



THE REGENT UNDERGRADUATE CATALOG 2011-2012

(Fall 2011-Summer 2012)

Regent University
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PREFACE

Regional Accreditation

Regent University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools 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's undergraduate school is accredited or certified by the following bodies:

- **Council for Higher Education Accreditation (CHEA)** (www.chea.org/)
- **The Teacher Education Accreditation Council (TEAC)**, accredits the teacher licensure programs of the interdisciplinary studies program of the School of Undergraduate Studies (undergraduate), as well as the School of Education (graduate). One Dupont Circle, Suite 320, Washington, DC 20036-0110. (www.teac.org/)
- **The State Council of Higher Education for Virginia (SCHEV)**—certification of the Commonwealth of Virginia. (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 PRESIDENT

Greetings and welcome to Regent University, a place where intellectual and spiritual vitality meet to discover truth and develop the lives to which we are called. At Regent, we have always expected the miraculous, believing that God would take the meager offering of all our heart, soul, strength, and mind, and transform it into something glorious for His kingdom's sake. We approach each day here with that same conviction: that when we abandon all things to gain the knowledge of Christ Jesus, we have gained a precious gift that will never decay.

At Regent, we pledge to never be satisfied with mediocrity, to challenge and encourage one another academically and spiritually, so that we may be found worthy to serve the Most High God in excellence. Our world, perhaps more than ever, needs Christian leadership. May ours be a leadership that is defined by humility, uncompromised by shifting standards, and daring enough to challenge and inspire through the guidance of the Holy Spirit.

We are a better university because you have been called to join us here, now, for such a time as this. So, while it is yet today, let us join together to touch our world with God's kindness, the power of His word, and divine wisdom to guide us in all we do.

*Dr. Carlos Campo
President*

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

Our vision, to become a leading global Christian university, will be accomplished by developing an international reputation for academic excellence, scholarship and action, and by significant expansion of enrollment and global reach.

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 5,500 students earning associates, bachelor’s degrees, master’s degrees, and doctoral degrees at our Virginia Beach Campus or online via the worldwide web.

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 research papers, 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*).

STANDARD OF PERSONAL CONDUCT

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

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

CAMPUS FACILITIES

The Virginia Beach Campus is comprised of seven 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** was the first building of Regent University. It houses the Office of the President, the Office of Academic Affairs, the Business and Finance Office, Administrative Services, Facility Services, Human Resources, Advancement Office, University Marketing, Public Relations, and the School of Education, as well as a large multipurpose classroom/assembly hall.

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

Built in 1986, the **Classroom Building** contains the School of Undergraduate Studies advising offices as well as some undergraduate faculty offices, the School of Psychology and Counseling, the Psychological Services Center, a Psychology and Counseling teaching lab, and the Center for Christian Thought and Action in addition to numerous classrooms and seminar rooms.

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

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

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

Opened in the fall of 2008, the “**Metroplex**” building is home to the School of Global Leadership and Entrepreneurship, the Professional and Continuing Education Division, the Center for Teaching and Learning, and the American Center for Law and Justice (ACLJ). This modern building is the first of three planned buildings and is within walking distance of the main campus.

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 300,000 printed volumes, 116 online journal databases, 151,000 electronic books, nearly 19,000 audiovisual items including DVDs, films, CDs, audio and videocassettes, etc. and thousands of microfilms. Over 55,000 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, NetLibrary, ATLA Religion Database, CQ databases, Business Source Complete, ERIC, Education Full-Text, Communication & Mass Media Complete, Historical Newspapers Online, Emerald Journals, JSTOR, ProjectMUSE, PsycINFO, PsycArticles, International Index to the Performing Arts, Dissertations and Theses, Factiva, Humanities Full-Text, Sabin Americana 1500-1926, Wiley Interscience, 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 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, 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.

All Regent University students are required to learn and be competent in the use and application of information research and resources. For undergraduate students, course content in the General Education classes provides this needed information literacy education. These courses will benefit students' awareness and utilization of the vast information resources available in print and online through the Regent University Library. Special tours, individualized research consultations, library workshops, and course-specific library instruction sessions are available. A full complement of library services is available to all distance education students.

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

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

LIBRARY FACULTY

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

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

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

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

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

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

THE SCHOOL OF UNDERGRADUATE STUDIES

DEAN'S MESSAGE

Welcome to Regent University.

Now is the perfect time to join us and be a part of the change happening on campus in Virginia Beach and online around the world. The School of Undergraduate Studies has responded to student requests and market demand by adding new degrees in disciplines that influence the global marketplace. Regent realizes that our duty is to equip our students with a Christian worldview and specialized global competency skills, because in today's global economy our alums are not just competing for jobs with their neighbor, but with people all over the world. To achieve this, Regent offers a progressive curriculum delivered through our award-winning, state-of-the-art technology. In 2009, Regent University was recognized as second in the nation for online schools by OEDb.

Our expert faculty serve dual roles as professor and shepherd – by both equipping you with knowledge and challenging you in the development of your faith. Since faith is so seamlessly integrated into your life, it follows that it also be integrated into your studies. There is no better teacher than Jesus Christ, no more important book than the Bible – God's Word – and the lessons of both are applied to each class in every program. Our gifted faculty serve as academic and spiritual mentors that are dedicated to helping you realize and achieve the greatness that God has planned for your life. There are not many universities where faculty and staff pray for each student by name, but that is exactly the support you can enjoy here at Regent.

Our passion for preparing students' character and minds to become "Christian leaders to change the world" is demonstrated through our Biblically-grounded, Christ-centered, and academically rigorous curriculum, excellent faculty, use of cutting-edge technology and spiritually vital campus community.

Now is the best time to join us and be a part of the change.

Gerson Moreno-Riano, Ph.D
Dean
School of Undergraduate Studies

MISSION AND PHILOSOPHY

The mission of the School of Undergraduate Studies is to graduate exceptional students deeply committed to Christ's calling to cherish character, challenge culture, and serve the world.

This mission is founded on a Christian philosophy of education in which the Holy Bible is the inspired, infallible, and authoritative source of Christian doctrine and precept and thus profitable for "teaching, rebuking, correcting and training in righteousness" so that the people of God "may be thoroughly equipped for every good work" (2 Timothy 3:16-17).

DISTINCTIVES

The School of Undergraduate Studies is shaped by its distinct identity and approach to undergraduate education. The following principles characterize this distinction:

- **Christian philosophy of education.** Regent's mission is "Training Christian Leaders to Change the World." The School of Undergraduate Studies is committed to delivering an unparalleled and cutting-edge academic education integrated with Biblical principles and Christian values to prepare ethical leaders for the 21st century.
- **Transformed lives.** Transformation is essential to the Christian experience. As believers, we are continuously transformed by the renewing of the mind (Romans 12:2). As transformation is essential to the Christian walk, the School of Undergraduate Studies is committed to delivering courses and learning experiences that are designed to change students. We will engage the students' mind, heart, body, and soul in order to encourage

and support intellectual, spiritual, and emotional transformation.

- **Holistic Life.** In Matthew 22:37, Jesus Christ commands that we must love the Lord with all of our heart, soul, and mind. This reflects the totality of the human being – nothing should be reserved for ourselves, all should be given to God. The School of Undergraduate Studies is dedicated to helping students grow in their total commitment to Christ through the renewals of their minds, characters, and lives in a vibrant and Spirit-filled Christian faith community.
- **Living Inheritance.** Inheritances are gifts from the past to be used in the present to benefit the future. The School of Undergraduate Studies stands at the intersection of many inheritances: Regent University, the American founding principles, Christian liberal arts, the earth, and the Kingdom of Jesus Christ. We are committed to sharing these inheritances with our students so they can be blessed and bless generations to come.

DEGREE PROGRAMS

The School of Undergraduate Studies offers several undergraduate degree programs, both online and on campus. The curriculum is both stimulating and relevant, preparing students to enter influential industries in the new millennium. The curriculum links theory to practice to enable students to implement their studies immediately.

Regent University offers the Associate of Arts degree (with selected Areas of Study) and two baccalaureate degrees, the Bachelor of Arts and the Bachelor of Science. Each student selects a major or area of study and meets the requirements for the chosen course of study. In addition, each student meets general requirements (see “General Education”) and selects from electives to complete his or her program. See “Academic Departments” and “Academic Programs” for details on degree requirements.

The Associate of Arts Degree

The Associate of Arts degree is intended for students who either plan to enter employment or who are currently working in a field and want to strengthen their knowledge and skills. The Associate of Arts degree will also allow students to complete a significant step toward a four-year bachelor’s degree. The degree provides breadth in general education while offering study in an area of specialty, all of which are transferable to a bachelor’s degree program. The Associate of Arts degree program emphasizes the acquisition of foundational skills in an understanding of communication, analysis, critical thinking, information retrieval, and worldview studies, with the goal of preparing students to be Christ-centered in their learning, living, and service. The academic requirements for this degree program are typical of those of other major colleges and universities for the first two years of a baccalaureate program. Students completing the Associate of Arts degree at Regent can matriculate into the bachelor’s degree program at Regent upon admission into the latter program; all of the courses applied to the Associate of Arts degree can be applied to the bachelor’s degree at Regent University.

Areas of study consist of fifteen (15) to twenty-four (24) credits in a specific discipline which students complete in addition to the General Education core requirements (or as modified for certain Areas of Study) for a total of 64 credits for the degree program. Students desiring a breadth of study should choose the Associate of Arts degree in General Studies, which requires students to select fifteen (15) credits of electives to supplement the General Education core requirements. (See “Academic Programs” for details regarding program requirements.)

The degree may be completed online or on campus at Regent University and is intended for completion in two years or less.

Areas of Study

- Accounting,
- Business,
- Christian Studies,
- Criminal Justice,

- General Studies,
- History,
- Human Resource Management,
- Information Systems,
- International Business,
- Leadership,
- Marketing, and
- Psychology.

Baccalaureate Degrees

Regent University offers undergraduate programs leading to the Bachelor of Arts and the Bachelor of Science. The following major fields of study are available, as well as baccalaureate minors and courses not associated with specific majors, as listed below:

Bachelor of Arts majors: (offered through the School of Undergraduate Studies):

- Biblical and Theological Studies (emphasis in Biblical Studies or Theological and Historical Studies),
- Christian Ministry,
- Communication Studies,
- English,
- Government (emphasis in American Government and Politics, International Relations and Foreign Policy, or Pre-Law),
- History, and
- Religious Studies.

In addition, the School of Communication and the Arts offers undergraduate programs leading to the Bachelor of Arts degree with a major in

- Animation,
- Cinema-Television, and
- Theatre.

Bachelor of Science majors (offered through the School of Undergraduate Studies):

- Business (emphasis in Accounting, Business Administration, Healthcare Management, Human Resources Management, International Business, or Marketing),
- Criminal Justice,
- Information Systems Technology (General emphasis or Information Security emphasis),
- Interdisciplinary Studies PreK-6 (for teacher education),
- Mathematics,

- Organizational Leadership and Management (emphasis in Leadership or Management), and
- Psychology (optional emphasis in Substance Abuse Treatment).

Baccalaureate Minors:

Animation (*not available online*),
 American Government and Politics,
 Biblical Studies,
 Business,
 Christian Ministry,
 Cinema-Television (*not available online*),
 Communication,
 Criminal Justice,
 English,
 French (*not available online*),
 Hispanic Studies,
 History,
 Homeland and International Security,
 Information Systems,
 International Relations and Foreign Policy,
 Journalism,
 Leadership,
 Mathematics,
 Psychology,
 Religious Studies,
 Spanish (*not available online*),
 Theatre (*not available online*),
 Theology, and
 Youth Ministry.

Other coursework offered:

Art,
 Biology,
 Earth Science,
 Economics,
 General Education,
 Geography,
 Music, and

Philosophy.

GOALS OF THE SCHOOL OF UNDERGRADUATE STUDIES

The School of Undergraduate Studies actively involves students in a holistic education that emphasizes intellectual rigor, character development, and Christian leadership so that students may be effective and God-honoring leaders in today's world. In endeavoring to achieve its mission, the School of Undergraduate Studies at Regent University seeks to develop in students:

1. A Christian worldview grounded in an understanding of the Old and New Testament Scriptures and nurtured through the study of church history, Christian theology and philosophy, and other academic disciplines.
2. Mastery at the undergraduate level of at least one academic discipline.
3. A broad understanding of the content and methods of the natural and social sciences, the humanities, and the arts and their role in today's world.
4. A capacity for Christ-like character development through individual assessment, reflection, and discovery.
5. An ability to engage, evaluate, and influence culture in a manner that glorifies God and serves humanity.

The mission and goals of the School of Undergraduate Studies allow students to develop and apply the requisite competencies for living in the 21st century.

THE UNDERGRADUATE ACADEMIC CALENDAR FALL 2011 – SUMMER 2012

Fall 2011 Sessions A and B	
Registration for Sessions A & B	Wednesday, May 11 – Sunday, Aug. 7
Late Registration for Session A (\$100 late registration fee during this period)	Monday, Aug. 8 – Sunday, Aug. 21
Last day to register for Session A	Sunday, Aug. 21
Payment Deadline (for A and B registrations)	Monday, Aug. 22
Term Start – Session A Starts	Monday, Aug. 22
Session A Add/Drop Period – 100% Refund	Monday, Aug. 22 – Sunday, Aug. 28
16 week term Add/Drop Period – 100% Refund	Monday, Aug. 22 – Sunday, Sept. 4
Session A 50% refund period	Monday, Aug. 29 – Sunday, Sept. 4
16 week term 50% refund period	Monday, Sept. 5 – Sunday, Sept. 18
Labor Day – Schools Closed	Monday, Sept. 5
Registration for Session B	Monday, Sept. 5 — Sunday, Oct. 9
Graduation applications due for Dec. graduation	Thursday, Sept. 15
Last day to withdraw with a “W” grade - Session A	Sunday, Sept. 18
Seven Days Ablaze	Thursday, Sept. 29 – Wednesday, Oct. 5
Withdrawal deadline – Session A (“WF” grade)	Sunday, Oct. 9
Late Registration for Session B (\$100 late registration fee during this period)	Monday, Oct. 10 – Sunday, Oct. 23
Session A Ends	Sunday, Oct. 16
Last day to withdraw with a “W” grade -16 week term	Sunday, Oct. 16
Fall Break	Monday, Oct. 17 – Sunday, Oct. 23
Last day to register for Session B	Sunday, Oct. 23
Payment Deadline (for B only registration)	Monday, Oct. 24
Session B Starts	Monday, Oct. 24
Session B Add/Drop Period – 100%	Monday, Oct. 24 – Sunday, Oct. 30
Session B 50% Refund Period	Monday, Oct. 31 – Sunday, Nov. 6
Spring Registration Begins	Wednesday, Nov. 2
Last day to withdraw with a “W” grade - Session B	Sunday, Nov. 6
Thanksgiving Break	Thursday, Nov. 24 – Sunday, Nov. 27
Withdrawal deadline - Session B & 16 week (“WF” grade)	Sunday, Dec. 11
Graduation applications due for May or August graduation	Thursday, Dec. 15

Semester Ends, Session B Ends	Saturday, Dec. 17
Christmas Holidays – No Classes	Monday, Dec. 19 – Monday, Jan. 2, 2012
Spring 2012 Sessions C and D	
Registration for Sessions C & D	Wednesday, Nov. 2– Sunday, Dec. 18
Late Registration for Session C (\$100 late registration fee during this period)	Monday, Dec. 19– Monday, Jan. 2
Last Day to Register for Session C	Monday, Jan. 2
Term Start – Session C Starts	Tuesday, Jan. 3
Payment Deadline (for C and D registrations)	Wednesday, Jan. 4
Session C Add/Drop Period – 100% Refund	Tuesday, Jan. 3 – Monday, Jan. 9
16 week term Add/Drop Period – 100% Refund	Tuesday, Jan. 3 – Monday, Jan. 16
Session C 50% Refund Period	Tuesday, Jan. 10 – Monday, Jan. 16
Registration for Session D	Wednesday, Jan. 11 – Sunday, Feb. 19
Martin Luther King, Jr. Day – Schools Closed	Monday, Jan. 16
16 week term 50% refund period	Tuesday, Jan. 17 – Monday, Jan. 30
Last day to withdraw with a “W” grade - Session C	Tuesday, Jan. 31
Late Registration for Session D (\$100 late registration fee during this period)	Monday, Feb. 20 – Tuesday, Mar. 6
Withdrawal deadline – Session C (“WF” grade)	Tuesday, Feb. 21
Session C Ends	Tuesday, Feb. 28
Last day to withdraw with a “W” grade -16 week term	Tuesday, Feb. 28
Spring Break	Monday, Feb. 27 – Sunday, Mar. 4
Last Day to Register for Session D	Tuesday, Mar. 6
Payment Deadline (for Session D only registration)	Wednesday, Mar. 7
Session D Starts	Wednesday, Mar. 7
Session D Add/Drop Period – 100% Refund	Wednesday, Mar. 7 – Tuesday, Mar. 13
Session D 50% Refund Period	Wednesday, Mar. 14 – Tuesday, Mar. 20
Summer Registration Begins	Wednesday, Mar. 14
Last day to withdraw with a “W” grade - Session D	Tuesday, Apr. 3
Good Friday – Schools Closed	Friday, Apr. 6
Withdrawal deadline - Session D & 16 week (“WF” grade)	Tuesday, Apr. 24
Semester ends, Session D Ends	Tuesday, May 1
Commencement	Saturday, May 5

Summer 2012 Sessions E and F	
Registration for Session E	Wednesday, Mar. 14 – Sunday, Apr. 22
Late Registration for Session E (\$100 late registration fee during this period)	Monday, Apr. 23—Sunday, May 6
Last day to Register for Session E	Sunday, May 6
Payment Deadline (for Session E registration)	Monday, May 7
Term Start – Session E Starts	Monday, May 7
Session E Add/Drop Period – 100% Refund	Monday, May 7 – Sunday, May 13
Session E 50% Refund Period	Monday, May 14 – Sunday, May 20
Fall Registration Begins	Wednesday, May 16
Memorial Day – Schools Closed	Monday, May 28
Last day to withdraw with a “W” grade - Session E	Sunday, June 3
Session F Starts	Monday, June 11
Session F Add/Drop Period	Monday, June 11 – Sunday, June 17
Session F 50% Refund Period	Monday, June 18 – Sunday, June 24
Withdrawal deadline - Session E (“WF” grade)	Sunday, June 24
Session E Ends	Saturday, June 30
Independence Day – Schools Closed	Wednesday, July 4

Last day to withdraw with a “W” grade - Session F	Sunday, July 8
Withdrawal deadline - Session F (“WF” grade)	Sunday, July 29
Session F ends	Saturday, Aug. 4

Please note the following 2011-2012 holidays.

September 5, 2011 (Mon) Labor Day

October 17-23, 2011 (Mon-Sun) Fall Break/Modular Week

November 24-27, 2011 (Th-Sun) Thanksgiving

December 12, 2011 – January 2, 2012 Christmas Holidays (Graduate Schools other than Law)

December 19, 2011 – January 2, 2012 Christmas Holidays (RSU and Law School)

January 16, 2012 (Mon) Martin Luther King, Jr. Day

February 27 – March 4, 2012 (Mon-Sun) Spring Break

April 6, 2012 (Fri) Good Friday

May 28, 2012 (Mon) Memorial Day

July 4, 2012 (Wed) Independence Day

Note: CBN/Regent University All Staff Prayer Meetings are held on the mornings of New Year's Day and Labor Day.

ADMISSION

Contact Information

Applications for admission may be downloaded or completed online on the School of Undergraduate Studies website www.regent.edu/undergrad. To request an overview brochure, please visit www.regent.edu/undergrad and click on Request More Information. Downloaded applications can be sent to:

Regent University

Enrollment Management

1000 Regent University Drive

Virginia Beach, VA 23464-9800

800.373.5504 or 757.352.4127

E-mail: admissions@regent.edu

Website: www.regent.edu/undergrad

Standards

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

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

The best qualified students normally have taken a high school curriculum consisting of the following:

English	4 Units
Mathematics	3 Units (Algebra, Geometry, Algebra II)
Science	3 Units

Social Sciences	3 Units (World History, U.S. History, U.S. Government)
Foreign Languages	3 Units

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

- Successful achievement of a high school diploma
- Passing grade on the General Equivalency Diploma (GED) test

Applying for Admission

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

- A completed and signed Application for Admission
- A \$50 non-refundable application fee
- An official transcript from the current high school or the high school from which the individual graduated. Home school students must submit an official high school transcript as well as official transcripts from all colleges attended. See below for transcript requirements.
- An official transcript from any and all colleges attended previous to Regent.
- Official SAT scores (Critical Reading and Math/ACT Composite scores if the applicant is under 23 years old-- not required for ages 23 and older)
- For applicants ages 23 and older, a professional resume or two letters of recommendation from a non-relative who can attest to the applicant's ability to perform college level work (normally a supervisor and a teacher/counselor)
- Signed Community Life Form (part of the application)
- Essay: Regent University's motto is "Christian Leadership to Change the World." Please submit your essay describing how an undergraduate degree from Regent University will help you meet your personal goals, and in the process, create a Christian leader to change the world. Your essay must be typed, and should be between 300 and 500 words.

Transfer students (students with 15 or more hours of college credit) need to submit the following:

- A completed and signed Application for Admission
- A \$50 non-refundable application fee
- An official transcript from the high school from which the individual graduated, to verify advanced placement credit if applicable. Home school students must submit an official high school transcript and transcripts from all colleges attended. See below for transcript requirements.
- An official transcript from any and all colleges attended previous to Regent. A median cumulative college GPA of 2.5 is expected.
- Official SAT scores (Critical Reading and Math/ACT Composite scores if the applicant is under 23 years old - not required for ages 23 and older)
- Signed Community Life Form

Transfer students with an A.A., A.S. or A.A.&S., from the Virginia Community College System or the North Carolina Community College System are required to submit the following only:

- An official transcript from the VCCS or NCCCS college from which the degree was awarded
- All transcripts from colleges or universities for which courses were applied to the AA/AS degree

Student should have a cumulative GPA of 2.5 and be in good standing with all VCCS or NCCCS colleges attended.

Home School Students (students completing high school requirements in a home school curriculum) must submit an official high school transcript and transcripts from any colleges/universities attended. High school transcripts should include the following information:

- Name of home school and address
- Name of student, along with student's social security number and birth date
- Name of principal
- Curriculum and courses completed each year with grades and a grade point average

- Cumulative grade point average for total progress
- Standardized performance test scores
- Diploma awarded with date of graduation

Admission for International Students

The following is to supplement the University Admissions requirements mentioned previously for all Regent applicants and outlines additional information and materials necessary to be eligible for admission to Regent University as a non-immigrant international student. Non-immigrant applicants are defined as those applicants who are *not citizens* of the United States and are *not seeking to become citizens* or permanent residents of the United States. Non-immigrant applicants are required to submit financial statements and are subject to other requirements. Those who are not seeking F-1 or J-1 student immigration status may not need to submit financial statements. Please contact Enrollment Management for further clarification. Due to the extensive mandatory Student and Exchange Visitor Information System (SEVIS)/International Student Orientation which is offered for the fall term, initial enrollment must occur during the fall term both for undergraduate and graduate international students. The only exceptions to this rule are for students attending Regent under the Handong Exchange agreement (which requires spring enrollment) and students who will be transferring to Regent from other U.S. institutions. The following requirements are subject to change in order to meet United States Citizenship and Immigration Services (USCIS) regulations.

International Students Admission Requirements

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

- 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 or DS-2019 which is needed for the student visa application.
- First-year/Freshman internationals needing an I-20/DS-2019 may apply to any program in the School of Undergraduate Studies, however, Sophomores, Juniors and Seniors wanting to study on-campus are restricted to the following majors:
 - a. Communication Studies
 - b. Cinema-Television
 - c. Animation
 - d. Theater
 - e. Interdisciplinary Studies
 - f. Religious Studies
 - g. Biblical and Theological Studies
 - h. Christian Ministry
- All application materials must be completed in English, or have appropriate English translations attached. 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. Applicants 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

- Applicants whose native language is not English may take either the Test of English as a Foreign Language (TOEFL®) or PTE Academic® exam. The minimum TOEFL requirement is a score of 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 tests can be waived in the following circumstances:

1. 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);
2. Nonnative speakers who have successfully completed at least a two-year postsecondary course of study in which English was the language of instruction;
3. 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;
4. Nonnative speakers who have taken the TOEFL® or PTE Academic® test within the past two years and whose scores met Regent standards;
5. 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 or <http://pearsonpte.com/Pages/Home.aspx> for testing information and scheduling.

- Applicants must complete the Supplementary International Application packet and include all pertinent non-immigrant information for USCIS reporting.
- 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 Enrollment Management.
- Applicants should retain a copy of their application materials, including the Financial Certification Form and bank statements, for their records

Conditional Enrollment

Regent University School of Undergraduate Studies will accept international students who are currently residing in the United States and studying at a US secondary or higher academic institution. Given that these students are currently enrolled in academic programs at such a time as an admissions decision is required, at the discretion of the Director of Admissions for RSU, these students may be admitted on a 'Conditional' basis, with the condition that the final official transcript from the US institution be received by Regent before the start of the second semester at Regent. 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 and J-1 immigration status which would result in the student's need to depart the United States immediately.

International Transfer Students

1. According to USCIS definitions, the following applicants are considered Transfer students and must abide by the immigration Transfer procedures:
 - a. Those who are currently attending a school in the U. S. on an F-1 or J-1 visa and want to change schools before completing the degree at the first school.
 - b. Those in F-1 or J-1 status who have just completed a degree at one school and want to attend another school for another degree program.
 - c. Those who are currently involved in post-completion Optional Practical Training (OPT) or Academic Training through one school and want to begin a new degree program at another school.
2. The Designated School Official (DSO) (for F-1) or Responsible Officer (RO) (for J-1) at the applicant's current institution should complete the *Transfer Eligibility Form* and mail it to the Regent University DSO/RO in Enrollment Management. Because of federal deadlines with immigration transfer procedures, this form must be submitted to Regent's EM office 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. For J-1 students, this form must be submitted to Regent's EM office at least 30 days **before** the student completes his/her studies or Academic Training.
3. The applicant should include copies of the current immigration documents with their application materials: I-20 form or DS-2019 form including the U. S. Visa history, the biographical pages of the Passport, the I-94 card, and the EAD work permit or letter of authorization for Academic Training.

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 an academic decision will be issued. 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.

University Admission- Once academically *accepted*, an Enrollment Deposit of \$5,500 U.S. dollars (\$4,000 will be applied toward tuition for the first semester of study) is due. When the deposit is received and all financial documentation is verified, the applicant will be considered *admitted* to the University. Regent University will then issue the SEVIS I-20 or DS-2019 to the student.

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

Before Regent University can issue the SEVIS Forms I-20/DS-2019 to an applicant, the following conditions must be met prior to the established I-20/DS-2019 issuance deadlines included in the chart below:

1. Academic acceptance for admission to Regent University must be granted at least four months prior to semester of enrollment. For transfer applicants, the admission decision must be made at least three months prior to the semester of enrollment. "Regular" or "conditional" acceptance may be considered. "Provisional" acceptance is not permissible.
2. Regent must receive the Financial Certification Form and, all supporting documents, verifying that the applicant's financial resources meet the financial needs for their first year of study and that adequate funding will be available for the entire duration of the degree program.
3. Regent must receive the applicant's \$5,500 enrollment deposit to Regent University. Of this amount, \$4,000 will be applied to the student's account for the first semester's tuition, fees, and applicable student housing costs. The balance of \$1,500 will be held as a deposit by Regent University (without interest) for the duration of enrollment at Regent University and may be applied against unpaid fees and expenses (including, without limitation, any charges that Regent University may be required to pay on your behalf or on account of your status with Regent University) that the student incurs. A deposit is required of all applicants unless waived by the school's dean. If a student receives full tuition from any Regent school, then the enrollment deposit will be \$1,500 which will be held as a deposit by Regent University (without interest) for reasons mentioned above.
4. Verification that the student and dependents will maintain an insurance policy with coverage for Accident/Illness (\$50,000), Medical Evacuation (\$10,000) and Repatriation of Remains (\$7,500) and a

deductible that does not exceed \$500 per accident or illness through Regent University's student insurance company. These minimum coverage amounts are subject to change based on federal immigration regulations.

The following chart outlines the deadlines for application, acceptance and I-20/DS-2019 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/DS-2019 Issuance Deadlines (Date by which all applicants must submit all documents required for the I-20/DS-2019.)
<u>Fall Semester</u>			
Overseas/Initial Attendance Students	March 15	April 15	May 15
Immigration Transfer Students (F-1 students who are transferring to Regent from another U.S. institution and will need a Transfer-Pending I-20 from Regent if they will be traveling outside the U.S. before attending Regent.)	April 15	May 15	June 15
Change of Status Students (Students who are applying for a change from one immigration status to the F-1 or J-1 status from within the U.S., which takes several months to process.)	March 15	April 15	May 15
<u>Spring Semester</u>			
Only for exchange students who are attending Regent under the Handong Agreement and students who are transferring to Regent from other U.S. institutions.			
Initial Attendance Handong Exchange Students	July 15	August 15	September 15
Immigration Transfer Students (F-1 students who are transferring to Regent from another U.S. institution and will need a Transfer-Pending I-20 from Regent if they will be traveling outside the U.S. before attending Regent.)	August 15	September 15	October 15
<u>Summer Semester</u>			
Only for students who are transferring from other U.S. institutions.			
Immigration Transfer Students (F-1 students who are transferring to Regent from another U.S. institution and will need a Transfer-Pending I-20 from Regent if they will be traveling outside the U.S. before attending Regent.)	January 15	February 15	March 15

Visa and Passport Information

According to USCIS 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 or J-1 student immigration status/visas, foreign nationals must meet all international student requirements in order to receive a SEVIS I-20 or DS-2019 from Regent.

Applicants are strongly advised to begin the admission process 9-12 months prior to the date they intend to enroll because they will need to have the I-20 or DS-2019 issued at least three months prior to their enrollment date for their visa 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 or DS-2019 from Regent.

An F-1 or J-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 or J-1 student immigration status upon entry to the United States. The SEVIS I-20 or DS-2019 form will be sufficient for obtaining F-1 or J-1 student immigration status, unless the student is coming into the United States from outside the Western Hemisphere. In this case the Canadian citizen will need a valid F-1 visa and a passport. As of January 23, 2007, all citizens of Canada, Mexico, and Bermuda are now 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/files/crossingborders.

Special Notes:

--Students from Canada, Bermuda, Bahamian Nationals, and 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 tourist status to attend classes at Regent because they will not be able to enroll in an on campus degree program in the 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.

Mandatory International Student Orientation

All new and transfer F-1 and J-1 students with I-20s or DS-2019s 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 two weeks prior to the start of classes for the fall term and a condensed orientation is held only one or two days prior to the start of classes for the spring term. Due to the extensive mandatory SEVIS/International Student Orientation which is offered for the fall term, initial enrollment must occur during the fall term both for undergraduate and graduate international students. The only exceptions to this rule are for students attending Regent under the Handong Exchange agreement (which requires spring enrollment), and students who will be transferring to Regent from other U.S. institutions. Most schools do not offer academic orientations for the spring and summer terms and that has proven to be problematic for the international students who are new to the United States educational system. In addition, the university's scheduled early January spring term start does not allow for a proper orientation and adjustment for the spring term. Transfer students who are admitted to Regent for a summer term are required to be enrolled full-time in that first summer term. These students must attend the mandatory SEVIS/International Student Orientation in the Fall and should plan accordingly. F-1 and J-1 students should not book their flights to the U.S. until they have received their student visa and have confirmed the dates of the International Student Orientation program for the semester they were admitted to Regent.

Lawful Immigration Status Required for On-Campus 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.

Admissions Processes

Processing and Notification

It is the applicant's responsibility to ensure that all required information is submitted to the School of Undergraduate Studies Office of Enrollment Management. The Admissions Committee will review applicant's records when all information is complete. Applications are reviewed and evaluated in the order in which they are received. Admission decisions will be communicated to applicants in writing as soon as possible after the decision has been made, typically

within one or two weeks. Admission to the School of Undergraduate Studies is decided on a rolling basis; completed applications submitted early are prioritized. Students are thus encouraged to complete and submit their applications as early as possible. If an application, or any of its supporting materials, is received after the application deadline, the Admissions Committee will request the applicant to indicate if he or she prefers to defer enrollment or to withdraw the application altogether.

Readmission

Former students who have not been enrolled for one calendar year or more and who desire to re-enroll in the School of Undergraduate Studies should apply for readmission through the Admissions Office. Such students should submit a readmission application to the Registrar's Office. 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 Regent school than that of their last term of enrollment must contact the admissions office of their new school of interest.

Reactivation

Students who have been inactive for less than one (1) calendar year and who wish to re-enroll in the School of Undergraduate Studies must submit a reactivation application prior to being permitted to register. This application should be sent to the Registrar's Office

Transfer of Undergraduate Credit

Regent University welcomes and accepts college-level transfer credits awarded through other colleges and universities holding regional accreditation status via MSA, NCA, NWCCU, NEASC, SACS, and WASC accrediting bodies. Regent also reserves the right to accept college-level transfer credits awarded by schools accredited by ABHE (Association for Biblical Higher Education) or TRACS (Transnational Association of Christian Colleges and Schools). Regent accepts approved entrance level examinations (i.e., CLEP/DANTES/AP/IB), military credit (see Military Credit section), and credits from other institutions of higher learning that meet Regent University standards or with whom Regent has an articulation agreement. (See Additional Opportunities for Gaining College Credit for military and examination credit restrictions.) The following standards and processes also apply:

1. The total transfer credits to complete the bachelor's degree may not exceed ninety (90) and students must complete at least thirty (30) credits at Regent in order to earn a baccalaureate degree. For students wishing to complete the associate's degree, the total transfer credits may not exceed forty-eight (48). These students must complete sixteen (16) credits at Regent. Except for schools and/or accrediting agencies that have been specifically identified by Regent for transferability, only work from a regionally accredited school with a grade of C or higher (2.0 on a 4-point scale) will be accepted in transfer. Regent University reserves the right to accept transfer work for a lower number of credits than the number given at the original institution.
2. Verification of all transfer credits and grades is done using only official transcripts sent directly by the originating institution or testing agency, with the following exceptions:
 - a. advanced standing exams noted on a military transcript (SMART/AARTS) will be received as official and
 - b. credit for placement exams and prior learning assessment (credit for life experience) will be awarded if transcribed by a regionally-accredited institution, up to the maximum ninety (90) credit hours allowed in transfer.

If a student has earned credits at a regionally accredited institution through successful completion of courses that are significantly similar to courses at Regent University, the courses will be reviewed on a course-by-course basis by Regent University to determine eligibility for transfer. Transcripts from foreign institutions must include an English translation (if necessary) with a course-by-course evaluation from an official, U.S.-based evaluation service, and be converted to the American grade point average system. Canadian transcripts must also be evaluated if the college or university does not hold U.S. regional accreditation. The translation and evaluation fees must be paid directly to the agency performing the service. Please see the International Admissions website for a list of recommended evaluators (www.regent.edu/admissions/international).

3. Regent University does not accept transfer credit for courses typically labeled "student development," "career," "special topics," "internships," "seminars," or for remedial or sub-introductory (below 100-level) courses or varsity sports participation. Courses from regionally accredited institutions will be considered for transfer when Regent does not offer an equivalent course, provided that the transferred course is within the general framework of the liberal arts curriculum. Courses that are academic rather than vocational/technical in nature

will be accepted. Some vocational courses that have academic content, such as basic/intermediate engineering, etc.), as well as approved military training, may be considered, up to a maximum of twenty-one (21) credit hours.

4. When transfer courses are approved, the name of the institution where the credits were earned and the credit category are entered on the Regent University transcript. However, the grades are not entered on the transcript and are not used in the calculation of the Regent University cumulative GPA. Courses transferred as “P” or “S” will be considered as earned credit, but will not affect the grade point average or graduation honors.
5. If transfer credit is received in lieu of a Regent University course and the student subsequently registers at Regent University for the same course, the credit originally awarded is void.
6. At least 50% of a student’s coursework for a major in the baccalaureate or associates degree program must be completed through Regent University.
7. Students wishing to complete a minor at Regent University must complete all of the required credits for the minor at Regent. Only six (6) of the total number of credits may count toward both the minor and the major. The remaining nine (9) to twelve (12) credits of the minor must be unique to that minor program. Courses applied to the minor must be graded C- (1.67) or better. Note: Some departments may not allow a major and a minor within the same discipline.
8. Transfer students who have earned the Associate in Arts (A.A.), Associate of Science (A.S.) or Associate of Arts & Sciences (A.A.&S.) degree from VA or NC community colleges (or other institutions with whom Regent has an articulation agreement) and who meet the minimum requirements for admission to Regent University will receive transfer credit for all eligible courses taken from regionally accredited colleges and those institutions specifically identified by Regent University for transferability, recognized as direct transfer programs, subject to normal transfer credit policy. Students holding the A.A., A.S. or A.A.&S. degree are required to take GENE 100 - The Making of the Christian Mind and GENE 402 – The Making of a Christian Leader, which are courses specific to the mission of Regent University. Regardless of whether the student holds an associate’s degree, no more than ninety (90) semester hours may be transferred from other colleges and universities for the bachelor’s degree.
9. A minimum of sixty (60) semester hours of transferable credit with a minimum grade of “C” (2.0 on a 4.0 scale) will permit a student to enter with junior classification; a minimum of ninety (90) semester hours of transferable credit following these standards allows a student to enter with senior status. All students seeking degrees must meet the requirements outlined under “Graduation Requirements” regardless of total credit accepted in transfer.
10. Transfer students must be in good standing academically, socially, and financially, with all institutions previously attended. Regent reserves the right to place transfer students automatically on academic probation if they were on academic probation for the previous semester at another institution.
11. Regent University reserves the exclusive right to determine the acceptability and applicability of all transfer credits. The university reserves the right to deny credit for coursework taken by the student prior to admission if it is identified and presented after transfer to Regent. Regent University reserves the right to refuse acceptance of course credits when those credits were earned more than ten years prior to the date on which the student applies for transfer. Students are invited to demonstrate competencies gained through such courses through CLEP or other approved examinations and thereby gain course credit.
12. See Credit by Examination policy in the following “Additional Opportunities for Gaining College Credit” section for policies regarding transfer hours.

Active students desiring to take courses outside of Regent during the pursuit of their degree program must complete a Transient Credit Form found online at: <http://www.regent.edu/admin/registrar/undergradstudentforms.cfm>. Courses completed at another institution without this form on file may not be subject to normal transfer policies.

Questions regarding university policies on transfer credit or the applicability of specific courses for credit should be directed to the university Registrar’s Office.

Additional Opportunities for Gaining College Credit

Beyond the option to transfer in credit, Regent University provides several opportunities through which students may reduce the overall time spent in completing degree requirements, and/or gain academic credit applicable to their degree program, so that they may enrich their educational experience.

Early College

At the discretion of the dean, a student may be enrolled in the School of Undergraduate Studies courses as an Early

College student. The Early College program is for those who have not received a high school diploma (or its equivalent) or completed an approved home school program. Applicants must complete the Early College Application and ensure that the application has been reviewed and signed by the high school principal or home school advisor. Applicants must provide an official copy of the high school/home school transcript and/or results of home school tests provided to state officials. Early College applicants are admitted under a non-degree status and are limited to taking 60 credits with Regent University. Upon graduation from high school, any Early College student may apply for acceptance into one of Regent's approved undergraduate degree programs through the regular admissions process. Early College status is not a guarantee of regular admission as a degree seeking student. Early College students are not eligible to receive financial aid. The courses taken as Early College may be transferable to the School of Undergraduate Studies bachelor and associate degree programs.

Should an Early College student wish to take more than sixty (60) credits, he or she must first apply and be accepted as a degree-seeking student.

Individuals seeking non-degree Early College status must submit the following:

1. A signed Early College Enrollment Application/Registration form signed by high school principal, counselor, or home school advisor
2. Official high school transcripts
3. A \$25 non-refundable application fee

Credit by Examination

Students may apply credit earned through successful completion of approved credit-by-examination programs, as described below. A maximum of 30 semester hours of credit may be applied to the bachelor's degree through any combination of these programs. A maximum of 15 semester hours of credit may be applied to the associate's degree through any combination of these programs.

1. **Advanced Placement Program (AP):** Sponsored by the College Entrance Examination Board, the Advanced Placement Program enables students who earn a score of three or higher to earn college credit applicable to the Regent University baccalaureate degree. The university awards credit equivalent to Regent courses, as determined by the academic departments. The tests are offered each spring to students who have taken high school courses equivalent to college courses. Official test results must be sent to Regent University. Inquiry concerning the tests should be directed to the high school guidance counselor or to the Advanced Placement Program, www.collegeboard.com. Regent's AP course equivalency chart is available online at <http://www.regent.edu/admin/registrar/additionaltransfer.cfm>
2. **College-Level Examination Program (CLEP):** The College-Level Examination Program (CLEP) enables students to demonstrate proficiency in specific subject areas. Students who earn scores according to the Regent policy for passing (http://www.regent.edu/acad/undergrad/pdf/CLEP_Tests_and_Scores.pdf) may have credit applied towards graduation requirements. CLEP exams may not be taken to provide proof of proficiency if an upper level course in the discipline in question has been completed. Students should make arrangements no later than their junior year to take any CLEP examination needed to complete degree requirements. CLEP exams may not be taken in the final semester of study to fulfill degree requirements. Regent serves as a CLEP testing site. Regent's CLEP course equivalency chart is available online at <http://www.regent.edu/admin/registrar/additionaltransfer.cfm>.
3. **International Baccalaureate Program (IB):** Scores of five or higher for Higher Level (HL) subject exams will be awarded transfer credit. Some Standard Level (SL) subject exams will be accepted for Language, Mathematics and History. Students must submit an official transcript from the International Baccalaureate Organization to Admissions. Regent's IB course equivalency chart is available online at <http://www.regent.edu/admin/registrar/additionaltransfer.cfm>.
4. **Dantes Subject Standardized Tests (DSST):** The DSST program is an extensive series of 37 examinations in college subject areas that are comparable to the final or end-of-course examinations in undergraduate courses. Students who earn scores equivalent to grades of "C" or better may have credit applied to associate and baccalaureate degrees at Regent University. Regent's DSST course equivalency chart is available online at <http://www.regent.edu/admin/registrar/additionaltransfer.cfm>.

5. **Excelsior Exams** – Regent University accepts passing examination scores from Excelsior College, a college accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606.

For more information, contact the Undergraduate Office of Student Support Services.

Prior Learning Assessment (PLA)

For qualified students, Regent University also makes available the opportunity to apply for up to 15 hours of elective credit for professional experience. This program is designed to assist undergraduate-level students in earning credits towards their general education requirements for graduation. Such credit is earned by a careful process of documenting the learning gained through their past experience or ongoing training at their place of employment. To document such learning, students prepare a portfolio according to specific instructions; the portfolio presents evidence of the learning, including essays written to demonstrate competence. Regent University closely follows the American Council of Education's (ACE) recommendations along with the standards established by the Council for Adult and Experiential Learning (CAEL). Students should be aware that, although they may have earned particular certifications outside of academia, these do not necessarily carry academic credit when university standards are applied.

Evaluation and award fees are associated with the career portfolio. A non-refundable \$300 is charged when the portfolio is accepted to help defray the costs of the actual review. Credits that are awarded as PLA credit are applied at \$300 per credit; this fee is due within four weeks of the time the student is notified of the credit award. These credits will be posted to the student's academic record in the semester in which credit is awarded.

Due to the length of time needed to evaluate a PLA career portfolio, only students who have matriculated into the undergraduate program are eligible to apply for PLA credit. Every effort will be made to finalize the review of the portfolio within sixty (60) days of the submission of the portfolio.

Students should seek first the advice of their academic advisor before embarking on a portfolio project.

Military Credit

Regent University welcomes current and former service members. The university is proud to be a member of the Servicemembers Opportunity Colleges (SOC), an association overseen by the U.S. Department of Defense, and which consists of over 1,200 colleges and universities that support members in all branches of the military going to college. As a member of SOC, Regent makes available the opportunity to earn general elective credit through the Defense Activity for Nontraditional Education Support (DANTES) program. Additionally, active duty Navy students and their dependents who are enrolled in Psychology, Religious Studies or Communication bachelor's degree programs will receive a SOCNAV Student Agreement from Regent University as part of the Guaranteed Transfer Network. Regent University uses the guide provided by the American Council on Education (ACE) to evaluate educational experiences in the armed services in order to evaluate military credit. For hours that equate to academic course work, all ACE recommendations are followed in receiving transfer credit. Regent will also accept up to 45 maximum credits for military training, including but not limited to 21 technical/vocational hours of transfer credit as recommended by ACE. For more information, contact the Registrar's Office.

Study Abroad credit

Students wishing to receive transfer credit for study abroad programs must petition before registering. Curriculum and other supporting documentation must be submitted prior to the student attending the study abroad program. Forms and documentation must be submitted to the Registrar's office for approval.

Enrollment Status Classification

Regular

Applicants who meet the above admissions criteria, who satisfy all admissions requirements, and who intend to obtain a degree from Regent University may be admitted with a regular enrollment status. Students admitted with a regular status are eligible for all forms of scholarships and financial aid and School of Undergraduate Studies scholarships and grants, provided other eligibility criteria are met.

Provisional

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

Students admitted provisionally must register for no fewer than three and no more than six credit hours during each of the first two sessions of enrollment. Provisional students may be eligible for some forms of financial aid and some School of Undergraduate Studies scholarships and grants.

A student's provisional enrollment status will be evaluated after the student has attempted twelve (12) credit hours. If the student achieves a cumulative GPA of 2.0 after attempting twelve (12) credit hours, the provisional status will be removed, and the student's enrollment classification will be changed to regular status. If the provisional student does not achieve a cumulative GPA of 2.0 after attempting twelve (12) credit hours, the student will be subject to academic dismissal.

Conditional

Applicants who have not submitted all official, required documents for admission, or who have submitted one or more unofficial documents, may be admitted with a conditional enrollment status. Conditional students may be eligible for some forms of financial aid and some School of Undergraduate Studies scholarships and grants. Transfer credit evaluations will not be completed until all official transcripts have been received and reviewed.

Students admitted conditionally must submit all required admissions material by the end of the second session of study. Students will not be eligible to register for a third session with a conditional enrollment status. When all required documents have been received by the University, the student's enrollment classification will be changed to regular status.

Non-Degree or Professional Development Status

Students may enroll in the School of Undergraduate Studies on a non-degree basis under the status of Professional Development. Non-degree applicants are not considered for admission as regular degree-seeking students. Rather, they are classified as non-degree students. Courses for all non-degree students are posted on a non-degree transcript. Tuition is \$250 per credit hour for all non-degree students.

Professional Development students may take a maximum of nine (9) credits and are not eligible to receive financial aid. Should a Professional Development student wish to take more than nine (9) credits, he or she must first apply and be accepted as a degree-seeking student. If a Professional Development student is accepted to an undergraduate degree program in the School of Undergraduate Studies, the student must petition in writing to have those credits count towards the degree the student is seeking.

Individuals seeking Professional Development status need to submit the following:

1. A signed Professional Development Enrollment Application/Registration form
2. Verification of high school diploma or equivalency certificate
3. A \$25 non-refundable application fee

Nondiscriminatory Policy

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

TUITION AND FEES

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

- Tuition: \$495*/credit hour. (\$685/credit hour for the upper-level (300 and 400) courses in the programs of Animation, Cinema Television, and Theatre Arts)
- Nonrefundable application fee: \$50
- Undergraduate Support Fee: \$19/semester

- Technology Fee: \$200/semester
- Academic Service Fee: \$10/semester
- Parking Fee: \$100/semester
- Professional fee: \$60/credit hour for courses in the programs of Animation, Cinema-Television, Theatre Arts (100-400 level classes, no exceptions)
- Late payment fee: \$100 (applied to all unpaid accounts after the payment deadline each semester)
- Late registration fee: \$100 (applied to continuing students who register after the posted regular registration period prior to the start of each session)
- Graduation Fee: \$60
- Tuition Installment Plan (TIP): One-time setup fee of \$45 per semester.
- Student Insurance Fee: All enrolled students who are taking 9 or more credit hours on campus in a semester are required to enroll in a comprehensive health care plan. Students have the option of purchasing coverage for spouses and children. The insurance fee is due by the payment deadline. Students who already have comparable health insurance may waive this plan by submitting a waiver form (located on the Regent website) and by showing proof of participation in a comparable health care plan. Premium rates vary by academic year.

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

Tuition Installment Plan (TIP)

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

Refund Policy

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

8 week session: Before course starts through end of first week 16 week semester: Before course starts through end of second week	100%
8 week session: Start of second week through end of second week 16 week semester: Start of third week through end of fourth week	50%
8 week session: After start of third week 16 week semester: After start of fifth week	No refund

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

Payments and Late Fees

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, Discover, and American Express only are accepted through Genisys for a 2.75% processing fee. An automatic tuition installment plan (TIP) is also available (see above).

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 register late or who pay tuition past the published semester payment deadline:

- A \$100 late registration fee will be charged to any returning student who initially registers for a course(s) after the university's published regular registration period.
- A \$100 late fee will be assessed to all student accounts with a balance after the payment deadline unless:
 - A signed TIP contract, banking information and the first payment have been received by the Business Office.
 - 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.

FINANCIAL AID

Regent University offers a decentralized financial aid program. Loans and grants, 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 the School of Undergraduate Studies to inquire about financial aid offerings unique to their school.

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

Important Financial Facts

- Each student is personally responsible to ensure that he or she has sufficient funds to cover all tuition and other fees by the payment deadline of each term. Federal aid, excluding the Pell Grant, is not available to students with fewer than 6 semester hours during each term.
- All federal monies received will be automatically applied to the student's account. A refund check will be issued for all monies over and above the current term balance.
- Students may submit a written request to the Business Office that all refunds from federal funds be left on their account for future term payments.

Federal Financial Aid

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

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

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

Federal Pell Grant

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

- Minimum amount for a full award year = \$555
- Maximum amount for a full year award = \$5,550

Amounts are effective for fall 2011. The actual amount will vary depending upon each student's application information and enrollment status, etc.

The TEACH Grant Program

The TEACH Grant program awards grants to students who intend to teach. The Grant will provide up to \$4000 a year in grant aid to undergraduate 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. If you do not complete your service as a teacher, the *grant* will convert to a *loan*. 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 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 out of eight 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 \$4000 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-fourths 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). Students must agree to serve as a full-time teacher at low-income schools and teach in the above referenced fields for four academic years within eight years after completing the college degree. TEACH Grant recipients that do not fulfill their teaching obligations must repay the grant as if it was an unsubsidized Direct Loan.

Federal Stafford Direct Loan Program

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

First-time Stafford Loan borrowers at Regent are required to complete an online entrance interview counseling session prior to disbursement of loan funds. In addition, all loan recipients must complete an exit counseling session prior to

graduation, withdrawal, or otherwise ceasing to be enrolled on at least a half-time basis.

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

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

1. Subsidized Stafford Direct Loans

The subsidized Stafford loan is a low-cost loan to help pay education costs. Undergraduate juniors or seniors may be eligible for up to \$5,500 per academic year. Students classified as sophomores may receive \$4,500 and those classified as freshman \$3,500. The amount is based on need. The federal government pays the interest on the loan while the student is enrolled at least half-time and during authorized deferment periods. The interest rate for Subsidized Stafford loans during the 2011 - 2012 academic year is 3.4 percent while in school and 6.8 percent upon entering repayment for Undergraduate students. The student has a six-month grace period after graduation or dropping below half-time status before entering the 10-year repayment period.

2. Unsubsidized Stafford Direct Loans

An independent undergraduate junior or senior may be eligible for up to \$12,500 per academic year with the Unsubsidized Stafford Loan. Independent students classified as freshman may receive a combined \$9,500 while sophomores may receive up to \$10,500. If the student is eligible for the maximum subsidized loan (example: \$5,500), the maximum unsubsidized loan is \$7,000 for a junior or senior, depending on the cost of attendance less other aid and resources. Unsubsidized loans are not based on need and interest begins to accrue at disbursement. Borrowers may exercise the option of making monthly or quarterly interest payments before the principal repayment period begins, or deferring interest repayment and having the interest capitalized and added on to the principal of the loan. Otherwise, the same rates and terms apply to the unsubsidized Stafford loan as to the subsidized Stafford loan. Dependent students may receive an additional \$2,000 in unsubsidized loans in addition to their subsidized eligibility.

Note: Subsidized and unsubsidized federal Stafford loans may be consolidated once the student enters the repayment period. Consolidation may extend the length of the repayment period and therefore, lower the monthly payments. However, the amount of interest paid over the life of the loan will increase substantially, thus consolidation may or may not be the best option for any one student. Students are invited to contact their lenders or the Central Financial Aid Office for more information.

Federal PLUS Loans

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

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.

1. 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.

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 rescission of 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 Regent University Business 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's responsibilities in regard to the return of Title IV funds follow:

- 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 located at Refund Policy, or you would like examples of the worksheets for this Return of Title IV Funds policy, contact the Regent University Business Office. The Business Office may be contacted by calling 757.352.4050, toll-free at 877.850.8434, or by e-mail at busoff@regent.edu. For general questions about the Return of Title IV Funds policy, contact either the Business Office as listed above or the Central Financial Aid Office by e-mail at finaid@regent.edu, or by phone at 757.352.4125.

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.

Employer Reimbursement

Regent University's School of Undergraduate Studies, in cooperation with the University's Business Office, is pleased to assist students in fully utilizing their employers' tuition reimbursement benefits. The following guidelines have been created to facilitate a clear understanding among students regarding employer reimbursement. Students should review these guidelines and file them in a safe place for future reference.

- Students need to identify which approach their employer follows for reimbursement: The employer reimburses students for tuition *prior to* the beginning of the semester, or it pays Regent University directly. In the latter case, the student must ensure that the tuition payment is made or that his or her company's tuition voucher is submitted to the University's Business Office by the payment deadline of each semester. Failure to submit payment or the necessary paperwork to the Business Office by the published payment deadline will subject the student to a \$100 late fee. It is the student's responsibility to follow up with both the company and the Business Office to ensure that these items have been processed by the deadline. OR
- The employer reimburses the student for tuition costs *after* the completion of a given semester. In this case, to the student may wish to utilize the Employer Reimbursement Deferment Plan (as described below) or he or she will need to pay tuition and fees out of pocket before the start of the term.

The Employer Reimbursement Deferment Plan

Most employers who provide tuition reimbursement reimburse their employees after they have completed their courses and received their grades for a given semester. As a service to employer-reimbursed students, Regent University allows such students to defer payment for a given semester until the fourth Friday of the following semester. Students choosing to defer any part of their tuition payment under this plan are required to submit the online employer reimbursement deferment form (see below) to the Business Office prior to the start of each semester and are charged a \$45 fee to set up their deferment. The student must submit payment in full by the fourth Friday of the following semester. Payments can be made online via Genisys or check/money order by mail. Failure to make payment will result in a \$100 late fee and the student will be withdrawn from classes.

Students whose companies reimburse *less* than 100% of tuition can defer payment only on the portion of their tuition that will be covered by their company. The student is responsible to set up other satisfactory payment arrangements for the remainder of the tuition balance by the payment deadline (e.g., full payment, TIP, loans).

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

1. E-mail a copy of the employer's tuition reimbursement policy to the School of Undergraduate Studies **office of student support services**.
2. Submit the secure online **Employer Reimbursement Deferment Form** prior to the payment deadline of **each** semester in which the student desires to participate in the plan.
3. Fax an **Authorization to Release Student Records Form** to the Registrar's Office (fax: 757-352-4033).

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

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

School-Based Scholarships and Grants

The School of Undergraduate Studies offers the following scholarship programs. These awards are highly selective, and the number of awards is limited and varies each year. Any student who meets the qualifications for the award may apply. Awards to students with specialty majors (Animation, Cinema/Television, and Theatre) will be made in consultation with the School of Communication and the Arts. Award amounts, as well as maintenance standards, may differ for specialty majors. See the School of Communication and the Arts for details.

Applicants for each award are reviewed on the basis of academic record, need, and scholarship-specific criteria listed below.

- Merit-based and need-based scholarships and grants are available to all accepted students who meet stated qualifications. See Scholarships, Grants and Discounts Table below.
- Students may apply for all scholarships and grants for which they feel qualified. To receive full consideration, all applications should be completed a minimum of one week prior to the start of the semester.
- Scholarship and grant applications are reviewed after admissions decisions have been finalized and announced in writing.
- Students will be awarded only one School of Undergraduate Studies scholarship or grant. If a student qualifies for more than one scholarship or grant, the student will be awarded the one scholarship or grant of the highest amount, contingent upon available funds and the date of application. The Church Match and the Military Service Book Credit award are exceptions to this policy.
- Students must maintain the required GPA to retain their scholarship or grant. Students who fall below the required GPA may have their scholarship or grant terminated.
- Students must maintain continuous enrollment to retain their scholarship. Continuous enrollment is defined as taking at least one course in the fall semester and one course in the spring semester. Summer terms are excluded and not obligatory. However, scholarships and grants will be applied to summer registration.
- Students whose scholarship or grant is terminated or reduced for academic reasons may reapply after one full term of inactivation. Receipt of any scholarship previously awarded is not guaranteed.
- If employees of Regent, CBN, or Founders Inn, or the spouses or dependents of these employees, receive tuition remission, no School of Undergraduate Studies scholarships or grants will be awarded.
- School of Undergraduate Studies scholarships and grants will be awarded for the duration of the student's tenure at Regent, as long as the student meets maintenance requirements including academic standards. See Scholarships, Grants and Discounts Table below.
- Students receiving a scholarship or grant who withdraw from Regent for more than one full semester must reapply for any further scholarships or grants. Receipt of any scholarship previously awarded is not guaranteed.
- Filing and completion of the FAFSA is required for all students who wish to be considered for need-based grants.

A list of all School of Undergraduate Studies scholarships and grants, along with an application, is available online at <http://www.regent.edu/undergradscholarships>.

Scholarships, Grants, and Discounts				
AWARD NAME	MINIMUM REQUIREMENTS FOR AID CONSIDERATION		AWARD AMOUNTS	AWARD MAINTENANCE
Scholars Weekend Awards (Incoming Freshman)	Participation in Scholars Weekend is by invitation only.		50-100% Off Tuition	full-time enrollment in Fall and Spring terms; maintain minimum 3.50 cumulative GPA
Merit Scholarship (Transfer Student)	Minimum of 16 college credits	3.50 incoming cumulative GPA or higher	From 20% - 40% Off Tuition	maintain minimum 3.50 cumulative GPA; continuous Fall and Spring term enrollment
Merit Scholarship (High School Graduate, Incoming)	Minimum SAT ¹ 1100 or ACT 24	3.65 incoming cumulative	From 20% - 40% Off Tuition	maintain minimum 3.50 cumulative GPA; continuous Fall and Spring term enrollment

Freshman)		GPA or higher		
Phi Theta Kappa Scholarship	Membership in Phi Theta Kappa Honors Society	3.50 incoming cumulative GPA	25% Off tuition	maintain 3.50 cumulative GPA; continuous Fall and Spring term enrollment
Home Educators Association of Virginia	Membership in Home Educators Association of Virginia		25% Off tuition	maintain 2.50 cumulative GPA; continuous Fall and Spring term enrollment
Home School Legal Defense Association	Membership in Home School Legal Defense Association		25% Off tuition	maintain 2.50 cumulative GPA; continuous Fall and Spring term enrollment
Regent Associate's Degree Award	Available to all students who have completed their associate's degree at Regent and are pursuing a bachelor's degree		20% Off tuition	maintain 2.50 cumulative GPA; continuous Fall and Spring term enrollment
Virginia Community College Grant	AA or AS degree from a Community College in Virginia		\$75 per credit discount	maintain 2.50 cumulative GPA; continuous Fall and Spring term enrollment
North Carolina Community College Grant	AA or AS degree from a North Carolina Community College		\$75 per credit discount	Maintain 2.50 cumulative GPA; continuous Fall and Spring term enrollment
Military Service Award	Active-duty military, reservists, and Guardsmen		\$250 per credit hour	maintain 2.50 cumulative GPA and continued military employment throughout enrollment; continuous Fall and Spring term enrollment
Military Service Book Credit	Active-duty military, reservists, and Guardsmen		\$20 per credit hour	maintain 2.50 cumulative GPA and continued military employment throughout enrollment; continuous Fall and Spring term enrollment
Public Service Award	Uniformed police, fire and emergency services personnel		25% off tuition	maintain 2.50 cumulative GPA and continued public service employment throughout enrollment; continuous Fall and Spring term enrollment
Military & Public Service Spouse and Dependent Children Award	Spouses and dependent children of active-duty military, reservists, Guardsmen, uniformed police, fire and emergency services personnel		15% off tuition	maintain 2.50 cumulative GPA; provide documentation of the parent or spouse's continued military/public service employment throughout student's enrollment; continuous Fall and Spring term enrollment

Regent Undergraduate Investment Grant (Need based)	Demonstrated financial need. Submitted FAFSA (Free Application for Student Aid)		From 10% to 40% Tuition	maintain 2.50 cumulative GPA continuous Fall and Spring term enrollment; continue to demonstrate financial need
Family Discount	Two students from the same immediate family simultaneously enrolled in Regent Undergrad (Parent/Dependent Child, Siblings, Husband/Wife, etc.)		25% off tuition for each student	Simultaneous enrollment in the School of Undergraduate Studies; maintain 2.50 cumulative GPA: continuous Fall and Spring term enrollment
Church Match Program	Matching donation from church or ministry organization/proof of affiliations to church		Matching donation, up to \$750 per semester	maintain 2.50 cumulative GPA; enroll in a minimum of 6 hours per semester
Corporate Partner	Certified by both the corporate partner and Regent University. Corporate Partner details available on the Regent University website.		25% off tuition	maintain 2.50 cumulative GPA; continuous Fall and Spring term enrollment

¹SAT score only includes critical reading and math.

Private Grants and Scholarships

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

Satisfactory Academic Progress (SAP)

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

Minimum Requirements

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

- Minimum cumulative GPA of 2.00 in the undergraduate academic program transcript level.
 - Successful completion* of 67% of all credits attempted at the undergraduate programs transcript level.
- * "Successful completion" is defined as credits finished with grades other than an "F," "I," "IP," "W," "WF," "WX," "FX," "NP," "NG," or "AU" at the time grades are posted for the term being reviewed and/or when the satisfactory academic progress review for the prior term is made.
- For students enrolled in an undergraduate degree program, the timeframe cannot exceed 150% of the published length of the program, which is measured in attempted credit hours, based upon the number of credits offered at Regent for the program. Therefore, the maximum duration of financial aid eligibility for students in this program is 180 attempted credit hours at Regent counted from the term/period the student originally begins the program, not to exceed five calendar years from the beginning of the initial term/period (including period of non-enrollment).
 - Student must be in otherwise good academic standing with the university (as defined by the university's academic policies). A student placed on academic probation is automatically on financial aid probation.

In the event that a student fails to meet any of the above criteria at the end of an academic semester/term, the student

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

Appeal Procedures

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

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.

Transfer Students

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

Periods of Non-Enrollment

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

Veteran's Benefits

For information concerning veterans benefits, contact the Registrar's Office at 757-352-4094 or www.regent.edu/admin/registrar/veteranbenefits.cfm. Allow 45 days for paperwork to be processed by the Veterans Administration.

Student Employment

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

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

Virginia Tuition Assistance Grant

Regent University participates in the Virginia Tuition Assistance Grant Program (VTAG). Virginia residents who are

enrolled full-time, as defined in the VTAG regulations, (a minimum of 12 credit hours per semester for undergraduate students) in a degree-seeking program, excluding religious studies students, 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 **estimated** maximum award for the 2010 - 2011 academic year is \$2,600 (\$1,500 per Fall & Spring semester) for undergraduate students. Awards are based upon State funding and may be reduced at any point in the academic year 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. Summer term is not included in VTAG awards. 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.

More Information

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

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

E-mail Notification and GENISYS®

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

Students must access the online GENISYS® system (www.regent.edu/genisys/) 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.

ACADEMIC SUPPORT, STUDENT LIFE, AND CAMPUS SERVICES

Academic Support

The University Writing Center

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

Coaching Sessions

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

- Selecting a topic
- Making sure a paper fulfills an assignment
- Establishing a clear thesis sentence
- Organizing ideas and clarifying thoughts
- Drafting and revising the paper
- Creating effective and varied sentences
- Evaluating the logical flow of ideas
- Discovering effective proofreading strategies
- Using style manuals effectively (APA, MLA, Turabian, etc.)
- Avoiding plagiarism through the proper citation of sources
- Maintaining style while referencing other authors (quoting, paraphrasing, etc.)

Academic Writing Seminars

The Department of Language and Literature and the University Writing Center offer academic courses at both the graduate and undergraduate level to help prepare students for academic writing. ENGL 100: Academic Writing Seminar (1 credit) and ENGL 500: Graduate Academic Writing Seminar (1 credit) help to develop student skills in grammar, punctuation, academic style, avoiding plagiarism, and reading and critiquing academic works. Complete course descriptions may be found in the Undergraduate Catalog, Department of Language and Literature section.

Tutoring Writing

The Department of Language and Literature and the University Writing Center also offer an academic course on effectively tutoring writing. ENGL 301 / ENGL 501: Tutoring Writing (1 credit) provides an introduction to the theory and practice of tutoring in a writing center context. This course is required for graduate and undergraduate students who wish to become coaches in the University Writing Center. Complete course descriptions may be found in the Undergraduate Catalog, Department of Language and Literature section.

Workshops

Throughout the semester, the University Writing Center offers workshops to help all students with their writing needs. These workshops are designed to help students, faculty and staff avoid several of the most common errors in writing, to learn how to write papers using the different style manuals required by the schools at Regent, to improve the overall structure and presentation of their papers, and to develop their professional writing skills. The University Writing Center also offers a writing workshop specifically designed for ESL students.

Website

In order to make resources available to all Regent students regardless of time or location, materials are regularly uploaded to the Writing Center website (see “Resources” link). This is also the best place to schedule appointments, check available hours, chat live with a coach during business hours, or get further contact information. Find us online at www.regent.edu/writing.

Library

During the latter half of each semester, the Writing Center also provides a remote coaching station located on the first floor of the library. These stations do not require appointments and are available from 6pm-close.

Center for Student Development

The Center for Student Development offers a wide range of training workshops and resources on academic excellence, software training, professional skills, personal development, and other topics of interest to students. Students may

access a training calendar or downloadable resources by visiting www.regent.edu/csd.

Student Services

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

The following services/departments are provided within Student Services:

- Campus Ministries
- Center for Student Development
- Central Financial Aid
- Community Life
- International Student Services
- Regent Bookstore
- Regent Ordinary/Food Service
- Student Housing
- Student Life
- 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/admin/stusrv/>

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. Finally, the Journey Out sees students encouraged to activate their faith in service-based learning opportunities. Both Fall Break and Spring Break give 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.

Center for Student Development

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

Community and Student Life

The offices of Community Life and Student Life offer numerous opportunities for students to get connected and involved in the vibrant Regent community as well as the local Hampton Roads area. Through the Community Life office, students can participate in various programs and activities to include volunteer and service learning opportunities, trips to local attractions, and on campus events. Student Life offers opportunities for leadership, involvement in more than 40 student organizations, and various campus activities. Recreational sports are provided through a diverse intramural program. For more information visit Community Life at http://www.regent.edu/admin/stusrv/community_life/home.cfm and Student Life at http://www.regent.edu/admin/stusrv/student_life/home.cfm.

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 Undergraduate Council (RUC)

Regent Undergraduate Council is a body of undergraduate students consisting of representatives from each undergraduate program with the goal of connecting students with University administration and faculty. Elected by the student body, RUC representatives are dedicated to fostering and supporting an environment that integrates Christian principles and enables the student body to pursue their academic goals to their fullest potential. A current listing of representatives is available in the University Office of Student Services and in the School of Undergraduate Studies Offices of Student Services.

Students with Documented Disabilities

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

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. If a student refuses a reasonable accommodation, the university will be deemed to have complied with its obligation under the ADA.

Students with disabilities are encouraged to contact the Director of Student Life 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](http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm), please visit http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm

Student Housing

On-campus Living

Student Housing 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 housing facilities 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 with families or married couples. Housing for single and married undergraduate and graduate students without children is available in Regent Commons.

The largest number of openings in student housing usually occurs in late May to early June. In order to secure housing for the fall term, it is not uncommon for students to take financial responsibility for a housing assignment during this time. The heaviest demand for occupying a housing assignment occurs in August, at the beginning of the new academic year. As might be expected, there are fewer vacancies during this period. Flexibility in date of occupancy and financial responsibility greatly increase our ability to facilitate each student's housing needs for both families and single students.

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, laundry facilities, a grilling area, playground, and a basketball court on the premises. Activities for students and their family members are planned by both members of the residential community and Student Housing staff. Parents are typically involved in coordinating youth sports seasons, which are open to children of the Regent University community.

- A limited number (24 of 224) of Regent Village's apartment-style housing assignments are furnished and available for roommate configuration (2 residents of the same sex sharing a two-bedroom apartment). 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

Regent Commons housing assignments are available to single students and married couples without children. This facility is comprised of two four-story buildings with elevators and contains fully-furnished apartment –style housing units. The floor plans include studio, one-bedroom, and four-bedroom suites. Regent Commons is conveniently located on campus and easily accessible to all campus facilities.

Commons apartment-style housing amenities include: fully-furnished units, all utilities (electricity and water), basic cable television and wireless internet service provided through the semester housing fee. The Commons also includes a 24 hour accessible state-of-the-art fitness center, secured buildings with intercom system, and planned social activities. Kitchens include refrigerator, range, dishwasher, and microwave oven.

On-Campus Residency Requirement for Freshmen Undergraduates

On-campus residency in Regent University residence halls is required for all eighteen to twenty-two year old freshmen undergraduate students registered for classes at the Virginia Beach campus. On-campus residency is not required for married freshmen, freshmen twenty-three years old or older, sophomores, juniors and seniors. Appeals for the freshmen residency requirement may be submitted to the office of the Regent School of Undergraduate Studies Associate Dean of Students.

Off-Campus Housing

The Student Housing website provides information on a number of apartment complexes and privately owned rental properties which 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 Student Housing visit the website at www.regent.edu/housing. For additional information contact the housing office by emailing studenthousing@regent.edu or by telephone at 757.352.4890.

Shuttle Service

Regent University maintains a shuttle service, which runs between 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/about_us/campuses/shuttle.cfm and is also posted at campus shuttle stops.

Information Technology

The Information Technology (IT) Department secures and manages technology to support the university's academic and administrative mission. Computer users enjoy the benefits of a completely wired campus with a high-speed connection to the Internet. There are computer labs in four of our seven buildings on the Virginia Beach campus. Lab computers are equipped with productivity software (Microsoft Office Suite, web publishing software, and other specialized software) as well as Internet access. Network ports are available in multiple locations to facilitate the utilization of notebook PCs for Internet research and communication. Wireless Internet access is available in specific areas in all buildings. The IT Department also maintains all university servers and web-enabled services, which enable students to register for classes online, check financial accounts, access electronic information from the University Library, and engage in distance education via the Internet.

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

Personal Web Space

Upon registration, students are given 50MB of web space within the Blackboard Content System. Students may use this space to create a web page or store files that they can access through any Internet connection. Instructions for creating and saving web pages are located at <http://www.regent.edu/it/helpdesk/document/bbcswebmove.cfm>. For more information, students can log in to Blackboard and click on the Help tab. Technical assistance relating to personal home pages is not available from Information Technology. Personal home pages must conform to the University's web-publishing policy at <http://www.regent.edu/it/web/policies.cfm>.

Computer Requirements

The undergraduate degree programs and courses are delivered entirely or in part through computer-mediated learning.

Computer literacy is required of all students. It is imperative that all students have access to a computer system that meets the minimum requirements outlined at <http://www.regent.edu/it/standards.html>.

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

Community colleges, public libraries, or computer training centers can provide valuable courses on basic Internet and personal computer use or other topics. Although the School of Undergraduate Studies offers students some practice with computer skills through the GENE 100 course, "The Making of the Christian Mind" (required of all degree-seeking students), successful completion of a preparatory course will build students' confidence and help facilitate successful completion of the degree program. Technical questions concerning personal hardware, software, or telecommunication support should be directed to the appropriate vendor(s). 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. Students receive a personal e-mail account at Regent University upon enrollment. All official university correspondence will be sent to this e-mail account. It is the students' responsibility to access this account. Students may have their Regent e-mail account forwarded to their ISP e-mail account if so desired. For directions on forwarding e-mail, see http://www.regent.edu/general/student_orientation/tutorials/webmail.cfm.

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. Students also register for their courses through Genisys. New students are given a password to be used to access the Genisys system. For help in using Genisys, students should consult their academic advisor.

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.

ACADEMIC POLICIES

Academic Advising

Professional academic advisors, faculty, and student services personnel are available to provide academic, career, and personal guidance during the student's program and to help each student with administrative needs and concerns. It is the student's responsibility to meet the requirements of the degree program. Advisors assist students in planning how they will complete graduation requirements. In addition, advisors remain available throughout the year to help students regarding academic concerns and with the registration process, such as selecting courses, adding or dropping courses, and selecting a major or minor. More information is available from the Enrollment Services Office and the Student Handbook. Students can download academic forms at <http://www.regent.edu/admin/registrar/undergradstudentforms.cfm>. Although the academic advisor participates actively in the student's planning and helps to monitor the student's progress towards graduation, responsibility for fulfilling all graduation requirements rests upon the individual student.

Academic Appeals

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

For any academic appeal or grievance, if a student is enrolled in class(es) while the case is being heard, the student is responsible for the policies and procedures associated with the class(es).

Academic Dismissal

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

Academic Grievances and Grade Appeals

A grievance is defined as a complaint or concern of a student regarding a faculty or staff member at the university that the student believes adversely affects his or her academic career or status. For these cases or for appealing a course grade, please see "Academic Appeals and Grievances" in the *Student Handbook*.

Academic Integrity

Foundation and Student Responsibility

Regent University affirms the biblical truth that God made men and women in His own image. Part of God's essence is His social nature, reflected best in the perfect society of the Trinity. God seeks community with men and women, and because of God's concern with community among men and women, He has provided them with laws to govern community. One such law prohibits a person from stealing the property of another. That is, God in His divine wisdom has chosen to protect private property by prohibiting its theft by others. Part of a person's property is the product of his/her intellect and creativity. Yet another law of God to guide people in community is honesty, which prohibits deceit, fraud, or dishonesty. Both of these laws are a reflection of God's love, and we reflect love to both God and our fellow men and women by following these laws. Both of these laws are the foundation for this Academic Integrity Policy.

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

This policy can also be found in the *Student Handbook*. A student's failure to know this policy is not a defense. Moreover, a lack of understanding of what constitutes dishonesty, plagiarism, and/or a lack of intent (e.g., that the student did not intend to copy the material into his/her paper) is not a defense. Finally, failure to follow the procedural deadlines in the appeals section will result in the dismissal of the appeal.

Definitions

Conduct that violates the Academic Honor Code includes the following:

1. **Dishonesty.** This lack of integrity is 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 aids; submitting the same work product in more than one course without the express permission of the instructor(s); or disclosing or accepting information about test questions or answers if one takes a test at a different time than other students in the same course.
2. **Plagiarism.** Plagiarism is using the intellectual property (e.g., books, articles, artwork, movies, drawings,

ideas, and photos) of others without proper citation - thereby giving the impression that it is the student's own work. Plagiarism ranges from a failure to acknowledge one's indebtedness to another for an idea in a formal written or oral statement to using verbatim words, sentences, passages, or audiovisual material from the work of others without quotation marks and proper citation (a rule of thumb is to use quotation protocol for five or more words taken directly from another source). Other examples of plagiarism include having someone else (e.g., colleague, friend, relative, or writing service) write a paper that is then submitted by the student for class credit and purchasing and submitting a paper from an online source. Gibaldi (1998) defines plagiarism well:

Whenever you draw on another's work, you must specify what you borrowed whether facts, opinions, or quotations and from what source you borrowed. Using another person's ideas or expressions in your writing without acknowledging the source constitutes plagiarism. . . . In short, to plagiarize is to give the impression that you wrote or thought something that you in fact borrowed from someone, and to do so is a violation of professional ethics. (p. 151)

Plagiarism is a pervasive threat to academic integrity because of the emergence and expansion of the Internet. Any time a student downloads content from the Internet or any electronic document, the student risks committing plagiarism. The student must summarize or paraphrase the material first (with, of course, proper citation) rather than simply cutting and pasting blocks of downloaded text in his/her paper without using quotation marks.

Penalties and processes regarding violations of the Academic Honor Code are described in full in the *Student Handbook* (available online).

Academic Probation

Undergraduate students with less than a 2.00 cumulative GPA at the end of any semester will be placed on academic probation. Students must receive a passing grade for all courses in the following semester of enrollment, and they must raise the cumulative GPA to 2.00 or higher by the end of that subsequent semester of enrollment. Students not meeting this requirement will be academically dismissed from the School of Undergraduate Studies.

Only courses from Regent University will be included in the computation of the GPA. In the case of repeated courses, the last grade points and semester credit hours earned replace the previous grade points and semester credit hours in the computation of the GPA. However, all grade entries made to the transcript will remain a part of the student's permanent academic record.

Attendance and Participation

Regent University recognizes the importance of class attendance and participation for students' learning. While attendance alone does not guarantee learning, engagement with the class through regular attendance and participation is essential to learning, both to the individual student and to the class itself as all benefit by others' contributions. At Regent University, class attendance, understood as the act of being present, is considered to be separate from participating in the class, understood as active engagement through discussion and other forms of interaction. Both are valuable to student learning.

Like other institutions of higher education, Regent University is required to maintain accurate attendance records by the U.S. Department of Education. Instructors are responsible to maintain accurate records regarding attendance and to follow course policies for grading student work, including student's participation. Students are responsible to attend and participate in class and to follow campus policies. The instructor (not the student) is responsible to establish and make decisions about applying the class attendance policy.

Normally, expectations for participation—such as those for quality work in the group discussions (including those in Blackboard)—differ from the minimal requirements for attendance. Thus, at the instructor's discretion, a student who is merely present or absent might lose participation points. Instructors determine whether students may gain back lost participation points (for example, through additional work). Students should be aware that work turned in late (papers, discussion board posts, etc.) could result in the loss of participation points or other components of the final course grade, as instructors follow their policy for receiving late work from students.

Attendance is tracked weekly. For any week (7 days) in which a student does not attend class or, for online courses, participate in academic activities for the course in Blackboard, the student will be marked absent in the Blackboard grade book. The standard by which a final date of attendance in the class is measured will be the last date on which the online

student engages in academic activity for the course in Blackboard or the on-campus student attends the on-campus class for a course, whichever is more recent. "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. Students should be aware that this date could affect their financial aid and financial obligations.

In all classes, it is the student's responsibility to contact his/her instructor(s) to notify them of illness when the illness prevents the student from meeting academic requirements, such as attending class or meeting stated deadlines. In the case of illness which prevents students from attending a campus class, students are normally expected to notify the professor either prior to the scheduled class or at least within 24 hours after the absence. In all cases, the instructor may request of the student a medical excuse from a health professional or other appropriate person (such as a resident director.)

Students who are excused from a campus class (or from meeting an academic deadline) due to an illness or authorized activity (see below) maintain the responsibility to meet course requirements; the absence does not remove the responsibility for the student to complete required work. Students are advised to seek communication with the instructor as soon as possible regarding how they may make up missed work. Conversely, a student who has unauthorized absences normally may not make up missed work. In all cases, communication with the instructor about how to meet the academic requirements of the course is critically important since the instructor establishes these requirements.

Students are responsible for notifying and seeking approval from the instructor whose classes will be missed due to an academic activity authorized by the administration, such as a theatre production or similar, planned event approved by the university. A student's absence due to an approved out-of-course activity shall not be considered authorized unless 1) the absence is in fact a result of participation in the approved out-of-course activity; 2) the student has notified the faculty member whose class will be missed before the date of the anticipated absence and has arranged to make up any missed work; 3) the student is absent only for the dates originally approved. Additional absences shall not be considered acceptable. The student must notify the instructor in writing before the class occurs and, when approved by the instructor, make arrangements to make up the missed work. Such arrangements may include additional assignments in lieu of class attendance. When, in the judgment of the instructor, the student is performing so poorly in class or the nature of the class session is such that the student will be put at risk by the absence, the instructor will notify both the student and the other faculty member about the risks, with the intention of working out a mutually agreeable solution. The final decision for administering the class attendance policy resides with the faculty member whose class is missed.

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 (see list below for currently active Centers).

University Sponsored Centers

- The Center for Entrepreneurship
- The Center for Latino Leadership (CLL) offers Spanish and English programs for the Hispanic community. CLL offers seminars, institutes, publication, training, and consulting services regarding values-based leadership to improve and transform organizations.
- The Center for Student Development is designed to assist students academically, personally and professionally. It promotes training, workshops, and individual coaching to assist students, as well as supervising the University Writing Center.
- The Center for Teaching and Learning provides media services, resources for faculty development, specialized training, the Master Instructor Program, course design assistance, and various certifications in online delivery methods.

Commencement

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

Office in writing at least one month prior to commencement.

All students must have completed all requirements toward graduation prior to participating in commencement. However, due to the uniqueness of some programs and the fact that there is only one commencement yearly, Regent provides the opportunity for students who have not completed all requirements to participate in commencement, if they have no more than three courses remaining for graduation. These courses must be completed in the summer term following commencement. The coursework may include an internship or practicum experience, which must also be completed during the summer.

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 Registrar's office that they are eligible to participate in commencement.
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.

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.

Dean's List

Each semester, students demonstrating academic excellence are recognized through inclusion in the undergraduate Dean's List. Degree-seeking students completing at least nine credits during the semester are eligible for the Dean's List. Eligible students who earn a cumulative grade point average of 3.85 for the semester are included on the Dean's List for that semester. Students are ineligible for the Dean's List for any semester in which they earn a grade of "Incomplete" (I).

Declaring a Major

In order to facilitate planning and advising, bachelor's students normally declare a major when they enter the School of Undergraduate Studies. However, students may enroll in a degree program in the School of Undergraduate Studies without declaring a major upon entry. Students who have not declared a major are considered "Undeclared" and may be eligible for all forms of scholarships and financial aid, provided other eligibility criteria are met. Bachelor's students may accumulate a maximum of 45 credit hours (including any transfer credit) before declaring a major (thus declaring the major no later than the second semester of the sophomore year).

Faculty/Course Evaluations

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

Financial Holds on Academic Records

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

Grade Change Appeals

For information about appealing a course grade, see the information regarding “Academic Appeals and Grievances” in the *Student Handbook*.

Grading System

To remain in good academic standing in the undergraduate programs, students must maintain a cumulative 2.00 GPA. Grades are posted by each instructor in all School of Undergraduate Studies programs within 14 calendar days of the completion of each course.

The following grading system is followed:

<i>Grade</i>	<i>Percentage</i>	<i>Quality Points</i>	<i>Meaning of Grade</i>
A	93–100	4.00	Superior
A-	90-92	3.67	
B+	87-89	3.33	
B	83-86	3.00	Good
B-	80-82	2.67	
C+	77-79	2.33	
C	73-76	2.00	Satisfactory
C-	70-72	1.67	
D+	67-69	1.33	
D	63-66	1.00	Poor
D-	60-62	0.67	
F	0-59	0.00	Failing
FX	0	0.00	Failure to make-up or finish an Incomplete

AU	Audited Courses
I	Incomplete
IP	In Progress
NP	No Pass (for P/F courses only)
P	Pass (for P/F courses only)
W	Withdrawn
WF	Withdrawn Failing

Letter grades indicate the following:

Grades of A: The quality of work is superior in all areas. Work displays a mastery of course content at the highest level of attainment appropriate for the undergraduate level: outstanding quality of thought; excellent understanding of the course content and demonstration of skills associated with the course; a creative and critical engagement with the material; and an ability to analyze and evaluate the knowledge and ideas that shows talent for undergraduate work. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade will vary from A to A- according to the quality and quantity of the work.

Grades of B: The work shows strong performance demonstrating a high level of attainment appropriate for the undergraduate level: high quality of thought; solid understanding of the course content and demonstration of skills associated with the course; an engagement with the material that shows good comprehension of the subject; and an ability to analyze and evaluate the knowledge and ideas in the course. Work shows practical or personal application of

course content in specific assignments, as appropriate. The grade will vary from B+ to B- according to the quality and quantity of the work.

Grades of C: The work shows satisfactory performance demonstrating an adequate level of attainment appropriate for the undergraduate level: competent quality of thought; acceptable understanding of the course content and demonstration of skills associated with the course; an engagement with the course that shows adequate ability to analyze and evaluate; and adequate comprehension of the subject. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade will vary from C+ to C- according to the quality and quantity of the work.

Grades of D: Work displays marginal performance demonstrating a minimal passing level of attainment appropriate for the undergraduate level. The student's work indicates poor quality of thought and poor comprehension of course content. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade will vary from D+ to D- according to the quality and quantity of the work.

Grades of F: Work shows unacceptable performance. The student's work indicates major deficiencies in learning and reveals little or no understanding of course content. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.

Students should be aware that they need to earn a C- or better in all courses which they intend to apply to the major. They can repeat courses following the processes listed under "Registration Processes."

Graduation Procedure

1. All students desiring to graduate must file a Graduation Application with the Registrar's Office by: September 15 for December graduation; and December 15 for May or August graduation.
2. The Registrar's Office receives the Graduation Application from each student.
3. Students who are not approved to graduate in the semester stated on the Graduation Application must file another Application in a subsequent semester.
4. The Registrar's Office posts degrees on transcripts and issues diplomas only when the registrar has certified that all graduation requirements have been met. These requirements include the following:
 - a. Satisfactory completion of all degree requirements as specified in the Catalog for the student's degree program. Students who have been approved to pursue a degree according to an Individualized Degree Plan must satisfy all course and credit requirements of that plan prior to graduating.
 - b. A minimum cumulative GPA of 2.00.
 - c. Payment of graduation fee and all university financial obligations, including housing.
5. Students on academic or disciplinary probation will not be allowed to graduate.

"Incomplete" Grades ("I")

A grade of "Incomplete" ("I") will be assigned only if proper arrangements have been made prior to the end of the course. The "Incomplete" grade is intended for use only in extraordinary circumstances, beyond the student's control, which prevent the student from completing the course on time. 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.) If these conditions are met, the instructor may complete a "Request for a Grade of 'Incomplete'" (available at <http://www.regent.edu/admin/registrar/onlineforms.cfm>) and submit it to the appropriate Department Chair before the end of the course. Both the student and the instructor must sign the request; however, the student may give the instructor permission to sign for him or her. The instructor must indicate that this permission has been granted on the form. A grade of "I" will be given in a regular course only for legitimate deficiencies due to illness, emergencies, or other extraordinary circumstances. **The form must be submitted to the Registrar by the last day of the session.** Students on academic probation are ineligible for grades of "Incomplete" for courses taken while on academic probation.

Once the grade of "I" has been assigned, the student must complete all outstanding requirements for the course **within six weeks of the last day of the course.** It is the student's responsibility to work with the instructor to ensure these

requirements are submitted. If all course requirements are not completed **within six weeks of the last day of the course**, the incomplete grade will be converted to a grade of “FX”, and the student must re-register and pay the appropriate tuition to re-enroll in the course the next time it is offered. A student who acquires two concurrent grades of “Incomplete” in one semester will not be permitted to enroll in additional courses until the “Incomplete” grades are resolved. The grade of “Incomplete” is removed when the instructor assigning such a grade submits a change of grade form.

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

Independent Learning Opportunities

Regent University makes available options for students to pursue independent learning:

1. *Independent Study courses:*

An Independent Study is a course individually designed by a student and his/her professor. The professor serves as a mentor. The purpose of an independent study is to 1) allow a student to explore content not available in a regular course; and/or 2) allow a student to pursue in-depth study and research dealing with a specific subject. *Independent studies will not be approved for subjects available in regularly available courses.*

The Independent Study Form must be approved by the professor serving as the director, the department chair, and the advisor. The Independent Study Form should note at minimum a title and brief description of the Independent Study. A proposal and learning contract are to be included as part of the Independent Study application. Careful planning and prior approvals are necessary to secure these learning experiences; students should not assume that a particular professor is available for a desired Independent Study.

Registration for Independent Studies should be completed during the normal registration periods. These courses are listed as **390 Independent Study** and **490 Advanced Independent Study** in this catalog under each major discipline.

2. *Internships:*

Internships are available in several disciplines. These learning opportunities enable students to work in approved settings, gaining work experience while pursuing specified learning goals. Internships typically require 96 hours of work experience (under supervision and following the university’s policies) for the student to earn three (3) academic credits. Available internships are listed in this catalog under the various disciplines. Well in advance of the internship (at least one semester prior to the desired experience), application must be made using the Internship Application and Learning Contract. Students seeking internships should consult early with their department chair. Careful planning and prior approvals are necessary to secure these learning experiences; students should not assume that a particular professor or site is available for a desired internship.

No more than six hours of independent study or internship can be counted toward one’s degree.

“In-Progress” Grades (“IP”)

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

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

Latin Honors

Baccalaureate degrees with honors are conferred in accordance with the following cumulative grade point averages on work attempted at Regent University. GPAs are NOT rounded up:

- Summa Cum Laude: 4.00 cumulative GPA
- Magna Cum Laude: 3.95-3.99 cumulative GPA

- Cum Laude: 3.85-3.94 cumulative GPA

The *cum laude* designations apply only to undergraduate candidates who have completed 50% or more of the coursework for the degree at Regent University. That is, at least 60 out of 120 required credits must be residential. Grades for transferred courses are not counted in the Regent GPA and will not count toward Latin honors. Candidates for Latin honors will be designated in the Commencement and Commissioning programs according to final grades submitted by the spring deadline, to be determined by the Registrar. Final, official designations will be determined after all courses have been completed and grades submitted for the degree. These designations will be noted on the awardees' official academic transcripts and diplomas.

Outcomes Assessment Requirement

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

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

In an effort to measure achievement related to general education and assess the quality of this program, students are required to complete skill-based assignments in each of the general education competencies (see below). Each of these completed assignments are evaluated and competency in each area is demonstrated as follows:

Biblical worldview competency. Biblical worldview competency is demonstrated by the completion of skill-based assignments in GENE 100, 202/402, RELS 103, 104, and 111 resulting in a satisfactory assessment in competency rubric.

Cultural perspective competency. Cultural perspective competency is demonstrated by the completion of skill-based assignments in a total of five (5) courses which a student selects at his or her discretion and in conjunction with any particular degree requirements resulting in a satisfactory assessment in competency rubric.

Critical thinking and analysis competency. Competency in critical thinking and analysis is demonstrated by the completion of skill-based assignments in ENGL 102 and PHIL 101 resulting in a satisfactory assessment in competency rubric.

Written and oral communication competency. Written and oral communication competency is demonstrated by the completion of skill-based assignments in ENGL 101 and COMM 110 resulting in a satisfactory assessment in competency rubric.

Quantitative and scientific literacy competency. Competency in quantitative and scientific literacy is demonstrated by the completion of skill-based assignments in a total of two (2) courses in which a student selects at his or her discretion and in conjunction with any particular degree requirements resulting in a satisfactory assessment in competency rubric.

Christian leadership competency. Competency in Christian leadership is demonstrated by the completion of a ten (10) hour service-learning experience resulting in a satisfactory assessment in competency rubric.

Withdrawal from the School of Undergraduate Studies

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

1. A voluntary withdrawal will be granted if students request it in writing from their advisor.
2. Students who have not attended classes, or distance students who have not participated in instructional events by the end of the second week of the session/semester, will, —in accordance with university practice—be assumed to have unofficially withdrawn from the university and will be administratively withdrawn. Students who leave the university during a term without officially withdrawing may also be administratively withdrawn.

Students who are administratively withdrawn forfeit fees or deposits paid to the university.

3. The school's policies and deadlines for grades of "W" (Withdraw) and "WF" (Withdraw Failing) apply to students who either voluntarily withdraw from the university or are administratively withdrawn (see the information under "Academic Information"). The regular refund policy applies for a student suspended for disciplinary reasons.
4. When students have been absent for one year, the university will assume that students have permanently withdrawn from the School of Undergraduate Studies. Students wishing to be readmitted must submit an Application for Readmission.

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

Returns from a withdrawal have the following stipulations:

1. Financial clearance must be granted from the Business Office before the return.
2. Withdrawals require a petition for re-admittance prior to confirmation of registration. Students must submit a written explanation of their ability to return to the program.
3. Courses carrying an "F," "W," "WF," or "I" must be completed before students are officially re-admitted to regular status in the program.
4. Students are responsible for the tuition rate in effect at the time they re-enroll.
5. Should students withdraw after attending any part of the course, the appropriate charges for partial class attendance will be assessed (see Refund Policy).
6. If students are not enrolled for more than one year and are later readmitted, they must meet the degree requirements current at the time of readmission.

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

Writing Expectations

Students in the School of Undergraduate Studies are expected to achieve a high level of skill in college-level writing. To this end, several courses are available to aid students in the development of writing skills, with additional help available through the university Writing Center. Further, to prevent plagiarism and to present their written work properly, students are expected to follow the style handbook associated with the academic discipline of the course they are taking. The style handbook of the Modern Language Association (MLA) is the preferred manual for English and other humanities disciplines (with the exception of Religious Studies); the Turabian style manual is used in Religious Studies courses; and the style manual of the American Psychological Association (APA) is used in social science courses, such as those in Psychology and Organizational Leadership. Students become familiar with all of these style manuals in the freshman composition courses. Nevertheless, students are expected to acquire the manual associated with their major and to follow it in writing papers and preventing plagiarism. Course syllabi will indicate the expected writing style manual for each course and the required textbooks and/or manuals students will need in order to present their work properly for that class.

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 semester. Students who register within two weeks of the beginning of the session may be charged a late registration fee. All new students are strongly encouraged to participate in orientation programs. Contact Undergrad_Student_Services@Regent.edu for details.

All student accounts must be resolved through the Business Office by the school deadlines prior to the beginning of

each session. Unresolved accounts after the end of the appropriate deadline are 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 an independent study or internship shall coincide with the authorized registration periods and payment deadlines. Students should complete the Individual Study Form or the Internship Application and submit it to the academic advisor. 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.

Registration Processes

1. *Adding a Course*

Students may add a class only during the first week of an eight week session or the first two weeks of a sixteen week term without penalty. Students are to use the "Add/Drop" form to make this request, available online on the Registrar's webpage (<http://www.regent.edu/admin/registrar/>) as well as in hard copy in the Registrar's office and in the Office of Advising and Student Services. **Students may not add courses beyond the first week of an eight week session or the second week of a sixteen week term.**

2. *Dropping a Course*

Students may drop courses from their schedule during the first week of the course without penalty. After the last day of the first week, academic or financial penalties apply. **If, by the end of the second week of the session or sixteen week term, a student has not attended an on campus course or participated in academic activities for an online course for which s/he is registered, and does not officially drop the course through the Registrar's Office, the student will be administratively dropped from the course.** (See #5 below for definition of "academic activity.") Students wishing to drop a course after the add/drop period may still do so, but financial and academic penalties apply. See "Withdrawal from a Course," below.

4. *Repeating a Course*

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

5. *Withdrawal from a Course*

Students may drop from a class during the first week of an eight week session without a permanent notation to their records. After the first week of an eight week course and through the end of the fourth week of classes, students will receive a grade of "W" if they officially withdraw with the Registrar's office. In these cases, students need to submit the "Add/Drop" request form to the Registrar's Office before the end of the fourth week of class (midnight on Sunday of that week). For sixteen week courses, a grade of "W" will be assigned if a student withdraws after the second week and through the eighth week of classes. The "Add/Drop" form used in the School of Undergraduate Studies is available online on the Registrar's webpage as well as in hard copy in the Registrar's office and the Office of Advising and Student Services.

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

Students who have not physically attended an on-campus class, or online students who have not participated in academic activities by the end of the second week of an eight week session or sixteen week term, will, in accordance with university practice, be assumed to have unofficially withdrawn and will be

administratively withdrawn from that class. However, any participation in academic activities for the class constitutes class attendance. “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. Students participating and/or attending need to follow the procedures stated above regarding “W” and “WF” grades; they will not be administratively withdrawn.

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

Minimum and Maximum Loads

Students are required to enroll in a minimum of 12 credit hours each semester to be considered full-time. The total credit hours for all 8-week courses and any full term courses taken each semester count toward the 12 credit minimum. Students may enroll in up to 9 credit hours each session, with provisionally accepted students limited to 12 credit hours per semester. In order to ensure academic success, all students are advised to take no more than three courses (9 credit hours) per session. Students who desire to take more than 9 hours in a session should submit an academic petition to the Registrar to register for an overload of more than 9 credits each session. Only students who have at least a 3.0 cumulative grade point average will be considered for this overload approval.

Auditing a Course

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

TRANSCRIPTS AND STUDENT RECORDS

Transcripts and Verification of Enrollment

All requests for copies of transcripts from Regent University must be made in writing to the Registrar’s Office using the Official Transcript Request Form found online at http://www.regent.edu/admin/registrar/transcripts_order.cfm. The Registrar’s Office issues only official transcripts. Current students and alumni will be charged a fee for transcripts. One free transcript will be provided to students when graduation requirements have been met and the degree has been posted by the Registrar’s Office. Transcripts will not be released for current or former students who have unresolved financial accounts with the university. Requests by students for copies of their transcripts from other educational institutions are not honored. Requests for letters verifying enrollment at Regent should be made directly to the Registrar’s Office.

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 session, as determined by the official university academic calendar. At its discretion, the institution may provide directory information to include: the student’s 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 notice that advises students of their rights. The full text of this policy, including procedures for inspecting and amending one’s education records, are printed in the *Student Handbook*.

Access to Student Educational Records by Others

1. Directory Information

By 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 students' 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.

Financial Holds on Academic Records

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

ACADEMIC PROGRAMS

The two foundational parts of the baccalaureate degree program in the School of Undergraduate Studies are the general education core curriculum and the academic major. Students pursuing the Associate of Arts degree complete the general education core curriculum and, if they desire, may choose an Area of Study (see below for a complete list). All bachelor's students are required to complete the general education requirements, at least one major course of study, and enough electives to total 120 semester hours of credit. Bachelor's students may choose to minor in one or more disciplines or to complete the requirements for a second major. A second major may only be chosen within the degree field of the first degree (i.e., B.A. degree major with a second B.A. degree major). Students choosing to focus on two areas, one of which is categorized as a B.A. and the other as a B.S., must complete dual degree rather than dual major requirements.

Although the academic advisor participates actively in the student's planning and helps to monitor the student's progress towards graduation, responsibility for fulfilling all graduation requirements rests upon the individual student. Students should acquaint themselves with the requirements described in this catalog and plan their course of study carefully so as to fulfill graduation requirements. Students are subject to the academic requirements set forth in the catalog in use during the year they entered the university. When a student changes a major, minor, or area of study, the requirements of the major, minor, or area of study that are in effect at that time apply, as defined by the Catalog in effect at the time of the change. Students who have earned no more than 45 total credit hours who are declaring a major for the first time will be subject to the requirements of the catalog in effect at the term of admission.

Graduation Requirements for the Associate of Arts Degree

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

- Earn a minimum of 64 academic hours of credit, as indicated below, including satisfactory completion of all course requirements of the School of Undergraduate Studies.
- Complete at least 16 credit hours of instruction at Regent University, including General Education (GENE) 100 "The Making of the Christian Mind" and General Education (GENE) 202 "The Making of a Christian Leader."
- Meet all general education requirements as listed in the general education section of this catalog, including the competency requirements, as listed.
- Complete 50% of the areas of study core requirements at Regent.
- Earn a minimum cumulative GPA of C (2.00, with A=4.00) in all coursework attempted and in the area of study overall, and a minimum of C- (1.67) in each course that will be applied to the area of study. Students graduating with an A.A. in the areas of study of Accounting, Business, Human Resource Management, International Business, or Marketing must also earn a C, or 2.0, in all courses in the area of study.
- Earn a minimum cumulative GPA of 2.00 (A = 4.00) in all coursework attempted.
- Complete all required examinations and surveys related to the university's learning assessment program.
- Pay all university financial obligations.
- Complete an Area of Study, as listed below:

✓ Accounting

ACCT 215 Intermediate Accounting I (3)
ACCT 225 Intermediate Accounting II (3)
ACCT 235 Cost Accounting (3)
ACCT 330 Auditing (3)
BUSN 110 Introduction to Business (3)
BUSN 250 Business Communication (3)
BUSN 420 Business Driven Technology (3)
ECON 120 Microeconomics (3)

✓ Business

BUSN 110 Introduction to Business (3)
BUSN 220 Accounting Principles (3)
BUSN 240 Marketing Principles (3)
BUSN 250 Business Communication (3)
BUSN 320 Financial Management (3)
BUSN 370 Business Law (3)
BUSN 420 Business Driven Technology (3)
ECON 120 Microeconomics (3)

✓ Christian Studies

RELS 201 Principles of Theology (3)
RELS 240 Studying and Teaching the Bible (3)
RELS 250 Mission and Message of Jesus (3)
RELS 340 World Religions and Cultures (3)
RELS 401 Christian Ministry (3)

✓ Criminal Justice

CRJU 131 Introduction to Criminal Justice (3)
CRJU 220 Criminology (3)
CRJU 280 Criminal Investigation (3)
CRJU 345 Criminal Law (3)
CRJU 361 Ethics in Criminal Justice (3)

✓ History

Three lower-division courses not used to fulfill general education requirements, chosen from the following list:

HIST 101 Western Civilization I (3)
HIST 102 Western Civilization II (3)
HIST 201 U.S. History I (3)
HIST 202 U.S. History II (3)
HIST 211 World History I (3)
HIST 212 World History II (3)

Plus two HIST courses numbered 300 or above.

✓ Human Resource Management

BADM 410 Human Resource Management (3)
BUSN 110 Introduction to Business (3)
BUSN 250 Business Communication (3)
ECON 120 Microeconomics (3)
HRMT 220 Compensation (3)
HRMT 250 Training and Development (3)
HRMT 260 Employee Evaluation Systems (3)
HRMT 330 Personnel Law (3)

✓ Information Systems

ISYS 204 Introduction to Information Systems (3)
ISYS 214 Introduction to Programming (3)
ISYS 304 Information Systems for eCommerce (3)
ISYS 317 Database Fundamentals (3)
ISYS 321 IT Hardware and Software (3)

✓ International Business

BUSN 110 Introduction to Business (3)
BUSN 250 Business Communication (3)
BUSN 420 Business Driven Technology (3)
ECON 120 Microeconomics (3)
INTL 230 International Marketing (3)
INTL 250 International Logistics Management (3)
INTL 350 International Financial Management (3)
INTL 360 International Negotiation (3 credits)

✓ Leadership

OLAM 201 Survey of Leadership (3)
OLAM 280 Principles of Management (3)
OLAM 325 Teams and Virtual Teams (3)
OLAM 330 Ethics (3)
OLAM 350 The Leader as Communicator (3)

✓ Marketing

BUSN 110 Introduction to Business (3)
BUSN 240 Marketing Principles (3)
BUSN 250 Business Communication (3)
ECON 120 Microeconomics (3)
MKTG 210 Advertising and Promotion (3)
MKTG 260 Retail Management (3)
MKTG 320 Marketing Research (3)
MKTG 340 e-Commerce (3)

✓ Psychology

PSYC 102 Introduction to Psychology (3)
PSYC 211 Developmental Psychology (3)
PSYC 217 Marriage and Family (3)
PSYC 303 Theories of Personality (3)
PSYC 313 Research Methods (3)

✓ General Studies Electives (15 credit hours)

Social Sciences

Choose One Course:

ECON 101 Introduction to Economics (3)
ECON 120 Microeconomics† (3)
GEOG 101 World Geography (3)
GOVT 196 Introduction to the Study of Government (3)
PSYC 102 Introduction to Psychology (3)

Graduation Requirements for the Baccalaureate Degree

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

- Earn a minimum of 120 semester hours of credit, including satisfactory completion of all course requirements of the School of Undergraduate Studies.
- Complete at least 30 credit hours of instruction at Regent University for the bachelor's degree, including General Education (GENE) 100 "The Making of the Christian Mind" and General Education (GENE) 402 "The Making of a Christian Leader."
- Meet all general education requirements as listed in the general education section of this catalog.
- Meet all requirements for an academic major as specified in this catalog.
- Complete 50% of major core requirements at Regent.
- Earn a minimum cumulative GPA of C (2.00, with A = 4.00) in all coursework attempted and in the major overall, and a minimum of C- (1.67) in each course that will be applied to the major. Students graduating with a major in Interdisciplinary Studies must earn a minimum GPA of 2.5 in all general education courses and a minimum GPA of 2.0 in each course applied to the major, in all coursework attempted, and in the major overall. Students majoring in Business must also earn a C, or 2.0, in all courses in the major.
- Complete all required examinations and surveys related to the university's learning assessment program.
- Pay all university financial obligations.

The following requirements apply to the major and minor:

- Students who receive a grade below C- (1.67) in any course applied to the major must repeat that course in order to graduate (Business and IDS majors must earn a C, or 2.00, in all courses in the major).
- For a second major at Regent University, at least 75% percent of the required coursework for the second major must be unique to that major program. (See below for explanatory difference between dual degree and dual major.)
- For undergraduate academic minors, nine (9) out of the total fifteen (15) to eighteen (18) credits for the minor must be unique to that minor program. Only six (6) credits may count toward both the minor and the major. All of the required credits for the minor must be completed at Regent University. Courses applied to the minor must carry a minimum of a C- (1.67). Some academic departments may not allow a major and a minor within the same discipline.
- Students may apply a general education course to the major or minor when the course is required in both areas. Students who complete a minor may later choose to apply those credits to a major, but they will not also earn the minor. Students may not triple count a course under any circumstances.

Double Major Requirements

- In addition to other graduation requirements, students completing a B.A. or B.S. degree with two majors must complete all required hours in both majors. At least 75% (30 hours minimum) of the total hours required for the second major must be unique to that major; that is, only 25% of the required hours may be double-counted.

Dual Degree Requirements

- Students completing both a B.A. and a B.S. degree, in addition to general graduation requirements, must complete 150 hours of study to earn both degrees. Students must complete 100% of the requirements for both majors, and 75% of the second degree major core requirements, which must total a minimum of 30 hours, must be unique to the second degree.

The General Education Core Curriculum

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

experience, grounded in Christ and shaped within a caring community, prepares students for today's complex world, equipping graduates to be effective, service-minded leaders.

Requirements

The general education core requirements include a minimum of 49 credit hours of courses in specific areas. For students enrolled in any of the Associate of Arts Areas of Study in Accounting, Business, Human Resource Management, International Business, or Marketing, the general education core requirements include 43 credits hours in specific areas:

1. Students are required to take the Regent general education cornerstone and capstone courses in partial fulfillment of the General Education Biblical Worldview competency:

Subject Area	Credit Requirement	Courses	Credits Offered
Biblical Worldview: Regent cornerstone and capstone	6 credits		
Required:		GENE 100 The Making of the Christian Mind	3
		GENE 202/402 The Making of a Christian Leader *	3

*GENE 202 is required for all students seeking an Associate of Arts. GENE 402 is required for all students seeking a Bachelors degree. GENE 202 and 402 will be cross-listed. If a student has already completed GENE 202, then he or she need only to complete GENE 402A Service-Learning Experience to fulfill the general education requirements for a B.A. or B.S. degree.

As part of GENE 402, students are required to complete a ten-hour service-learning experience in order to help fulfill the General Education Christian Leadership competency. Completion and fulfillment of the requirements of this service-learning experience are required for graduation.

2. Students are required to take 19 credits of coursework intended to increase their abilities in the following essential skills and to fulfill the General Education Written and Oral Communication, Critical Thinking and Analysis, and Quantitative and Scientific Literacy competencies:

Written and Oral Communication	6 credits		
Required:		COMM 110 Public Speaking	3
		ENGL 101 English Composition	3

Critical Thinking and Analysis	6 credits		
Required:		ENGL 102 Research and Academic Writing	3
		PHIL 101 Introduction to Philosophy †	3

† Students majoring in any of the Associate of Arts Areas of Study in Accounting, Business, Human Resource Management, International Business, or Marketing are NOT required to take PHIL 101.

Quantitative and Scientific Literacy	7-8 credits		
Choose 1 mathematics course:	3 credits	MATH 101 Mathematics for Liberal Arts	3
		MATH 102 College Algebra ‡, *	3
		MATH 201 Statistics ‡, ±, **	3
		MATH 211 Calculus I ^	4
		MATH 220 Discrete Mathematics	3
Choose 1 natural sciences course: ‡‡, ***	4 credits	BIOL 101 Introduction to Biology with Lab	4
		BIOL 102 Human Biology with Lab ±±	4
		EASC 101 Introduction to Earth Science with Lab	4

Business majors (A.A. and B.S.) must complete MATH 102 or higher.

‡ IDS students must complete MATH 102 and MATH 201.

‡‡ IDS students must take EASC 101 and BIOL 101 or 102.

± Psychology majors (A.A. and B.S.) must complete MATH 201.

±± Psychology majors (B.S.) must complete BIOL 102.

▲ Mathematics majors (A.A. and B.S.) must complete MATH 211.

* Students majoring in Information Systems (A.A.) or Information Systems Technology (B.S.) must complete MATH 102 or MATH 211 or higher.

** Students majoring in Criminal Justice (B.S.), Government (B.A.) and Organizational Leadership and Management with the Management emphasis (B.S.) must complete MATH 201.

*** Students transferring to Regent may satisfy this requirement with an appropriate 3-credit course with a laboratory component in the earth or natural sciences. IDS students (whether they transfer in or not) need to meet the 4-credit requirement.

3. Students are required to take 9 credits of coursework in Christian Foundations, consisting of RELS 103 Old Testament Studies, RELS 104 New Testament Studies, and RELS 111 Introduction to Christian History and Thought to complete the fulfillment of the General Education Biblical Worldview competency:

Biblical Worldview: Christian Foundations	9 credits		
Required:		RELS 103 Old Testament Studies *	3
		RELS 104 New Testament Studies *	3
		RELS 111 Introduction to Christian History and Thought	3

* Students majoring in Christian Studies (A.A.), Religious Studies (B.A.), Christian Ministry (B.A.), and Biblical and Theological Studies (B.A.) should note that RELS 103 and/or 104 are prerequisites in those majors.

4. Students are required to take at least 15 credits of coursework in the following manner to fulfill the General Education Cultural Perspective competency: 3-4 credits of course work in Global Studies, Humanities, Social Sciences, Arts, and U.S. history:

Cultural Perspective	15-16 credits		
Choose 1 Global Studies course:	3-4 credits	COMM 240 Cross-Cultural Communication	3
		CRJU 430 Comparative Criminal Justice Systems	3
		ENGL 330 Studies in World Literature	3
		FREN 101 Introductory French I	4
		FREN 102 Introductory French II	4
		FREN 210 Intermediate French I	3
		FREN 211 Intermediate French II	3
		FREN 310 French Conversation and Composition I	3
		FREN 311 French Conversation and Composition II	3
		FREN 410 French Culture through Film	3
		FREN 420 Culture and Civilization of France	3
		GEOG 101 World Geography ‡	3
		GOVT 200 Contemporary Global Problems	3
		GOVT 220 Comparative Politics	3
		GOVT 304 International Relations	3
		GOVT 345 Comparative Foreign Policy	3
		HIST 211 World History I	3
		HIST 212 World History II	3
		HIST 372 History of Global Christianity	3
		HIST 376 History of Modern Asia	3
		HIST 382 History of Latin America	3
		HIST 389 History of the Middle East and the Islamic World	3
		HIST 392 History of Russia and the Former Soviet Union	3
		OLAM 412 Global Leadership and Cross-Cultural Issues	3
		PSYC 412 Multicultural Psychology	3
		RELS 307 Worldviews	3
		RELS 340 World Religions and Cultures	3
		SPAN 101 Introductory Spanish I	4

		SPAN 102 Introductory Spanish II	4
		SPAN 210 Intermediate Spanish I	3
		SPAN 211 Intermediate Spanish II	3
		SPAN 310 Spanish Conversation and Composition I	3
		SPAN 311 Spanish Conversation and Composition II	3
		SPAN 410 Spanish Culture through Film	3
		SPAN 420 Culture and Civilization of Spain	3
		SPAN 421 Culture and Civilization of Latin America	3

‡ IDS students must complete GEOG 101.

Choose 1 Humanities course:‡	3 credits	ENGL 202 Literature of the United States: Beginnings to the Civil War	3
		ENGL 203 Literature of the United States: Civil War through the 21 st Century	3
		ENGL 211 British Literature: Middle Ages through the 18 th Century	3
		ENGL 212 British Literature: 19 th Century through the 21 st Century	3
		ENGL 315 African American Literature	3
		ENGL 377 Shakespeare	3
		GOVT 327 Ancient Political Philosophy	3
		HIST 101 Western Civilization I ‡‡	3
		HIST 102 Western Civilization II ‡‡	3

‡ IDS students must take either ENGL 202, 203, 211, 212, or UIS 410 Literature for Children as a literature course.

‡‡ In addition to a literature course, IDS students must complete either HIST 101 or HIST 102.

Choose 1 Social Sciences course:	3 credits	CRJU 131 Introduction to Criminal Justice	3
		ECON 101 Introduction to Economics ‡	3
		ECON 120 Microeconomics †, ‡‡	3
		GOVT 196 Introduction to the Study of Government	3
		PSYC 102 Introduction to Psychology ±	3

‡ IDS students must complete ECON 101.

‡‡ Students majoring in any of the Associate of Arts in Accounting, Business, Human Resource Management, International Business, or Marketing must complete ECON 120, which will also meet their Area of Study requirement.

† Students majoring in Business (A.A., B.S.) must complete ECON 120.

± Students majoring in Psychology (A.A., B.S.) must complete PSYC 102.

Choose 1 Arts Course: ‡, ‡‡	3 credits	ARTA 101 Engaging the Visual Arts	3
		MUSI 101 Music, Creativity, and Culture	3
		THEU 101 Introduction to Theatre	3
		THEU 131 Beginning Acting for Non-Theatre Majors	3
		THEU 232 Basic Acting 2	3

‡ IDS students must complete ARTA 101 or MUSI 101.

‡‡ Students majoring in any of the Associate of Arts Areas of Study in Accounting, Business, Human Resource Management, International Business, or Marketing are NOT required to take a course in the Arts.

Choose 1 U.S. History Course:	3 credits	HIST 201 U.S. History I (to 1877) ‡	3
		HIST 202 U.S. History II (from 1877) ‡	3

‡ IDS students complete both HIST 201 and HIST 202.

Total required general education core credits: 49 to 51

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

Majors

Students choose at least one major program of study in order to graduate with the baccalaureate degree. The baccalaureate degrees offered at Regent University are found under the heading called “Programs” found at the beginning of this catalog.

Minors

A minor is a prescribed group of related courses (15 to 18 credits) taken outside of one’s academic major. Minors present optional study opportunities to students who wish to supplement their major field of study with coursework in another academic area. Students choosing to complete a minor will be required to complete a minimum of fifteen (15) to eighteen (18) credits of specified courses in the subject area in which the minor is selected. In addition, the entire fifteen (15) to eighteen (18) credits applied to the minor must be completed at Regent University, and students must carry a minimum of a C- (1.67) grade point average in these courses. Students need to declare the minor, submitting the “Declaration of Minor” form to the academic advisor. A listing of the required courses for each minor is listed under each undergraduate program.

Emphases

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

Areas of Study

Students pursuing the Associate of Arts degree have the option of choosing one of several Areas of Study, including a cluster of related courses in select disciplines. Students desiring a more general, interdisciplinary degree program may choose to pursue an Associate of Arts in General Studies, which allows students to choose from a variety of courses rather than a discipline-specific Area of Study. Specific information on the Areas of Study can be found under the “Graduation Requirements for the Associate of Arts” section of this catalog.

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

ACADEMIC DEPARTMENTS

Business

Department Chair: Jeffrey J. Slattery, D.B.A.

The faculty in the Department of Business are academically and professionally qualified men and women who seek to equip students not only with functional business concepts but also skills in critical thinking and communication, grounded in an ability to apply a Biblical worldview to the decision-making process. Commercial enterprises affect the lives of people worldwide through the products and services provided, as well as through the economic stimulus generated through investment, supply chain operations, and the employment of people. Thus the Department of Business seeks to prepare leaders in commercial enterprise to change the world.

The Major in Business

The Bachelor of Science with a major in business, along with one of the offered emphasis areas, equips graduates to enter the business job market and then to participate in Christian leadership to change the world. The degree provides breadth in general education while offering a core of business courses as well as an emphasis in accounting, business administration, human resource management, international business, or marketing. The major in Business emphasizes the acquisition of foundational skills in and understanding of communication, analysis, critical thinking, information retrieval, and worldview studies, with the goal of preparing students to be Christ-centered in their learning, living, and service.

Required Courses for the Major in Business (30 credit hours plus 18 hours in an emphasis to total 48 credits):

BUSN 220 Accounting Principles (3)
BUSN 240 Marketing Principles (3)
BUSN 250 Business Communication (3)
BUSN 320 Financial Management (3)
BUSN 340 Business Statistics (3)
BUSN 370 Business Law (3)
BUSN 420 Business Driven Technology (3)
BUSN 460 International Business (3)
BUSN 470 Strategic Management (3)
ECON 230 Macroeconomics (3)

Students also choose one of the following emphases:

Accounting (18 credit hours)

ACCT 215 Intermediate Accounting I (3)
ACCT 225 Intermediate Accounting II (3)
ACCT 235 Cost Accounting (3)
ACCT 330 Auditing (3)
ACCT 340 Taxation (3)
ACCT 430 Government and Not-for-Profit Accounting (3)

Business Administration (18 credit hours)

BADM 305 The Leader as Organizational Innovator (3)
BADM 330 Ethics (3)
BADM 340 Corporate Finance (3)
BADM 410 Human Resource Management (3)
BADM 440 Business Policy (3)
PROD 210 Introduction to Operations (3)

Healthcare Management (18 credit hours)

HCMT 310 Healthcare Delivery Systems (3)
HCMT 320 Healthcare Organizational Management (3)

HCMT 370 Healthcare Informatics (3)
HCMT 410 Healthcare Economics and Finance (3)
HCMT 430 Legal and Regulatory Aspects of Healthcare (3)
HCMT 440 Healthcare Ethics and Quality (3)

Hospitality, Tourism and Resort Management (18 credit hours)

HTRM 320 Hospitality Marketing (3)
HTRM 340 Hospitality and Tourism Law (3)
HTRM 350 Hospitality Human Resource Management (3)
HTRM 360 Principles of Food & Beverage Operations (3)
HTRM 440 Applied Food & Beverage Operations (3)
HTRM 460 Lodging Operations Management (3)

Human Resource Management (18 credit hours)

HRMT 220 Compensation (3)
HRMT 250 Training and Development (3)
HRMT 260 Employee Evaluation Systems (3)
HRMT 310 Human Resource Strategy (3)
HRMT 330 Personnel Law (3)
HRMT 340 Labor Relations and Collective Bargaining (3)

International Business (18 credit hours)

INTL 230 International Marketing (3)
INTL 250 International Logistics Management (3)
INTL 350 International Financial Management (3)
INTL 360 International Negotiation (3)
INTL 380 International Economics (3)
INTL 460 International Management (3)

Marketing (18 credit hours)

MKTG 210 Advertising and Promotion (3)
MKTG 250 Public Relations (3)
MKTG 260 Retail Management (3)
MKTG 320 Marketing Research (3)
MKTG 330 Sales Management (3)
MKTG 340 e-Commerce (3)

Students majoring in other disciplines may choose to minor in Business.

Minor in Business (15 credit hours)

BUSN 110 Introduction to Business (3)
BUSN 220 Accounting Principles (3)
BUSN 240 Marketing Principles (3)
BUSN 320 Financial Management (3)
BUSN 460 International Business (3)

Courses

Accounting

ACCT 215 Intermediate Accounting I (3)

Examination of financial accounting concepts, theories and practices to include the following topics: cash and receivables, inventory valuation and credit policy, fixed assets, and revenue and expense recognition. Prerequisite: BUSN 220.

ACCT 225 Intermediate Accounting II (3)

Continuation of Intermediate Accounting I, studies the advances concepts and practices associated with liabilities and stockholders' equity, earnings per share, income tax allocation, financial statements reporting and financial statement analysis. Prerequisite: ACCT 215.

ACCT 235 Cost Accounting (3)

Studies costing, pricing, planning, and motivation. Topics include: cost accumulation, cost allocation, standard costs, product pricing, variance analysis, budgeting, transfer pricing, performance measurements, and short-term decision making. Prerequisite: BUSN 220.

ACCT 330 Auditing (3)

Examines financial auditing and other assurance services performed by accountants. Topics include: auditing standards, legal liability, internal control, sampling theory, auditing procedures for revenues and expenditures, the nature of evidence, and auditing techniques necessary for an independent auditor. Prerequisite: ACCT 225.

ACCT 340 Taxation (3)

Examines federal taxation for individuals and corporations. Topics include: an understanding of gross income, deductions, gains and losses, laws and procedures that apply to federal income taxation of individuals, partnerships, S-corporations, and C-corporations, and tax preparation. Prerequisite: BUSN 220.

ACCT 430 Government and Not-for-Profit Accounting (3)

Surveys accounting standards, regulations and practices for governmental and not-for-profit organizations. Prerequisite: ACCT 225.

Business

BADM 305 The Leader as Organizational Innovator (3)

Investigation of the nature, requirements, and beneficial role of entrepreneurial thinking for the leader as innovator in the organization and in society. Topics include innovations in products and service quality, knowledge needed for effective innovation, intellectual property, discontinuous innovation, characteristics of successful entrepreneurs, organizational requirements for innovative thinking, the process of adoption and diffusion of innovation, and role of the Christian leader as a global leader and social entrepreneur. Prerequisites: For OLAM majors OLAM 201. For Business majors BUSN 240. Cross-listed with OLAM 305.

BADM 330 Ethics (3)

Study of the nature of ethical leadership through a consideration of the ethical foundations of leadership principles evident in the lives of great leaders. Attention to how the leader's values and beliefs affect decision-making along with the key factors involved in ethical decision-making. Students assess and apply the concepts of organizational and social responsibility by looking at real world problems. Cross-listed with OLAM 330.

BADM 340 Corporate Finance (3)

Studies the theories, concepts and practices of corporate finance including the topics of valuation, risk management, profits, performance measurements, assessing and implementing financing decisions, designing and implementing corporate finance policies and capital structures. Prerequisites: BUSN 320.

BADM 410 Human Resource Management (3)

Studies human resource management as a vehicle for creating and implementing organizational mission and vision. Attention to strategies for recruiting, interviewing, selecting, and training employees, along with the potential areas of employee disputes and how to prevent and handle these disputes. Course includes treatment of various legal concepts such as Equal Employment Opportunity, Worker's Compensation, OSHA, the Family Leave Act, Affirmative Action, Sexual Harassment, and ADA with existing legislation. Prerequisites: For OLAM majors: OLAM 201 or OLAM 280. Cross-listed with OLAM 410.

BADM 440 Business Policy (3)

Examines governmental regulations and discusses the factors that impact business interaction with governmental policies and institutions including the topics of public policy, social and environmental regulations, corporate responsibility, legal aspects of policy and sustainability. Prerequisite: ECON 230.

BUSN 110 Introduction to Business (3)

Investigation of the role of business in society, the human side of business, the functions of business, and the accounting/reporting processes of business.

BUSN 220 Accounting Principles (3)

Examines the role of financial data in the commercial enterprise; as well as measuring and reporting income, assets, liabilities, and equities.

BUSN 230 Introduction to Finance (3)

Explores the financial function of the commercial enterprise including topics on working capital management, procurement of resources from financial markets, and financial decision making in the firm. Prerequisite: Math 102.

BUSN 240 Marketing Principles (3)

Exploration of principles and activities in the commercial enterprise including topics such as product, price, promotion, place/channel, competition, company, and communication. Prerequisite: No prerequisite for business majors; for OLAM majors: OLAM 201. Cross-listed with OLAM 240.

BUSN 250 Business Communication (3)

Studies traditional business presentation skills, communications and behavioral theories, concepts, and principles while including communication strategies and interactional practices related to the multi-cultural workforce.

BUSN 320 Financial Management (3)

Explores the financial function of the commercial enterprise including topics on working capital management, procurement of resources from financial markets, and financial decision making in the firm. Prerequisite: ECON 120.

BUSN 340 Business Statistics (3)

Examines statistical theories, principles and concepts associated with business operations and processes. The course utilizes statistical methods and techniques to develop, implement and analyze business decisions designed to improve efficiency and productivity. Prerequisite: MATH 102 or 211 or equivalent.

BUSN 370 Business Law (3)

Examines the current and emerging legal principles that impact business transactions, topics include contracts, business organizations and structure, sale of goods, commercial paper, personal and real estate property, intellectual property and international business law.

BUSN 420 Business-Driven Technology (3)

Examines the process of selecting, designing, implementing and evaluating technology to meet mission critical requirements while maintaining competitive advantages, increase efficiency and minimizing costs.

BUSN 460 International Business (3)

Surveys the opportunities and challenges associated with planning, conducting and implementing international business transactions in the international marketplace. Prerequisite: BUSN 240.

BUSN 470 Strategic Management (3)

Study of strategy development and deployment in the business enterprise. Course serves as the capstone for the Business major and examines the overarching application of the role of a Biblical worldview in the business enterprise. Prerequisite: completion of all core and emphasis courses. Prerequisite: Senior standing.

BUSN 490 Independent Study (3)

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

BUSN 495 Internship (3)

Provides students with the opportunity to practically utilize the skills, competencies and knowledge gained from course material to serve in a local, state, national or international organization. Prerequisite: Junior or Senior standing.

PROD 210 Introduction to Operations (3)

Planning, operating, and controlling production of goods and services. Prerequisite: MATH 102

Economics

ECON 101 Introduction to Economics (3)

Survey of economic concepts and systems, including both micro- and macro-economics. Students examine the American economic system while exploring the impact of the international market. Topics include markets and competition, price, supply and demand, aggregate performance, fiscal policy, and international trade and finance. This course is not open to business majors.

ECON 120 Microeconomics (3)

Examines the concepts, principles, and business practices of market systems, demand and supply economics, market equilibrium, product and resource demands, consumer behavior, forms of competition, governmental policies, market failure and international economics. Prerequisite: MATH 102 or equivalent.

ECON 230 Macroeconomics (3)

Examines macroeconomic theories, comparative economics, econometrics, macro-economic models, fiscal and monetary policy formation and analysis. Prerequisite: ECON 120.

Healthcare Management

HCMT 310 Healthcare Delivery Systems (3)

Introduction and examination, including a historical perspective, of the various components of the U.S. healthcare system over the entire continuum of care, with attention to both private and public financing mechanisms, the forces of market competition and government regulation, and the impact of health policy on key stakeholders. Comparison and contrast of U.S. delivery systems with those provided in other countries. Presentation of the broad range of opportunities which students can explore as healthcare career options.

HCMT 320 Healthcare Organizational Management (3)

Study of the day-to-day operational management of healthcare organizations including hospitals, private practice, ambulatory settings, and specialty services, focusing on the key issues influencing the administration of today's healthcare organizations. Attention to how those issues affect the delivery of care, as well as how decisions are made to develop new programs and sites for healthcare delivery.

HCMT 370 Healthcare Informatics (3)

Introduction to the use and application of personal computers and medical information systems in health care, emphasizing the optimization and customization potential of computer functions for standard and specialized tasks. Exploration of technical, organizational, and cost-benefit issues related to health care information systems, including clinical decision-support, integrated networking and distributed computing technologies, telemedicine applications, and universal medical records.

HCMT 410 Healthcare Economics and Finance (3)

Application of economic models to demand, supply, and their interaction in the medical economy, based on investigation of competition in medical markets, especially for hospital services. Exploration of the complexities of reimbursement including changes in Medicare payment and other third party payers, the evolution and shape of managed care, related public programs, and public policy. Topics addressed include financial management functions and organizations, financial statement analysis, working capital management, present value analysis, capital budgeting, cost of capital, variance analysis, financing techniques, and financial analysis case studies. Prerequisite: BUSN 220.

HCMT 430 Legal and Regulatory Aspects of Healthcare (3)

Current and historical review of public health policy creation and the regulation of healthcare delivery in the U.S., examining principles and practical applications of the laws that affect the operational decisions of health care providers, payers, and managers. Exploration of the social, moral, and ethical issues associated with these policy decisions and regulations, such as corporate liability, medical malpractice, admission and discharge process, informed consent, nursing practice, patients' rights, medical records, and governmental regulation of personnel and health facilities. Prerequisite: HCMT 310.

HCMT 440 Healthcare Ethics and Quality (3)

Examination and application of ethical principles and decision models to challenges germane to the health care industry. Attention to identification and analysis of ethical issues, sound application of ethics theories and principles to specific

problems, and exploration of means for developing personal characteristics and organizational structures for promoting ethical cultures. Prerequisite: HCMT 320.

Human Resource Management

HRMT 220 Compensation (3)

Investigates principles and current issues in compensation methods and systems.

HRMT 250 Training and Development (3)

Examines training and development at all levels, from initial orientation to executive development. Discusses in-house training, using vendors, and developing partnerships with colleges and universities.

HRMT 260 Employee Evaluation Systems (3)

Exploration of HR planning, selection, job placement, performance appraisal, and outplacement activities. Prerequisite: HRMT 220

HRMT 310 Human Resource Strategy (3)

Study of why employees behave as they do and how to promote behavior required to implement a focused business strategy using staffing, development, and reward systems. HRMT 260

HRMT 330 Personnel Law (3)

Students examine personnel laws and issues including the Civil Rights Acts of 1964 and 1991, FLSA, ADA, FMLA, ERISA, selected immigration laws, affirmative action, sexual harassment, and other issues of gender and racial/ethnic equity.

HRMT 340 Labor Relations and Collective Bargaining (3)

Students explore the National Labor Relations Act and address collective bargaining concepts applicable in today's commercial enterprise. Prerequisite: HRMT 260

Hospitality, Tourism, and Resource Management

HTRM 320 Hospitality Marketing (3)

Study of hospitality marketing through the application of marketing theories and concepts designed specifically for the hospitality industry. Topics include: business research; product, and service development; promotion; pricing practices, and techniques. Prerequisite: BUSN 240.

HTRM 340 Hospitality and Tourism Law (3)

Examination and practical application of the governmental laws; standards, and policies regulating the hospitality, and tourism industries. Topics include: the historical development of common law; innkeeper/guest relationships, and responsibilities; food and beverage liability; Americans with Disabilities Act; (ADA) and responsible service of alcohol; food-borne illnesses, and safety standards. Prerequisite: BUSN 370.

HTRM 350 Hospitality Human Resource Management (3)

Study of the human resource management theories and principles related specifically to the hospitality and tourism industries. Topics include: organizational structure; job design; employee selection; training; safety; security; retention; motivation; evaluation, and benefits administration.

HTRM 360 Principles of Food & Beverage Operations (3)

Examination of the methods and procedures of food and beverage planning and preparation. Topics include: food and beverage cost controls; purchasing and pricing, sanitation and safety procedures; and exposure to the common tools, and equipment used in the preparation, production, and service of food and beverages.

HTRM 440 Applied Food & Beverage Operations (3)

Practical application of culinary principles and coordination of planning; preparing, and serving food and beverages. Topics include: procedures for handling, preparing, serving and safely storing food and beverage items. In addition, students will demonstrate operational knowledge of kitchen equipment, and procedures for proper cleaning and sanitizing of kitchen equipment and tools. Prerequisite: HTRM 360.

HTRM 460 Lodging Operations Management (3)

Comprehensive analysis of guest services management procedures emphasizing pragmatic decision-making and guest communication practices. Topics include a review of the techniques and systems used to plan, schedule, forecast, and analyze the room inventory mix, control procedures and night audit reports. An integrated overview of operations is stressed, particularly with respect to housekeeping, sales, facilities maintenance, and the food and beverage departments.

International Business

INTL 230 International Marketing (3)

Studies international marketing concepts, principles and practices while describing the cultural implications of global marketing. Prerequisite: BUSN 240.

INTL 250 International Logistics Management (3)

Studies international trade and logistics by examining the history of trade, international supply chain management, logistics infrastructures evaluation methods, international contracts, Incoterms, payment types and schedules, documentation, insurance, multi-modal transportation, exporting and customs clearance procedures.

INTL 350 International Financial Management (3)

Provides a technical overview of the theories, concepts, principles and tasks associated with international financial management. Topics include: international fiscal and monetary systems, foreign exchange markets, exposure and risk management methods, global financial institutions and the process of foreign trade transactions. Prerequisite: BUSN 320.

INTL 360 International Negotiation (3)

Describes the nature, stages, process and characteristics of cross-cultural negotiations. Topics include: intercultural ethics, communications, power, perception, emotion, relationships, teams and best practices. Prerequisite: BUSN 250.

INTL 380 International Economics (3)

Studies the principles, concepts, theories and implications of international economics from a trade and business perspective. Topics include: trade policy, restrictions, tariffs, immigration, exchange rate regimes, protectionism, regional trade agreements and impact on global trade. Prerequisites: ECON 120, ECON 230.

INTL 460 International Management (3)

Examines the international environment of business transactions, political and country risk assessment, entry strategies and the role of culture in managing transactions and people across cultures, strategic alliances and organizational structures. Requires participants to assess personal abilities and skills in managing across cultural barriers. Prerequisite: INTL 230.

Marketing

MKTG 210 Advertising and Promotion (3)

Students learn about marketing communication campaigns, media choice, develop a selling strategy, creative development, and media analysis. Prerequisite: BUSN 240.

MKTG 250 Public Relations (3)

Investigation of how public relations serves as a strategic support for the overall marketing strategy. The course examines how events and collateral marketing activity aid in creating a public image of the commercial firm.

MKTG 260 Retail Management (3)

Examination of stock planning, inventory control, markup and pricing, retail accounting, merchandising, retail promotion, human resources management, store location, design and layout, legal and ethical issues, information systems. Prerequisite: BUSN 240.

MKTG 320 Marketing Research (3)

Examines the planning and design of the market research effort, collecting and analyzing data, and drawing inference from the results. The focus of the course is on making accurate marketing decisions based on data. Prerequisite: BUSN 340.

MKTG 330 Sales Management (3)

Investigates the organizing, recruiting, training, measuring, and promoting of the sales force in addition to forecasting sales. Prerequisite: BUSN 240; MATH 102.

MKTG 340 e-Commerce (3)

Explores e-commerce issues such as Internet infrastructure, strategy formulation and implementation, technology concepts, public policy issues, and capital infrastructure and their effect on business decisions. Prerequisite: BUSN 240; MATH 102.

Communication

Interim Department Chair: Susannah N. Clements, Ph.D.

The department's purpose is to offer a range of study in the discipline of communication, educating students to be effective communicators using Christ-pleasing messages that further the Kingdom of God. The Communication Department strives to develop students who communicate effectively with others in and through a variety of settings and media, providing non-majors with fundamental skills in communication while offering advanced study and practice to students majoring in communication.

Careers in communication are varied and vast. The Communication Department at Regent offers a major in communication which leads to the Bachelor of Arts degree; courses may be taken online or on-campus.

In addition, qualified students may choose to major in Animation, Cinema-Television, or Theatre. These majors are offered by the Regent School of Communication and the Arts. Please consult that section of the catalog for further information about these majors.

The Major in Communication Studies

The Communication Studies major at Regent University emphasizes and enhances the theoretical, analytical, critical, and creative thinking approaches to communication. Listening, speaking, and writing skills are examined from a variety of perspectives as they relate to the field of communication. Students in this major learn how to communicate effectively in the legal, political, and business arenas. Graduates often pursue careers in information design, public service (government), corporate communications, publishing, public relations, marketing, training and development, and advertising.

Required Courses for the Major in Communication Studies (45 credits):

COMM 217 Communication Studies (3)
COMM 220 Interpersonal Communication (3)
COMM 240 Cross-Cultural Communication (3)
COMM 245 Communication Theory (3)
COMM 255 Persuasive Communication (3)
COMM 326 Argumentation and Critical Thinking (3)
COMM 336 (Small) Group Communication for Professionals (3)
COMM 345 Organizational Communication for Professionals (3)
COMM 415 Professional Communication (3)
COMM 416 Communication Ethics (3)
COMM 425 Oral Communication (3)
COMM 426 Nonverbal Communication (3)
COMM 436 Rhetorical Communication (3)
COMM 446 Capstone Seminar (3)

Choice of three (3) additional credits offered by the Communication Department.

Students may complete the following minor:

Minor in Communication (15 credits):

COMM 217 Communication Studies (3)
COMM 326 Argumentation and Critical Thinking (3)

Plus a choice of any 3 courses listed below:

COMM 112 Introduction to Communication Arts (3)

COMM 245 Communication Theory (3)
COMM 250 History of Communication (3)
COMM 365 Visual Communication (3)
COMM 416 Communication Ethics (3)
COMM 420 Communication Criticism (3)
COMM 425 Oral Communication (3)
COMM 426 Nonverbal Communication (3)
COMM 436 Rhetorical Communication (3)

Courses

Communication

COMM 110 Public Speaking (3)

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

COMM 112 Introduction to Communication Arts (3)

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

COMM 210 Introduction to Theatre (3)

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

COMM 211 Workshop in Communication (3)

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

COMM 217 Communication Studies (3)

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

COMM 220 Interpersonal Communication (3)

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

COMM 240 Cross-Cultural Communication (3)

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

COMM 245 Communication Theory (3)

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

COMM 250 History of Communication (3)

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

COMM 255 Persuasive Communication (3)

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

COMM 326 Argumentation and Critical Thinking (3)

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

COMM 336 (Small) Group Communication for Professionals (3)

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

COMM 345 Organizational Communication for Professionals (3)

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

COMM 356 Public Relations and Communication (3)

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

COMM 365 Visual Communication (3)

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

COMM 390 Independent Study (1 – 3)

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

COMM 410 Communication Research Methods (3)

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

COMM 415 Professional Communication (3)

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

COMM 416 Communication Ethics (3)

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

COMM 420 Communication Criticism (3)

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

COMM 425 Oral Communication (3)

The study and practice of effective oral communication. Through analysis of oral tradition history, students develop skills of framing and articulating ideas through oral communication. Students learn strategies for crafting well-reasoned,

audience-tailored stories designed to be delivered primarily through the spoken word. They practice formulating persuasive arguments and enhancing confidence in oral expression by building a foundation of sound oral communication principles.

COMM 426 Nonverbal Communication (3)

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

COMM 436 Rhetorical Communication (3)

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

COMM 446 Capstone Seminar (3)

Integrates the major disciplines in communication and affords the student direction and advisement in proposing, designing, and executing a senior research paper or project. Prerequisites: COMM 245 and senior standing

COMM 485 Special Topics (3)

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

COMM 490 Advanced Independent Study (1 - 3)

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

COMM 497 Internship (1 -3)

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

The Making of the Christian Mind – the General Education Core Curriculum

Director: Gerson Moreno-Riano, Ph.D.

At Regent University, general education is comprised of a core curriculum that is centered on the mission of the University and seeks to transform students to think, live, and serve as Christian leaders in the 21st century. “The Making of the Christian Mind” – the title of the University’s general education curriculum – is comprised of six competencies that focus on developing Christian thinking and leadership through courses in Christian worldview thinking, Christian history and thought, Christian leadership, quantitative and scientific literacy, written and oral communication, global studies, the humanities and social sciences, and U.S. history. While there is no general education major in the University, the general education core curriculum provides students with a strong Christian liberal arts foundation that contributes to their selected major as well as to their spiritual, intellectual, and personal growth.

Courses

Art

ARTA 101 Engaging the Visual Arts (3)

Exploration of the language and media of art and a brief survey of the history of art. Students learn to describe art, to understand the purpose of a work, and to recognize the broad historical and cultural context of art. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods and media.

General Education

GENE 100 The Making of the Christian Mind (3)

Explores the development of a Christian worldview and philosophy of life. Studies some alternative worldviews from a Christian worldview perspective. Investigates the sacredness of all spheres of human life and the relevance of a

Christian worldview to all spheres of human life and action through the works of some of Christianity's leading thinkers and writers.

GENE 202 The Making of a Christian Leader (3)

Explores a Christian worldview framework for leadership and studies the lives of exemplary Christian and non-Christian leaders from a global context and a wide spectrum of disciplines and professions. Advisor approval required. Pre-requisite: Sophomore Standing. Cross-listed with GENE 402.

GENE 402 The Making of a Christian Leader (3)

Explores a Christian worldview framework for leadership and studies the lives of exemplary Christian and non-Christian leaders from a global context and a wide spectrum of disciplines and professions. Students participate in a 10 hour service-learning leadership experience. Advisor approval required. Pre-requisite: Senior Standing; IDS majors: Junior Standing. Cross-listed with GENE 202.

GENE 402A Service-Learning Experience (0)

Ten hour service-learning leadership experience involving practical service and qualitative reflection. Advisor approval required. Pre-requisite: Senior Standing and GENE 202; IDS majors: Junior Standing.

Music

MUSI 101 Music, Creativity, and Culture (3)

Students develop listening skills that will enable them to appreciate music from different historical periods and cultures, involving important musical attributes including melody, harmony and rhythm. Students explore simple forms, textures, vocal and instrumental music, and the instruments of the orchestra as expressions of creativity.

Government, History and Criminal Justice

Department Chair: Gerson Moreno-Riano, Ph.D.

The Department of Government, History and Criminal Justice seeks to equip students with a critical understanding of government, politics, history, and criminal justice as well as the approaches, methods, and tools scholars in these disciplines employ. The department also educates students to think holistically about the relationship between Biblical Christianity and each of these disciplines through curricula that offer foundational courses in each discipline as well as advanced courses and opportunities for further study of and reflection upon each discipline.

The Major in Government

“Let every soul be subject unto the higher powers. For there is no power but of God: the powers that be are ordained of God” (Romans 13:1). With such words, Paul reminds Christians that government is a divinely ordained institution. Centuries before Paul, Aristotle wrote perhaps one of the most famous maxims of all time: “Man is by nature a political animal.” Both Paul and Aristotle suggest that government and political life are intrinsically valuable to human life and the order of human existence.

The Department of Government, History and Criminal Justice in Regent University's School of Undergraduate Studies is founded upon the principle that government and political life are moral enterprises that demand moral excellence and careful attention. Based on this principle, the department has structured a program that emphasizes the moral and philosophical foundations of government and politics. The Government program is composed of a unique synthesis of liberal arts education and apprenticeship training whereby students are educated to be high-level critical thinkers, excellent professionals, and ultimately, well-rounded human beings. This is accomplished through engaging the minds of students with a curriculum that emphasizes reading the great political and moral classics, the integration of the Christian faith and learning, advanced research and writing skills, a cutting-edge internship program, and the successful writing and defense of a senior thesis. These requirements lead to the acquisition of a Bachelor of Arts in Government.

Students graduating with a major in Government are well prepared for careers in government, law, the non-profit sector, diplomacy, international service, law enforcement, business, journalism, teaching, and further post-baccalaureate education.

The Department of Government, History and Criminal Justice offers a major composed of a core curriculum of 36 hours that provides students with an understanding of the various fields within and approaches to the study of government. In addition, students may choose a 12-hour government emphasis that provides further in-depth study of an area of interest. Students not selecting an emphasis can take 12 hours of government electives. Given the global nature of politics, it is strongly suggested that students majoring in Government be proficient in a foreign language.

Requirements for the Major in Government (36 credit hours plus 12 hours in an emphasis, to total 48 credits)

- GOVT 196 Introduction to the Study of Government (3)
- GOVT 220 Comparative Politics (3)
- GOVT 240 American Government and Politics I (3)
- GOVT 245 American Government and Politics II (3)
- GOVT 304 International Relations (3)
- GOVT 313 Research Methods (3)
- GOVT 321 Data Analysis (3)
- GOVT 327 Ancient Political Philosophy (3)
- GOVT 329 Modern Political Philosophy (3)
- GOVT 330 Political Ideologies (3)
- GOVT 491 Senior Seminar in Government and Politics (3)
- GOVT 492 Senior Research in Government and Politics (3)

Electives for the BA in Government

- GOVT 332 The American Political Tradition (3)
- GOVT 334 Christian Political Philosophy (3)

Students also choose one of the following emphases:

American Government and Politics Emphasis (12 credit hours)

- GOVT 210 Introduction to Public Policy and Administration (3)
- GOVT 300 The Legislative Process (3)
- GOVT 301 The American Presidency (3)
- GOVT 302 The American Judicial System (3)

International Relations and Foreign Policy Emphasis (12 credit hours)

- GOVT 200 Contemporary Global Problems (3)
- GOVT 290 Economic Development and Political Economy (3)
- GOVT 340 Foreign Policy and Administration (3)
- GOVT 345 Comparative Foreign Policy (3)

Pre-Law Emphasis (12 credit hours)

- COMM 326 Argumentation and Critical Thinking (3)
- ENGL 305 The Art of the Essay (3)
- GOVT 382 Constitutional Law (3)
- PHIL 102 Logic and Critical Thinking (3)

Suggested Foreign Language Proficiency Testing

While proficiency in a foreign language is not a requirement for the Government major, it is clear that proficiency in a foreign language is essential for a student's educational, professional, and competitive advantage in the twenty-first century. In many areas of government and foreign affairs, foreign language proficiency is a job requirement and certainly an important skill for greater leadership and service. Government students are encouraged to learn and acquire mastery of a foreign language and to demonstrate this proficiency in their professional resumes and job applications. One of the best ways in which to do this is through a foreign language proficiency exam.

Students who choose to demonstrate a competency in a foreign language will be referred to Language Testing International (www.languageTesting.com) who, on behalf of Regent University, administers an oral, auditory telephonic examination.

For more information concerning this examination and other important details, please visit the online information page at http://www.regent.edu/acad/undergrad/academics/degree/government_language.cfm.

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

Minor in American Government and Politics (15 credit hours):

GOVT 196 Introduction to the Study of Government (3)
GOVT 210 Introduction to Public Policy and Administration (3)
GOVT 300 The Legislative Process (3)
GOVT 301 The American Presidency (3)
GOVT 302 The American Judicial System (3)

Minor in International Relations and Foreign Policy (15 credit hours)

GOVT 196 Introduction to the Study of Government (3)
GOVT 200 Contemporary Global Problems (3)
GOVT 290 Economic Development and Political Economy (3)
GOVT 340 Foreign Policy and Administration (3)
GOVT 345 Comparative Foreign Policy (3)

Minor in Homeland and International Security (15 credit hours)

Twelve (12) credits composed of the following four (4) courses:

CRJU 370 Homeland Security (3)
CRJU 380 Domestic and International Terrorism (3)
GOVT 304 International Relations (3)
GOVT 340 Foreign Policy and Administration (3)

Three (3) credits chosen from the following six (6) courses:

GOVT 200 Contemporary Global Issues (3)
HIST 340 America in War and Peace* (3)
ISYS 204 Introduction to Information Systems* (3)
ISYS 331 Information Systems Security* (3)
ISYS 333 Systems Security* (3)
ISYS 436 Contingency Planning and Disaster Recovery* (3)

(*)Pre-requisites for these courses may be waived solely for students completing the minor, conditional upon departmental approval.

History

The Major in History

In the beginning, the Lord admonished Adam and Eve to tend the garden and keep it. This admonition has come to be called the cultural mandate, an exhortation that lays the foundation for all historical and cultural activity as an arena for human flourishing, whether that which is formed by Christians or non-Christians. This also includes the study of that activity which we call history. Studying and remembering the past is an important cultural activity for all peoples. It is only by studying the past that we learn how we and our societies have become who we are as humans and as societies. History majors will seek to understand the historical formation of all human societies in light of a Christian worldview.

The history major will serve an integral role in achieving the goals and mission of the School of Undergraduate Studies and Regent University. Historical study draws on the essential skills of critical thinking, research, problem solving, and communicating clearly and persuasively that are the foundation of a Christian liberal arts education. Christians preparing

for leadership in a global environment need to be aware of the unique histories of other cultures across time and place that historical study provides. Their grasp of their own Christian worldview as they develop an appreciation of the worldviews of the cultures they study will enable them to interact much more fruitfully with those in our modern world. Thus the history major at Regent equips students with narrative frameworks for understanding the cultural formation and interaction of all cultures in all historical periods and in a variety of regions of the world, both past and present. Faculty strive to help students develop a deep appreciation for the critical role and responsibility that the Lord has given humans to create societies and cultures—those that reflect the Lord’s desires for human flourishing, along with the grave tendencies of those cultures to frequently distort those desires. They desire that, in understanding history as an academic discipline, students also grow in their appreciation of the differing perspectives that ethnicity, class, gender, political perspective, and religious values can bring to historical issues. Finally, faculty hope to engender in students a deep appreciation for the critical role that historical understanding plays in all areas of life, from one’s personal life to the issues confronting the nations of the world in the present.

The skills and insights that history majors learn will equip them for careers in a wide range of professions, including journalism, law, ministry, teaching, graduate study, government service, and numerous others that value analytical and writing abilities.

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

Students majoring in history must complete four of the following courses in addition to the two History courses that apply to the university’s general education requirements:

HIST 101 Western Civilization I (3)
HIST 102 Western Civilization II (3)
HIST 201 U.S. History I (3)
HIST 202 U.S. History II (3)
HIST 211 World History I (3)
HIST 212 World History II (3)

Students majoring in history must also take both of the following courses:

HIST 301 Historiography and Research Methods of History (3)
HIST 497 Senior Seminar in History (3)

Students majoring in History must also take:

Three courses (9 credits) chosen from *each* of the following three groups. Only one Independent Study course (HIST 390 or 490) and/or one Special Topics course (HIST 485) may be used to fulfill 3-6 hours of this entire 27 hour requirement.

American History:

HIST 304 European Settlement of Colonial America (3)
HIST 308 Revolutionary and Constitutional History (3)
HIST 312 Jeffersonian and Jacksonian America (3)
HIST 316 Civil War America, 1846-1877 (3)
HIST 324 America in Depression, War, and Recovery (3)
HIST 328 Modern America, 1952 through the Twenty-First Century (3)
HIST 332 African-American History (3)
HIST 336 American Evangelicalism (3)
HIST 340 America in War and Peace (3)

Ancient, Medieval, and European History

HIST 346 Ancient Greece and the Empires of Alexander the Great (3)
HIST 347 The Roman World (3)
HIST 348 European Middle Ages (3)
HIST 352 Renaissance and Reformation (3)
HIST 357 England (3)
HIST 368 Modern European History, 1648-1815 (3)
HIST 369 Modern European History, 1815-Present (3)

Non-Western History:

HIST 372 History of Global Christianity (3)
HIST 376 History of Modern Asia (3)
HIST 382 History of Latin America (3)
HIST 384 History of Modern Africa (3)
HIST 389 History of the Middle East and the Islamic World (3)
HIST 392 History of Russia and the Former Soviet Union (3)

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

Minor in History (15 credit hours):

Students choose two courses (6 credits), not used to fulfill general education requirements, from the following:

HIST 101 Western Civilization I (3)
HIST 102 Western Civilization II (3)
HIST 201 U.S. History I (3)
HIST 202 U.S. History II (3)
HIST 211 World History I (3)
HIST 212 World History II (3)

Students completing a minor in History also take:

HIST 301 Historiography and Research Methods of History (3)

Two courses (6 credits) chosen from *each* of two of the three historical areas listed above (American; Ancient, Medieval, and European; and Non-Western History).

Criminal Justice

The Major in Criminal Justice

“He has showed you, O man, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God” (*Micah 6:8*).

“Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. Consequently, he who rebels against the authority is rebelling against what God has instituted, and those who do so will bring judgment on themselves. For rulers hold no terror for those who do right, but for those who do wrong. Do you want to be free from fear of the one in authority? Then do what is right and he will commend you. For he is God's servant to do you good. But if you do wrong, be afraid, for he does not bear the sword for nothing. He is God's servant, an agent of wrath to bring punishment on the wrongdoer” (*Romans 13:1-5*).

With such words, the Holy Scriptures remind readers that justice is central to human existence and social order. To be just and to act justly are moral duties of all human beings. This normative claim is attested not only in the Holy Scriptures of the Judeo Christian tradition but also in the writings of the ancient Egyptians, Greeks, Babylonians, Norsemen, Hindus, and Chinese. And one can find the same claim and its derivatives in the legal writings of the Middle Ages and modern period as well as in numerous contemporary civil codes and constitutions. There has always existed a universal hunger for justice in the heart and minds of all human beings. And it is one of the primary tasks of governments to establish a right order of justice for their citizens.

The Criminal Justice program in Regent University's School of Undergraduate Studies is founded upon the principle that criminal justice is a moral responsibility of governments, one that demands not only moral excellence on the part of its agents but also its diligent study and careful application. Based on this principle, the faculty has structured a program that emphasizes interdisciplinary and Biblical integration, strong academic content, critical thinking and analysis, and ethics as the guiding principles in the study and practice of criminal justice. Students in the program are thus educated to be high-level critical thinkers, excellent professionals, and ultimately, well-rounded human beings.

Regent offers an Associate of Arts (A.A.) as well as a Bachelor of Science (B.S.) degree in criminal justice. Students earning the A.A. degree can seamlessly transition to the BS degree program and/or be qualified for professional and career advancement in the criminal justice field or other related areas.

The B.S. degree prepares students for criminal justice careers in a number of local, state, federal, and international law enforcement agencies and organizations. Successful criminal justice careers often evolve into major management, administrative, and leadership responsibilities. Students earning a B.S. degree may also pursue graduate level education in the fields of law, government/political science, criminal justice, public administration, or public policy.

Required Courses for the Major in Criminal Justice (48 credit hours)

CRJU 131 Introduction to Criminal Justice (3)
CRJU 220 Criminology (3)
CRJU 231 Juvenile Delinquency (3)
CRJU 280 Criminal Investigation (3)
CRJU 313 Research Methods (3)
CRJU 321 Data Analysis (3)
CRJU 330 Corrections (3)
CRJU 335 Criminal Evidence (3)
CRJU 340 Constitutional Law for Criminal Justice (3)
CRJU 361 Ethics in Criminal Justice (3)
CRJU 410 Theories of Criminal Justice (3)
CRJU 430 Comparative Criminal Justice Systems (3)
CRJU 460 Senior Research in Criminal Justice (3)

Plus one of the following courses:

CRJU 345 Criminal Law (3)
CRJU 350 Criminal Procedure (3)

Plus two of the following courses (only one CRJU 495 internship experience may be used for credit):

CRJU 345 Criminal Law (3)
CRJU 350 Criminal Procedure (3)
CRJU 370 Homeland Security (3)
CRJU 380 Domestic and International Terrorism (3)
CRJU 420 Law Enforcement Organization and Administration (3)
CRJU 433 Contemporary Issues in Criminal Justice (3)
CRJU 495 Internship (3 – 6)
GOVT 210 Introduction to Public Policy and Administration (3)
GOVT 303 State and Local Government (3)

Students majoring in other disciplines may choose to minor in Criminal Justice:

Minor in Criminal Justice (15 credit hours):

CRJU 131 Introduction to Criminal Justice (3)
CRJU 220 Criminology (3)
CRJU 280 Criminal Investigation (3)
CRJU 345 Criminal Law (3)
CRJU 410 Theories of Criminal Justice (3)

Courses

Criminal Justice

CRJU 131 Introduction to Criminal Justice (3)

Examines the American criminal justice system. Investigates the agencies and processes involved in the administration of criminal justice. Considers various approaches in defining, measuring, and controlling crime.

CRJU 220 Criminology (3)

Investigates the nature and causation of crime. Gives attention to major theoretical explanations for crime as well as to the treatment and prevention of crime.

CRJU 231 Juvenile Delinquency (3)

Explores the nature, development, and causation of delinquent behavior among juveniles. Gives emphasis to contemporary trends and practices in the prevention and treatment of juvenile delinquency.

CRJU 280 Criminal Investigation (3)

Discusses principles and practices of criminal investigation including crime scene conduct and procedures, collection and preservation of evidence, interview and interrogation techniques, development of leads, and the use of surveillance techniques.

CRJU 313 Research Methods (3)

Considers the systematic process by which to conduct research as well as the various research methods that can be used to acquire and advance knowledge. Introduction to methodological concepts used in the study of society, to the formal steps of the scientific method, to various research processes, to quantitative and qualitative methods of investigation, and to the communication of research results via research reports. Prerequisite: MATH 201. Cross-listed with GOVT 313/PSYC 313.

CRJU 321 Data Analysis (3)

Continuation of CRJU 313. Students examine research topics and complete research projects according to American Psychological Association requirements. Students apply research and statistical principles, including the use of SPSS. Prerequisite: CRJU 313. Cross-listed with GOVT 321/PSYC 321.

CRJU 330 Corrections (3)

Investigation and analysis of the history, current practices, and various aspects of the corrections system. Gives attention to the future direction of corrections.

CRJU 335 Criminal Evidence (3)

Analysis of criminal evidence rules in the United States. Gives emphasis to the exclusionary rule and the distinction between real and testimonial evidence as admitted or excluded from court proceedings. Discussion includes topics of trial procedures, examination of witnesses, real/physical evidence, circumstantial evidence, the hearsay rule and its exceptions, the opinion evidence rule, privileged communications, declarations against interests, and judicial notice.

CRJU 340 Constitutional Law for Criminal Justice (3)

Studies the leading Supreme Court decisions relating to criminal justice. Analyzes the character of judicial power and review in regards to criminal justice. Considers the relationship of states to the Bill of Rights as well as to constitutional decisions bearing upon issues of search and seizure, the rights of persons and the accused in criminal prosecutions, and due process and equal protection under the law.

CRJU 345 Criminal Law (3)

Examines criminal law in the United States with special attention given to various principles that apply to most criminal cases. Investigation includes the history and development of criminal law in the United States, an analysis of a number of specific types of crimes, parties to crime, and criminal defenses.

CRJU 350 Criminal Procedure (3)

Investigates the processes through which criminal law is applied to individuals in society. Explores the lawfulness and admissibility of criminal procedures, trial processes, sentencing, and appeals.

CRJU 361 Ethics in Criminal Justice (3)

Analysis of the diverse ethical dilemmas encountered in the criminal justice profession. Considers the importance of an ethic of virtue that focuses on an individual's character as the source of virtuous action- both personal and professional. Evaluates leading ethical theories as they are applied to diverse ethical dilemmas in the criminal justice profession and examines various standards and codes of professional conduct within the criminal justice profession.

CRJU 370 Homeland Security (3)

Explores the history, development, and changing dynamics of homeland security at and between local, state, and national government levels. Gives special attention to theories of homeland security management, the Department of Homeland Security and its statutory authority, and hazard mitigation and disaster preparedness.

CRJU 380 Domestic and International Terrorism (3)

Considers various approaches to understanding the nature and causation of terrorism. Considers the objectives of terrorism, modern terrorist groups and their strategy and tactics, and the role and limits of the criminal justice system in addressing terrorism.

CRJU 390 Independent Study (3)

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

CRJU 410 Theories of Criminal Justice (3)

Investigates comprehensive and sub-system theories of criminal justice. Gives attention to utilitarian, preventionist, retributive, and restorative approaches to criminal justice.

CRJU 420 Law Enforcement Organization and Administration (3)

Examines the history, development, and current organizational and administrative practices of police departments and other law enforcement agencies.

CRJU 430 Comparative Criminal Justice Systems (3)

Studies and compares the criminal justice system and basic philosophies of law and justice of various Western and non-Western nations.

CRJU 433 Contemporary Issues in Criminal Justice (3)

Explores the response and adaptation of criminal justice practice to such problems as international crime, transnational organized crime, cyber crime, terrorism, and rapid sociopolitical, technological, and economic change.

CRJU 460 Senior Research in Criminal Justice (3)

Capstone course for the integration and synthesis of knowledge and principles concerning the criminal justice system, law and adjudication, criminology, law enforcement, ethics, diversity, research methods and other areas of study. Students plan, design, and conduct a research project. Final papers report the results of the study and are presented in a formal research seminar. As part of course, an electronic portfolio may be required. Prerequisite: Senior standing.

CRJU 490 Advanced Independent Study (3)

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

CRJU 495 Internship (3-6)

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

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

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

Government**GOVT 196 Introduction to the Study of Government (3)**

Explores some of the main fields within the discipline of government (e.g., comparative politics, political theory) as well as some of the main approaches to the study of government (e.g., interpretivism, behavioralism, institutionalism). Various theories of integration for the study and understanding of government are also introduced.

GOVT 200 Contemporary Global Problems (3)

Investigates the global problems that influence and shape contemporary and future government decision-making. Attention is given to such important problems as terrorism, poverty, human trafficking, disease, the digital revolution, the global economy, immigration as well as to how governments are responding to such challenges.

GOVT 210 Introduction to Public Policy and Administration (3)

Analyzes the basic principles and practices of American public administration and policy, with an emphasis on the politics of administration and the relationship between the bureaucracy, special interest groups, Congress, the President, and the public as related to the creation and implementation of public policy.

GOVT 220 Comparative Politics (3)

Offers a systematic exploration and comparison of the world's political systems. Investigates key trends, patterns, and relationships that may offer explanations regarding the similarities and differences of those systems. As such, emphasis is placed on such topics as political economy, ethnic conflict, democratization, political corruption, and state and nation building.

GOVT 240 American Government and Politics I (3)

Provides an analysis of the founding of the United States through an investigation of the important philosophical, constitutional, and political questions surrounding the Declaration of Independence, Articles of Confederation, the Constitutional Convention, and the creation and development of the U.S. Constitution. Attention is given to federalism, and the Constitutional institutions of the Presidency, Congress, and the Supreme Court.

GOVT 245 American Government and Politics II (3)

Investigates such issues as political participation, public opinion and voting behavior, interest groups and political parties, and civil rights and liberties.

GOVT 290 Economic Development and Political Economy (3)

Considers the economic and political behavior of states. Focuses on the relationship between political institutions, political culture, and economic arrangements and how the interaction of these fosters or inhibits the economic development and growth of states.

GOVT 300 The Legislative Process (3)

Evaluates the internal processes of the House and Senate as well as the place of Congress in the American political system. Some of the topics studied include the Congressional functions of representation, law-making, and policy-making as well as Constitutional and historical responsibilities.

GOVT 301 The American Presidency (3)

Examines the Constitutional and historical responsibilities of the Presidency. Attention is given to the administrative, domestic, and diplomatic functions of the Presidency as well as to the growth of presidential power over time and the relationship of the Presidency to the other U.S. political institutions.

GOVT 302 The American Judicial System (3)

Analyzes the U.S. judicial system with a concentrated emphasis on the internal processes of the federal judiciary and the U.S. Supreme Court as well as the Constitutional and historical responsibilities of the U.S. Supreme Court.

GOVT 303 State and Local Government (3)

Analysis and investigation of the operations of U.S. state and local governments within the federal structure of American government with an additional emphasis on becoming active and knowledgeable citizens.

GOVT 304 International Relations (3)

Evaluates the conduct of foreign affairs, policy, and relationships between nation-states in the international political community. Students are introduced to the history of the international order as well as to the leading international relations' theories of realism, liberal internationalism, neo-conservatism, human rights, and Marxism.

GOVT 313 Research Methods (3)

Considers the systematic process by which to conduct research as well as the various research methods that can be used to acquire and advance knowledge. Introduction to methodological concepts used in the study of society, to the formal

steps of the scientific method, to various research processes, to quantitative and qualitative methods of investigation, and to the communication of research results via research reports. Prerequisite: MATH 201. Cross-listed with PSYC 313/CRJU 313.

GOVT 321 Data Analysis (3)

Continuation of GOVT 313. Students examine research topics and complete research projects according to American Psychological Association requirements. Students apply research and statistical principles, including the use of SPSS. Prerequisite: GOVT 313. Cross-listed with PSYC 321/CRJU 321.

GOVT 327 Ancient Political Philosophy (3)

Explores the political philosophy and political thought of important thinkers such as Sophocles, Thucydides, Plato, Aristotle, Cicero, Augustine, and Thomas Aquinas through the reading and analysis of their works. Emphasis is given to understanding the foundations of the ancient and medieval era and the political writings composed therein.

GOVT 329 Modern Political Philosophy (3)

Investigates the political philosophy and political thought of such important thinkers as Machiavelli, Hobbes, Locke, J.S. Mill, Rousseau, Kant, and Nietzsche through the reading and analysis of their works. Emphasis is given to understanding the foundations of modernity and the political writings composed therein.

GOVT 330 Political Ideologies (3)

Considers the concepts of ideology (worldview or *weltanschauung*) and philosophy as applied to government and politics. Attention is given to such dominant political ideologies as communism, socialism, fascism, liberalism, and conservatism.

GOVT 332 The American Political Tradition (3)

Studies the philosophical and theological ideas and the practical realities that informed the creation and development of the political system of the United States and considers some of the major contemporary challenges to the maintenance of American democracy in an increasingly globalized world.

GOVT 334 Christian Political Philosophy (3)

Considers the contributions of Christian thinkers to the creation and development of a Christian philosophy of politics, governance, and citizenship. Investigates numerous Biblical texts and the writings of Christian thinkers from the early church to the modern and contemporary period.

GOVT 340 Foreign Policy and Administration (3)

Examines the history of U.S. foreign policy up until the present era with special attention to topics such as U.S. military, economic, and human rights policy. Course also examines the changing concepts of power, the national interest, and grand strategy and learning in U.S. foreign policy as these relate to various world regions.

GOVT 345 Comparative Foreign Policy (3)

Provides a comparative analysis of foreign policy through the key concepts of power and national interest. Students analyze case studies of foreign policy making of various nation-states. Theories of war and international diplomacy are also addressed.

GOVT 382 Constitutional Law (3)

Examines key U.S. Supreme Court decisions in such areas as presidential and congressional power as well as civil rights and liberties.

GOVT 390 Independent Study (3)

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

GOVT 445 Sustainable Development (3)

Investigates concepts and factors in sustainable development—populations trends, social and economic variables, environmental preservation, natural resource availability, and governance institutions and frameworks (local, national and international). Explores strategies and designs for sustainable development in wealth-limited countries as well as indicators for sustainable development assessment. Analyzes development goals within a Judeo-Christian worldview. Each student investigates a chosen sustainable development project.

GOVT 490 Advanced Independent Study (3)

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

GOVT 491 Senior Seminar in Government and Politics (3)

Involves the preparation of a research prospectus and annotated bibliography outlining and defending a particular research question and problem. Course emphasizes integration of faith and disciplinary interest. Prerequisite: GOVT 313, 321, and senior standing.

GOVT 492 Senior Research in Government and Politics (3)

Involves the writing and defense of an undergraduate thesis based on the research prospectus completed in GOVT 491. Prerequisite: GOVT 491.

GOVT 495 Internship (6)

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

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

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

HIST 102 Western Civilization II (3)

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

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

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

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

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

HIST 211 World History I (3)

Survey of the history of civilization from its beginnings in both the Middle East and Asia to the growing dominance of the West over non-western civilizations in Asia, Africa, and the Americas that began in the 16th century age of exploration. Special attention given to the cultural exchanges, interactions, and adaptations that occurred among these civilizations.

HIST 212 World History II (3)

Survey of the growth and interactions of civilizations across the world from the 16th century to the present. Special attention given to their individual cultural vibrancy and to their responses to Western hegemony, modernization, and globalization in subsequent centuries.

HIST 301 Historiography and Research Methods of History (3)

Examination of the study of history, historical methodology, and the philosophy of history. Emphasizes current epistemological and methodological issues related to the study of history and evaluates various Christian and non-

Christian historiographical perspectives.

HIST 304 European Settlement of Colonial America, 1492-1763 (3)

Traces the social, political, religious, and economic development of the European colonies in North America and the Caribbean from 1492 to 1763. Prerequisites: HIST 201, 202.

HIST 308 Revolutionary and Constitutional History, 1763-1800 (3)

Study of the roots of the colonists' revolt against the British Empire, their successful revolution, and their efforts to design a suitable framework of government for the new nation. Prerequisites: HIST 201, 202.

HIST 312 Jeffersonian and Jacksonian America, 1800-1845 (3)

Examines the history of the young republic from the election of Thomas Jefferson to the eve of the Mexican-American War. Topics will include the War of 1812, the Old South and slavery, expansion into the trans-Mississippi West, and conflicts with Native Americans. Prerequisites: HIST 201, 202.

HIST 316 Civil War America, 1846-1877 (3)

Study of the deep roots that led to the Civil War, the prosecution of the war, and the legacy of the failure of Reconstruction to heal the wounds of slavery and sectionalism. Prerequisites: HIST 201, 202.

HIST 324 America in Depression, War, and Recovery, 1929-1952 (3)

Study of the descent of the nation into depression, the successful campaign against the Axis Powers in World War II, and the dramatic transformation of the nation in the post-war period. Prerequisites: HIST 201, 202.

HIST 328 Modern America, 1952 through the Twenty-First Century (3)

Examination of the dramatic growth of the nation from the Eisenhower Administration to the present. Topics include the Cold War, Vietnam, the Civil Rights movement, the Great Society, economic expansion and contraction, and the global struggle against terrorism. Prerequisites: HIST 201, 202.

HIST 332 African-American History (3)

Traces the history of African-Americans from their arrival as slaves in Jamestown to the election of the first African-American as president. Prominent topics include the institution of slavery, the anti-slavery movement, the Black religious experience, Reconstruction, Jim Crow, the Great Migration, Civil Rights, and the contemporary experiences of African-Americans. Prerequisites: HIST 201, 202.

HIST 336 American Evangelicalism (3)

Explores the development of a distinctive American form of evangelical Christianity from its roots in New England Puritanism to the very different shape in the Emerging Church Movement. Prerequisites: HIST 201, 202.

HIST 340 America in War and Peace (3)

Examination of the complex history of American military conflicts, from early battles with native Americans to the current war against terrorism. Prerequisites: HIST 201, 202.

HIST 346 Ancient Greece and the Empires of Alexander the Great (3)

Studies the history of Ancient Greece (Hellenic) civilization from Minoan and Mycenaean times to the rise and fall of Philip and Alexander the Great. Examines the cultural roots of Western civilization and provides cultural and historical context for the Old Testament.

HIST 347 The Roman World (3)

Studies the development of the Roman civilization in ancient Italy from its prehistoric beginnings to the fall of the Roman Empire. Attention is given to Rome's politics, culture, and religion as well as the emergence and growth of Christianity and the Roman Empire's long-term impact on the development of Western Civilization.

HIST 348 European Middle Ages (3)

Examines the origins of Europe in the old Roman Empire, the prominent cultural role of Christianity, the development of feudalism, the emergence of universities, the development of strong monarchies, and the gradual breakup and transformation of Western Christendom. Prerequisites: HIST 101, 102.

HIST 352 Renaissance and Reformation (3)

Explores the history of early modern Europe from the origins of the Renaissance in the 14th century down to the Peace of Westphalia in 1648. Major topics include Renaissance Humanism, the fracturing of medieval Christianity and the growth of Protestantism, the emergence of capitalism, contacts with the non-western world, and the growth of the modern nation-state. Prerequisites: HIST 101, 102.

HIST 357 England (3)

Surveys English history beginning with the Anglo-Saxons; the medieval period; the Tudor and Stuart era; the emergence and development of Great Britain as a world empire; and the history of England in the modern period.

HIST 368 Modern European History, 1648-1815 (3)

Surveys the growth of European society from the Peace of Westphalia in 1648 to the end of the Congress of Vienna. Topics include the Enlightenment, the Scientific Revolution, the age of revolutions, nationalism, romanticism, liberalism, capitalism, imperialism, and the interaction of Christianity with the Enlightenment era. Prerequisites: HIST 101, 102.

HIST 369 Modern European History, 1815-Present (3)

Examines the evolution of modern European history from 1815 to the present. Topics include seminal events such as the Congress of Vienna settlement, German and Italian unification, the age of New Imperialism, the World Wars, key twentieth century scientific, philosophical and cultural developments, the creation of the European Union, the Cold War, reunification of Germany and breakup of the Soviet Union, to present day events. Prerequisites: HIST 101, 102.

HIST 372 History of Global Christianity (3)

Traces the growth of Christianity from its origins in the Apostle Paul's missionary journeys through its substantial role in preserving Western culture during the middle ages to its spectacular expansion throughout Europe, the Middle East, Asia, Africa, and South America since the 16th century. Prerequisites: HIST 101, 102.

HIST 376 History of Modern Asia (3)

Studies the history and cultures of East, Southeast, and South Asia in the modern period. Attention is given to the religion, cultural, economic and political development of China, Japan, Korea, India (and its neighbors), and the Philippines along with present day developments. Prerequisites: HIST 211, 212.

HIST 382 History of Latin America (3)

Explores the history, culture, and societies of Latin America before European contact to their contemporary struggles to build stable democracies. Considers the role of Spanish rule in the 19th century and the effects of globalization on socioeconomic, political, and cultural development. Prerequisites: HIST 211, 212.

HIST 384 History of Modern Africa (3)

Study of the rocky terrain of Africa's modern history from its roots in European imperialism in the late 19th century to their struggles to gain their independence in the mid-20th century and subsequent efforts to build stable democracies in the present. Prerequisites: HIST 211, 212.

HIST 389 History of the Middle East and the Islamic World (3)

Traces the growth of Islamic civilization from its origins in the 7th century to its spectacular expansion in the 20th and 21st centuries. Attention is given to the interrelationship between Islam and the Middle East as well as the interaction between Islam and the West and the United States and the Middle East since the 20th century. Prerequisites: HIST 211, 212.

HIST 390 Independent Study (3)

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

HIST 392 History of Russia and the Former Soviet Union (3)

Surveys the political, social, economic, and cultural history of Russia from its medieval origins to the present. Addresses the growth of the Russian autocratic state under Ivan IV and Peter the Great, the evolution of the institution of serfdom, the expansion of Russian rule across Eurasia, the interaction between ethnic Russians and their subjects, the revolutions of 1905 and 1917, the formation and evolution of the Soviet Union, the collapse of the Soviet Union, and current developments. Prerequisites: HIST 211, 212.

HIST 485 Special Topics (3)

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

HIST 490 Advanced Independent Study (3)

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

HIST 497 Senior Seminar in History (3)

Investigation of how rigorous historical study is conducted. Students examine bibliographical practices, schools of the philosophy of history (both Christian and secular), and historiographical traditions. They demonstrate their understanding of basic research methods, their ability to analyze and synthesize primary and secondary sources, and the relevance of a Christian perspective in a major research project. Prerequisites: HIST 211, 212, and senior standing.

Interdisciplinary Studies

Department Chair: Jenny Sue Flannagan, Ed.D.

In collaboration with the School of Education, the School of Undergraduate Studies offers the Interdisciplinary Studies (IDS) coursework and educational experience for students who wish to be elementary education PreK–6 teachers. The purpose of the undergraduate Interdisciplinary Studies Department is to graduate competent, caring, licensed teachers who will be qualified to teach pre-kindergarten to sixth grade students.

The Major in Interdisciplinary Studies

The Interdisciplinary Studies major has been designed specifically for students seeking Virginia State licensure to teach with an Elementary endorsement. After completing all degree and program requirements, students will receive a Bachelor of Science degree in Interdisciplinary Studies and a license to teach with an endorsement in PreK-6. The courses in the major must be completed on the Virginia Beach campus (courses in the major are primarily taught in a face-to-face format, not online).

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

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

As a result of an unsuccessful internship experience or an inability to achieve admission to the internship experience, students will be allowed to complete Bachelor's degree requirements and complete the major without the endorsement for state licensure.

Admission to Teacher Education

Because the Interdisciplinary Studies major is a program leading to professional licensure, students must both declare the major and be formally accepted into the program. Upon declaring the major, students are identified as *non-licensure track*. After successfully completing the majority of general education requirements at the end of the sophomore year, students are permitted and encouraged to apply for formal admission into the Interdisciplinary Studies major. In order to make application to the major, students need to show a minimum grade point average (GPA) of 2.5 in each course

applied to meet general education requirements. After admission into the major, the students' major is officially changed to the *licensure track* (PreK-6).

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

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

Students are advised to consult the *Teacher Education Handbook* for details regarding program matriculation and completion. The handbook is available at http://www.regent.edu/acad/schedu/pdfs/elemed_prog_procedures_policies.pdf.

Criteria for Admission to the Teacher Education Program, Licensure Track

1. Completed application for Teacher Education
2. A minimum cumulative general education course work GPA of 2.5
3. Completed a minimum of 45 semester hours
4. 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.
 - a. 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 I-Mathematics (<http://www.ets.org/>) individually with a score of 178.
 - b. Option 2: Passing the Praxis I (<http://www.ets.org/>) (Reading, Writing, Mathematics). The Praxis I qualifying scores are Reading 178, Writing 176, Math 178 or Composite of 532.
 - c. Option 3: Qualifying SAT or ACT scores

The VDOE board has approved the following scores:

SAT taken prior to April 1, 1995 – a score 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.

5. Submission of a letter of recommendation from faculty or documentation of academic major related experience.
6. Successful interview with the Program Academic Advisor

Eligibility for Student Teaching (Internship)

Teacher candidates must meet all admission criteria for Teacher Education and the following requirements before internship (student teaching) eligibility is determined (one semester prior to student teaching). It is the teacher candidate's responsibility to secure the forms and materials necessary to apply for admission to the internship. The application is available in the appendix of the Teacher Education Handbook and must be returned by the established deadlines. The handbook may be accessed at http://www.regent.edu/acad/schedu/pdf/elemed_prog_procedures_policies.pdf.

Please check with the Program Academic Advisor for deadlines for applications for student teaching.

A teacher candidate may enroll in the internship if he/she has submitted all the following by the time that the application is submitted:

- field placement final evaluations (100 hours from UED classes)

- internship application submitted by the required deadline
- passing test score for the Reading for Virginia Educators (RVE)
- passing test score on the Reading for Virginia Educators (RVE) Assessment: Elementary and Special Education Test (5306) (www.ETS.org)
- official documentation of passing test scores for Praxis I and Praxis II Elementary Education (PreK-6) Content Knowledge #10014
- attendance at mandatory briefing prior to beginning the internship
- a current TB test result
- a recent notarized Federal background check. Please see the following website, <http://www.fbi.gov/hq/cjis/fprequest.htm> for more information on background checks.
- evidence of student professional educator's protection liability insurance – specifically, the policy cover page, including the name (insurance cannot be part of homeowner's insurance). An economical option is membership in the Christian Educator's Association International (www.ceai.org) for an annual student fee of \$20.
- a copy of the candidate's current transcript that demonstrates
 - good academic standing;
 - a cumulative GPA of 3.0; and
 - successful completion of all professional education course work with a C or better.
- an Approved Degree Plan (ADP) signed by the current academic advisor, indicating that all coursework except UIS 350 will be completed the semester before starting the internship.
- a copy of the Child Abuse Training Certificate (provided to students upon completion of the website training at www.vcu.edu/vissta/training/va_teachers/)

Students should note that applications will be reviewed only once per semester. Thus, if the application is not complete at the time of submission (for example, if it has missing assessment scores), the Field Placement Coordinator will communicate that a decision will **not** be made for that semester.

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

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

Required Courses for the Major in Interdisciplinary Studies (53 credit hours):

Professional Studies Requirements (28 credit hours):

- UED 400 Curriculum Design & Assessment Techniques (3)
- UED 405 Teaching Reading and Language Arts Across the Curriculum (3)
- UED 406 Classroom Management and Instructional Strategies (3)
- UED 408 Teaching Reading in the Elementary Grades (3)
- UED 441 Child and Adolescent Growth and Development (3)
- UED 442 Foundations in Education (3)
- UED 451 Characteristics of Students with Disabilities (3)
- UED 495 Field Experience/Student Teaching (6)
- UED 496 Field Experience Portfolio (1)

Major Content Requirements (22 credit hours):

- UIS 200 Orientation to Teaching (1)
- UIS 304 Character Education (3) (*cross-listed with EFND 504*)
- UIS 310 Fundamentals of Grammar (3)
- UIS 330 Topics in Geometry (3)
- UIS 350 Technology in Education (3)
- UIS 360 Introduction to Integrated Science (3)
- UIS 412 Topics in Advanced Math (3)
- UIS 414 Advanced Integrated Science (3)

The following courses are available as electives:

- UIS 305 Serving English Language Learners in K-12 Classrooms (3)
- UIS 306 Probability and Statistics for Teachers (3)
- UIS 320 Philosophy of Christian Education (3)
- UIS 325 Characteristics of Christian Schools (3)
- UIS 390 Independent Study (3)
- UIS 401 Teaching Math and Science in Elementary Schools (3) *(cross-listed with EFND 501)*
- UIS 410 Literature for Children (3)
- UIS 440 Multicultural Education (3) *(cross-listed with ETSL 540)*
- UIS 460 First and Second Language Acquisition (3) *(cross-listed with ETSL 560)*

Courses

Professional Studies courses:

UED 400 Curriculum Design and Assessment Techniques (3)

The purpose of this experience is to provide 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. A 15-hour class observation experience competency is required. Cross-listed with ECUR 500.

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

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

UED 406 Classroom Management & Instructional Strategies (3)

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

UED 408 Teaching Reading in the Elementary Grades (3)

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

UED 441 Child and Adolescent Growth and Development (3)

Explores the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on knowing and understanding theories of human development to incorporate children's individual differences and guide learning experiences. Considers individual differences (socio-economic, racial, ethnic, religious, physical and mental) with the approximate timing and effects of age-related changes and at-risk factors such as attention deficit disorder, substance abuse, child abuse and neglect, and family disruptions on normal development. Analyzes children within the context of family, culture, and community. Emphasizes the importance of partnership with families and communities in the teaching and learning process. A 15-hour classroom observation experience competency is required.

UED 442 Foundations of Education (3)

A study of the foundations of education in the U.S. This course 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. A 15-hour class observation experience competency is required. Cross-listed with ETLC 542.

UED 451 Characteristics of Students with Disabilities (3)

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

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

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

UED 496 Field Experience Portfolio (1)

Use of electronic performance portfolios to document student learning and professional reflection (Taken concurrently with the Elementary Pk-6 internship experience.) Prerequisite: UIS 350. Cross-listed with EFND 596.

Major Content courses:

UIS 200 Orientation to Teaching (1)

Introduction to current issues in education and various facets of the Elementary educator's role. The course includes an observation of PreK-6 classes to assist students in evaluating their qualifications and motivation for teaching. Students distinguish required state and national assessments as well as competencies necessary for licensure in Virginia. Includes supervised field placement. A 10-hour practicum and observation experience competency is required. Unless students have completed an Orientation to Teaching course which has been approved for transfer, this course is required to be completed within the first 45 credit hours of enrollment at Regent University. Prerequisite for upper level UIS and UED courses. P/NP.

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

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

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

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

UIS 306 Probability and Statistics for Teachers (3)

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

UIS 310 Fundamentals of Grammar (3)

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

UIS 320 Philosophy of Christian Education (3)

Review the theology, philosophy, theory, goals, and expectations of Christian education from a Biblical perspective. Fulfills a requirement for the Association of Christian Schools International certification.

UIS 325 Characteristics of Christian Schools (3)

Examines the practical matters of Christian schooling such as faith/learning integration, classroom management, character development, parental responsibilities and foundations of teaching and learning from a Biblical perspective.

UIS 330 Topics in Geometry for Teachers (3)

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

UIS 350 Technology in Education (3)

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

UIS 360 Introduction to Integrated Science (3)

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

UIS 390 Independent Study (3)

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

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

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

UIS 410 Literature for Children (3)

Investigation of quality literature, stories, essays, and language materials, both fiction and non-fiction, for preK-6 children with attention to developing students skills in literal, interpretive, critical and evaluative comprehension. The course also gives students practice in the examination, evaluation, and use of library materials and resources. Materials for preK-6 children with limited reading abilities are included.

UIS 412 Topics in Advanced Math for Teachers (3)

Presents selected topics in algebra relevant to the content identified in the Virginia Standards of Learning as well as arithmetic and geometric sequences and series; algebraic functions; trigonometric functions; transformations among graphical, tabular and symbolic forms of functions; and inductive reasoning.

UIS 414 Advanced Integrated Sciences (3)

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

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

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

UIS 460 First and Second Language Acquisition [cross-listed as ETSL 560] (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.

UIS 490 Advanced Independent Study (3)

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

Language and Literature

Department Chair: Susannah N. Clements, Ph.D.

The Department of Language and Literature offers the major in English as well as courses and minors in French (*on campus only*), Spanish (*on campus only*) and Hispanic Studies. The department's purpose is to offer a range of study in the English language and literature (primarily British and American texts but also literature in translation) as well as opportunities for students to study specific languages outside of English, from a foundational level through the beginning of an advanced level. The Department of Language and Literature seeks to equip non-majors with fundamental skills in composition and practice in reading literary texts while challenging students majoring in English to high levels of thought and skill as Christian readers and writers.

The Major in English

"In the beginning was the Word": through these words, the Scriptures describe the presence of Christ (Jn. 1:1). This passage and others remind us that God values the word, the primary means of communication between human beings--and possibly between God and humans as well. Studying words, imaginative literature, and the process of writing itself take on great importance when we consider the high value that God has placed upon words. The major in English invites students to reflect on words and how they work, along with the human condition and varieties of human experience as these are expressed through words and imaginative texts. Students consider a variety of expressions of the human imagination as these are understood in the contexts of history, ethnicity and culture, gender, and interdisciplinary study, and students have opportunity to explore and articulate their own Christian worldview. Grounded in Christ, the study of the English language and literature affords opportunities to understand others, oneself, and God's world at the same time that students encounter beauty, mystery, and challenge in the world in which we live.

Students majoring in English at Regent University develop a strong foundation in literature and composition while gaining some expertise in a related field, called a cognate. Students hone their skills in reading, writing, interpretation, and critical analysis—key abilities for fields such as law, communication, journalism, divinity, and the arts—and are prepared to do graduate work in English if they so choose. Through their chosen cognate or the Professional Writing emphasis, Regent English majors are also prepared for immediate entry into professions such as writing for publication, public relations, international affairs, business, grant writing, editing, publishing, technical writing, and many more. Totalling 48 credits, the English major consists of 21 credits of core courses plus 15 credits of specialty literature courses chosen by the student, in addition to a cognate of the student's own choosing, consisting of 12 credits.

Students may also choose to major in English with an emphasis in Professional Writing. With this emphasis, students will take 21 credits of core English courses, plus 9 credits of specialty literature courses, in addition to 18 credits of professional writing classes.

Required Courses for the Major in English (36 credit hours in ENGL plus a cognate, to total (48-50) credits for the major):

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

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

ENGL 211 British Literature: Middle Ages through the 18th Century (3)
ENGL 212 British Literature: 19th Century through the 21st Century (3)
ENGL 305 The Art of the Essay (3)
ENGL 377 Shakespeare (3)
ENGL 485 English Senior Seminar (3)

Plus 15 credits chosen from the following:

ENGL 285 Introduction to the English Language (3)
ENGL 315 African American Literature (3)
ENGL 330 Studies in World Literature (3)
ENGL 331 Hispanic Literature (3)
ENGL 335 Milton and the Seventeenth Century (3)
ENGL 340 Restoration and the Eighteenth Century (3)
ENGL 348 British Romanticism (3)
ENGL 350 Victorian Literature (3)
ENGL 360 American Women Writers (3)
ENGL 368 Contemporary American Literature (3)
ENGL 370 The Religious Imagination in American Literature (3)
ENGL 475 Special Topics (3)
ENGL 490 Advanced Independent Study (1-3 cr.)
ENGL 495 Internship (3)

Plus a cognate, chosen from those listed below (12 credit hours):

Students must complete 12 credits within one cognate.

Communication (choose any 4 courses)

COMM 120 Interpersonal Communication (3)
COMM 217 Communication Studies (3)
COMM 250 History of Communication (3)
COMM 255 Persuasive Communication (3)
COMM 326 Argumentation and Critical Thinking (3)
COMM 336 (Small) Group Communication for Professionals (3)
COMM 345 Organizational Communication for Professionals (3)
COMM 356 Public Relations and Communication (3)
COMM 365 Visual Communication (3)
COMM 415 Professional Communication (3)
COMM 416 Communication Ethics (3)
COMM 425 Oral Communication (3)
COMM 436 Rhetorical Communication (3)

Government (choose any 4 courses)

GOVT 196 Introduction to the Study of Government (3)
GOVT 220 Comparative Politics (3)
GOVT 290 Economic Development and Political Economy (3)
GOVT 327 Ancient Political Philosophy (3)
GOVT 329 Modern Political Philosophy (3)
GOVT 334 Christian Political Philosophy (3)
GOVT 340 Foreign Policy and Administration (3)

Creative Writing (choose all 4 courses)

ENGL 240 Introduction to Creative Writing (3)
ENGL 320 Creative Writing: Poetry (3)
ENGL 321 Creative Writing: The Short Story (3)
ENGL 410 Seminar in Creative Writing (3)

History

Students choosing the History Cognate must choose to focus on U.S. History, World History, or Ancient/Medieval/European History.

Choose one of the following pairs of two courses (6 credits), the necessary prerequisites for your history focus.*

Ancient/Medieval/European:

HIST 101 Western Civilization I (3)

HIST 102 Western Civilization II (3)

U.S. History:

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

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

World History:

HIST 211 World History I (3)

HIST 212 World History II (3)

Choose 2 of the following courses, chosen from within your area of focus:*

Ancient/Medieval/European:

HIST 346 Ancient Greece and the Empires of Alexander the Great (3)

HIST 347 The Roman World (3)

HIST 348 European Middle Ages (3)

HIST 352 Renaissance and Reformation (3)

HIST 357 England (3)

HIST 368 Modern European History, 1648-1815 (3)

HIST 369 Modern European History, 1815-Present (3)

U.S. History:

HIST 304 European Settlement of Colonial America, 1492-1763 (3)

HIST 308 Revolutionary and Constitutional History, 1763-1800 (3)

HIST 312 Jeffersonian and Jacksonian America, 1800-1845 (3)

HIST 316 Civil War America, 1846-1877 (3)

HIST 324 American in Depression, War, and Recovery, 1929-1952 (3)

HIST 328 Modern America, 1952 through the Twenty-First Century (3)

HIST 332 African-American History (3)

HIST 336 American Evangelicalism (3)

HIST 340 America in War and Peace (3)

World History:

HIST 372 History of Global Christianity (3)

HIST 376 History of Modern Asia (3)

HIST 382 History of Latin America (3)

HIST 384 History of Modern Africa (3)

HIST 389 History of the Middle East and the Islamic World (3)

HIST 392 History of Russia and the Former Soviet Union (3)

* If a student has taken a 100- or 200-level History course to meet General Education requirements, he or she need only take the second prerequisite for the History cognate and then choose three of the upper-level History courses instead of two.

French (choose any 4 courses) – on-campus students only

FREN 101 Introductory French I (4)

FREN 102 Introductory French II (4)

FREN 210 Intermediate French I (3)

FREN 211 Intermediate French II (3)
FREN 310 French Conversation and Composition I (3)
FREN 311 French Conversation and Composition II (3)
FREN 410 French Culture through Film (3)
FREN 420 Culture and Civilization of France (3)
FREN 475 Special Topics (3)

Spanish (choose any 4 courses) – on-campus students only

SPAN 101 Introductory Spanish I (4)
SPAN 102 Introductory Spanish II (4)
SPAN 210 Intermediate Spanish I (3)
SPAN 211 Intermediate Spanish II (3)
SPAN 310 Spanish Conversation and Composition I (3)
SPAN 311 Spanish Conversation and Composition II (3)
SPAN 410 Hispanic Culture through Film (3)
SPAN 420 Culture and Civilization of Spain (3)
SPAN 421 Culture and Civilization of Latin America (3)
SPAN 475 Special Topics (3)

Hispanic Studies

SPAN 101 Introductory Spanish I (4)*
SPAN 102 Introductory Spanish II (4)*
Plus 6 credits chosen from the following:
ENGL 331 Hispanic Literature (3)
SPAN 245 Hispanic Art and Culture (3)
HIST 382 History of Latin America (3)[◊]

*Students with previous Spanish language training may place out of SPAN 101 and/or SPAN 102 through the departmental placement test and replace those courses with higher level Spanish language classes or other appropriate Hispanic Studies coursework identified by the department to equal at least 12 credit hours for the cognate.

[◊] Course prerequisite (HIST 211 and 212) waived with History Department approval.

Biblical Studies

Choose 1 of the following courses:

RELS 210 Biblical Background and Interpretation (3)
RELS 250 Mission and Message of Jesus (3)

Choose 3 of the following courses:

RELS 313 Study of the Prophets (3)
RELS 314 Pauline Literature (3)
RELS 315 Wisdom Literature (3)
RELS 316 Acts of the Apostles (3)
RELS 317 Psalms (3)
RELS 318 General Epistles (3)

Self-Designed Cognate

A student may petition to design his or her own cognate field. The cognate must be made up of 12 credit hours all within the same discipline and all taken at Regent. The student will submit a petition with the proposed courses and a rationale for why the self-designed cognate field is the best option for the student's chosen career

path. Self-designed cognates must be approved by the student's academic advisor and the Chair of the Language and Literature department.

Required Courses for the Major in English with a Professional Writing Emphasis (30 credit hours in ENGL plus 18 professional writing credits, to total 48 credits for the major):

ENGL 202 Literature of the United States: Beginnings to the Civil War (3)
ENGL 203 Literature of the United States: Civil War through the 21st Century (3)
ENGL 211 British Literature: Middle Ages through the 18th Century (3)
ENGL 212 British Literature: 19th Century through the 21st Century (3)
ENGL 305 The Art of the Essay (3)
ENGL 377 Shakespeare (3)
ENGL 485 English Senior Seminar

Plus 9 credits chosen from the following:

ENGL 285 Introduction to the English Language (3)
ENGL 315 African American Literature (3)
ENGL 330 Studies in World Literature (3)
ENGL 331 Hispanic Literature (3)
ENGL 335 Milton and the Seventeenth Century (3)
ENGL 340 Restoration and the Eighteenth Century (3)
ENGL 348 British Romantics (3)
ENGL 350 Victorian Literature (3)
ENGL 360 American Women Writers (3)
ENGL 368 Contemporary American Literature (3)
ENGL 370 The Religious Imagination in American Literature (3)
ENGL 475 Special Topics (3)
ENGL 490 Advanced Independent Study (1-3)
ENGL 495 Internship (3)

Plus 12 core credits in Professional Writing:

ENGL 245 Foundations of Professional Writing (3)
ENGL 260 Rhetoric and Writing for the Professions (3)
ENGL 308 Business and Technical Writing (3)
ENGL 312 Personal and Professional Editing (3)

Plus 6 Professional Writing credits chosen from the following:

ENGL 310 Writing for the Web (3)
ENGL 314 Writing for the Media (3)
ENGL 324 Feature Writing (3)
ENGL 325 Writing Commercial Fiction (3)
COMM 356 Public Relations and Communication (3)

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

Minor in English (15 credit hours):

ENGL 202 Literature of the United States: Beginnings to the Civil War (3) **or**
ENGL 203 Literature of the United States: Civil War through the 21st Century (3)
ENGL 211 British Literature: Middle Ages through the 18th Century (3) **or**
ENGL 212 British Literature: 19th Century through the 21st Century (3) **and**
ENGL 305 The Art of the Essay (3)

Plus two courses chosen from the following:

ENGL 285 Introduction to the English Language (3)
ENGL 315 African American Literature (3)
ENGL 330 Studies in World Literature (3)
ENGL 331 Hispanic Literature (3)

ENGL 335 Milton and the Seventeenth Century (3)
ENGL 340 Restoration and the Eighteenth Century (3)
ENGL 348 British Romantics (3)
ENGL 350 Victorian Literature (3)
ENGL 360 American Women Writers (3)
ENGL 368 Contemporary American Literature (3)
ENGL 370 The Religious Imagination in American Literature (3)
ENGL 377 Shakespeare (3)
ENGL 475 Special Topics (3)

Minor in Hispanic Studies (15-17 credit hours):

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

ENGL 331 Hispanic Literature (3)
HIST 382 History of Latin America (3)[◇]
SPAN 101 Introductory Spanish I (4)*
SPAN 102 Introductory Spanish II (4)*
SPAN 245 Hispanic Art and Culture (3)

* Students with previous Spanish language training may place out of SPAN 101 and/or SPAN 102 through the departmental placement test and replace those courses with higher level Spanish language classes or other appropriate Hispanic Studies coursework identified by the department to equal at least 15 credit hours for the minor.

◇ Course prerequisites (HIST 211 and 212) waived with History Department approval

Minors in Foreign Languages

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

Minor in French (18 credit hours):*

FREN 210 Intermediate French I (3)
FREN 211 Intermediate French II (3)
FREN 310 French Conversation and Composition I (3)
FREN 311 French Conversation and Composition II (3)
Plus 6 credits chosen from the following:
FREN 410 French Culture through Film (3)
FREN 420 Culture and Civilization of France (3)
FREN 475 Special Topics (3)

Minor in Spanish (18 credit hours): *

SPAN 210 Intermediate Spanish I (3)
SPAN 211 Intermediate Spanish II (3)
SPAN 310 Spanish Conversation and Composition I (3)
SPAN 311 Spanish Conversation and Composition II (3)
Plus 6 credits chosen from the following:
SPAN 410 Hispanic Culture through Film (3)
SPAN 420 Culture and Civilization of Spain (3)
SPAN 421 Culture and Civilization of Latin America (3)
SPAN 475 Special Topics (3)

*French and Spanish minors are only offered on campus.

Courses

English

ENGL 100 Academic Writing Seminar (1)

Development of undergraduate writing skills, including consistent standards in grammar and punctuation, academic style, avoiding plagiarism, and learning to read and respond to academic works.

ENGL 101 English Composition (3)

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

ENGL 102 Research and Academic Writing (3)

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

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

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

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

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

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

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

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

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

ENGL 240 Introduction to Creative Writing (3)

Study of and practice in the composition of imaginative literature, with emphasis on the short story and poetry. Students engage in the close reading of texts, both those written by established writers and those of classmates, practicing and presenting their own creative writing. Prerequisite: ENGL 101.

ENGL 245 Foundations of Professional Writing (3)

Introduction to professional writing through the examination and practice of the discipline’s fundamental principles. Students study the Christian foundations and the ethics and practice of the writing process, research methodology, manuscript formatting, portfolio development, and resource management. Prerequisite: ENGL 102.

ENGL 260 Rhetoric and Writing for the Professions (3)

Study of rhetorical concepts, principles, and traditions related to professional language and communication. Students analyze texts and apply rhetorical theory while writing extensively in a variety of academic and professional traditions. Prerequisite: ENGL 245.

ENGL 285 Introduction to the English Language (3)

Study of the structure and history of the English language, including concepts in linguistic, comparative grammar, and how language is used in society. Prerequisite: ENGL 102.

ENGL 301 Tutoring Writing (1)

Theory and practice of working with writers in a one-to-one setting. Prepares tutors to work effectively in a writing-center context. Prerequisite: ENGL 102 or graduate standing. Cross-listed with ENGL 501.

ENGL 305 The Art of the Essay (3)

Study of the genre of the essay. Students read some of the best contemporary, American non-fiction writing across fields such as the arts, religion, politics, and natural sciences, practicing the techniques found in these models as they develop their own essay style. Prerequisite: ENGL 102 and sophomore standing.

ENGL 308 Business and Technical Writing (3)

Principles and skills of writing in business and technical contexts, including reports, correspondence, proposals, and procedure manuals. Prerequisite: ENGL 102.

ENGL 310 Writing for the Web (3)

Study of the issues and skills related to writing in digital environments including analysis of web communication, examination of ethical considerations, and practice in writing and designing effective web pages. Prerequisite: ENGL 102.

ENGL 312 Personal and Professional Editing (3)

Skills and principles of editing copy in various professions, including journalism, publishing, and academia. Emphasizes copy editing proofreading, and technical control of language, as well as the ethics involved in making editing decisions. Prerequisite: ENGL 245.

ENGL 314 Writing for the Media (3)

Develops basic skills in informative and persuasive writing and applies them in print and electronic contexts. Students create press releases, news stories, and scripts for audio and video projects by applying effective and ethical principles of audience analysis and message design. Prerequisite: ENGL 260.

ENGL 315 African American Literature (3 credits)

Survey of the African American literary tradition with critical reading of and writing about various genres of literature, including essays, poetry, drama, and fiction, by representative African-American authors. Prerequisite: ENGL 102.

ENGL 320 Creative Writing: Poetry (3)

Workshop course in which students study and practice the principles of writing poetry. Students read and discuss each other's writings as well as those of established poets. Prerequisite: ENGL 240 and sophomore standing.

ENGL 321 Creative Writing: The Short Story (3)

Workshop course in which students study and practice the principles of writing short fiction. Students read and discuss each other's writings as well as those of established writers. Prerequisite: ENGL 240 and sophomore standing.

ENGL 324 Feature Writing (3)

Study of the protocol and craft of writing newspaper and magazine feature articles, including profiles, human interest stories, service articles, trend pieces, travelogues, and personal narratives. Students will work toward publication by exploring writing style and voice. Prerequisite: ENGL 260.

ENGL 325 Writing Commercial Fiction (3)

Writing and marketing commercial fiction. Includes study of mass-market genres and the publishing process. Prerequisite: ENGL 240.

ENGL 330 Studies in World Literature (3)

Study of literature written by authors from around the world, as read in translation. Students study texts chosen primarily from the nineteenth and twentieth centuries and read the literature through a comparative approach, considering historical, intellectual, religious, social, and aesthetic contexts. Prerequisite: ENGL 102.

ENGL 331 Hispanic Literature (3)

Study of the works of select Hispanic and Latina/o authors. Literature written in Spanish will be studied in translation. Prerequisite: ENGL 102.

ENGL 335 Milton and the Seventeenth Century (3)

Study of the poetry and prose of John Milton and other major 17th century British writers, with an emphasis on the religious and political contexts of the literature. Prerequisite: ENGL 102.

ENGL 340 Restoration and the Eighteenth Century (3)

Study of British literature between 1660 and 1800, including the origins of the English novel. Prerequisite: ENGL 102.

ENGL 348 British Romanticism (3)

Study of the poetry and prose of the British Romantic Period, including the poetry of Wordsworth, Coleridge, and Keats and the fiction of Austen. Prerequisite: ENGL 102.

ENGL 350 Victorian Literature (3)

Study of the Victorian writers of England in both poetry and prose, considered in their relation to the intellectual, religious, social, and aesthetic currents of the age. Prerequisite: ENGL 102.

ENGL 360 American Women Writers (3)

Study of the contribution of women to the American literary tradition, beginning with the early Puritans and examining the continuing evolution of women's societal roles by reading selections from several different genres. Prerequisite: ENGL 102.

ENGL 368 Contemporary American Literature (3)

Study of the works of select American writers published after 1945. Prerequisite: ENGL 102.

ENGL 370 The Religious Imagination in American Literature (3)

Study of select American texts as religious expressions that give voice to writers' foundational beliefs, such as their understandings of God, nature, humanity, and salvation. Students consider the breadth of the diverse American religious imagination as they read the texts of writers such as Emily Dickinson, Ernest Hemingway, Flannery O'Connor, and other contemporary authors. Prerequisites: ENGL 202 and 203.

ENGL 377 Shakespeare (3)

Critical reading of and writing about selected tragedies, comedies, and histories of William Shakespeare. Prerequisite: ENGL 102.

ENGL 390 Independent Study (1 - 3)

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

ENGL 410 Seminar in Creative Writing (3)

Study of advanced techniques in writing fiction and/or poetry. Writing exercises, critique, study of professionals' strategies, and workshop discussion all contribute to students' development of their creative writing skills. Prerequisites: ENGL 240 and either ENGL 320 or ENGL 321.

ENGL 475 Special Topics (3)

Intensive examination of a selected area of study in the field of literary studies. Topics vary and are announced in advance. This course may be repeated for credit. Lecture, seminar, and/or team study. Prerequisite: ENGL 102.

ENGL 485 English Senior Seminar (3)

Capstone seminar providing an intensive exploration of the Christ-centered nature of the discipline. Involves the preparation and defense of a major academic project and portfolio. Prerequisite: Senior standing.

ENGL 490 Advanced Independent Study (3)

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

ENGL 495 Internship (1 - 3)

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

ENGL 500 Graduate Academic Writing Seminar (1)

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.

ENGL 501 Tutoring Writing (1)

Theory and practice of working with writers in a one-to-one setting. Prepares tutors to work effectively in a writing-center context. Prerequisite: ENGL 102 or graduate standing. Cross-listed with ENGL 301.

French**FREN 101 Introductory French I (4)**

Introduction to the French language using a communicative approach with an emphasis on developing introductory listening, speaking, reading, and writing skills as well as an appreciation for French culture.

FREN 102 Introductory French II (4)

Continuation of FREN 101. Introduction to the French language using a communicative approach with an emphasis on developing introductory listening, speaking, reading, and writing skills as well as an appreciation for French culture. Prerequisite: FREN 101 or placement through Department of Language and Literature.

FREN 210 Intermediate French I (3)

Development of intermediate-level French language skills and study of the diverse cultures of the French-speaking world. Prerequisite: FREN 102 or placement through Department of Language and Literature.

FREN 211 Intermediate French II (3)

Continuation of FREN 210. Development of intermediate-level French language skills and study of the diverse cultures of the French-speaking world. Prerequisite: FREN 210 or placement through Department of Language and Literature.

FREN 310 French Conversation and Composition I (3)

Intensive practice in oral and written French language skills based on personal experiences, film, cultural readings, articles and short stories. Includes advanced grammar review and vocabulary development. Prerequisite: FREN 211 or placement through Department of Language and Literature.

FREN 311 French Conversation and Composition II (3)

Continuation of FREN 310. Intensive practice in oral and written French language skills based on personal experiences, film, cultural readings, articles and short stories. Includes advanced grammar review and vocabulary development. Prerequisite: FREN 310.

FREN 410 French Culture through Film (3)

History and culture of the French-speaking world through the context of film. Taught in French. Prerequisite: FREN 311.

FREN 420 Culture and Civilization of France (3)

Exploration of the culture and civilization of France from prehistoric times through the present. Taught in French. Prerequisite: FREN 311.

FREN 475 Special Topics (3)

Intensive examination of a selected area of study in the field of French language and culture. Topics vary and are announced in advance. This course may be repeated for credit. Lecture, seminar, and/or team study. Taught in French. Prerequisite: FREN 311.

Spanish**SPAN 101 Introductory Spanish I (4)**

Introduction to the Spanish language using a communicative approach with an emphasis on developing introductory listening, speaking, reading, and writing skills as well as an appreciation for Hispanic culture.

SPAN 102 Introductory Spanish II (4)

Continuation of SPAN 101. Introduction to the Spanish language using a communicative approach with an emphasis on developing introductory listening, speaking, reading, and writing skills as well as an appreciation for Hispanic culture. Prerequisite: SPAN 101 or placement through Department of Language and Literature.

SPAN 200 Spanish Language and Culture I (2)

Introduction to the language and culture of the Spanish-speaking world through workshops, presentations, cultural activities, service opportunities and participation in the residential language community. Includes oral and written reflections, language assessments, and final project. Prerequisite: Acceptance in the residential language community, *La Casa de Español*.

SPAN 205 Spanish Language and Culture II (2)

Continuation of SPAN 200. Introduction to the language and culture of the Spanish-speaking world through workshops, presentations, cultural activities, service opportunities and participation in the residential language community. Includes oral and written reflections, language assessments, and final project. Prerequisite: Acceptance in the residential language community, *La Casa de Español*.

SPAN 210 Intermediate Spanish I (3)

Development of intermediate-level Spanish language skills and study of the diverse cultures of the Spanish-speaking world. Prerequisite: SPAN 102 or placement through Department of Language and Literature.

SPAN 211 Intermediate Spanish II (3)

Continuation of SPAN 210. Development of intermediate-level Spanish language skills and study of the diverse cultures of the Spanish-speaking world. Prerequisite: SPAN 210 or placement through Department of Language and Literature.

SPAN 245 Hispanic Art and Culture (3)

Study of select creative works from Hispanic traditions, including art, music and film, with an emphasis on cultural background. Taught in English.

SPAN 310 Spanish Conversation and Composition I (3)

Intensive practice in oral and written Spanish language skills based on personal experiences, film, cultural readings, articles and short stories by Hispanic writers. Includes advanced grammar review and vocabulary development. Prerequisite: SPAN 211 or placement through Department of Language and Literature.

SPAN 311 Spanish Conversation and Composition II (3)

Continuation of SPAN 310. Intensive practice in oral and written Spanish language skills based on personal experiences, film, cultural readings, articles and short stories by Hispanic writers. Includes advanced grammar review and vocabulary development. Prerequisite: SPAN 310.

SPAN 410 Hispanic Culture through Film (3)

History and culture of the Spanish-speaking world through the context of film. Taught in Spanish. Prerequisite: SPAN 311.

SPAN 420 Culture and Civilization of Spain (3)

Exploration of the culture and civilization of Spain from prehistoric times through the present. Taught in Spanish. Prerequisite: SPAN 311.

SPAN 421 Culture and Civilization of Latin America (3)

Exploration of the culture and civilization of Latin America from prehistoric times through the present. Taught in Spanish. Prerequisite: SPAN 311.

SPAN 475 Special Topics (3)

Intensive examination of a selected area of study in the field of Spanish language or culture. Topics vary and are announced in advance. This course may be repeated for credit. Lecture, seminar, and/or team study. Taught in Spanish. Prerequisite: SPAN 311.

Natural Science, Mathematics, and Technology

Department Chair: John C. Munday, Ph.D.

The Department of Natural Science, Mathematics, and Technology offers majors in mathematics and in information systems technology, as well as courses in biology and earth science. Department faculty strive to enable students to understand important scientific, mathematical and technological concepts; to acquire basic knowledge and to develop skills in scientific and mathematical reasoning and in systems design, with application to current issues and vocational opportunities.

Underlying all course content is the presupposition that nature, together with its mathematical description, is orderly and comprehensible. Students are challenged to consider topics in the context of faithfulness to Christ. The department seeks to instill in students a Christian perspective that will challenge them to demonstrate Christian leadership having a transforming influence in their sphere of influence.

The Major in Information Systems Technology

The disciplines of information systems and information technology are essential parts of business, non-profits, higher education, and government organizations. Information systems are complex systems requiring both technical and organizational expertise for design, development, and management. They affect not only operations, but also competitive strategy. Simply stated, the information systems discipline allows these organizations, through the deployment of technology and the management of information, to achieve the organization's stated mission, values, and goals. Meanwhile, the study of information technology focuses on the technology itself. IT professionals strive to ensure that the technology functions are designed well and are working securely, reliably, and efficiently.

The major in Information Systems Technology at Regent University represents a blend of IS and IT programs, providing graduates with a synergistic way of combining skills and knowledge of these disciplines. Further, the major offers an emphasis in an area of information technology--information security--to students wishing to further their work in this area.

As past decades have shown, the use of computing technologies and the Internet have increased, and job prospects in this field are above average and are projected to grow. Regent's role in this need is unique. By offering the Bachelor of Science degree in Information Systems Technology, the university strives to provide a Christ-centered approach to this important discipline and to equip Christian leaders in the information systems and technology fields to change the world. The IST graduate emerges equipped to provide Christian leadership and to transform society in his or her workplace, living the principles of truth, justice, and love as the graduate deploys technologies, skills, and knowledge for these wider goals.

Students majoring in Information Systems complete eleven (11) required courses. They complete the major with a group of courses focused on leadership and business-related areas or with an emphasis in information security, an important specialty within information technology.

Requirements for the Major in Information Systems Technology (33 credit hours plus 15 hours in either the generalist program or the information security emphasis, to total 48 credits):

ISYS 204 Introduction to Information Systems (3)
ISYS 214 Introduction to Programming (3)
ISYS 304 Information Systems for eCommerce (3)
ISYS 314 Intermediate Programming (3)
ISYS 315 Data Structures and Algorithms (3)
ISYS 317 Database Fundamentals (3)
ISYS 321 IT Hardware and Software (3)
ISYS 324 Networks and Telecommunication Concepts (3)
ISYS 331 Information Systems Security (3)
ISYS 406 Systems Analysis and Design (3)
ISYS 438 Project Management and Practice (3)

Plus one of the following emphases focused on an area of Information Technology:

General Emphasis (15 credit hours)

BUSN 220 Accounting Principles (3)
BUSN 320 Finance Management (3)
OLAM 240 Marketing Principles (3)
OLAM 280 Principles of Management (3)
OLAM 330 Ethics (3)

Information Security Emphasis (15 credit hours)

ISYS 333 Systems Security (3)
ISYS 336 Internet/Intranet Security (3)
ISYS 408 Management of Information Security (3)
ISYS 434 Network Defense and Security (3)
ISYS 436 Contingency Planning and Disaster Recovery (3)

Students majoring in other disciplines may choose to minor in Information Systems:

Minor in Information Systems (15 credit hours)

ISYS 204 Introduction to Information Systems (3)

ISYS 214 Introduction to Programming (3)

ISYS 304 Information Systems for eCommerce (3)

ISYS 317 Database Fundamentals (3)

ISYS 321 IT Hardware and Software (3)

The Major in Mathematics

Mathematical relationships are built into the fabric of the universe. Even to the casual observer, the mathematical patterns in nature are obvious. It is not surprising then, that deep thought has been given to numbers, natural patterns, and symbols as representations of reality for several thousands of years in the course of human civilization. The committed Christian therefore will recognize that mathematics is both a measure of God's work in His creation and a means for us to appreciate the beauty and intricacy of that creation. The study of mathematics is at once a way to explore and disclose God's work and to bring Him glory. It is our joy and duty then, to understand mathematics in the context of our Christian faith. Mathematics is one of the languages of the physical universe, a type of spoken word expressing the wisdom of God. The Psalmist said "day to day the heavens pour forth speech," and nature reveals its mathematical secrets.

A second responsibility concerning mathematics is to prepare for making contributions to a world increasingly wrought with mathematically-based connections. Science and technology are deeply imprinted with mathematical structure. All domains of modern society are infused with mathematical features. With service to God's glory in mind, the department faculty strive to provide a solid foundation in mathematics, addressing the principal fields of mathematics and preparing graduates with a basis for various future avenues of service. Helping students to gain an understanding of and an appreciation for both theory and applications across the major fields of mathematics remains paramount among the faculty.

To assist students in their preparation for work and service, the major in Mathematics is not specifically focused toward a particular vocational future but instead is aimed at providing strong mathematical foundations for work in a variety of fields. The major is suitable as partial preparation for work in fields of math teaching and math education, actuarial science, psychological and health statistics, information systems, and business, industry and government operations including data processing. The major may be complemented with electives from other fields of undergraduate study such as psychology, government, business, information systems, and health. The curriculum also provides excellent preparation for graduate study in fields that require quantitative and/or analytical skills; these include fields such as mathematics, information systems, philosophy, business, and theology. In addition, various career opportunities that require a general bachelor's degree can be enhanced by the rigors of strong mathematical training.

Students majoring in mathematics complete a total of 45 credit hours. The course offerings include 19 courses granting credit for the mathematics major, enabling students to make some selections depending on their interests. Three additional courses are offered to non-majors who need to complete a mathematics course to satisfy a general education core requirement. The latter three courses do not grant credit for the major but may be taken for degree credit as electives. Also, one additional course, in linear and abstract algebra, is provided for mathematics teachers in training and does not grant credit for the mathematics major.

Required Courses for the Major in Mathematics (45 credit hours)

MATH 211 Calculus I (4)

MATH 212 Calculus II (4)

MATH 213 Calculus III (4)

MATH 220 Discrete Mathematics (3)

MATH 230 Linear Algebra (3)

MATH 440 History of Mathematics (3)

Eight additional selections at the 300 level or above from the following:

MATH 300 Geometry (3)

MATH 301 Probability and Statistics I (3)

MATH 302 Probability and Statistics II (3)

MATH 310 Number Theory (3)
MATH 311 Advanced Calculus (3)
MATH 316 Stochastic Processes (3)
MATH 320 Differential Equations (3)
MATH 330 Linear Programming and Game Theory (3)
MATH 380 Applied Mathematics (3)
MATH 410 Numerical Methods (3)
MATH 420 Real Analysis (3)
MATH 430 Abstract Algebra (3)
MATH 480 Introduction to Operations Research (3)

Computer Programming and Information Systems Skills

Students majoring in mathematics are well advised to acquire skills in computer programming and information systems. Academic advisors can guide students to the appropriate courses in the information systems technology program.

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

Minor in Mathematics (18 credit hours)

MATH 211 Calculus I (4)

MATH 212 Calculus II (4)

MATH 213 Calculus III (4)

Two additional selections (6 hours) at the 200 level or above, excluding MATH 201.

Natural Science

BIOL 101 Introduction to Biology with Laboratory (4)

Introduction to plants, animals and microbes concerning cell structure and function, DNA and heredity, cell division, species diversity and history, tissue and organ systems, nutrition, reproduction, ecosystems, and the scientific method. Christian perspectives as appropriate. Online lab exercises involve simulations and data collection to illustrate biological concepts and laboratory and field methods.

BIOL 102 Human Biology with Laboratory (4)

Study of the structure and functioning of the human body including cell structure, cell function and the physiology of digestion, circulation, excretion, reproduction, and coordination in normal and disease states. Emphasis on interrelationships among systems of the human body. Discussion of the scientific method. Topics considered from a Christian perspective. Online lab exercises involve simulations and data collection to illustrate physiological functions and laboratory methods.

EASC 101 Introduction to Earth Science with Laboratory (4)

Introduction to Earth science, including the sciences that explore Earth and its space environment. Units on Earth structure, tectonics, rocks and minerals, geologic history, water resources, oceans, climate and weather, astronomy, and the scientific method. Emphasis on dynamic processes, including earthquakes, volcanism, glaciations, air and water flow, erosion, coastal dynamics, and solar influences. Self-guided field data collection and analysis. Simulated field trips via imagery of natural phenomena. Computer-based exercises on mapping, identification of rocks and minerals, recognition of geologic structures, weather analysis, coastal waves, and solar dynamics.

Information Systems Technology

ISYS 204 Introduction to Information Systems (3)

Computer systems, networks, databases, intellectual property, computer security, artificial intelligence, legal and ethical considerations, codes of conduct, privacy, computer crimes, and the future of computing and the Internet and their relationship to the business world.

ISYS 214 Introduction to Programming (3)

Introduces programming fundamentals using Visual Basic.net. Use of algorithms and computer logic to translate data into information through structured design, coding, testing, and program debugging, writing programs in high-level, object-oriented language.

ISYS 304 Information Systems for eCommerce (3)

Students gain a thorough knowledge of the foundation of eCommerce by studying its role in today's Internet and the World Wide Web. Course examines web server hardware and software tools utilized in the development of an eCommerce web site as well as criteria for assessing the usability of eCommerce sites. Prerequisite: ISYS 204.

ISYS 314 Intermediate Programming (3)

Introduction to JAVA programming; a general-purpose object-oriented programming language. Building on the fundamentals of structured and object-oriented programming, students investigate features of JAVA, programming concepts, data types, operators, flow control statements, object classes, methods, arrays, strings, and applets. Prerequisite: ISYS 214.

ISYS 315 Data Structures and Algorithms (3)

Study of the design of structures for representing information and the design of algorithms for manipulating that information. Expertise in the design of structures through consideration of abstract structures and implementation techniques and implementation of various structures in specific programming languages. Programming projects throughout the course provide a synthesis experience to design data structures and algorithms to solve a given problem. Prerequisite: ISYS 314.

ISYS 317 Database Fundamentals (3)

Introduction to relational database management systems through the study of the tools and techniques of database analysis and design. Attention to data modeling, designing relational databases, normalization, and relationships, using modern database applications to create tables, queries, forms and reports. Prerequisite: ISYS 214.

ISYS 321 IT Hardware and Software (3)

Principles and applications of computer hardware and software, understood through the theoretical underpinnings, with attention to installation, configurations, and operational laboratory experiences. Course also addresses recent advances in computer hardware and architecture and how they affect computer performance. Prerequisite: ISYS 204.

ISYS 324 Network and Telecommunication Concepts (3)

Students gain in-depth knowledge of networking and telecommunications fundamentals including LANs, MANs, WANs, intranets, the Internet, and the WWW. Attention to data communication and telecommunication concepts, models, standards, and protocols in the context of installation, configuration, systems integration, and management of infrastructure technologies. Prerequisite: ISYS 321.

ISYS 331 Information Systems Security (3)

Business and government are facing a rapidly expanding need for information assurance professionals. This course surveys important skills in information protection program design, internetworking and application security, the development of information security safeguards and information security auditing, disaster recovery, policy development, identity management, and effective threat assessment. Prerequisite: ISYS 324.

ISYS 333 Systems Security (3)

Securing the systems that run our computers is the key to ensuring that our essential information remains safe and available. This course provides the essentials for understanding the threats to systems security, the methods to counter these threats, and some practical work in systems security. A computer system with appropriate software is required. Prerequisite: ISYS 331.

ISYS 336 Internet/Intranet Security (3)

Access to the Internet for multiple purposes is one of the major components of most business operations. Many businesses also have intranets, which provide internal communications. Security of these assets is critical for a successful business. Course provides an introduction to the concepts and procedures of assessing and providing security for internet/intranets. Prerequisite: ISYS 331.

ISYS 406 Systems Analysis and Design (3)

Investigation of the techniques of system analysis and design, with attention to the concepts, skills, methodologies, and tools essential for systems analysts to develop information systems successfully. Prerequisite or co-requisite: ISYS 317.

ISYS 408 Management of Information Security (3)

Information security must be a significant part of any business plan today, and managers in this field must remain aware of the principles and methodology of managing information security. Course provides an in-depth view of the management of information security for government, corporations, and other institutions. Prerequisite: ISYS 331.

ISYS 434 Network Defense and Security (3)

Global and local networks provide capabilities that have become essential in the success of the world economy for businesses and individuals. Defending these systems against attacks through the use of worms, viruses, and other criminal acts is imperative. Course provides a solid foundation in the fundamentals of network security and some hands-on experience in the installation and utilization of firewalls and intrusion detection systems. Prerequisite: ISYS 331.

ISYS 436 Contingency Planning and Disaster Recovery (3)

The threats to information security are numerous, and even the best security systems can be penetrated in one manner or another. In addition, physical security is a consideration for securing the systems necessary for business operations to continue. Natural disasters, terrorist activities, and internal subversion can all cause destruction or denial of service. Course provides a framework for understanding the threats and counter them. Prerequisite: ISYS 331.

ISYS 438 Project Management and Practice (3)

Capstone course in which advanced IST students, operating as a high-performance team, engage in and complete the design and implementation of a significant information system. Project management, management of the IS function, and systems integration are components of the project experience. Prerequisite or co-requisite: Senior status and ISYS 406.

Mathematics

MATH 101 Mathematics for Liberal Arts (3)

Study of several different fields of mathematics and their applications for liberal arts students. Through the process of discovery with everyday applications, students consider the beauty and elegance of mathematics as they improve their critical thinking and analytical skills. Topics include set theory, inductive and deductive reasoning, basic probability and statistics, number theory, algebraic modeling, basic geometry and trigonometry, and finance applications. *Cannot be applied to the mathematics major.*

MATH 102 College Algebra (3)

Study of linear equations, systems of equations, inequalities, polynomials, rational expressions, quadratic functions, exponential and logarithmic functions, and conic sections. Emphasis on understanding and applying concepts in real-life settings. *Cannot be applied to the mathematics major.*

MATH 201 Statistics (3)

Introductory study of basic descriptive and inferential statistics with an emphasis on real world applications and the use of current technology. Topics include sampling, random variables, probability distributions, measures of central tendency and variation, and testing of hypotheses. *Cannot be applied to the mathematics major.*

MATH 211 Calculus I (4)

A first course in calculus and analytic geometry. Limits and continuity. Differentiation and applications of derivatives. Integration and the Fundamental Theorem of Calculus.

MATH 212 Calculus II (4)

A second course in calculus and analytic geometry. Techniques and applications of integration. Introduction to differential equations. Parametric equations and polar coordinates. Infinite series and power series. Prerequisite: MATH 211.

MATH 213 Calculus III (4)

A third course in calculus and analytic geometry. Vectors, lines and planes. Three-dimensional space and calculus of several variables, including partial differentiation and multiple integrals. Introduction to vector analysis. Prerequisite: MATH 212.

MATH 220 Discrete Mathematics (3)

Discrete structures including sets, relations, functions, matrices, graphs and trees. Symbolic logic, mathematical induction, and introduction to proofs. Probability, combinations, permutations. Introduction to linear programming. Prerequisite: MATH 102 or equivalent.

MATH 230 Linear Algebra (3)

Systems of linear equations, linear transformations, and matrices, determinants, eigenvectors and eigenvalues. Euclidean spaces and vector spaces. Prerequisite: MATH 213.

MATH 231 Linear and Abstract Algebra (3)

Systems of linear equations, linear transformations, and matrices, determinants, eigenvectors and eigenvalues. Euclidean spaces and vector spaces. Logic and methods of proof. Sets, relations, and functions. Brief introduction to group, ring and field theory. Properties of formal systems. *Cannot be applied to the major in mathematics.*

MATH 300 Geometry (3)

Plane and solid Euclidean geometry, the axiomatic method, proofs and applications. Introduction to non-Euclidean hyperbolic and elliptic geometries, inversive, and projective geometries, and topology. Prerequisite: MATH 213.

MATH 301 Probability and Statistics I (3)

Discrete and continuous probability distributions, mathematical expectation. Introduction to statistical methods. Prerequisite: MATH 213 or concurrent enrollment.

MATH 302 Probability and Statistics II (3)

Inferential statistics, sampling, point and interval estimation, hypothesis testing, correlation, regression, analysis of variance. Prerequisite: MATH 301.

MATH 310 Number Theory (3)

Sets, systems and properties of numbers: prime, integer, rational, irrational, real, and complex. Representation of numbers. Divisibility, congruence, modular arithmetic, and elementary number theory. Prerequisite: MATH 213 or MATH 220.

MATH 311 Advanced Calculus (3)

An introduction to real analysis: algebraic and topological structure of the real number system, completeness, theory of sequences, limits of functions, continuity, differentiability, sequences and series of functions, and uniform convergence. Prerequisite: MATH 213.

MATH 316 Stochastic Processes (3)

Random walks, Markov chains in discrete and continuous time, Poisson processes, birth-and-death processes, branching processes, renewal and reward processes, Brownian motion, martingales. Applications to queuing, inventory, and finance. Prerequisite: MATH 301.

MATH 320 Differential Equations (3)

First and second order differential equations. Linear systems of differential equations. Fourier series and applications to partial differential equations. Laplace transforms. Introduction to stability, nonlinear systems, and numerical methods. Prerequisite: MATH 230.

MATH 330 Linear Programming and Game Theory (3)

Fundamentals of linear programs. Linear inequalities and convex sets. Simplex method, duality; minimax theorem, algorithms for assignment, transport and flow. Integer programming. Two-person and matrix games, strategies, equilibrium points, coalitions. Prerequisite: MATH 230.

MATH 380 Applied Mathematics (3)

Classical and modern topics involving numerical methods and discrete mathematics, both theory and application. Symmetric linear equations, Fourier series and Laplace's equation, initial value problems, design and stability of difference methods, conjugate gradients, combinational optimization and network flows. Prerequisite: MATH 230.

MATH 410 Numerical Methods (3)

Error analysis, interpolation, and spline approximation. Numerical differentiation and integration. Solutions of linear systems, nonlinear equations, and ordinary differential equations. Prerequisite: MATH 320.

MATH 420 Real Analysis (3)

Axiomatic construction of the real number system: sequences, metric spaces, topology of the real line, continuity, completeness, connectedness and compactness, convergence and uniform convergence of functions, Riemann integration, n -dimensional space, Lebesgue theory of measure and integration on the line, Fourier series. Prerequisite: MATH 230.

MATH 430 Abstract Algebra (3)

Logic and methods of proof. Sets, relations, and functions. Elementary group theory: subgroups and quotient groups, including permutation groups and linear groups; the Sylow theorems. Ring theory: ideals, fields of quotients, congruences, Fermat's theorem. Properties of formal systems. Applications to coding theory. Prerequisite: MATH 230.

MATH 440 History of Mathematics (3s)

Capstone course for the major in mathematics. Major events in the development of mathematics from ancient times through the twentieth century. The mathematics of early civilizations, Greece, non-western civilizations, the Middle Ages, and modern mathematics. Discovery of incommensurability, the origins of the axiomatic method, trigonometry, solution of equations, calculation of areas and volumes, analytic geometry, probability, and calculus. Mathematical content emphasized. Prerequisite: senior status; MATH 220 or MATH 230.

MATH 480 Introduction to Operations Research (3)

Quantitative decision problems including decision theory. Allocation of limited resources with uncertainty. Modeling of linear and integer programming, decision trees, network flow problems, graph algorithms, transportation planning, and inventory theory. Problem formulation, simplex methods, and sensitivity analysis. Bayesian networks, reliability, and maintenance. Prerequisite: MATH 330.

Organizational Leadership

Department Chair: Michael Hartsfield, Ph.D.

Christian leadership is needed to change the world. The Department of Organizational Leadership equips students with the technical competence, communication skills, and relations skills, and the confidence in critical thinking and innovative decision making to meet the global leadership challenges of the twenty-first century. The members of the faculty draw on an extensive amount of experience as leaders in business, educations, government, and military, and other organizations. The Organizational Leadership and Management major gives students the choice of either a non-quantitative Leadership emphasis or a pre-MBA Management emphasis.

The Major in Organizational Leadership and Management

The major in Organizational Leadership and Management challenges students to explore the many facets of leadership and management through the lens of a Christian worldview. The curriculum is designed to build on the undergraduate liberal arts core of Regent, preparing students with a thorough knowledge and skill set. The program is rigorous academically while offering hands-on experiences and interaction with successful leaders to build within students a confidence in the practical value of the knowledge they gain. Helping students to understand ethics is a focus of the faculty since it is essential for Christ-honoring leadership and management. Graduates are prepared for leadership roles in organizations or for continuing their studies at the graduate level.

Students majoring in Organizational Leadership and Management complete seven (7) required courses. They also choose one of two emphases: Leadership or Management. The Leadership emphasis is non-quantitative, allowing students to

engage in in-depth study of how they can develop as successful organizational leaders. The Management emphasis offers students a strong preparation for future graduate studies or for responsible new positions in global organizations.

Required Courses for the Major in Organizational Leadership and Management (48 credit hours):

OLAM 201 Survey of Leadership (3)
OLAM 240 Marketing Principles (3)
OLAM 310 Systems Thinking (3)
OLAM 330 Ethics (3)
OLAM 340 Organizational Behavior (3)
OLAM 420 Economic Environment of Organizations (3)
OLAM 430 Leadership: Creating a Shared Vision (3)

Plus one of the following emphases:

Leadership Emphasis (27 credit hours):

OLAM 305 The Leader as Organizational Innovator(3)
OLAM 315 Knowledge Management (3)
OLAM 325 Teams and Virtual Teams (3)
OLAM 350 The Leader as Communicator (3)
OLAM 410 Human Resource Management (3)
OLAM 412 Global Leadership and Cross-Cultural Issues (3)
OLAM 428 Moral Character of Leaders (3)
OLAM 455 Servant Leadership (3)
OLAM 487 Senior Leadership Research (3)

Management Emphasis (27 credit hours):

BUSN 220 Accounting Principles (3)
OLAM 280 Principles of Management (3)
OLAM 315 Knowledge Management (3)
OLAM 320 Research Methods (3)
OLAM 370 Decision-Making Techniques
OLAM 415 Organizational Development (3)
OLAM 428 Moral Character of Leaders (3)
OLAM 435 Strategic Planning (3)
OLAM 486 Senior Research Project (3)

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

Minor in Leadership (15 credit hours):

OLAM 201 Survey of Leadership (3)
OLAM 310 Systems Thinking (3)
OLAM 330 Ethics (3)
OLAM 350 The Leader as Communicator (3)
OLAM 430 Leadership: Creating Shared Vision (3)

Courses

Organizational Leadership and Management

OLAM 101 Relationships and Leadership (3)

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

OLAM 201 Survey of Leadership (3)

Exploration of expectancy, leader-member exchange (LMX), transactional, transformational, servant leadership and other theories affords students an opportunity to apply theory to organizations and leaders of today.

OLAM 240 Marketing Principles (3)

Exploration of principles and activities in the commercial enterprise including topics such as product, price, promotion, place/channel, competition, company, and communication. Prerequisite: For OLAM majors: OLAM 201. Cross-listed with BUSN 240.

OLAM 280 Principles of Management (3)

Introduction to management language, concepts, models, and basic principles of management. Students explore the interrelated functions (planning, controlling, organizing, leading) of the management process and develop an understanding of who a manager is, what a manager does, and what a manager is responsible for achieving in the twenty-first-century organization.

OLAM 305 The Leader as Organizational Innovator (3)

Investigation of the nature, requirements, and beneficial role of entrepreneurial thinking for the leader as innovator in the organization and in society. Topics include innovations in products and service quality, knowledge needed for effective innovation, intellectual property, discontinuous innovation, characteristics of successful entrepreneurs, organizational requirements for innovative thinking, the process of adoption and diffusion of innovation, and role of the Christian leader as a global leader and social entrepreneur. Prerequisites: For OLAM majors: OLAM 201; for business majors BUSN 240. Cross-listed with BADM 305.

OLAM 310 Systems Thinking (3)

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

OLAM 315 Knowledge Management (3)

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

OLAM 320 Research Methods (3)

Students identify where statistics are used to solve real world problems including how to analyze organizational situations through the application of appropriate research methodologies, techniques and fundamental concepts. Students learn to operate SPSS to perform basic statistical functions, apply and present descriptive and inferential statistics, and conduct statistical tests and analyses, including chi-square, correlation, and regression. Prerequisites: MATH 201 and OLAM 201

OLAM 325 Teams and Virtual Teams (3)

Study of how virtual teams influence leadership effectiveness, with emphasis on how to develop interactive and dynamic groups, working in the virtual or face-to-face environment. Topics include the various means of sharing information when working in any team environment and the strategy of conducting environmental scanning to identify communication issues and formulate solutions. Prerequisite: OLAM 201

OLAM 330 Ethics (3)

Study of the nature of ethical leadership through a consideration of the ethical foundations of leadership principles evident in the lives of great leaders. Attention to how the leader's values and beliefs affect decision-making along with the key factors involved in ethical decision-making. Students assess and apply the concepts of organizational and social responsibility by looking at real world problems. Cross-listed with BADM 330.

OLAM 340 Organizational Behavior (3)

Examination of the concepts, theories, and current practice regarding organizational structures and their development, the dynamics of individual and collective behavior within organizations, and how people interact within organizations to foster and manage change. Emphasis on the role of leadership and cultural values, considered from a Christian worldview. Prerequisite: OLAM 201

OLAM 350 The Leader as Communicator (3)

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

OLAM 370 Decision-Making Techniques (3)

Investigation of the analytical and process skills that enable leaders to make effective decisions, with emphasis on the ways that leaders can bring about change in organizations by successfully introducing and presenting new ideas and processes. Topics include how to assess key factors in the change process, effective planning and how effective planning can increase the value of proposed solutions. Prerequisite: OLAM 201

OLAM 390 Independent Study (3)

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

OLAM 410 Human Resource Management (3)

Human resource management as a vehicle for creating and implementing organizational mission and vision. Attention to strategies for recruiting, interviewing, selecting, and training employees, along with the potential areas of employee disputes and how to prevent and handle these disputes. Course includes treatment of various legal concepts such as Equal Employment Opportunity, Worker's Compensation, OSHA, the Family Leave Act, Affirmative Action, Sexual Harassment, and ADA with existing legislation. Prerequisite: For OLAM majors: OLAM 201 or OLAM 280. Cross-listed with BADM 410.

OLAM 412 Global Leadership and Cross-Cultural Issues (3)

Investigation of the cross-cultural understanding required by leaders in diverse environments with multi-cultural workforces in multinational and U.S. organizations. Specific issues addressed include cultural context for international management, approaches for learning and adapting to a different culture, leadership and motivation across cultures, international teams and group dynamics, cross-cultural negotiation and conflict resolution skills; intercultural communication, and ethics in international organizations. Prerequisite: OLAM 201.

OLAM 415 Organizational Development (3)

Students explore the concepts of organization theory and design, including the major organization forms, the idea of culture as structure, and the impact of environment on structure and leadership, all in the context of how organizations work and how best to approach an organizational assessment. Prerequisite: OLAM 201

OLAM 420 Economic Environment of Organizations (3)

Study and application of the principles and tools of microeconomics (production, buying, and selling of a particular good or service and the study of supply and demand), macroeconomics (unemployment, inflation, interest rates, money supply, national economic policy, and GDP – national output), and the impact of international trade in organizational decision making. From this perspective, students analyze the impact of economic factors on organizations and the influence of organizations on economic conditions, drawing on economic understanding as a resource for responding to and implementing change in organizations. Prerequisite: OLAM 201

OLAM 428 Moral Character of Leaders (3)

Differing views of the competitive and ethical importance of moral character for the leader of a contemporary organization. Leader styles and behavioral approaches, organizational culture and identity, the mission of the organization in the market economy, and their interrelationships are all examined from the perspective of leader character, with attention to how moral character can be applied most effectively and developed in the organizational context. Prerequisites: OLAM 201 and 330

OLAM 430 Leadership: Creating a Shared Vision (3)

Students apply key leadership and management theories to specific situations within organizations and examine leadership behaviors that illustrate the importance of people as the most valuable organizational asset. In the process of developing a personal leadership philosophy, students analyze the relationship between vision, personal values, and corporate values while they learn the process of creating shared vision within an organization and energizing collective commitment to its realization. Prerequisite: OLAM 201

OLAM 435 Strategic Planning (3)

Study of the process and nature of strategic planning, including the constraints and opportunities leaders face in strategic planning, the leader's task in accommodating and minimizing these limitations, and the impact of these constraints on strategic choices. Prerequisite: OLAM 240

OLAM 450 Managerial Accounting (3)

Study of managerial accounting for the organizational leader. Course considers how managerial accounting can equip the leader with specific information to make decisions on prices, resource allocation, and capital investment. Students learn how the functional areas of a business (marketing, production, purchasing and finance) must work interdependently to achieve profit goals and the leader's decision-making role in this process. Prerequisite: OLAM 201

OLAM 455 Servant Leadership (3)

Investigation of what it means to be an effective and ethical servant leader through analysis of the writings of Christian and secular authors such as Robert Greenleaf. The strengths and weaknesses of various leadership approaches (including Great Man, behavioral, situational, contingency, transformational, and postmodern) are compared in light of the theories of servant leadership, with students applying their findings to their own personal leadership styles and approaches. Prerequisite: OLAM 201

OLAM 485 Special Topics in Leadership (1-3)

Intensive examination of a selected area of study in the field of leadership studies. Topics vary and are announced in advance. This course may be repeated for credit. Lecture, seminar, and/or team study. Prerequisite: OLAM 201

OLAM 486 Senior Research Project (3)

Students synthesize the knowledge and skills learned throughout the OLAM program. This experience may be, but is not limited to, a guided project, (i.e., designing a new organization, analyzing an existing organizational problem and recommending solutions, etc.), or a major research paper. Prerequisite: OLAM 240, 320, 330, 415, 435, and senior standing

OLAM 487 Senior Leadership Research (3)

Capstone for the OLAM-Leadership emphasis program. Students survey the applicable literature, conduct original research, and develop an individual research project involving investigation of a leadership issue approved by the instructor. Each student writes a report suitable for publication, presentation to a potential employer, or submission with an application to a graduate school. Prerequisites: OLAM 201, 240, 330, and senior standing

OLAM 490 Advanced Independent Study (3)

An approved advanced independent study option, supervised by faculty, in a directed area of scholarship. Study is conducted according to a learning contract between the student and a chosen faculty member. Prerequisite: OLAM 390

Psychology

Department Chair: April C. Cunion, Psy.D.

The Psychology Department offers courses of study to students interested in the study of human behavior and the discipline of psychological science, by offering a major and a minor in Psychology. An optional emphasis in substance abuse is available. The Department of Psychology seeks to equip non-majors with a broad understanding of the assessment of human behavior while challenging students majoring in Psychology to the comprehensive integration of biological, psychological, social, environmental, developmental and spiritual components in their understanding of human behavior, all grounded in a Christian worldview.

The Major in Psychology

The major in psychology leads to the Bachelor of Science degree while giving students the option of an emphasis in substance abuse. The major seeks to engage students in an in-depth understanding of psychological theory and methodology and to promote critical thinking about the integration between psychological theory and practice within a Biblical worldview. The Psychology major from Regent University affords students many professional opportunities, such as high-level management, substance abuse counseling, social work, human services, personnel training, marketing and sales, and medical related fields, as well as further study at the graduate level.

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

PSYC 211 Developmental Psychology (3)
PSYC 303 Theories of Personality (3)
PSYC 313 Research Methods (3)
PSYC 321 Data Analysis (3)
PSYC 400 Abnormal Psychology (3)
PSYC 410 Physiological Psychology (3)
PSYC 411 Cognitive Psychology (3)
PSYC 412 Multicultural Psychology (3)
PSYC 421 Social Psychology (3)
PSYC 422 Capstone Seminar in Ethics and Professional Identity (3)
Choice of fifteen (15) additional credits in Psychology numbered 300 or above

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

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

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

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

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

Minor in Psychology (15 credit hours):

PSYC 102 Introduction to Psychology (3)
PSYC 303 Theories of Personality (3)
PSYC 313 Research Methods (3)

Plus a choice of any 2 courses listed below:

PSYC 211 Developmental Psychology (3)
PSYC 400 Abnormal Psychology (3)
PSYC 410 Physiological Psychology (3)
PSYC 421 Introduction to Social Psychology (3)
PSYC 428 Survey of Psychological Assessments (3)

Courses

PSYC 101 Psychology of Adjustment (3)

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

PSYC 102 Introduction to Psychology (3)

Examination of the major themes in the study and practice of psychology, such as human nature, motivation, change and development, and spiritual struggles, as well as applied psychological knowledge for everyday life.

PSYC 211 Developmental Psychology (3)

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

PSYC 217 Marriage and Family (3)

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

PSYC 250 Human Sexuality (3)

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

PSYC 260 Psychology of Women (3)

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

PSYC 303 Theories of Personality (3)

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

PSYC 306 Addictive Disorders (3)

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

PSYC 313 Research Methods (3)

Considers the systematic process by which to conduct research as well as the various research methods that can be used to acquire and advance knowledge. Introduction to methodological concepts used in the study of society, to the formal steps of the scientific method, to various research processes, to quantitative and qualitative methods of investigation, and to the communication of research results via research reports. Prerequisite: MATH 201. Cross-listed with GOVT 313/CRJU 313.

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

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

PSYC 321 Data Analysis (3)

Continuation of PSYC 313. Students examine research topics and complete research projects according to American Psychological Association requirements. Students apply research and statistical principles including the use of SPSS.

Prerequisite: PSYC 313 or concurrent. Students will be withdrawn if prerequisite is not successfully completed. Cross-listed with GOVT 321/CRJU 321.

PSYC 327 Psychology of Religion (3)

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

PSYC 390 Independent Study (3)

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

PSYC 400 Abnormal Psychology (3)

Survey of various categories of abnormal or deviant behavior such as developmental, personality, mood, psychophysiological, psychotic, anxiety, somatoform, chemical dependency, and dissociative disorders. Prerequisite: PSYC 102 or equivalent.

PSYC 402 Health Psychology (3)

Overview of biological, psychological, social, and spiritual aspects related to health. Students apply concepts to improve health outcomes in each of these areas.

PSYC 406 Group Facilitation (3)

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

PSYC 410 Physiological Psychology (3)

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

PSYC 411 Cognitive Psychology (3)

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

PSYC 412 Multicultural Psychology (3)

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

PSYC 416 Gerontology (3)

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

PSYC 417 Industrial and Organizational Psychology (3)

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

PSYC 418 Counseling Skills (3)

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

PSYC 421 Social Psychology (3)

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

PSYC 422 Capstone Seminar (3)

Examination of the interdisciplinary connections within the subfields of psychology and interpretive philosophical models of the field with an emphasis on Christian thought and practice. Students apply intradisciplinary connections of the field and specific philosophical models to historic and current topics. Prerequisites: Psychology majors only who have completed a minimum of 6 upper-level psychology courses (18 credits).

PSYC 427 History of Psychology (3)

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

PSYC 428 Survey of Psychological Assessments (3)

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

PSYC 429 Sensation and Perception (3)

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

PSYC 490 Advanced Independent Study (3)

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

PSYC 495 Internship (3)

Approved internship in a field of the student's specialty. This guided learning experience is a culminating experience in which the student applies the principles and skills learned, demonstrating competency under the guidance of a specialist in the field. Prerequisite: Senior status as a Psychology major and permission of the department chair.

Religion and Philosophy

Department Chair: Matthew E. Gordley, Ph.D.

The Department of Religion and Philosophy seeks to prepare students for thoughtful, Christian engagement in the 21st century world through an extensive range of classes in theology, Biblical studies, practical ministry and other aspects of religious thought and practice. The department also offers a foundational selection of courses in philosophy, which support the general education core curriculum and enable students to understand the concepts and methods important to philosophical discourse and thinking. By emphasizing the importance of intellectual and spiritual growth, the department strives to equip all students, majors and non-majors, to be able to live and express Biblical truth effectively in our postmodern world. Students pursuing a degree in the department have the opportunity to choose one of three distinct but inter-related majors: Religious Studies, Christian Ministry, or Biblical and Theological Studies.

The Major in Religious Studies

In the diverse religious context of our global community, the Bachelor of Arts in Religious Studies prepares students to explore the dynamics of religious life and discourse in light of Biblical Christian thought. This course of study enables students to gain a better understanding of the world in which they live and are called to serve. It provides excellent preparation for students planning to pursue graduate studies in religion or in any number of fields including law, government, education, or journalism.

Required Courses for the Major in Religious Studies (39-42 credit hours):

PSYC 327 Psychology of Religion (3)
RELS 230 Theological Writing and Research (3)
RELS 300 Theory and Method in the Study of Religion (3)
RELS 340 World Religions and Cultures (3)
RELS 342 Seminar in World Religions (3)
RELS 450 Philosophy of Religion (3)
RELS 485 Senior Seminar (3)

Plus 3 credits of History courses from the following:

HIST 336 American Evangelicalism (3)
HIST 347 The Roman World (3)
HIST 372 History of Global Christianity (3)
HIST 389 History of the Middle East and the Islamic World (3)
RELS 260 Church History I (3)
RELS 261 Church History II (3)
RELS 467 American Church History (3)

Plus 3 credits of Biblical Studies courses from the following:

RELS 210 Biblical Background and Interpretation (3)
RELS 250 Mission and Message of Jesus (3)
RELS 313 Study of the Prophets (3)
RELS 314 Pauline Literature (3)
RELS 315 Wisdom Literature (3)
RELS 316 Acts of the Apostles (3)
RELS 317 Psalms (3)
RELS 318 General Epistles (3)
RELS 350 Biblical Languages (3)

Plus 1 of the following:

Either RELS 201 Principles of Theology (3)
Or RELS 331 Systematic Theology I (3) *and* RELS 332 Systematic Theology II (3)
(Systematic Theology I and II are a unit and must be taken in sequence – 6 cr. total)

Plus 9 additional credits from this list or Biblical Studies, History, or Theology (above):

ENGL 370 The Religious Imagination in American Literature (3)
GOVT 334 Christian Political Philosophy (3)
GOVT 445 Sustainable Development (3)
RELS 307 Worldviews (3)
RELS 430 Christian Ethics (3)
RELS 495 Internship (3)

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

Minor in Religious Studies (15 credit hours):

Students take the following three courses:

RELS 300 Theory and Method in the Study of Religion
RELS 340 World Religions and Culture
RELS 342 Seminar in World Religions

In addition students choose one course from two different categories:

Unspecified

ENGL 370 The Religious Imagination in American Literature (3)
GOVT 334 Christian Political Philosophy (3)
GOVT 445 Sustainable Development (3)
PSYC 327 Psychology of Religion (3)
RELS 230 Theological Writing and Research (3)
RELS 307 Worldviews (3)
RELS 430 Christian Ethics (3)
RELS 450 Philosophy of Religion (3)
RELS 495 Internship (3)

Biblical Studies

RELS 210 Biblical Background and Interpretation (3)
RELS 313 Study of the Prophets (3)
RELS 314 Pauline Literature (3)
RELS 315 Wisdom Literature (3)
RELS 316 Acts of the Apostles (3)
RELS 317 Psalms (3)
RELS 318 General Epistles (3)
RELS 350 Biblical Languages (3)

History

HIST 336 American Evangelicalism (3)
HIST 347 The Roman World (3)
HIST 372 History of Global Christianity (3)
HIST 389 History of the Middle East and the Islamic World (3)
RELS 260 Church History I (3)
RELS 261 Church History II (3)
RELS 467 American Church History (3)

Theology

RELS 201 Principles of Theology (3)
RELS 331 Systematic Theology I (3) and RELS 332 Systematic Theology II (3)
(Systematic Theology I and II are a unit and must be taken in sequence – 6 cr. total)

The Major in Christian Ministry

The Bachelor of Arts in Christian Ministry educates students for the practice of ministry within a challenging and diverse global community. This course of study includes a strong foundation in Biblical and theological studies to enable students to develop a well-grounded ministry approach that is Christ-centered. Students who are pursuing a ministry vocation or are already engaged in ministry will find their work enriched through this course of study.

Required Courses for the Major in Christian Ministry (42 credit hours)

RELS 206 Spiritual Formation (3)
RELS 240 Studying and Teaching the Bible (3)
RELS 320 Ministry Communication Skills (3)
RELS 331 Systematic Theology I (3)
RELS 332 Systematic Theology II (3)
RELS 401 Christian Ministry (3)
RELS 410 Christian Discipleship (3)
RELS 485 Senior Seminar (3)

Plus 3 credits of Church History from the following:

HIST 372 History of Global Christianity (3)
RELS 260 Church History I (3)

RELS 261 Church History II (3)
RELS 467 American Church History (3)

Plus 6 credits of Biblical Studies courses from the following:

RELS 210 Biblical Background and Interpretation (3)
RELS 250 Mission and Message of Jesus (3)
RELS 313 Study of the Prophets (3)
RELS 314 Pauline Literature (3)
RELS 315 Wisdom Literature (3)
RELS 316 Acts of the Apostles (3)
RELS 317 Psalms (3)
RELS 318 General Epistles (3)

Plus 9 credits of Christian Ministry electives from the following:

RELS 230 Theological Writing and Research (3)
RELS 301 Apologetics (3)
RELS 307 Worldviews (3)
RELS 321 Youth Evangelism and Discipleship (3)
RELS 340 World Religions and Cultures (3)
RELS 360 Contemporary Issues in the Church (3)
RELS 370 Contemporary American Cults (3)
RELS 430 Christian Ethics (3)
RELS 440 Christian Missions (3)
RELS 460 Practical Evangelism (3)
RELS 470 Coaching and Mentoring (3)
RELS 495 Internship (3)

Students majoring in other disciplines may also minor in Christian Ministry or Youth Ministry:

Minor in Christian Ministry (15 credit hours)

Students will take the following 3 courses:

RELS 240 Studying and Teaching the Bible (3)
RELS 320 Ministry Communication Skills (3)
RELS 401 Christian Ministry (3)

Plus 2 courses from the following:

RELS 301 Apologetics (3)
RELS 321 Youth Evangelism and Discipleship (3)
RELS 360 Contemporary Issues in the Church (3)
RELS 410 Christian Discipleship (3)
RELS 430 Christian Ethics (3)
RELS 440 Christian Missions (3)
RELS 460 Practical Evangelism (3)
RELS 470 Coaching and Mentoring (3)

Minor in Youth Ministry (15 credit hours)

Students will take the following 4 courses:

PSYC 317 Marriage and Family (3)
RELS 120 Principles of Youth Ministry (3)
RELS 240 Studying and Teaching the Bible (3)
RELS 321 Youth Evangelism and Discipleship (3)

Students choose 1 of the following courses:

PSYC 211 Developmental Psychology (3)
PSYC 250 Human Sexuality (3)
PSYC 306 Addictive Disorders (3)

The Major in Biblical and Theological Studies

The Bachelor of Arts in Biblical and Theological Studies provides students with an appreciation of the history, context, and message of the Bible as well as historical and theological developments within the history of Christianity. Students in this major choose a Biblical studies emphasis or a theological and historical studies emphasis. The major provides excellent preparation for students planning to pursue seminary or graduate studies in Bible, theology, Church history, and related fields.

Required Courses for the Major in Biblical and Theological Studies (39 credit hours):

RELS 210 Biblical Background and Interpretation (3)
RELS 230 Theological Writing and Research (3)
RELS 250 Mission and Message of Jesus (3)
RELS 331 Systematic Theology I (3)
RELS 332 Systematic Theology II (3)
RELS 485 Senior Seminar (3)

Plus 3 credits from the following:

RELS 240 Studying and Teaching the Bible (3)
RELS 495 Internship (3)

Plus one of the following emphases (18 credit hours):

Biblical Studies Emphasis

Students select 15 credits from the following:

RELS 313 Study of the Prophets (3)
RELS 314 Pauline Literature (3)
RELS 315 Wisdom Literature (3)
RELS 316 Acts of the Apostles (3)
RELS 317 Psalms (3)
RELS 318 General Epistles (3)
RELS 350 Biblical Languages

Plus 3 credits of Church History courses from the following:

HIST 372 History of Global Christianity (3)
RELS 260 Church History I (3)
RELS 261 Church History II (3)
RELS 467 American Church History (3)

Theological and Historical Studies Emphasis

Students select 15 credits from the following:

HIST 372 History of Global Christianity (3)
RELS 260 Church History I (3)
RELS 261 Church History II (3)
RELS 301 Apologetics (3)
RELS 422 Seminar in Theology (3)
RELS 430 Christian Ethics (3)
RELS 467 American Church History (3)

Plus 3 credits of Biblical Studies courses from the following:

RELS 313 Study of the Prophets (3)
RELS 314 Pauline Literature (3)
RELS 315 Wisdom Literature (3)
RELS 316 Acts of the Apostles (3)
RELS 317 Psalms (3)
RELS 318 General Epistles (3)

Students majoring in other disciplines may choose to minor in Biblical Studies or Theology:

Minor in Biblical Studies (15 credits)

Students will take one of the following courses:

RELS 210 Biblical Background and Interpretation (3)

RELS 240 Studying and Teaching the Bible (3)

Plus 12 additional credits of Biblical Studies courses from the following:

RELS 210 Biblical Background and Interpretation (3)

RELS 240 Studying and Teaching the Bible (3)

RELS 250 Mission and Message of Jesus (3)

RELS 313 Study of the Prophets (3)

RELS 314 Pauline Literature (3)

RELS 315 Wisdom Literature (3)

RELS 316 Acts of the Apostles (3)

RELS 317 Psalms (3)

RELS 318 General Epistles (3)

RELS 350 Biblical Languages (3)

Minor in Theology (15 credits)

Students will take the following 2 courses:

RELS 331 Systematic Theology I (3)

RELS 332 Systematic Theology II (3)

Students will take 3 or 6 credits of Church History from the following:

RELS 260 Church History I (3)

RELS 261 Church History II (3)

RELS 467 American Church History (3)

Students will take 3 or 6 credits of Theology from the following:

RELS 301 Apologetics (3)

RELS 370 Contemporary American Cults and Sects (3)

RELS 422 Seminar in Theology (3)

RELS 430 Christian Ethics (3)

Courses

Philosophy

PHIL 101 Introduction to Philosophy (3)

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

PHIL 102 Logic and Critical Thinking (3)

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

Religious Studies

RELS 103 Old Testament Studies (3)

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

RELS 104 New Testament Studies (3)

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

RELS 111 Introduction to Christian History and Thought (3)

Provides a broad overview of the historic roots and development of Christian thought. Identifies and describes historical Christian doctrines, the basics of theological reasoning, significant Christian thinkers, and contemporary global trends and issues.

RELS 120 Principles of Youth Ministry (3)

Examination of the profession of youth ministry including the spiritual life and concerns of youth leaders, dynamics of youth culture, generational characteristics, philosophies of youth ministry, and practical aspects of ministering among youth.

RELS 201 Principles of Theology (3)

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

RELS 206 Spiritual Formation (3)

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

RELS 210 Biblical Background and Interpretation (3)

Students explore the history, geography, and cultures that form contexts to the Old and New Testament scriptures. Students learn an inductive approach to the interpretation of the scriptures that draws on the insights gained from the study of significant background issues. Prerequisite: RELS 104.

RELS 230 Theological Writing and Research (3)

Introduction to research processes for the study of religion, including theology, Biblical studies, ethics, and historical studies. Additionally, critical reading, grammatically correct writing, and the use of appropriate style manuals are covered.

RELS 240 Studying and Teaching the Bible (3)

Exploration of the inductive method of Bible study and its place in preparing group Bible studies and teaching the Bible in a variety of contexts. Students examine a wide range of teaching methods and consider their potential for engaging children, adolescents, and adults. Student projects are to be related to their current or proposed ministry setting. Prerequisite: RELS 104.

RELS 250 Mission and Message of Jesus (3)

Study of the ministry and teachings of Jesus as presented in the synoptic gospels, taking into consideration the Hebrew, Greek, and Roman cultural contexts. The course familiarizes students with foundational developments in historical Jesus research, examines important themes in the synoptic gospels, and develops students' skills in critical reading (exegesis), interpretation, and writing. Prerequisite: RELS 104.

RELS 260 Church History I (3)

Survey of the movements and ideas which have influenced the church from the second century until the Reformation. Students trace the leaders and movements within the church and the development of major ideas and creeds. Particular attention is given to the distinctive theological and ethical movements within the western church.

RELS 261 Church History II (3)

Survey of the movements, leaders, and ideas which have influenced the church in the West from the time of the Reformation to the beginning of the 21st century. Topics include moral and doctrinal reformation, the formation and distinctions of major church movements, and the interplay and tension between Christianity and the state.

RELS 300 Theory and Method in the Study of Religion (3)

Students learn the historical development of critical methodologies, encounter analytical frameworks, and enter theoretical debates within religious studies.

RELS 301 Apologetics (3)

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

RELS 307 Worldviews (3)

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

RELS 311 Biblical Archeology (3)

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

RELS 313 Study of the Prophets (3)

Study of the writings of the Old Testament prophets, focusing on one of the major prophets or a selection of the minor prophets. The course examines the historical moment and place of the text as well as the role of the prophet in ancient Israel. Students examine texts exegetically, considering theology as suggested by the text(s) as well as the relationship to the New Testament, along with personal applications of the prophets' teachings. Prerequisite: RELS 103.

RELS 314 Pauline Literature (3)

Study of the writings of the Apostle Paul. Students consider the cultural and philosophical background of each text as well as its contents and its place in the canon. The course examines the literature theologically and exegetically while inviting students to develop and consider personal applications of the texts. Prerequisite: RELS 104.

RELS 315 Wisdom Literature (3)

Examination of Biblical Wisdom literature within its ancient Near Eastern context, with special attention to the unique literary aspects of Wisdom literature and its function in ancient Israel. Prerequisite: RELS 103.

RELS 316 Acts of the Apostles (3)

Study of the New Testament book of Acts and the history and context of first-century Christianity. Students consider the historical, literary, and cultural background of Acts as well as its theological message and major themes. Prerequisite: RELS 104.

RELS 317 Psalms (3)

Exploration of the Psalms, with study of the ancient poetry, rich imagery, historical context, and religious and theological implications of the hymnbook of ancient Israel. Prerequisite: RELS 103.

RELS 318 General Epistles (3)

Exegetical study of the general epistles (James through Jude). Students examine theological, literary, and cultural aspects of these letters as they consider the application of these texts. Prerequisite: RELS 104.

RELS 320 Ministry Communication Skills (3)

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

RELS 321 Youth Evangelism and Discipleship (3)

Analysis of strengths and weaknesses of current methods of evangelism and discipleship among adolescents in youth ministry contexts. Students consider the Biblical and philosophical foundations of approaches to evangelism and discipleship of youth as these are practiced today with the goal of formulating their own approach to these aspects of youth ministry.

RELS 331 Systematic Theology I (3)

Exploration of core doctrinal and theological beliefs of the Christian faith. Based preeminently on Scripture and on other Christian sources and norms, students study the nature and task of theology, the revelation and knowledge of God, the nature and works of the triune God, creation and providence, the nature of humanity, and the nature and effects of sin. Students also learn to assess doctrine and theology from a variety of theological perspectives.

RELS 332 Systematic Theology II (3)

Continued exploration of core doctrinal and theological beliefs of the Christian faith. Based preeminently on Scripture and on other Christian sources and norms, students study the person and work of Jesus Christ, the identity and function of the Holy Spirit, the nature and process of salvation, the nature and role of the church, and the last things. Students also learn to assess doctrine and theology from a variety of theological perspectives. Prerequisite: RELS 331.

RELS 340 World Religions and Cultures (3)

Examination of major world religions, their belief systems, and their connections with associated cultures. Additional consideration is given to the issue of Christian theologies of religions.

RELS 342 Seminar in World Religions (3)

In-depth examination of one of the major religions of the world (e.g., Islam, Buddhism, Hinduism) with specific reference to its history, classic beliefs, and modern expressions and practices. The specific focus will vary from semester to semester. Prerequisite: RELS 340.

RELS 350 Biblical Languages (3)

Introduction to both the Biblical Hebrew (Old Testament) and Greek (New Testament) languages in order to facilitate the use of advanced linguistic tools for Biblical study and research. Students gain practical hands-on instruction and experience in conducting Greek and Hebrew word studies using a lexicon and concordance.

RELS 360 Contemporary Issues in the Church (3)

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

RELS 370 Contemporary American Cults and Sects (3)

Survey of the leading pseudo-Christian and non-Christian cults that exist today. Consideration of the belief systems of cults, how they differ from historic Christianity, and strategies for Christian engagement.

RELS 390 Independent Study (3)

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

RELS 396 Portfolio - Guided Learning (3)

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

RELS 401 Christian Ministry (3)

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

RELS 410 Christian Discipleship (3)

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

RELS 422 Seminar in Theology (3)

Investigation of selected topics in theology. Topics may include issues in contemporary theologies, emergent or post-colonial theologies, Charismatic/Pentecostal/Renewal theology, and/or current issues relating to the global church. Prerequisite: RELS 332.

RELS 430 Christian Ethics (3)

Exploration, assessment, and application of historical and contemporary approaches to Christian ethics, as well as an examination of the role of Scripture in processes of moral discernment.

RELS 440 Christian Missions (3)

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

RELS 450 Philosophy of Religion (3)

Exploration of major philosophical issues concerning religion and religious beliefs, especially pertaining to the Christian faith. Study of classical and contemporary writings on important topics such as the existence and attributes of God, the nature of religion and beliefs, religious experience, faith and reason, knowledge of God, the problem of evil, divine action, miracles, religious diversity, and ethics.

RELS 460 Practical Evangelism (3)

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

RELS 467 American Church History (3)

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

RELS 470 Coaching and Mentoring (3)

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

RELS 485 Senior Seminar (3)

Integrative study of religious and theological issues in which students examine one or more contemporary topics in religion. Students employ the methodologies and approaches used within their particular major in dialogue with other majors in the department. Prerequisite: Senior standing.

RELS 490 Advanced Independent Study (3)

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

RELS 495 Internship (3)

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

RELS 496 Portfolio - Guided Learning (3)

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

OFF-CAMPUS STUDY OPPORTUNITIES

Regent University at the Washington Center

Regent University at The Washington Center (Washington, D.C.) is a semester-long internship opportunity for Regent Undergraduates. Founded in 1975, the Washington Center for Internships and Academic Seminars is an educational, nonprofit organization serving hundreds of colleges and universities in the U.S. and throughout the world. The nation's largest provider of academic internships, TWC enables students to earn college credit for full-time, Washington, D.C.-based internships. Accepted students spend one semester (15 weeks in Fall and Spring; 10 weeks in the Summer) in Washington, D.C., where they participate in internship programs comprised of three components: (1) a supervised work experience; (2) a 3-credit academic course; and (3) a Leadership Forum, through which students attend and take part in a range of events including the Presidential Lecture Series, Congressional Speaker Series, and dozens of other briefings, tours, and workshops.

Summer Study Abroad at Oxford University

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

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

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

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

terms); and Environmental Science (offered only during spring terms). Students in all concentrations earn 16-18 semester credits.

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

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

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

interns, and participate in a seminar program for which they receive full academic credit. Students earn 16 semester hours of credit.

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

Virginia Tidewater Consortium Exchange Program

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

SCHOOL OF UNDERGRADUATE STUDIES THE FACULTY

- Gerson Moreno-Riano** (2006), B.A., Cedarville College; M.A. and Ph.D., University of Cincinnati; *Dean; Associate Professor of Government; Chair of the Government, History and Criminal Justice Department; Director of General Education*
- Katherine L. Attanasi** (2009), B.A. and B.S., Evangel University; M.T.S. and Ed.M., Harvard University; Ph.D., Vanderbilt University; *Assistant Professor, Religion and Philosophy*
- Frieda Brinkmann** (2010), M.A. Villanova University, Ph.D. Temple University, *Associate Professor, Language and Literature*
- Sandra R. Bryant** (2006), B.A. and M.U.S., Old Dominion University; Ph.D., Regent University; *Assistant Professor, Organizational Leadership and Management*
- Susannah N. Clements** (2007), B.A., Belhaven College; M.A. and Ph.D., University of South Carolina; *Associate Professor, Language and Literature; Chair of the Language and Literature Department, Interim Chair of Communications*
- April L. Cunion** (2006), B.A., Cedarville College; M.A. and Psy.D., Regent University; *Assistant Professor, Psychology*
- Catherine M. Cutcher** (2006), B.S., University of Nevada-Reno; M.S., University of Florida; Ph.D., Capella University; *Assistant Professor, Mathematics, Natural Sciences, and Technology*
- James R. Downey** (2007), B.S., Grove City College; M.S., Air Force Institute of Technology; Ph.D., University of Illinois-Urbana-Champaign; *Professor, Natural Sciences and Mathematics*
- Peter Fraser** (2010), M.A., Ph.D., University of Illinois, M.A., Wheaton College, *Associate Professor, Language and Literature*
- Mark O. Gatlin** (2006), B.A., M.S., and M.F.A., Old Dominion University; *Assistant Professor, Language and Literature*
- Matthew E. Gordley** (2005), B.A., Wheaton College (Illinois); M.Div., Alliance Theological Seminary; Ph.D., University of Notre Dame; *Assistant Professor, Religion and Philosophy; Chair of the Religion and Philosophy Department*
- Dominick D. Hankle** (2009), B.S., Robert Morris College; M.A., St. Vincent's Seminary; Ms.Ed., Duquesne University; Ph.D., Capella University (MN); *Assistant Professor, Psychology*
- Michael Hartsfield** (2010), B.A., University of Georgia, M.A., Regent University, Ph.D., Regent University, *Assistant Professor, OLAM, Chair of the OLAM department*
- James M. Henderson** (2004), B.A. Life Pacific College; M.A. Fuller Theological Seminary; *Instructor, Religion and Philosophy*
- Judith A. Ink** (2007), B.A., University of Michigan; M.A., Old Dominion University; Ed.D., Virginia Polytechnic Institute and State University; *Associate Professor, Interdisciplinary Studies, Chair of the Interdisciplinary Studies Department*
- C. Eric Jones** (2009), B.A., Carson-Newman College; M.A. and Ph.D., Florida Atlantic University; *Associate Professor, Psychology; Chair of the Psychology Department*
- William L. Lyons** (2007), B.A. and M.A., Oral Roberts University; M.A., University of Wisconsin-Madison; Ph.D., Florida State University; *Assistant Professor, Religion and Philosophy*
- Corren G. McCoy** (2009), B.S. Pennsylvania State University; M.S. Old Dominion University; M.A. Regent University, *Program Coordinator, Natural Science, Mathematics and Technology*
- David J. Meyer** (2009), B.A., Drew University; M.A., M.Phil., and Ph.D., Columbia University; *Associate Professor, Government, History and Criminal Justice*
- John C. Munday, Jr.** (2006), B.A., Cornell University; Ph.D., University of Illinois-Urbana; *Professor, Natural Sciences, Mathematics and Technology; Chair of the Natural Science, Mathematics and Technology Department*
- Almarie E. Munley** (2004), B.A., Universidad Del Valle de Guatemala; M.A. and Ph.D., Regent University; *Assistant Professor, Organizational Leadership and Management*

Stephen C. Raptis (2009), B.A., Skidmore College (NY); M.A., Boston University; *Instructor, Government, History and Criminal Justice*

William Reddinger (2010), M.A., Northern Illinois University, *Assistant Professor, Government, History and Criminal Justice*

Steven B. Sherman, (2009), B.A., California State University-Fullerton; M.A., Simon Greenleaf University; M.Div. and Ph.D., Fuller Theological Seminary; *Assistant Professor, Religion and Philosophy*

Jeffrey Slattery (2009), B.A., Johnson Bible College; M.A., Gordon-Conwell Theological Seminary; D.B.A. Argosy University/Sarasota Campus; *Assistant Professor, Business; Chair of the Business Department*

William J. Ventura II (2007), B.A., University of the Nations (HI); M.A. and Ph.D., Regent University; *Assistant Professor, Communication*

Kenneth L. Wantz (2009), B.S., Eastern Nazarene College; M.S. and Ph.D., University of Delaware; *Professor, Natural Science, Mathematics and Technology*

Caramine K. White (2008), B.A., Duke University; M.A., Old Dominion University; Ph.D., University of North Carolina-Greensboro; *Associate Professor, Language and Literature*

Ruth-Anne E. Wideman (2005), B.A., Messiah College; B.Ed., University of Toronto; M.T.S., Ontario Theological Seminary; Ed.D., Regent University; *Associate Professor, Religion and Philosophy*

SCHOOL OF COMMUNICATION AND THE ARTS

UNDERGRADUATE MAJORS

The School of Communication and the Arts offers degree programs at both the undergraduate and graduate levels. At the undergraduate level, the school offers the Bachelor of Arts (B.A.) with majors and minors in:

- Animation
- Cinema-Television
- Journalism (minor only)
- Theatre

MISSION AND PHILOSOPHY

The School of Communication and the Arts seeks to provide undergraduate and graduate 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 our students with a strong voice through both print and electronic media, through creative and artistic works, and through media professionalism, teaching, and academic scholarship.

For a listing of the graduate degrees offered in the School of Communication and the Arts, please see the *Regent Graduate Catalog*.

ADMISSION

Admission to Regent's School of Communication and the Arts is by formal application. Before being considered for admission to the School of Communication and the Arts, the applicant must first have been admitted to Regent University through the School of Undergraduate Studies.

Minimum requirements for admission to the School of Communication and the Arts include:

- 1) the completion of forty-five (45) credits at the 100 and/or 200-level
- 2) an overall grade point average of 2.50 (A = 4.00) in all coursework attempted

Students should not enroll in upper-level courses in the Communication school until they have been accepted into the School of Communication and the Arts or approved to declare a minor in a Communication undergraduate program. Students desiring to take their major course of study within the School of Communication and the Arts may apply according to the following procedures:

- 1) Students must submit a Transfer Form, which can be obtained from the Admissions Office in the School of Communication and the Arts or the Office of Student Support Services in the School of Undergraduate Studies.
- 2) Students new to Regent who desire to declare one of the three undergraduate majors within the School of Communication and the Arts—Animation, Cinema-Television, or Theater—are admitted to the School of Undergraduate Studies in a Preliminary acceptance status. These students may submit the transfer application requesting acceptance to the School of Communication and the Arts during the semester in which they will complete 45 credits. The transfer application must be submitted with an unofficial copy of the student's Regent University transcript.
- 3) Current Regent students may apply to transfer from their current major in the School of Undergraduate Studies to one of the three undergraduate majors within the School of Communication and the Arts; they may submit the transfer application during the semester in which they will complete 45 credits. The transfer application must be submitted with an unofficial copy of the student's Regent University transcript.
- 4) Transfer students who desire to declare one of the three undergraduate majors in the School of Communication and the Arts are first admitted to the School of Undergraduate Studies and then are

immediately considered for transfer to the School of Communication and the Arts according to the above criteria.

TUITION AND FEES

- Tuition: \$495/credit hour for 100/200 level classes
- Tuition: \$685/credit hour for 300/400 level classes
- Technical Support Fee: \$60/credit hour

GRADUATION REQUIREMENTS

The graduation requirements for all baccalaureate degrees conferred by Regent University follow the standards described in detail in the “School of Undergraduate Studies” section of this catalog (see “Graduation Requirements” under “Academic Programs”). Students pursuing a major through the School of Communication and the Arts are notified by the Communication school if they are not making satisfactory progress. The Communication school ultimately decides if the student may continue as a major in the School.

Although the academic advisor participates in students’ planning and helps to monitor students’ progress towards graduation, responsibility for fulfilling all graduation requirements rests upon the individual student. Students should acquaint themselves with the requirements described in this catalog and plan their course of study carefully so as to fulfill graduation requirements. Students are subject to the academic requirements set forth in the catalog in use during the year they entered the university or in which they declared their most recent major.

The Major in Animation

The Animation undergraduate major, along with the Cinema-Television major, is offered in the department of Cinema-Television within the School of Communication and the Arts.

The Department of Cinema-Television (CTV) is comprised of a community of artists, professionals, and scholars committed to educating and equipping students as Christian leaders to change the world. The mission of the department is to develop students who inspire, motivate, and communicate effectively through film, television, animation and other media. Course work emphasizes and enhances creativity, critical thinking, and professionalism. The CTV Department also offers master of arts and master of fine arts degrees (see Regent Graduate Catalog).

Animating is the art of breathing life and personality into inanimate things. Computer animation is the art of creating moving images via the use of computers. The Animation curriculum at Regent provides students with an education in art, design, and technology so that students may develop the basic skills needed to perform the standard phases of animation: conceptualization, modeling and construction, texturing, animation, digital cinematography, and post-production. In each course, students are challenged to consider a Christian perspective on the discipline and to develop a thoughtful, Christian worldview.

Students majoring in Animation complete fifty-three (53) credit hours through the School of Communication and the Arts, as follows. The major must be completed on campus. Students must complete forty-nine (49) credit hours of University mandated General Education credits, eighteen (18) elective credit hours and the fifty-three (53) Animation credit hours for a total of 120 credit hours for graduation. Major courses must be passed with a C or better to qualify for graduation.

Required Courses for the Major in Animation (53 hours):

COMU 100	The Christian Role in the Arts Today (cornerstone) (3)
CTVU 102	Cinema-Television Equipment Workshop (1)
CTVU 210	Storytelling and Scriptwriting (3)

ANIM 100	Fundamentals of Animation (3)
ANIM 103	Introduction to Digital Art (3)
ANIM 112	Fundamentals of 2-D Computer Based Animation (3)
ANIM 115	Compositing and Sound for Animators (3)
ANIM 201	Art Studio 1: Life Drawing (1)
ANIM 203	3-D Animation (3)
ANIM 210	Writing for Animation (3)

ANIM 211	Art Studio 2: Storyboarding (1)
ANIM 213	Character Design, Rigging, and Animation (3)
OR	
ANIM 218	Advanced 2D Computer Animation Techniques (3)
ANIM 302	Art Studio 3: Gesture Drawing (1)
ANIM 310	The Business of Animation (3)
ANIM 312	Art Studio 4: Advanced Perspective (1)
ANIM 344	History of Animation 1: 1906 to 1950 (3)
ANIM 345	History of Animation 2: 1950 to Present (3)
ANIM 400	Portfolio Preparation (1)
ANIM 402	Art Studio 5: Comparative Anatomy for Illustrators and Animators (1)
ANIM 412	Art Studio 6: Cartooning (1)
ANIM 413	Graphics for Television (3)
ANIM 450	Special Effects for Film and Television (3)
ANIM 496	Culminating Project (3)

Animation electives: (up to 22 credit hours)

ANIM 314	Advanced 3D Animation Techniques (3)
ANIM 320	Limited Market Animation (3)
ANIM 420	Entrepreneurship for Independent Artists (3)
ANIM 440	Use of Music in Animation (3)
ANIM 480	Production Practicum (1 to 3)
ANIM 489	Workshop (1-3)
ANIM 490	Independent Study (1-3)

In addition students may take a minimum of 1 credit hour (maximum 6 credit hours) of an internship in the field of study.

Students wishing to minor in Animation will complete the following courses for 15 credit hours:

ANIM 103	Introduction to Digital Art (3)
ANIM 112	Fundamentals of 2-D Computer Based Animation (3)
OR	
ANIM 203	3-D Animation (3)
ANIM 115	Compositing and Sound for Animators (3)
ANIM 310	The Business of Animation (3)
ANIM 344	History of Animation 1: 1906 to 1950 (3)

The Major in Cinema-Television

The Cinema-Television major is also offered in the department of Cinema-Television within the School of Communication and the Arts.

The faculty and staff in the Cinema-Television Department are committed not only to train students in how to make successful and inspiring media, but also to inspire students to risk and stretch their creative boundaries. The ultimate goal in creating media is to glorify God, and the faculty in CTV fully support this objective.

Students in the Cinema-Television major are introduced to all aspects of film and television production, from developing story ideas, to shooting, to post-production. The purpose of this major is to graduate qualified professionals able to compete in a rapidly changing and exciting field. Along with technological skills students are also equipped to succeed in various aspects of an industry in need of Christian leaders, willing to risk and change the world.

Students majoring in Cinema-Television complete forty-five (45) credits through the School of Communication and the Arts, as follows. The major must be completed on campus.

Required Courses for the Major in Cinema-Television (45 credits)

COMU 100	The Christian Role in the Arts Today (3)
COMU 200	Survey of Communication and Popular Culture (3)
CTVU 101	Introduction to Aesthetics of Film and Television (3)
CTVU 102	Cinema-Television Equipment Workshop (1)

CTVU 105 Survey of the History of Film and Television (3)
 CTVU 156 Introduction to Post Production Tools (3)
 CTVU 210 Storytelling and Scriptwriting (3)
 CTVU 250 Introduction to Television Studio Production (3)
 CTVU 258 Audio Production (3)
 CTVU 270 Editing Theory (3)
 CTVU 327 Introduction to Production (3)
 CTVU 330 The Role of the Television Producer (3)
 CTVU 345 Lighting Aesthetics and Design for Cinema-Television (3)
 CTVU 360 Directing and Actors (3)
 CTVU 446 Cinematography (3)
 CTVU 480 Production Practicum (1)
 CTVU 495 Internship (1-3)
 CTVU 496 Senior Project (3)

In addition students may take a minimum of 1 credit hour (maximum 6 credit hours) of an internship in the field of study.

Students wishing to minor in Cinema-Television will complete the following courses for 15 credit hours:

CTVU 105 Survey of History of Film and Television (3)
 CTVU 102 Introduction to Aesthetics of Film and Television (3)
 CTVU 210 Storytelling and Scriptwriting (3)
 CTVU 270 Editing Theory (3)
 CTVU 327 Introduction to Production (3)

Course Descriptions for Animation and Cinema-Television

ANIM 100 Fundamentals of Animation (3)

Analysis of samples of other filmmakers' works and targeted exercise will give students deeper understanding of visual storytelling. Course goals include: proficiency in planning and executing incremental motion to give life to a story; refinement of drafting skills to depict acting, posing, gestures, staging, composition, framing, and the physics, choreography and psychology of motion.

ANIM 103 Introduction to Digital Art (3)

An introduction to the creation of digital art using Adobe Photoshop and Illustrator. Students explore the medium of digital photography and its application to individual expression. Students are required to have an approved laptop with Illustrator and Photoshop and access to a digital camera.

ANIM 112 Fundamentals of 2-D Computer- Based Animation (3)

Students explore web-based animation techniques using Toon-Boom and other web-related software packages

ANIM 115 Compositing and Sound for Animators (3)

Course content focuses on selection, processing, editing, synchronizing, and mixing dialog, music, and sound effects for animated sequences. Students will explore "checkerboard" A-B-C-Rolls and their application to non-linear editing environments, reconciling audio file formats, maintaining synch, scrubbing, locating and transcribing phonemes and syllables, using built-in spreadsheet utilities to recreate classic animation exposure chart functionality.

ANIM 201 Art Studio 1: Life Drawing (1)

Introduction for students who may have had little drafting instruction in the fundamental skills of professional illustration, rendering, drafting, storyboarding, or animation. Classes will include directed sessions sketching models, live and inanimate, under various lighting conditions. Skill development includes shape delineation using outline, basic human anatomy, shading, volume, positive and negative space, balance and composition, and elements of perspective.

ANIM 203 3-D Animation (3)

Study of 3-D animation principles using Autodesk's Maya. Students are required to have an approved laptop with Autodesk's Maya software. Prerequisites: ANIM 100, ANIM 103, ANIM 115.

ANIM 210 Writing for Animation (3)

Study of the unique opportunities and challenges found in writing for animation in a variety of formats: the short subject, half-hour program, and feature length film, with an emphasis on integrating visual elements such as sketches and storyboards into the writing process from the very beginning in order to maximize creative discovery.

ANIM 211 Art Studio 2: Storyboarding (1)

Study of the techniques required to develop professional storyboards for animation and film. Styles of storyboards and their specific target audiences will be addressed.

ANIM 213 Character Design, Rigging, and Animation (3)

Students gain the skills required to rig and animate characters in Maya. A fully planned, animated, rendered, and edited 10-second animation is required. Students are required to have an approved laptop with Autodesk Maya software, Adobe Photoshop, Premiere and After Effects. Prerequisite: ANIM 203

ANIM 218 Advanced 2-D Computer Animation Techniques (3)

Explores in-depth techniques for creating quality 2-D animation. Students create their own characters, storyboards and final animation of a short piece utilizing Toon Boom Studio software. Prerequisite: ANIM 112.

ANIM 302 Art Studio 3: Gesture Drawing (1)

Students will focus on the “quick sketch” to capture fluidity of motion while maintaining an anatomical understanding of the human body. Students will illustrate how emotion can be affected by line quality, medium and use of color. Exercises include ambidextrous drawing and blind drawing techniques to strengthen hand-eye coordination. Exaggeration and improvisation concepts are explored to heighten the psychological and emotional response of the human form in motion.

ANIM 310 The Business of Animation (3)

Explores the roles of the various people and positions involved in the production of animation. Pitching, budgeting, and business plans are covered. Each student submits a budget and a business plan for a project. Students also present a pitch for their final project. Prerequisites: ANIM 112, ANIM 203, ANIM 213 or ANIM 218.

ANIM 312 Art Studio 4; Advanced Perspective (1)

Study of intuitive aspects of perspective drawing, 2-point perspective and development of constructed perspective, use of camera oscura and camera lucida, constructed cast shadows, construction of an architectural rendering from elevations, anamorphosis, projective geometry, conceptual basis for 3-D graphic software, and trace development. Students completing this course will understand general methods for constructing accurate renderings from plans and elevations, and how to sketch convincing informal perspective views.

ANIM 314 Advanced 3-D Animation Techniques (3)

Texture mapping, lighting, cameras, dynamics, rendering techniques and MEL are addressed. Prerequisite: ANIM 213

ANIM 320 Limited Market Animation (3)

Students explore the unique methods used in creating limited 2-D animation, which is designed for smaller-budget productions. These include productions for smaller screens and lower resolutions on computers and mobile devices. Content includes creating electronic greeting cards, webisodes, banner ads, short videos and low-budget television and video training programs.

ANIM 344 History of Animation 1: 1906 to 1950 (3)

A critical look at the development of animation styles, both American and international. Students view animation and analyze the social, technological, financial, and political factors that helped shape the development of this art form from its beginnings to 1950.

ANIM 345 History of Animation 2: 1950 to present (3)

A critical look at the styles of animation, both the American and international and how television, computers and the internet have affected the art form.

ANIM 400 Portfolio Preparation (1)

Designed to help students build a compelling, well-rounded artistic portfolio to best represent their work to potential clients. Students evaluate and develop presentations of their own artistic work and address deficiencies in their portfolios. Both hard-copy and digital portfolios will be covered.

ANIM 402 Art Studio 5: Comparative Anatomy for Illustrators and Animators (1)

Examination of detailed similarities and differences among various creatures and humans, including skeletal structures, dentition, pelts, musculature, limb and torso proportions, dynamic balance in various gaits, analysis of characteristic modes of movement, facial features and pedal extremities, feeding habits, grazing, stalking, and attack. Artists completing the course will have mastered a method to convincingly portray existing creatures and to develop new characters and creatures for future projects.

ANIM 412 Art Studio 6: Cartooning (1)

Students explore the artistic concepts of simplification, stylization and exaggeration as they apply to the cartoon art form. Caricature will be examined as a way to recognize essential visual identities of characters, objects, vehicles, animals, and landscapes. Includes analysis and exploration of rendering techniques that enable students to find personal “voice” or “style” in filtering choices.

ANIM 413 Graphics for Television (3)

Students learn graphics needed for television news, sports, promotion, and advertising. The course examines the needs of each area, issues of typography, and how to design for the Chyron Duet and other systems currently used in postproduction and live production. Prerequisites: ANIM 112, ANIM 115, ANIM 203.

ANIM 420 Entrepreneurship for Independent Artists (3)

Business theory and practice for the growing number of artists and animators who choose a self-employment approach to their career field. Covers business license setup and basic tax record-keeping, networking, supporting arts resources and publications, marketing, working with contractors, brokering, time management, business etiquette, finding and following up on job leads, bidding and contracts as they specifically relate to the unique challenges of the animation and art world, as well as ethical implications for independent Christian artists.

ANIM 440 Use of Music in Animation (3)

Course will examine concepts of the visual expression suggested by and related to the elements of a musical score. Carl Stalling arrangements for Warner animation, John Hubley films featuring performances of jazz musicians, Disney shorts, and George Pal's Puppatoons will be examined. Previous training in music is not required.

ANIM 450/CTV 650 Special Effects for Film and Television (3)

A study of the history of special effects in film and television as well as hands-on projects that demonstrate the techniques needed to work with green screen, miniatures, CGI, lighting techniques, cloud tanks/liquids, glass mattes, editing tricks, shooting tricks, and color correction. Motion capture, motion control, stunts, and wire tricks are also discussed. Prerequisite: ANIM 203, ..

ANIM 480 Production Practicum (1-3)

Students work on the crew of any cinema-television production, animation project, or advanced degree class project within the School of Communication and the Arts. Students may work on up to three productions, obtaining one credit per production with approval of the faculty executive producer overseeing each project.

ANIM 489 Workshop (1-3)

Special topics courses offered at instructor's discretion.

ANIM 490 Independent Study (1-3)

The independent study affords the student an opportunity for specialized research or project in the field of animation. An independent study cannot be offered for a course that is already designated and listed. Students must submit a written proposal stating the reason for and parameters of the project, as well as a comprehensive schedule for its completion within the semester format. Prerequisite: Senior standing and permission of advisor.

ANIM 496 Culminating Project (3)

Under the supervision of the instructor, students work independently to develop a 5-minute animation project, meeting weekly to discuss their progress. Permission of advisor and instructor.

COMU 100 The Christian Role in the Arts Today (3)

A critical study, through lectures, readings, viewings and discussion, of the ways in which Christian principles can be applied to the arts. Course also gives students an introduction to the methodologies and language of the arts.

COMU 200 Survey of Communication and Popular Culture (3)

Historical development of news, information, entertainment, popular culture, and the arts, with emerging trends in society, and mediated communication.

CTVU 101 Introduction to Aesthetics of Film and Television (3)

Concepts of film aesthetics and analysis; exposure to classical Hollywood, documentary and European art cinema. Emphasis on describing and analyzing film style.

CTVU 102 Cinema-Television Equipment Workshop (1)

Required for those who plan to check out equipment for media projects. In an intensive time frame video cameras, grip/electric, sound basics, set operations, laptop proficiency, and the film cameras are studied.

CTVU 105 Survey of History of Film and Television (3)

Development of cinema as a communication medium and art form. Attention given to contributions of various national cinemas and international film trends.

CTVU 156 Introduction to Post Production Tools (3)

Techniques and workflow of the non-linear editing process, including tools and formats as they relate to the post production process.

CTVU 210 Storytelling and Scriptwriting (3)

Study of the way meaning is structured and perceived in the screen image of both film and video; introduction to basic narrative and screenwriting techniques. Includes viewing and analysis of narrative examples. Class includes three lecture hours and one two-hour film screening each week.

CTVU 250 Introduction to Television Studio Production (3)

Various tools and positions involved in television studio production through both lecture and hands-on experiences.

CTVU 256 Advanced Post Production Tools & Techniques (3)

Non-linear editing process focusing on CODECs, tools and techniques as they relate to the post production process and workflow. Prerequisite: CTVU 156 or permission of instructor.

CTVU 258 Audio Production (3)

Provides the student with an understanding of the techniques and practices of sound recording for location, TV studio, ADR and Foley in the film and television industries, including double and single system techniques, as well as sound recording equipment.

CTVU 270 Editing Theory (3)

Theory and practice of editing and post-production for both film and video. Aesthetics of narrative and documentary editing stressed, for both picture and sound.

CTVU 327 Introduction to Production (3)

Provides a survey 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 development to post-production.

CTVU 330 The Role of the Television Producer (3)

Television program development; creation of a show concept from research and development to proposal. Emphasis is placed on the role of the television producer and will include network, cable and web distribution overviews. Survey of the different strategies related to news, comedy, talk, reality and day- and nighttime drama.

CTVU 331 Producing Episodic Television (3)

Focus on television program development from designing and creating a plan for a series including concept, budget, shooting schedule and placement. Emphasis is placed on the role of the television producer and will include network,

cable and web distribution overviews. Survey of the different strategies related to situation comedy, talk, and day- and nighttime drama.

CTVU 332 Segment Producing for Television (3)

Exploration of the various features package production styles and the many areas in which these work. Production of a feature story for use in news, magazine, informational or direct marketing broadcasts.

CTVU 345 Lighting Aesthetics and Design for Cinema-Television (3)

Provides a study of the aesthetic and technical aspects of lighting in television and film. Students become familiar with various lighting styles and types of equipment as well as with the grip and electrical areas of motion picture production. Recommended for aspiring cinematographers.

CTVU 350 Intermediate Television Studio Production (3)

Explores the various positions in a television studio including, but not limited to directing, camera operation, sound recording, technical directing, and lighting for a multi-camera production. Prerequisite: CTVU 250.

CTVU 360 Directing and Actors (3)

Students examine the techniques employed in directing actors. Explores a wide range of techniques for proper casting, rehearsal and on-set directing. Student will learn to elicit nuanced behavior and achieve performances with proper pitch.

CTVU 446 Cinematography (3)

Students explore the techniques used in photography for cinema, television and other media. Students focus on aesthetics and styles while gaining hands-on experience with cinematography equipment.

CTVU 450 Advanced Television Studio Production (3)

Processes of studio production relating to specified television genre shows, such as Situation Comedy, News, Interview and Soap Opera formats. Prerequisite: CTVU 350.

CTVU 480 Production Practicum (1)

Students work on the crew of any Cinema-Television MA, MFA or Regent endowed project, gaining hands-on production experience.

CTVU 495 Internship (1-6)

Approved internship in the fields of either cinema-television or animation, depending on the student's concentration. This guided learning experience is a culminating experience in which the student applies the principles and skills learned, demonstrating competency under the guidance of a specialist in the field of cinema, television or animation.

CTVU 496 Senior Project (3)

Student directed project in cinema-television. Students write, produce, direct, and edit a project, demonstrating proficiency in these areas.

The Minor in Journalism

The Journalism minor is offered within the School of Communication & the Arts.

The goals of the department in offering this minor are:

1. To prepare students for the interactive world of journalism
2. To prepare students in traditional journalism and media professions
3. To prepare students in web-based technologies
4. To prepare students to be managers of interactive communication systems
5. To enable students to integrate their faith within the process of mediated communication

Students wishing to minor in Journalism will complete the following courses for 15 credit hours:

COMU 200	Survey of Communication & Popular Culture (3)
JRNU 210	New Media Journalism (3)
JRNU 320	Digital Media Applications 1 (3)
JRNU 330	Exploring Interactive Communication (3)

Course Descriptions for Journalism

JRNU 210 New Media Journalism (3)

Basics of journalistic story-telling within emerging digital media environments, including basic field crafts of gathering, interviewing, writing, reporting and editing stories for multiple media platforms.

JRNU 320 Digital Media Applications 1 (3)

Skills and technologies employed in transferring content from the conceptual stage to interactive web platforms. Students will acquire basic web software skills and transfer creative content into various electronic forms.

JRNU 330 Exploring Interactive Communication (3)

Presents basis and operation of interactive communication, including creating content, trends, audience, revenue, databases, and consumer participation.

JRNU 340 Creating News, Information, Entertainment (3)

The transformation of initial ideas into the journalistic form for news, information, and entertainment media. Emphasizes writing and editing skills for all traditional and interactive media channels.

JRNU 350 Digital Media Applications 2 (3)

Advanced skills and technologies employed in transferring content from conceptual stage to advanced web platforms.

JRNU 380 Practicum (1)

An opportunity for hands-on applications in interactive media.

JRNU 403 Media Law and Ethics (3)

Examination of the legal and ethical issues involved in creating mediated content for public consumption. Explores traditional and interactive media.

JRNU 440 Media Management and Presentation (3)

An exploration of the process necessary to bring journalistic content to fruition through publication, public relations, distribution, promotion, and use of various feedback mechanisms.

JRNU 496 Senior Project (3)

Student directed project in interactive journalism, designed from concept to continuing consumer relationship.

The Major in Theater Arts

The Theater Arts undergraduate major is offered in the department of Theater Arts within the School of Communication and the Arts.

It is the primary mission of the Department of Theatre Arts, chaired by Eric Harrell, MFA, 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 study of theatre has had a prominent position in the grand tradition of the liberal arts education since the early years of the twentieth century. Shortly after human beings began to tell stories, they began to impersonate the characters that inhabit those stories. The study of theatre is the study of world history, culture, art, literature, religion, politics—indeed, the human condition. The theatre places humanity under the microscope in real time and in front of a live audience. The great philosophical questions of the ages have been and continue to be explored in dramatic literature and then interpreted in the living crucible of the theatre: “Who are we?” “Why are we here?” “What is our relationship to the cosmos and each other?” “Where do we go after we die?” “Is there a God?” And if so, “What is our relationship with that God?” On a more practical level, an undergraduate course of study in theatre can prepare the student for the more rigorous and focused demands of a graduate degree program, leading to a career in the professional theatre or the

academy. Even if an undergraduate theatre major does not go on to a career in theatre, the side benefits are multitudinous in and of themselves: students develop skills in public speaking and vocal production along with physical awareness, grace, agility, poise, the ability to read human behavior, and many skills relevant to careers in public relations, education, law, communication, or sales—just to name a few. All of these skills and abilities, whether the student completes a major or a minor in theatre, are relevant to a wide variety of professions and will serve the student well over a career; indeed, over an entire life span. The Theater Arts Department also offers master of arts and master of fine arts degrees (see Regent Graduate Catalog).

Required Courses for the Major in Theatre (48 hours)

THEU 101	Introduction to Theatre (3)
THEU 105	Stagecraft (3)
THEU 132	Basic Acting 1 (3)
THEU 181	Practicum in Theatre Production (1)*
THEU 221	Movement for the Stage (3)
THEU 227	Makeup for the Theatre (3)
THEU 232	Basic Acting 2 (3)
THEU 234	Voice and Diction for the Stage (3)
THEU 314	Play Analysis (3)
THEU 321	Costume Design (3)
THEU 322	Fundamentals of Directing (3)
THEU 323	Scenic and Lighting Design (3)
THEU 400	Contemporary Trends in Theatre (3)
THEU 405	Theatre History 1 (3)
THEU 406	Theatre History 2 (3)

* THEU 181 must be taken for a minimum of six (6) credit hours. The student must register for THEU 181 their first six (6) semesters in residence. Transfer majors may transfer in as many as two (2) credits of any equivalent of THEU 181 approved by the Production Manager.

Students wishing to minor in Theatre must take the following courses for 15 credit hours:

All fifteen (15) credit hours of the minor must be completed at Regent University. Students may not apply the same credits to two (2) programs (i.e., a major and a minor). Students who complete a minor may later choose to apply those credits to a major, but they will not also earn the minor.

Theatre Minor students must take the following four (4) courses:

THEU 101	Introduction to Theatre (3)
THEU 105	Stagecraft (3)
THEU 132	Basic Acting 1 (3)
THEU 181	Practicum in Theatre Production (1)*

Theatre Minor students must take at least one (1) of the following courses:

THEU 227	Makeup for the Stage (3)
THEU 232	Basic Acting 2 (3)
THEU 234	Voice and Diction for the Stage (3)
THEU 251	Improvisation (3)
THEU 314	Play Analysis (3)
THEU 321	Costume Design (3)
THEU 322	Fundamentals of Directing (3)
THEU 323	Scenic and Lighting Design (3)
THEU 405	Theatre History 1 (3)
THEU 406	Theatre History 2 (3)

*THEU 181 must be taken a minimum of three (3) times.

Course Descriptions for the Theatre Arts Major

THEU 101 Introduction to Theatre (3)

Examination of the history of the theatre, its literature, and various genres and styles of performance, as well as the artists who collaborate in realizing it on the stage. This course facilitates the appreciation and understanding of the theatre as an entertainment medium, a commercial entity, and an art form. Basic Christian aesthetic principles are introduced as a precursor to experiencing and producing theatre through the prism of a Biblical world view. This course serves as the cornerstone course for the major in Theatre.

THEU 105 Stagecraft (3)

Training in the skills and techniques of technical theatre (including set construction, scene painting, lighting, and sound) through reading, lecture, and hands-on experience.

THEU 131 Beginning Acting for Non-Theatre Majors (3)

Designed for non-theatre majors seeking an introduction to basic acting technique. Students learn how to develop and apply acting objectives to the performance of theatrical characterizations. Emphasis is placed on beat analysis, concentration, imagination, improvisation, skills of observation and how to score a role for stage performance. Students perform monologue and/or scene work from major stage plays.

THEU 132 Basic Acting 1 (3)

Intensive study in a variety of techniques and exercises developed by Constantine Stanislavski (and variations developed by prominent instructors who succeeded him) in order to prepare the student for the creative and practical demands of stage acting. In this first of a two-course sequence, emphasis is placed on exercise work focusing on concentration and public solitude, imagination, improvisation, observation, scoring physical actions, beat analysis, definition of and pursuit of objective, and the defining and playing of an action. It is recommended the student take THEU 101 before taking this course.

THEU 180 Practicum in Theatre Performance (1)

Students will gain hands-on understanding of the theatre by performing on stage at Regent University. Repeatable up to a total of six (6) credit hours.

THEU 181 Practicum in Theatre Production (1-3)

Students gain hands-on experience by working on a technical crew assigned to Regent Theatre production. Crew assignments may be drawn from a variety of production opportunities in the areas of scenery, costume, makeup, sound, light and props. Majors must register for this course a minimum of six (6) credit hours. Minors must register for THEU 181 for a minimum of three (3) times. Repeatable up to nine (9) credit hours.

THEU 221 Movement for the Stage (3)

Theory and practice of training the actor to expressively communicate with the body. Special emphasis is placed on non-verbal communication and raising the student's awareness of movement as a foundation for developing a character. Lab required.

THEU 227 Makeup for the Theatre (3)

Affords the student the opportunity to gain expertise in designing and applying a variety of stage make-ups including: corrective, fantasy, animal, special effects, and old age. The course includes the introduction of latex prosthetic pieces. Students are required to purchase a personal makeup kit. Prerequisite: THEU 101 or instructor approval.

THEU 232 Basic Acting 2 (3)

Continuation of the techniques and exercises developed by Constantine Stanislavski (and variations developed by prominent instructors who succeeded him) in order to prepare the student for the creative and practical demands of stage acting. In this second of a two-course sequence, emphasis is placed on exercise work focusing on the use of transitive verbs as actions, physical characterization, active listening, inner monologue, subtext; and all of the aforementioned applied to monologue and multi-purpose scene work. Prerequisites: THEU 101 and THEU 131 or THEU 132.

THEU 234 Voice and Diction for the Stage (3)

The fundamental theory and practice of healthy and articulate vocal production: controlling breath, phonation, resonance, enunciation, projection, vocal quality and proper Standard American English. The intent of the course is to produce a vocally expressive actor.

THEU 251 Improvisation (3)

Provides an overview of modern improvisation techniques as taught by Viola Spolin, The Second City, The Groundlings, and The Improv Olympics. These core skills are useful to the performer, the director, and the teacher. Special emphasis is placed on techniques used to build an ensemble, the use of improvisation as a tool to boost creativity, and the spiritual parallels between faith and this unique art form. It is recommended the student take THEU 101 and THEU 232 before taking this course.

THEU 312 Unarmed Combat for the Stage (3)

Explores a variety of aesthetic guidelines, safety principles, and practical techniques utilized in the staging of unarmed sequences of staged combat. Students examine such principles as: distance and measure, partnering, cue-reaction-action, masking, reversal of energy, the pyramid of safety, and victim-controlled techniques. Techniques explored include: rolls, falls, lifts, carries, throws, punches, blocks, kicks, and specialty moves. Instructor approval required.

THEU 314 Play Analysis (3)

Provides tools for students to analyze plays as theatre literature from the perspective of performance such as structural approaches, historical/biographical approaches, a study of genres, psychoanalytic approaches, and moral/philosophical approaches to include Judeo-Christian core values. Prerequisite: THEU 101.

THEU 321 Costume Design (3)

The principles and methods of costume design as they relate primarily to theatrical production. A survey of the evolution of clothing styles through history with emphasis on Western costume. Lab required.

THEU 322 Fundamentals of Directing (3)

The art and craft of directing for the stage. Examines the practical components of the director as artist, leader, and collaborator; seeks to instill the various skills necessary to analyze a piece of drama and lead a group of collaborative artists in realizing drama on the stage; focuses on the craft of directing modern realistic dramatic literature through text analysis, communication of concepts and stylistic techniques; and requires rehearsal time outside of regularly scheduled class hours.

THEU 323 Scenic and Lighting Design (3)

Studio-based examination of the practical and aesthetic considerations of scenic design as it applies to theatrical performance and other live events. Course contains both traditional lecture and hands-on design work including drafting, sketching, composition and the spectator/event relationship. Lab required.

THEU 324 Stage Management (3)

Examines the duties and responsibilities of a production stage manager. Emphasis is placed on students' honing their organizational and communication skills with all members of a production team. Working with and adapting to Actors' Equity Association equity regulations are included. Students are expected to create a prompt book as well as participate in departmental productions. Instructor approval required.

THEU 330 Screen Acting 1 (3)

Explores the techniques and methods of screen acting for single-camera productions (although multiple-camera productions are also addressed). Students prepare and perform scenes for presentation in class, participate in classroom exercises and discussions, and perform as on-camera talent for student productions. Instructor approval required.

THEU 335 Theatre in Ministry (3)

In-depth examination of various strategies and techniques for integrating various forms and types of theatre into Christian church settings. Examples include, but are not limited to: children's theatre, puppetry, masks, sketch drama, drama in counseling, drama for seniors, prison ministry, and Christmas and Easter cantatas. Instructor approval required.

THEU 337 Vocal Production for the Actor 2 (3)

Continuation of the study and application of vocal skills based on the Linklater Technique first introduced in Vocal Production. Course content is expanded upon and further applied to scripted text. The International Phonetic

Alphabet is introduced as a tool in the correction of individual speech problems and as a basis for the study of major performance dialects. The latter part of the course is devoted exclusively to dialect study. Instructor approval required.

THEU 357 Writing and Producing Children's Theatre (3)

Explores adapting children's literature into drama, critical examination of children's programming, and creating an original play or film script. Story structure, characterization, motifs in children's literature and the developmental stages in children are examined as effective tools in writing and producing for children. Students participate in a variety of capacities required to produce theatre for children. Instructor approval required.

THEU 375 Special Topics in Theatre (1 – 3)

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

THEU 400 Contemporary Trends in Theatre (3)

Intensive examination of selected major creative and interpretive artists of the contemporary theatre including dramatists, directors, designers, performers, theorists, critics, organizations, notable productions, and innovative teachers. This seminar-oriented course requires the student to produce either a major paper or a performance-related project in a capstone project that integrates the knowledge and skills the student has acquired over the course of study. Prerequisites: THEU 101, THEU 232, and THEU 314, or instructor approval.

THEU 405 Theatre History 1 (3)

Historical examination of significant developments in world theatre and drama from its origins through the European Renaissance. Prerequisite: THEU 101 or instructor approval.

THEU 406 Theatre History 2 (3)

Historical examination of significant developments in world theatre and drama from the 18th century through the 20th century. Prerequisite: THEU 101 or instructor approval.

THEU 420 Performance Studio (3)

A performance lab that provides the advanced student an opportunity to research, explore, and generate performances within specific periods, styles, or genres. Provides students with both theoretical and practical experience in performance. Examples of offerings include (but are not limited to) Contemporary Drama, Shakespeare, Comedy of Manners, Commedia dell' Arte; Non-traditional styles such as Absurdism, Expressionism, Symbolism, Auditioning and other topics as well. This course may be repeated for credit. Students having completed THEU 322 may be allowed to direct scenes. Prerequisite: THEU 332.

THEU 490 Independent Study (1 – 3)

An approved independent study option, supervised by faculty, in a directed area of scholarship. Study is administered according to a learning contract between a designated faculty member and the student. An independent study cannot be offered for a course that is already designated and listed. Repeatable up to six (6) credit hours.

THEU 495 Theatre Internship (1 – 3)

Approved internship in a field of the student's specialty. This guided learning experience is a culminating experience in which the student applies the principles and skills learned, demonstrating competency under the guidance of a specialist in the field. The number of credits available to the student is contingent upon the student's contracted responsibilities, but no more than three (3) credits per academic term may be earned. Prerequisites: THEU 101, THEU 105, THEU 232.

THE FACULTY

- Bounds, J. Dennis** (1993), B.A., Baylor University; Ph.D., M.A., University of Texas-Austin
- Brown, William J.** (1992), B.S., Purdue University; Ph.D., M.A., University of Southern California
- Burnett, Michael J.** (2008), B.A., Sul Ross State University; MFA, University of Mississippi
- Elvgren, Gillette** (1990), B.A., M.A., Tulane University; Ph.D., Florida State University
- Fraser, Benson P.** (1986), B.A., Southern California School; M.A., California State Fullerton; M.A., Pepperdine University; M.Div., Fuller Theological Seminary; Ph.D., University of Washington
- Garcia, David** (2006), B.S., University of Wisconsin; M.A., Regent University
- Harrell, Eric** (2005), B.A., Abilene Christian University; MFA, University of Nebraska
- Hayes, Scott M.** (2008), BFA, University of California at Santa Barbara; MFA, Florida State University
- Holland-Geary, Judith** (2005), B.F.A. University of Maryland; MFA, Brooklyn College
- Keeler, John D.** (1978), B.A., Allegheny College; B.J., M.A., Ph.D., University of Texas-Austin
- Kirkland, Michael**, (2002), B.A., California State University at Fullerton; MFA, University of Southern Mississippi; Ph.D., University of Utah
- March, William D.** (2008), B.A., Yale University
- Martin, Derek G.** (2009), BFA, University of Hartford; MFA, Regent University
- Mattison, Booker T.** (2010) B.S., Norfolk State University, M.F.A., New York University
- Miller, Douglas** (2004), B.A., State University of New York at Buffalo
- Miller, Pamela R.** (2010) B.A., Indiana University; M.A., Regent University
- Mintle, Norman** (2001), B.A., Evangel University; M.A., Western Michigan University; Ph.D., Regent University
- Newman, Marc** (2007), B.A., Biola University, M.A., Louisiana State University; Ph.D. Regent University
- Paladini, Mark T.** (2005), B.A. University of Washington
- Patrick, Michael** (2003), A.A., Central Oregon Community School; B.S., B.S., Southern Oregon State School; M.A., Regent University
- Pfeiffer, Markus** (2006), B.A., Technikum, Sursee, M.T.S, Oblate School of Theology, D.Min., Regent University
- Quicke, Andrew C.** (1986), B.A., M.A., Oxford University
- Southerland, Peggy** (2005), B.A., University of Maryland
- Sova, Harry S.** (2006), B.A., University of Wisconsin-Madison, M.A., Indiana University, Ph.D., Ohio University
- Swaffield, Bruce C.** (2003), B.S., Kent State University; M.A., University of Miami; Ph.D., University of Miami
- Wales, Lorene D.** (1998), B.A., Pennsylvania State University; M.A., Ph.D., Regent University
- Xu, Xiangxin “David”** (2009), B.A., Shanghai Jiao Tong University; MFA, Pratt Institute