural and economic underpinnings of human trafficking with a focus on treatment options and intervention techniques. Cross-listed with COUN 557.

**CES 758 Disaster Trauma & Psychological First Aid (3)** Covers the four phases of emergency management, the eight phases of disaster, and key concepts of disaster mental health. In depth understanding of cultural issues related to disaster and the application of Psychological First Aid based on NIMH, Green Cross, and The Trauma Institute Standards and Ethics are demonstrated. Cross-listed with COUN 558.

**CES 759 Treating PTSD, Compassion Fatigue, & Complex Trauma (3)** The theoretical concepts and symptoms of PTSD, compassion fatigue and vicarious traumatization in clients, practitioners, first responders and in their role as trauma therapists is explored. Learn current evidence-based strategies for treatment of compassion fatigue and vicarious traumatization. Cross-listed with COUN 559.

**CES 760 Program Evaluation (3)** Focused survey of the concepts and processes related to program evaluation and the steps to perform a program evaluation. Emphasis on the application and demonstration of critical thinking skills related to analyzing and evaluating an array of programs.

**CES 763 Supervision & Consultation (3)** Critique of the literature in counselor supervision with discussion and didactic emphasis on the role of the counselor supervisor in the dynamics of supervisory relationships. Examines current theories and topics related to consultation. Emphasis on ethical issues in supervision and consultation.

**CES 770 Advanced Practicum in Individual Counseling (3**) Development and refinement of advanced individual counseling skills that conceptually link counselor practice to teaching and supervision. Students will conduct practicum in off campus sites acquiring at least 30 hours of direct contact that includes clinical/counseling services, conducting supervision of other clinicians regarding their clinical work, and teaching therapy skills. In addition, students will have weekly supervision by a licensed site supervisor and regularly scheduled electronic group supervision with a university professor.

**CES 771 Advanced Practicum in Group Counseling (3**) Development and refinement of advanced group counseling skills that conceptually link counselor practice to teaching and supervision. Students will conduct practicum in off

campus sites acquiring at least 30 hours of direct contact that includes group leadership, conducting supervision of other clinicians regarding their group work, and teaching group therapy skills. In addition, students will have weekly supervision by a licensed site supervisor and regularly scheduled electronic group supervision with a university professor.

**CES 772 Advanced Practicum in Marriage and Family Counseling (3**) Development and refinement of advanced marriage and family counseling skills that conceptually link counselor practice to teaching and supervision. Students will conduct practicum in off campus sites acquiring at least 30 hours of direct contact that includes marriage and/or family counseling, conducting supervision of other clinicians regarding their marriage and family clinical work, and teaching therapy skills. In addition, students will have weekly supervision by a licensed site supervisor and regularly scheduled electronic group supervision with a university professor.

**CES 780 Introduction to Spiritual Formation in Counseling Professionals (3)** Introduction to the theory of spiritual formation from the Judeo-Christian perspective. Examine historical traditions of spiritual formation, define and analyze the process of spiritual formation and articulate your own definition and theory of spiritual formation as a counseling professional.

**CES 789 CES Capstone: Counseling & Christian Thought (3)** The interface between Christian theology and the counseling profession; the examination of historical and current issues affecting faith and profession, applications of spirituality within the profession and reflection on professional identity formation and application as a culmination of the doctoral experience.

**CES 795 Doctoral Project Continuation (1)** Must register for 1 credit hour per term if the doctoral project is not complete after the 12 credit hours of CES 701-704. Prerequisite: CES 704.

**CES 801 Internship I (1)** Supervised professional activities in counseling. Synthesize knowledge and training by demonstrating a consistent and ethical approach to counseling with a variety of clients. Must accrue a minimum of 200 hours of supervised counseling experience during the internship term. May be taken concurrently with CES 802 or 803 or out of sequence.

**CES 802 Internship II (1)** Continuation of supervised professional activities in counseling. Synthesize knowledge and training by demonstrating a consistent and ethical approach to counseling with a variety of clients. Must accrue a minimum of 200 hours of supervised counseling experience during the internship term. May be taken concurrently with CES 801 or 803 or out of sequence.

**CES 803 Internship III (1)** Continuation of supervised professional activities in counseling. Synthesize knowledge and training by demonstrating a consistent and ethical approach to counseling with a variety of clients. Must accrue a minimum of 200 hours of supervised counseling experience during the internship term. May be taken concurrently with CES 801 or 802 or out of sequence.

**Clinical M.A. Programs**

**COUN 500 Orientation to the Counseling Profession (3)** Introductory course to the counseling profession. This course covers essential elements of the counseling profession including (a) history and philosophy, (b) professional roles, self-care, and worldview, (c) relationships with other helping professionals including the role of supervision and consultation, (d) credentialing and professional organizations, (e) practice within various professional settings. Prerequisite: Take concurrently with COUN 521.

**COUN 514 Counseling Children & Adolescents (3)** An intensive examination of the counseling strategies used with school-aged children. Assessment strategies and diagnosis will be examined. Recognition of the rights of special student populations will be given attention. Problems, concerns and dynamics underlying the behavior of children and adolescents and their treatment in counseling will be examined. Prerequisites: COUN 526 and COUN 540.

**COUN 515 Adult & Gerontological Counseling (3)** Study of the processes of adult development and aging with a focus toward clinical applications. Explores physical, mental, emotional, social and spiritual aspects of adult development and aging.

**COUN 516 Principles of School Counseling (3)** Provides an understanding of comprehensive K-12 counseling programs to include planning, organizing, implementing and evaluating. Learn how to provide preventive and remedial services that meet and enhance developmental needs and the educational program of the school, and how to be flexible in reacting to differing consumer demands and proactive in providing counseling, consulting, coordinating and guidance services within a school counseling program.

**COUN 517 Research & Statistics (3)** Provides underlying principles of social science research with an adequate understanding of academic writing, logical thinking and basic research methods. Further knowledge of research methods, as well as be acquainted with the use of various descriptive and inferential statistics in order to develop strategies to assess research literature.

**COUN 519 Program Development & Evaluation for School Counselors (3)** Needs assessment, data collection/analysis, design, implementation, management, and evaluation of a school counseling program are the purpose of this course. The basis is the integration of the assessment information, the American School Counselor Association's National Model and the National Standards for School Counseling. Prerequisite: COUN 516.

**COUN 521 Counseling Skills & Techniques (3)** The first of two courses that focuses on the experiential application of the theories courses and practice of basic counseling skills and techniques. Meet weekly in a group to critique video-taped experience of basic counseling skills and techniques. Prerequisite: Take concurrently with COUN 500. (Pass/No Pass grading).

**COUN 523 Practicum & Advanced Skills (3)** Sequel to COUN 521 to move on to more advanced counseling skills and techniques, which are videotaped. Involves a field experience in a mental health or school setting. On-site experience includes observing professionals as they function, as well as developing primary level mental health service provision skills. Continue to meet in weekly small groups to critique your application of counseling skills. Prerequisites: for counseling students COUN 500, COUN 521, COUN 526. (Pass/No Pass grading).

**COUN 526 Theories of Counseling (3)** Introduction to the major personality and psychotherapeutic theories that undergird current counseling practice. Summarizes and evaluates various psychodynamic, humanistic, behavioral, cognitive and family systems theories.

**COUN 532 Assessment Techniques in Counseling (3)** Teaches principles of measurement and assessment and counseling use of various assessment instruments: achievement, aptitude, intelligence, interest and personality. Covers supervision in administering, scoring and interpreting individual evaluation methods. Prerequisite: COUN 538.

**COUN 535 Addiction Therapies for Individuals & Families I (3)** Investigates addictive processes associated with dependencies. Addresses assessment, diagnosis, treatment planning and interventions throughout the stages of misuse, abuse and dependency. Explores issues related to addictive disorders in individuals and families.

**COUN 536 Career & Lifestyle Development (3)** Studies theories of career and lifestyle development, counseling approaches, ethical issues and applications to the diversity of work settings. Addresses lifespan career program planning, changing roles of men and women, dual-career families and decision-making theories. Includes interrelationship of work, family and leisure along with relevant assessment instruments, career counseling resources and information systems, as well as major issues that impact career choices and work settings such as family issues, mobility of people and work settings and other relevant concerns.

**COUN 538 Psychopathology & Diagnosis (3)** Examination of abnormal behavior as defined by the DSM and includes an introduction to the etiology, diagnosis, treatment and spiritual dimension of these disorders. Focuses on appropriate use of the DSM, differential diagnosing, cultural overrides and emerging technologies in the treatment of individuals and groups.

**COUN 540 Human Growth & Development (3)** Study of the processes of human growth and developing patterns of behavior throughout the lifespan. Particular emphasis will be placed on the physical, mental, emotional, intellectual and spiritual growth of the individual.

**COUN 545 Concepts of Family Systems (3)** In-depth analysis of marital and family relationships. Explore topics such as systems theory, family life development, communication processes and conflict resolution from a scriptural and interaction systems perspective. Examine and evaluate various family structures. Prerequisite: COUN 526.

**COUN 546 Marital & Couple Therapy (3)** Provides an understanding, demonstration and application of various models and techniques for working with married and non-married couples. Prerequisite: COUN 545. Cross-listed with CES 746.

**COUN 547 Models of Family Therapy (3)** Examines models of family systems therapy and techniques. Helps beginning family therapists develop a model of practice and apply models to clinical cases. Cross-listed with CES 747.

**COUN 548 Theories of Human Sexuality (3)** Introduces issues in human sexuality across the life span. Considers assessment and treatment of sexual dysfunction, as well as sexuality and Scripture. Prerequisite: COUN 540.

**COUN 549 Issues in Sexual Abuse (3)** Comprehensive overview of various issues related to sexual abuse. Addresses the diagnosis, assessment and treatment of child and adult victims and of the perpetrator.

**COUN 550 Counseling of Women (3)** Seminar-type course that explores issues pertinent to women in therapy. Uses a holistic approach to determine the needs of and strategies for counseling women with a focus on the Christian woman.

**COUN 553 Developmental Marriage and Family Counseling (3)** The successful passage through the developmental stages of marriage and family over the lifespan contributes in positive ways to the health and well-being of marriage and family. This advanced course will integrate the student's Christian worldview, with cultural and ethical issues as they affect the variable stages of life within a family. Included for study and discussion are current social topics of marriage and family developmental stages and historical perspectives that are of concern to the clinical process. Prerequisites: COUN 526, COUN 540, COUN 545.

**COUN 554 Group Counseling (3)** Conceptual and practical overview of group counseling including the role of group leadership; tools for forming a group and orienting members; and catalysts for interaction skills for conducting and evaluating counseling/therapy groups. Emphasis will be given to leadership techniques used at different stages in the life of a group, as well as ethical issues. Participate in a small group to promote self-awareness, interpersonal skills and an understanding of group skills and techniques. Prerequisite: COUN 500, COUN 526 or concurrent.

**COUN 557 Sexual Trauma, Domestic Violence & Human Trafficking (3)** Examine underlying principles of mental health problems that originate in dysfunctional families of origin and early childhood sexual abuse. Particular attention is given to relevant DSM disorders. Examines the cultural and economic underpinnings of human trafficking with a focus on treatment options and intervention techniques. Cross-listed with CES 757. Prerequisites: COUN 521, COUN526, COUN 538.

**COUN 558 Disaster Trauma & Psychological First Aid (3)** Covers the four phases of emergency management, the eight phases of disaster, and key concepts of disaster mental health. In depth understanding of cultural issues related to disaster and the application of Psychological First Aid based on NIMH, Green Cross, and The Trauma Institute Standards and Ethics are demonstrated. Cross-listed with CES 758. Prerequisites: COUN 521, COUN526, COUN 538.

**COUN 559 Treating PTSD, Compassion Fatigue & Complex Trauma (3)** The theoretical concepts and symptoms of PTSD, compassion fatigue and vicarious traumatization in clients, practitioners, first responders and in their role as trauma therapists is explored. Learn current evidence-based strategies for treatment of compassion fatigue and vicarious traumatization. Cross-listed with CES 759. Prerequisites: COUN 521, COUN526, COUN 538.

**COUN 560 Business Issues in Professional Practice (3)** For those considering opening their own counseling practice. Learning goals include: how to structure a business plan, marketing techniques, staffing, budgeting, time management and managed care issues.

**COUN 561 Ethics, Professional Orientation & Legal Issues in Counseling (3)** Culminating seminar that presents comprehensive concepts of ethical, legal, moral and spiritual issues in counseling. Relevant case studies form a basis for discussion. Prerequisites: for counseling students COUN 521, COUN 523, COUN 554.

**COUN 562 Crisis, Trauma & Clinical Mental Health (3)** Addresses the foundations, contextual dimensions, and basic knowledge and skills to function in specialized settings of agency, community and emergency environments. Emphasis will be placed on providing intervention in clinical, disaster, crisis and traumatic situations, including emergencies in which triage, intervention, support, referral and advocacy is required. Specialized areas will include counselor self-care; wellness and preventions; suicide de-escalation, crisis incident stress management, and psychological first aid.

**COUN 570 Multicultural Counseling (3)** Didactic and experiential course to expand personal and professional relationship competencies in working with people in our contemporary, pluralistic society. Religion is explored as an aspect of diversity.

**COUN 571 Addiction Therapies for Individuals & Families II (3)** Emphasizes critical, theoretical, and best practice approaches to addiction treatment and crisis interventions. Utilizes group dynamics and therapy groups as an essential component of effective addiction treatment, relapse prevention, and recovery. Emphasis on best practices in the planning and delivery of care. Prerequisite: COUN 535.

**COUN 572 Addiction: Traditional and Faith-based Interventions (3)** The history, traditions, and role of spirituality in addiction are discussed. Faith-based interventions are explored. Assessment and treatment interventions will be incorporated.

**COUN 573 Addiction and the Family (3)** Explores family issues in abuse and addiction. Topics include family systems theory, codependency, abuse issues, the role of culture in families, co-occurring disorders within families, and models of family therapy.

**COUN 574 Introduction to Process Addiction (3)** Presents the psychological and physiological aspects of process addiction (eg. sexual, gambling, gaming, food). Explores components of an addictive cycle, holistic treatment modalities, relapse prevention, and the approaches in facilitating family and community supports. Attention is given to multicultural competencies.

**COUN 578 Counseling & Christian Thought (3)** Examines applied integration within a Christian worldview and explores examples of applied integrative theory and practice in counseling.

**COUN 579 Seminar in Clinical Training (1-3)** Additional hours of clinical supervision for those requiring remediation or for extended circumstances regarding clinical training and application of clinical skills. Prerequisite: Permission of Instructor.

**COUN 580 Practicum in Trauma Studies (3)** Learning and experiential application of trauma theories and techniques, practice of advanced counseling skills, and a field experience related to trauma in a mental health or school setting beyond foundational training in trauma studies.

**COUN 581A-C Practicum in Applied Marital Therapy (1 credit each)** Learning and experiential application of the Hope Project marital theory and techniques, practice of advanced counseling skills, and an on campus field experience related to marital therapy in a clinical setting. In order to earn a certification of completion enrollment must occur sequentially in the Fall, Spring, and Summer semesters. Prerequisite: Permission of instructor required. (Pass/No pass)

**COUN 591 Internship in Trauma Counseling (3)** Experiential application of trauma theories and techniques, practice of advanced counseling skills, and a field experience related to trauma in a mental health or school setting beyond foundational training, supervised on site by a trained mental health professional. Participate in a weekly internship seminar. Prerequisite: Permission of Instructor. (Pass/No pass)

**COUN 592 Internship in Addiction (3)** Students will work at a professional substance abuse or process addiction counseling setting. They will be supervised by an approved addiction and/or licensed mental health professional. This culminating experience will aid students in applying their knowledge and experience. Additionally, students will participate in a weekly internship seminar (Pass/No Pass). By permission of instructor.

**COUN 593 A & B Internship in Marriage, Couple & Family Counseling (3)** Be assigned to work at a professional setting in which marital, couple & family counseling is the modality of treatment, closely supervised on site by a trained marriage, couple & family professional. Culminating experience to apply the knowledge and experience gained during counselor training program as a member of a professional team. In addition to supervision on site, participate in a weekly internship seminar led by a professor on the counseling faculty. Prerequisite: Permission of Instructor. (Pass/No Pass)

**COUN 594 A&B Internship in School Counseling (3)** Culminating experience to apply the knowledge and experience gained during the school counselor program under close supervision by a trained school counselor in an assigned school setting. Prerequisite: Permission of Instructor.

**COUN 595 A&B Internship in Clinical Mental Health Counseling (3)** Be assigned to work at a professional counseling work setting, closely supervised on site by a trained mental health professional. Culminating experience to apply the knowledge and experience gained during counselor training program as a member of a professional mental health team. In addition to supervision on site, participate in a weekly internship seminar led by a professor on the counseling faculty. Prerequisite: Permission of Instructor. (Pass/No pass)

**COUN 596 A, B, C - Residency (0)** Required for incoming, second and third year online students.

**COUN 652 Coaching: Theory, Skills & Practice (3)** A practical introduction to coaching, including definitions, models, techniques, coaching types, marketing, and available resources for use in coaching, with an emphasis on applications of coaching practices to international, multicultural environments often within Christian contexts. Cross-listed with CES 752.

**M.S. in General Psychology**

**GPSY 500 Contemporary Psychology (3)** Historical development, current state, and emerging trends of psychology both as a profession and scientific discipline. An orientation is provided to the program to graduate study in the field, and to ethics in psychology. The integration of Christianity and contemporary psychology will be examined.

**GPSY 510 Statistics I (3)** Statistical methods and their application to psychological research. Surveys the collection, organization and analysis of data utilizing hypothesis testing. Evaluates various frequency distributions and measures of central tendency. An emphasis will be placed on the application of correlational and one-way ANOVA techniques.

**GPSY 511 Statistics II (3)** Continued graduate instruction in statistical methods and their application to psychological research with a particular emphasis on Multivariate ANOVA techniques. Prerequisite: MPSY 510.

**GPSY 512 Statistics III (3)** Final course in the statistics sequence will emphasize the application of Multiple Regression and Path Analysis to psychological research. Prerequisite: MPSY 511.

**GPSY513 Research Methods in Psychology (3)** Surveys the range of research methods utilized in contemporary psychology with a primary emphasis on quantitative research including both experimental and non-experimental designs.

**GPSY 515 Biological Bases of Behavior (3)** Reviews the biological determinants and influences on psychological functioning with a focus on the structure and function of the central nervous system.

**GPSY 517 Social Psychology (3)** Major theories, issues, data and research methodologies in social psychology. Current research literature on social perception, prejudice, helping behavior, and social conformity.

**GPSY 532 Affect, Cognition & Motivation (3)** Affective neuroscience, cognitive psychology and motivational psychology. Attention and perception, consciousness, thinking and reasoning, memory, language, and motivational factors in human and animal functioning.

**GPSY 540 Life Span Psychology (3)** Human growth and development across the life span. Particular emphasis on the physical, social, cognitive, emotional, and spiritual growth of the individual with a review of current research

**GPSY 541 Psychopathology (3)** Review of features, developmental course, etiology, and classification of psychological disorders.

**GPSY 549 Integrative Psychology (3)** The integration of Psychology and Christianity. The history of the integration project, various models of integration in science and applied psychology, and emerging trends in light of classic and current scholarly contributions to the area.

**GPSY 550 Health Psychology (3)** Relationship between psychological factors and medical illnesses, wellness promotion, stress management, coping and other aspects of the psychology of health and illness. The evolving role of psychology in applied research and practice in health settings.

**GPSY 551 Multicultural Psychology (3)** Globally focused course designed to expand personal and professional attitudes, knowledge and skills in working with people in our contemporary, pluralistic society. Multiple areas of diversity are explored as are the intersection between these areas. The relationship of Christianity to multiculturalism and issues of diversity will be considered throughout these explorations.

**GPSY 552 Psychology of Religion (3)** Survey of the field of psychology of religion and spirituality. Students will review classic and contemporary theory and research on the psychology of religious and spiritual functioning.

**GPSY 553 Applied & Consulting Psychology (3)** Examination of approaches, theory, research and practice in organizational and consulting psychology. The course draws from both the specialized field of industrial-organization psychology and from other areas of psychology demonstrating the key contributions psychology can and does make to a wide range of organizational and other life settings.

**GPSY 554 Life Coaching (3)** Review of the field and practice of coaching augmented by graduate preparation and training in psychology.

**GPSY 599A & B Thesis I & Thesis II (3 each)** Propose, conduct, write and successfully defend a thesis in psychology under the supervision of a faculty thesis committee. Students register for two consecutive terms.

**M.A. in Human Services Counseling**

**HSC 500 Foundations of Counseling (3)** Basic helping/counseling skills and spiritual orientation used in the relationship between a counselor and the person(s) seeking help. Multi-level focus looks at the roles and characteristics

of the counselor and counselee, including one's worldview and belief system. Attention given to understanding the ethical and personal nature of the healing relationship as well as the resources available, which may be mobilized as growth producing and change agents.

**HSC 513 Issues in Counseling (3)** Pragmatic and psychospiritual components related to the organization, administration and operation of counseling related services within the context of the local church and other ministry environments. Examines the practical application of ministry oriented counseling for commonly addressed problems. Addresses various legal, ethical and liability issues, and discusses specific treatment issues. Consideration to thorough assessment and referral functions in each of these areas. Examines the impact of small group ministry.

**HSC 524 Counseling Skills & Techniques I (3)** A comprehensive foundation to the experiential application of significant personality theories and the practice of basic lay counseling skills. Overview of the techniques and practices derived from the major psychotherapeutic systems relevant to these basic skills. Emphasis on the demonstration, modeling, practice, and evaluation of these core skills and techniques.

**HSC 525 Counseling Skills & Techniques II (3)** Continuing experiential application of significant personality theories and practice of more advanced counseling skills. Overview of the techniques and practices derived from the major psychotherapeutic systems relevant to these more advanced skills. Emphasis on the demonstration, modeling, practice and evaluation of these core skills and techniques.

**HSC 544 Marriage & Relationship Counseling (3)** Overview of various marriage and adult relationships. In depth analysis of one's own marriage and/or family of origin will facilitate deeper understanding. Examine topics on systems theory, life span dynamics, and selected issues associated with marriage counseling such as premarital counseling, marriage enrichment, human sexuality, and divorce/remarriage. Presents a multicultural focus as it pertains to marriage, adult relationships and ministry.

**HSC 546 Counseling Children & Adolescents (3)** Overview of various child, adolescent, and parental relationships and the theological considerations in addressing these relationships. Examines developmentally appropriate approaches and effective strategies for counseling children and adolescents in both individual and group settings as well as topics relating to systems theory, the family life cycle, parenting, blended families, and resources to aid the family. Relevant ethical and legal considerations also discussed. Presents a multicultural focus as it pertains to children adolescents, and ministry.

**HSC 552 Group Counseling (3)** Conceptual and practical overview of group dynamics including the role of group leadership, tools for forming a group and orientation of members. Emphasis will be given to leadership techniques used at various stages of the group process as well applicable ethical issues. Participate in a small group experience to promote self-awareness, develop interpersonal and facilitator skills and explore Biblical principles relevant to group dynamics.

**HSC 560 Counseling Models & Strategies (3)** Introduction to basic lay counseling intervention strategies, techniques, and supportive care-giving activities. Examines such topics as conflict resolution, negotiation and mediation, anger management, mentoring, brief counseling, and solution-focused interventions. Presents a multicultural focus as it relates to intervention strategies and ministry.

**HSC 561 Community & Crisis Counseling (3)** Continuation of Models & Strategies with more advanced lay counseling intervention strategies, techniques, and supportive care-giving activities. Examines such topics as models of inner healing and forgiveness, critical incidents and crisis counseling, community trauma and disaster, chaplaincy issues, and stress/burnout issues. Presents a multicultural focus as it relates to intervention strategies and ministry.

**HSC 570 Multicultural Counseling (3)** Didactic and experiential opportunity that expands personal and professional relationship competencies in working with people in our multicultural, contemporary society. Objectives include assimilating knowledge and the formation of attitudes that help develop a multicultural consciousness and global understanding while maintaining a Biblical perspective in the helping relationship.

**HSC 571 - Residency (0)** Required for HSC students.

**Psy.D. in Clinical Psychology**

**PSY 600 Clinical Psychology (3)** Familiarizes the student with field of professional psychology, including its history. Provides a graduate survey of the development of various training models for professional psychology, ethical issues, licensing laws and specialties within clinical psychology. Attention to the application of scientific thinking and research to clinical issues. Provides a survey of diverse approaches to integration of faith and psychology.

**PSY 614 Clinical Child & Pediatric Psychology (3)** A survey of evidence based procedures for the assessment and treatment of child psychopathology including such disorders as AD/HD and Autism. The course also introduces the student to the field of pediatric psychology with its emphasis on the treatment of children in health settings.

**PSY 617 Research Design (3)** Learn how to critically evaluate and use research designs such as experimental, quasi-experimental and passive-observational designs. Explores other pertinent issues such as sampling, meta-analysis techniques, ethics of research and qualitative research strategies. Present critiques of published research papers. Prerequisite or concurrent: PSY 714.

**PSY 621 Clinical Interviewing (3)** Covers training in basic listening skills related to the establishment and maintenance of a therapeutic relationship. Client-centered techniques and interventions are presented to provide a foundational basis for the building of rapport and of a therapeutic alliance.

**PSY 626 Personality Theory (3)** Introduction to the major personality and psychotherapeutic theories that undergird current therapy practice. Summarizes and evaluates various psychodynamic, humanistic, behavioral, cognitive and family systems theories.

**PSY 627 Psychotherapies I (3)** Focused survey of two psychotherapy orientations: cognitive-behavioral psychotherapy and behavioral therapy. Learn how to conceptualize a clinical case from each perspective, formulate theoretically consistent treatment goals and move the treatment through each of the phases of therapy using interventions from the approach. Provides an example of an empirically supported treatment protocol utilizing each therapeutic orientation. Presented in a modular fashion, divided into distinct segments focusing on each approach.

**PSY 628 Psychotherapies II (3)** Intensive introduction to the basic concepts, techniques and strategies associated with psycho-dynamic therapies. Provides an overview of objective relations therapy to enrich appreciation of psycho-analysis. Devoted to the presentation of single cases. Pre-requisite: PSY 627.

**PSY 635 Substance Abuse (3)** In-depth examination of substances that are abused in society. Considers characteristics, physical and psychological components, spiritual aspects, treatment options and prevention.

**PSY 638 Psychopathology (3)** Examination of abnormal behavior as defined by DSM IV. Includes an introduction to the etiology, diagnosis, treatment and spiritual dimension of these disorders. Designed to develop clinical skills in the use of the DSM IV.

**PSY 639 Advanced Psychopathology (3)** Examine etiological factors, diagnostic assessment and treatment issues regarding Axis II pathology, trauma-based disorders and dual diagnosis conditions. Emphasizes an examination of how current research influences the development of theory in psychopathology. Prerequisite: PSY 638.

**PSY 640 Life Span Psychology (3)** Study of the processes of human growth and developing patterns of behavior throughout the life span. Particular emphasis on the physical, mental, emotional, intellectual and spiritual growth of the individual.

**PSY 647 Family Therapy (3)** Familiarizes systemic and developmental theories of the family, various family therapy models and the application of theories and models to clinical cases. Emphasizes application of theory to emerging issues in family therapy (e.g., multiculturalism, gender, special populations). Facilitates awareness of your own family experiences and the impact of those experiences on your professional work.

**PSY 648 Sexuality & Sex Therapy (3)** Issues in human sexuality across the life span. Considers assessment and treatment of sexual dysfunction, as well as sexuality and Scripture. Prerequisite: PSY 640.

**PSY 654 Group Therapy (3)** Conceptual and practical overview of group therapy. Consideration of relevant ethical and diversity matters; and to facilitate self-awareness and an experiential understanding of group process through group participation.

**PSY 660 Business Issues in Professional Practice (3)** Learning goals include: how to structure a business plan, marketing techniques, staffing, budgeting, time management and managed care issues.

**PSY 661 Ethics, Professional Orientation & Legal Issues in Psychotherapy (3)** In-depth concepts of ethical, legal, moral and spiritual issues in therapy. Case studies often form a basis for discussion. Explores the APA ethics standards.

**PSY 662 Community Psychology (3)** Introduces community psychology's contribution to assessment, prevention, intervention and evaluation. Emphasizes major concepts in the field that address preventative and promotive strategies targeting underserved populations. Highlights paradigmatic distinctions from traditional clinical practices and community mental health systems of service delivery to expand the vision of Christian mental health professionals.

**PSY 670 Multicultural Psychology (3)** Didactic and experiential course to expand personal and professional relationship competencies in working with people in our contemporary, pluralistic society. Explores religion as an aspect of diversity.

**PSY 700 Dissertation Methodology Seminar (1)** Intensive coverage of current topics in the clinical psychology field with emphasis on the appropriate research methodology and design. Evaluates the philosophy and ethics of scientific research. Determine research for doctoral project and to develop a concept paper around the particular topic.

**PSY 701-703 Dissertation (9)** Credits given for conducting research under the direction of a dissertation committee. Content of the study can be an empirical study, case study or other suitable professional activity/product. Register for three consecutive terms, at 3 credits per term. Prerequisite: PSY 718.

**PSY 704 Dissertation Continuation (1)** For those who need additional time to complete their dissertation. Prerequisite: PSY 703.

**PSY 714 Statistics (3)** Statistical methods and application to psychological research. Surveys the collection, organization and analysis of data utilizing hypothesis testing by either parametric or nonparametric techniques. Evaluates various frequency distributions and measures of central tendency. Emphasizes the application of correlational and factor analysis techniques.

**PSY 715 Biological Bases of Behavior (3)** Structure and function of the central nervous system is integrated with common neurological disorders such as closed head injury, Parkinson's disease and stroke. Explores seminal work done by early physiological psychologists.

**PSY 716 Affect, Cognition & Motivation (3)** Topics include animal and human emotions and their interface with biology and social and cultural variation. Specific cognitive activities including attention and perception, consciousness, thinking and reasoning, memory and speech and languages are evaluated within a motivational framework.

**PSY 717 Social Psychology (3)** Overview of the major theories, issues, data and research methodologies of social psychology. Cover a broad survey of primary research writings in the field.

**PSY 718 Dissertation & Proposal Development (1)** Develop a proposal for a doctoral project with supervision by a faculty member. Prepare internship application materials and explore the future internship as a professional developmental stage. Prerequisite: PSY 700.

**PSY 719 Proposal Continuation (1)** For those who need additional time to successfully complete their dissertation proposal. Prerequisite: PSY 718.

**PSY 723 History & Systems of Psychology (3)** Traces the emergence of psychology as an independent discipline from its roots in philosophy, theology and the natural sciences.

**PSY 725 Intelligence Testing & Psychometrics (Lab) (4)** Introduces the diverse area of intelligence testing, with particular emphasis on multicultural dimensions of the topic. Administer, score and evaluate the findings of standard intelligence and achievement tests. Primary emphasis on current versions of the Wechsler scales. Examine brief IQ tests and brief neuropsychiatric screening instruments. Use your experiences with each of the above tests to explore the critical area of psychometrics found in all psychological testing.

**PSY 726 Personality Assessment & Psychometrics (3)** Covers standard objective and projective tests of personality and psychopathology. Tests covered include the MMPI-II, PAI, MCMI-III, Rorschach (introductory material only), TAT, Foyer Structured Sentence Completion Test and other projective techniques. Learn to integrate findings into a comprehensive, domain focused testing report.

**PSY 728 Advanced Assessment (2)** Survey of advanced topics in cognitive, psychoemotional and personality assessment. Trains to interpret a variety of testing protocols and process data for complex areas of assessment such as: differentiation of learning disabilities, detection of malingering, evaluation of comorbidities and assessment of individuals with various types of sensory deficits.

**PSY 732 Clinical Assessment & Treatment Planning (2)** Introduction to psychodiagnostic assessment and treatment planning. Covers a variety of related topics including: diagnostic interviewing/decision making, case conceptualization, mental status exams, standards of practice, establishing appropriate treatment plans and using manualized treatment protocols. Reviews methods of note-taking and report-writing.

**PSY 733-738 Clinical Practica Case Consultation (12) (2/term for 2 years)** Supervised clinical practicum experience in an appropriate work environment for six terms. Learn how to integrate your Christian worldview and practice with the theory and practice of psychology.

**PSY 739 Advanced Practica I (1)** Incorporates advanced clinical experiences designed, arranged, implemented and conducted by doctoral students under faculty supervision. Prerequisites: PSY 733-738.

**PSY 740 Mental Health and Missions Practica (3)** Designed to provide students with an opportunity to integrate concepts of missions/ministry and clinical psychology. Students will participate in a short-term missions trip and provide assessment, psychoeducation, and psychotherapy services on site under the supervision of a mental health professional. The focus will be on learning how to apply clinical skills in a practical and culturally sensitive manner.

**PSY 741 Advanced Practica II (1)** Incorporates advanced clinical experiences designed, arranged, implemented and conducted by doctoral students under faculty supervision. Prerequisites: PSY 733-738 and PSY 763.

**PSY 744 Marital Therapy (3)** Theories of marital relationships, various models for working with couples and the application of theories and models to clinical cases. Emphasis on application of theory to emerging issues in marital therapy (e.g., multiculturalism, gender, special populations).

**PSY 749 Advanced Marriage & Family Psychotherapy (3)** Emphasizes an integration of assessment and therapeutic theory and technique through ongoing couple and family simulations. Emphasizes supervision skills in family and couples' treatment. Prerequisite: PSY 647.

**PSY 750 Psychology of Women (3)** Seminar-type course that explores issues pertinent to women in therapy. Uses a holistic approach to determine the needs of and strategies for counseling women with a focus on the Christian woman. Course Offered online only.

**PSY 751 Adult & Gerontological Psychology (3)** Study of the processes of adult development and aging with a focus toward clinical applications. Explores physical, mental, emotional, social and spiritual aspects of adult development and aging.

**PSY 752 Psychodynamic I: Introduction (1)** Introduction to empirically-supported and evidence-based psychodynamic therapy. Permission of instructor. Prerequisite: PSY 628.

**PSY 753 Psychodynamic II: Personality (1)** In-depth study of empirically-supported and evidence-based psychodynamic therapy; emphasis on case conceptualizations. Prerequisite: PSY 628 and 752.

**PSY 754 Psychodynamic III: Termination (1)** Empirically-supported and evidence-based psychodynamic therapy focused on the termination of long-term treatments. Prerequisite: PSY 628, 752 and 753.

**PSY 755 Advanced Group Psychotherapy (3)** Focuses on the development of interpersonal competency through the small, face-to-face group interaction and in the experiential mode. Opportunity for presentations and analysis of significant issues. Requirements: must be presently facilitating a therapy group. Prerequisite: PSY 654.

**PSY 759 Human Neuropsychology (3)** Develops basic considerations concerning the problem of assessment in neuropsychology. Assesses disturbances in memory, language, constructional abilities, movements, attention and concept formation and forensic issues. Reviews major neuropsychological batteries.

**PSY 763 Supervision & Consultation (3)** Explores the major models of supervision. Discussion of ethical issues, as well as typical dilemmas for the practicing supervisor. Evaluates consultations with other professionals and organizations. Provides peer supervision and completion of a consultation project.

**PSY 768 Forensic Psychology (3)** Covers basic principles and concepts of forensic psychology. Emphasis given to legal process when danger and competence are at issue. Emphasizes critical review of pertinent literature.

**PSY 771 Clinical Psychopharmacology (3)** Introduction to psychotropic drugs and their neurochemical bases, model of action and clinical application. Discusses principles of use and current status of psychopharmacology.

**PSY 773 Psychology of Trauma & Crisis (3)** This is a didactic and practical course designed to provide the student with an overview of the theoretical and research knowledge base regarding the pertinent areas of trauma, trauma therapy, disaster mental health and crisis intervention. Additionally, the student will learn the essential components of stress prevention and resiliency programs. A special emphasis will be placed on trauma, crisis response, crisis intervention, stress management and trauma therapy as it relates to emergency service personnel: Fire, EMS and law enforcement. Students will learn about emergency service workers helping seeking behaviors and the common barriers psychologists encounter when working with this population.

**PSY 774 Health Psychology (3)** Covers the settings in which health psychology are practiced, and health promotion and epidemiology. Introduces the relationship between psychological factors and medical illnesses, stress management and coping strategies and methods of consultation in health settings.

**PSY 775 Models of Inner Healing & Forgiveness (3)** Focuses on two prominent Christian intervention strategies in soul care, inner healing and forgiveness, and examines several recently developed models of inner healing prayer and forgiveness. Explores inner healing models such as the work of Neil Anderson (Freedom in Christ Ministries) and Ed Smith (Theophostic Ministries). Studies forgiveness models, such as the work of Everett Worthington and Robert Enright. Considers research in the areas of inner healing and forgiveness.

**PSY 776 Psychology of Religion (3)** Analyzes and evaluates the contributions of psychology to the understanding of religious experience. Surveys the theory and research of the field of psychology of religion, and reviews the spectrum of major world religions.

**PSY 777 Survey of Christianity (3)** Overview of several key aspects of the Christian faith that are highly pertinent to the task of integration. Pursues a broad survey of Christianity that is trans-sectarian but evangelical in perspective. Provides a panoramic survey of the Bible, church history, theology and Christian movements, and a more focused discussion of the statement of faith ascribed to by Regent University faculty and staff. Two broad themes underlie the course: 1) providing an apologetic understanding of Christianity; and 2) facilitating a Christian understanding of human nature that can inform psychology.

**PSY 778 Applied Theology for Clinical Psychologists (3)** Applied formational approach to the Christian faith via the developing traditions of spiritual direction and the classic spiritual disciplines, and how the synthesis of spiritual direction and disciplines may be integrated into therapeutic processes.

**PSY 779 Applied & Clinical Integration (3)** Examines clinical integration within a Christian worldview and explores examples of applied integrative theory and practice in assessment and treatment.

**PSY 780 Integration Capstone (1)** Intensive seminar that provides a culminating review of the student's developing strategies, experiences and understandings related to the integration of Christianity and psychology. Occurs during the last term of coursework prior to the internship.

**PSY 781-786 Research Group 1-6 (1)** For those who participate in a faculty member's research team. Actively contribute to faculty research projects in a manner negotiated with a specific faculty member. Wide ranges of research activities are possible, such as: literature reviews, development of questionnaires, data collection, statistical analysis, writing and presentation. Prerequisite: Instructor approval. (Note: Only a total of three credits from this sequence may count towards satisfaction of the elective requirement.)

**PSY 801-803 Clinical Internship (1 each, 3 minimum)** Two thousand hours of supervised psychological activities in an APA-approved internship. Prerequisite: permission of clinical training director.

# THE FACULTY

Regent University School of Psychology & Counseling has an active, distinguished faculty of published scholars and members of state and local boards on issues of counseling, substance abuse, and other relevant subjects.

**Arveson, Kathleen R.** (1999), Ph.D., Loyola College, Associate Professor

**Baum, Linda J.** (2008), Ph.D., Kent State University, Associate Professor

**Compton, Lisa** (2014), Ph.D., Regent University, Lecturer

**Dwiwardani, Carissa** (2011), Ph.D., Biola University, Director, Psychological Services Center; Assistant Professor

**Dy-Liacco, Gabriel S.** (2005), Ph.D., Loyola College in Maryland, Associate Professor

**Erwin, Kathie T.** (2010), Ed.D., University of Sarasota (now Argosy), Assistant Professor

**Hartwig Moorhead, Holly J.** (2011), Ph.D., Assistant Professor

**Hathaway, William L.** (1997), Ph.D., Bowling Green State University, Dean; Professor

**Jennings, David J**. II, (2013), Ph.D., Virginia Commonwealth University, Assistant Professor

**Johnson, Judith** (2001), Ph.D., Loyola University, Professor

**Keyes, Benjamin** (2006), Ed.D., University of Sarasota/Argosy; Ph.D., International College, Director, Center for Trauma Studies; Professor

**Moriarty, Glendon L.** (2002), Psy.D., Forest Institute of Professional Psychology, Professor

**Newmeyer, Mark D.** (2011), Ed.D., University of Cincinnati, Coordinator, CES Ph.D. Program; Assistant Professor

**Page, Cassandra** (2014), Psy.D., Biola University, Assistant Professor

**Parker, Stephen E.** (1993), Ph.D., Emory University, Professor

**Reese, Merrill** (2007), Ph.D., Regent University, Assistant Professor

**Ripley, Jennifer S.** (1999), Ph.D., Virginia Commonwealth University, Director, PsyD Program; Director, Marriage and Ministry Assessment Training and Empowerment Center; Professor

**Runyan, Helen** (2014), Ph.D. Old Dominion University, Assistant Professor

**Savinsky, David M.** (2012), Ph.D., Regent University, Assistant Professor

**Sells, James N.** (2005), Ph.D., University of Southern California, Counseling Department Chair; Associate Dean for Academics; Professor

**Smith, Jacqueline** (2014) Ed.D., University of Cincinnati, Associate Professor

**Todd, Sherry M.** (2010), Ph.D., Old Dominion University, Director, M.A. Counseling; Assistant Professor

**Trout, Amy W**. (2006), Psy.D., Wheaton College, HSC Program Director; Associate Professor

**Underwood, Lee A**. (1999), Psy.D., Wright State University, Professor

**Walker, Donald F.** (2010), Ph.D., Fuller Graduate School of Psychology, Director, Child Trauma Institute; Assistant Professor

**Williams, Cyrus R., III** (2009), Ph.D., University of Florida, Assistant Professor

**Yarhouse, Mark A.** (1998), Psy.D., Wheaton College, Director, Institute for the Study of Sexual Identity; Endowed Chair; Professor

**Zaporozhets, Olga,** (2012), Ph.D., University of Tolelo, Assistant Professor

## Visiting Faculty

**Black, Robert B.** (1985), Faculty Emeritus, Ph.D., Ohio University

**Collins, Gary** (2007), Ph.D., Purdue University, (Distinguished Visiting Faculty)

**Hughes, Rosemarie S.** (1987), Dean Emerita, Ph.D., Old Dominion University